IMPROVING STUDENTS’ READING COMPREHENSION BY USING SURVEY, QUESTION, READ, RECITE, AND REVIEW (SQ3R) METHOD

(A Classroom Action Research at Tenth Grade Students of SMA N Colomadu, Karanganyar in 2015/2016 Academic Year)

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ABSTRACT

The aims of the study in this research as follows: (1) To know whether the use of SQ3R method can improve students’ reading comprehension at X IIS 2 class of SMA N Colomadu, Karanganyar in 2015/2016 academic year, (2) To know how far SQ3R method can improve students’ reading comprehension at X IIS 2 class of SMA N Colomadu, Karanganyar in 2015/2016 academic year. The research used Classroom Action Research. This research had been conducted at students of X IIS 2 class of SMA N Colomadu, Karanganyar in 2015/2016 academic year. The procedure of the research consisted of identifying the problems, planning the action, implementing the plan, observing, reflecting, and revising the plan. In the techniques of collecting data, the researcher used test and non-test. In the techniques of analyzing data, the researcher used qualitative and quantitative techniques. The qualitative data were analyzed by using data collection, data reduction, data display, and conclusion. The four stages were used by analyzing the result of interview, observation, questionnaire, and document. The quantitative data were analyzed by using t-test. T-test was used by comparing the mean score of pre-test and post-test 1 and the mean score of post-test 1 and post-test 2. The findings of the research show that there was improvement in the students’ reading comprehension after SQ3R method was implemented to them. The mean score of pre-test is 68.31, it increases become 75.63 in post-test 1, and improve again become 84.84 in post-test 2. The result of t-test of pre-test and post test 1 is $t_0 (9.20) > t_{\text{table}} (2.04)$. The result of t-test of post-test 1 and post test 2 is $t_0 (14.39) > t_{\text{table}} (2.04)$. Based on the research findings, it can be concluded that using SQ3R method can improve the students’ reading comprehension at X IIS 2 class of SMA N Colomadu, Karanganyar in 2015/2016 academic year.

Keywords: Reading Comprehension, SQ3R Method, A Classroom Action Research
INTRODUCTION

English is one of the international languages in the world. Therefore, the using of English is the easiest way to communicate with people from many countries in the all of aspects such as technology, culture, economy, social, and politic. If people can master English, they can hold the world. On the other hands, if people cannot master English, they cannot get the use of information or knowledge.

English has become the second language in Indonesia which is taught formally at schools. It is learned from elementary level up to university. It is usually used in international communication in written and oral communication. There are four skills in English teaching. The four skills must be mastered by students because these are integrated and related in English learning. They are reading, writing, speaking, and listening.

One of important English skills is reading. According to Urquhart and Weir (in Grabe, 2009: 14), “Reading is the process of receiving and interpreting information encoded in language form via the medium of print.” It meant that reading is a process to get information if people react to a written text as a piece of communication. The use of reading can be obtained if students always read continuity. Reading has the uses to get information from a text and to get pleasure after ones read the text. According to Harmer (1998: 68), “Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.” Reading involves interaction
between the graphic symbol and the reader’s language skill to interpret content and get information the whole of text. Reading is included communication process between the writer and the reader. The writer has messages in his minds, such as his feelings, ideas, arguments, and facts that he wants to convey. Reading is important English teaching skill because English is learned by students as part of language acquisition process.

The problems of the research were from the teacher, the students, and the school. The teacher’s problems were as followings: (1) The teacher used English learning monotonously, (2) Sometimes, the teacher gave the assignment and homework without explaining before. The students’ problems were as followings: (1) The students were noisy in English teaching and learning process, (2) The students felt difficulties in reading, interpreting, and comprehending of the text, (3) The students had problem to identify the main idea of the text, (4) The students felt difficulties to find detail information, implicit and explicit information, reference of pronoun, interpreting words and sentences, and generic structure of the text. (5) The average score at X IIS 2 class was about 65, whereas the standard minimum score (KKM) was 75 for English lesson. The school’s problem was as followings: (1) Providing of English book in library was less.

One of the ways to solve the problems is the use of method. According to Anthony (in Richards & Rodgers, 2001: 19), “…method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural…” It meant that method is procedure in teaching and learning
process based on the using of approach. One of appropriate methods is Survey, Question, Read, Recite, and Review (SQ3R) method.

Huber (in Ghazo, 2015) states that “SQ3R is a meaningful reading method in which students practice different reading strategies.” SQ3R method was used because its each step had objective that was designed to make the students read faster and get comprehension the whole of text.

SQ3R method was developed by a Professor of Psychology at Ohio State University, Prof. Francis P. Robinson, 1941. Reading activity is using this method that consists of five steps as follows: survey, question, read, recite, and review. According to Robinson (1941: 29), “SQ3R method is a smooth and efficient method that should result in the students’ reading faster, picking out the important points, and fixing them in memory.” It is a method of teaching reading that has complex, comprehensive, and varied steps to make students read faster and get comprehension the whole of text. This method is suitable for study purpose, especially in English reading teaching and learning process.

The benefits of SQ3R method in English teaching learning process can be summed up in several points are as followings: (1) It promotes easy visualization of the main ideas in the lesson and only the main ideas and main sub points are jotted down (Robinson, 1941), (2) SQ3R method makes the students easier to remember and to make reference simpler to the text (Robinson, 1941), (3) The students can know the organization from the text or book and get general impression, (4) The question prepared about what they read later that can arouse
the students’ curiosity and help to read with the purpose of seeking answer, (5) The students can read faster because there are questions as the guider, (6) Namely review, the students can get mastery over the whole round and materials that they have read.

According to Robinson (1941: 28), the steps of teaching SQ3R are as followings:

1) Survey
   Glance over the headings in the chapter to see the few big points which will be developed. This survey should not take more than a minute and will show the three to six core ideas around which the rest of the discussion will cluster. This orientation will help the students organize the ideas as they read them later.

2) Question
   Turn the first heading into question. This will arouse the students’ curiosity and so increase comprehension. It will bring to mind information already known, thus helping the students to understand that section more quickly. And the question will make important points stand out while explanatory detail is recognized as such. This turning a heading into a question can be done on the instant of reading the heading, but it demands a conscious effort on the part of the students to make this query for which they must read to find the answer. They have to make questions based on the text as guider in read step.
3) Read

Read to answer that question, i.e., to the end of the first headed section. This is not passive plowing along each line, but an active search for the answer.

4) Recite

Having read the first section, the students look away from the book and try briefly to recite the answer to their question. Use their own words and name an example. If they can do this, they know what is in the book; if they cannot, glance over the section again. An excellent way to do this reciting from memory is to jot down cue phrases in outline form on sheet of paper.

5) Review

When the lesson has thus been read through, the students look over their notes to get a bird-eyes view of the points and their relationship and check their memory as to the content by reciting on the major sub points under each heading. This checking of memory can be done by covering up the notes and trying to recall the main points. Then expose each major point and try to recall the sub points listed under it.

METHODOLOGY

Participants

The research was conducted at SMA N Colomadu, Karanganyar Surakarta, which is located on Jln. Fajar Indah, Baturan, Colomadu, Karanganyar. The subject of the research was X IIS 2 class students that the total of sthe students was 32 students. It consisted of 13 male and 19 female.
**Method**

The research method used was Classroom Action Research. The research was conducted in 2 cycles involved 7 meetings. According to Kemmis (in Hopkins, 2008: 48), “Action Research is the way groups of people can organize the condition under which they can learn from their own experience.” It meant that Action Research is a way of education theory implementation in practice based on the researcher’ experience. According to Kemmis and Mc Taggart in Burns (2009: 7), action research typically involves four broad phases in a cycle of research. Each cycle included planning (plan), action (action), observation (observation), and reflection (reflection). The purpose of the research is to gain understanding of teaching and learning within one classroom and to solve the problems, in this case, the students’ difficulties in learning English especially in reading.

In this research, the students were given the test to measure their ability. The tests were given in three ways, they are: pre-test, post-test 1, and post-test 2. The pre-test conducted before the action. Pre-test was administered in order to find out the students’ reading comprehension before the actions, and post-test was administered in order to find out the increase of the treatments towards the students’ reading comprehension after being given the treatments. Pre-test and post-test were used to get the data to analyze the hypothesis.
Collecting and Analyzing Data

Before the implementing the plan, preliminary interview was done by the researcher, teacher and the students. Especially, the researcher asked how English teaching and learning process was held. According to Hopkins (2008: 110), “Interviewing in classroom can take four forms: it can occur between teacher and pupil, observer and pupil, pupil and pupil, and occasionally teacher and observer.” The functions of interview were to get the information during the English teaching and learning process. The researcher interviewed the teacher and the students. Especially, the researcher asked how English teaching and learning process was held, so the researcher could know the problems that were faced by the teacher, students, and school.

After the researcher had done preliminary interview, the researcher did preliminary observation all the students during teaching learning process. Especially, the researcher observed how the teacher taught, what the method was used by the teacher, how the students participated in English teaching learning process, how the students’ score in English lesson, how the condition in the class was, and how the school’s efforts improved the students’ English skill, what kinds of efforts that should be done to increase students’ desire especially in reading comprehension. According to Richards and Lockhart (1996: 12), “Observation is as a way of gathering information about teaching rather than a way of evaluating.”

Besides that, the researcher used questionnaires to support the data whether the students still had the difficulties in reading comprehension or not.
According to Taylor and Powell (1998), “Questionnaire is a way to obtain information about what people do, what they have, what they think, know, feel, or want.” It meant that questionnaire is a set of question for gathering information from individuals. The researcher gave questionnaire to support the data whether the students still had the difficulties in reading comprehension or not.

After that, the documents were used by researcher as follows: field notes, lesson plans, classroom material, portfolios on written work, and documentation. In fact, Burns says that: Document could be pertinent to the research focus, including students’ portfolios on written work, students records profiles, lesson plans, classroom materials, letters, classroom memos, and news letter, and previews test or examination papers (1999: 140). It meant that documents could be forms students’ portfolios on written work, students’ records profiles, field notes, lesson plans, classroom materials, letters, classroom memos, and news letter, and previews test. The researcher could get information or data from the forms of document. The documents were used by researcher as follows: field notes, lesson plans, classroom material, portfolios on written work, and documentation.

The result of the collecting data were analyzed by using two kinds of techniques. They are qualitative and quantitative data.

**RESULT AND DISCUSSION**

Based on the preliminary observation and interview that had been conducted on September 10\textsuperscript{th} 2015, the researcher found the problems, especially
in students’ reading comprehension. They were as followings: (1) The students had problem to identify the main idea of the text, (2) The students felt difficulty to find detail information, implicit and explicit information, reference of pronoun, interpreting words and sentences, and generic structure of the text.

From the collecting data, the researcher analyzed the students’ reading comprehension score. The pre-test was conducted on April 13th, 2016. The type of pre-test was individual test. The mean score of pre-test was 68.31. This score is lower than the Standard Minimum Score (KKM) is 75. Then, the researcher applied the SQ3R method to solve the problems faced by the students in two meetings. After that, the researcher gave them post-test 1. The result of post-test 1 showed good improvement of students’ mean score. It could be seen from the result of the pre-test and post-test 1. The researcher compared the result of pre-test and post-test. The mean score of pre-test was 68.31 and the post-test was 75.63. The students were more enthusiastic. The students learnt properly, but the students were little bored in reading the text by using SQ3R method.

SQ3R method made changes for the students. In cycle 1, the researcher found some strength and the weaknesses during the lesson. The researcher found that the students’ understanding about the reading material was increase but it was not optimal yet. So, the researcher decided to conduct the next cycle to reach the goal of the research. For the next cycle, the researcher was revising the plan. In the cycle two, the researcher planned two meetings as the first cycle. To anticipate the bored, the researcher tried to add game in the main activity. In cycle 1, the
students work individual and group. In cycle 2, the researcher asked the students work in individual and group. Each group would get the different text. After they did the activity, they had to present their work in front of the class. Finally, post test 2 was conducted to know the students’ competence after SQ3R method implemented.

The result of post-test 2 showed a significant improvement in students’ score. The students’ mean score in cycle 2 was 84.84. The students were so enjoy and enthusiastic in joining the class. They were more confident to deliver their ideas or opinions to answer the questions and to present in front of the class. Most of them were also active working in group and discussed the material. The class situation is more enjoyable and interesting when SQ3R method is applied in English reading teaching and learning process. The students become more active and interested to read and answer the questions.
The improvement can be seen from the students’ mean score as follows:

Table 1.1. The Result of Mean Score and t-Test

<table>
<thead>
<tr>
<th>Mean of Pre-Test</th>
<th>Mean of Post-Test 1</th>
<th>Mean of Post-Test 2</th>
<th>t-value of Cycle I</th>
<th>t-value of Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.31</td>
<td>75.63</td>
<td>84.84</td>
<td>9.20</td>
<td>14.39</td>
</tr>
</tbody>
</table>

The researcher also used t-test of dependent to show the improvement of students’ achievement. The result showed that t-count of cycle 1 and cycle 2 was higher than t-table. Those results were described as follows:

Table 1.2. The Result of t-test Data Analysis

<table>
<thead>
<tr>
<th>t-test data analysis</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Db = (n-1) = (32-1)</td>
<td>t-test of pre-test and post-test 1</td>
<td>t-test of post-test 1 and post-test 2</td>
</tr>
<tr>
<td></td>
<td>( t_0 = 9.20 )</td>
<td>( t ) count = ( 14.39 )</td>
</tr>
<tr>
<td></td>
<td>( \text{t}_{\text{table}} ) significant in 5% ( = 2.04 )</td>
<td>( \text{t}_{\text{table}} ) significant in 5% ( = 2.04 )</td>
</tr>
<tr>
<td></td>
<td>( t_0 &gt; \text{t}_{\text{table}} ) in significant 5% ( (9.20 &gt; 2.04) )</td>
<td>( t_0 &gt; \text{t}_{\text{table}} ) in significant 5% ( (9.20 &gt; 2.04) )</td>
</tr>
</tbody>
</table>
According to the result of t-test, there was a significant progress after the students were being taught using SQ3R method. Since $t_0$ is greater than $t_{table}$, so there is a significant difference between the mean score of pre-test and post-test 1 in cycle 1. In cycle 2, the $t_0$ is higher than $t_{table}$, it means that there was a significant difference between the mean score of post-test 1 and post-test 2. It can be concluded that the students got better understanding in comprehending narrative and text. Not only the students more capable and successful in comprehending and responding to text, but the teacher gained a new skill and teaching method. SQ3R method allows ongoing assessment of students on a regular basis to keep control their strengths and weaknesses in reading comprehension.

**CONCLUSION**

Based on the result of discussion the conclusion could be described that SQ3R method can improve the students’ reading comprehension at X IIS 2 class of SMA N Colomadu, Karanganyar. It is proved that the mean score of pre-test and post-test 1 in cycle 1 improve from 68.31 to 75.63. It can improve again in cycle 2 that the mean score of post-test 1- post-test 2 improve from 75.63 to 84.84. Besides that the students more understand all the indicators of reading comprehension as follows: (1) The students can identify the main idea of the text, (2) The students can find detail information of the text, implicit information of the text, explicit information of the text, reference of pronoun, interpreting words and sentences, and generic structure of the text. The improvement of the students’ reading comprehension can also be seen from the students’ attitude or the class
atmosphere as follows: (1) The students were motivated and enthusiastic in English teaching and learning process, so they could read and understand the whole of text faster, (2) The students were active and brave when they read and discussed the text, (3) The students were more friendly and enjoyable in English teaching and learning process.
REFERENCES


