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

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The purposes of the research were: (1) to know whether the use of SQ3R method can improve the students’ reading comprehension of eleventh grade students at SMK N 8 Surakarta 2015/2016 Academic Year; and (2) to describe the participation of eleventh grade students at SMK N 8 Surakarta in teaching learning process through SQ3R method.

The subject of the research was the students in class XI D Dance in SMK Negeri 8 Surakarta. In this research, SQ3R Method was used to improve the students reading comprehension in learning English. The techniques of collecting data were test and non-test. The types of test was multiple choice. While for non-test, there were interview, observation and documentation. The techniques of analyzing the data were qualitative and quantitative. The qualitative data covered data reduction, data display and conclusion drawing or verification. The quantitative data were obtained by calculating the t-test; the mean and t-value.

There were two cycles in this action research. The result show, the mean score of pre-test, which was 50.30 improved into 70.00 in post-test 1. This number then improved over again into 82.92 in post-test 2 that was higher than the KKM (75). The students were also enthusiastic in learning English with SQ3R method. They had a better learning acts. They became active learners, they made the class situation interactive, and they improved their knowledge. Based on the research finding, it can be concluded that SQ3R Method can improve the students reading comprehension.

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

Nowadays, reading is a necessary skill that any learner needs. Through reading news papers, magazines or anything else, they will know the customs, culture and development of other countries. Nunan (1992) says that reading is a fluent process of readers combining information from the text and their own background knowledge to build a meaning. Reading comprehension becomes important as students’ in learning process. Underwood and Pearson as quoted by Caccamise (2005:5) states that reading comprehension is made up of a complex skill. Readers need to recognize or decipher individual words, access their meaning, and interpret grammatical structure. Rarely is a text completely literal: Reader need to draw on general knowledge and an appreciation of pragmatic factors to understand the intended messages.

In case of the research, the students at the Eleventh Grade of SMKN 8 Surakarta has problems, there are: the students did not like English learning, did not like reading, difficulty to found in reading English text, did not like reading long paragraph, did not do their homework. Besides that the students has problems in reading comprehension, there are the students difficulties in finding main idea, vocabulary, identifying inference, implicit and explicit information.

On the preliminary observation at SMK N 8 Surakarta, Thursday, April 30th, 2015, it was found that the students at SMK N 8 Surakarta, especially in eleventh grade were still low in reading. In fact, only some
students could reach Criteria of Minimum Score which is about 40%. Criteria of Minimum Score of English is 7.0. The teacher gave additional task to the student if they could not reach the standard (KKM).

Considering the problems above, the SQ3R method should be a technique that involves the students in process reading activity. According to Kanar (2010:215), SQ3R is a classic system that millions of the students have used successfully to improve their reading and studying. Robinson (1961:29) states that the method consists of steps, there are: Survey, Question, Read, Recite and Review. In applying this technique, the students will learn five varieties of specific comprehension strategies: survey an idea of text; give question of what has been surveyed; read the text to find the answer; recite to respond the answer of questions using own word, review and memorize all the material of the text.

B. METHODOLOGY

This research used Classroom Action Research. According to Hodgkinson cited in Cohen and Manion (in Burn, 1999:30), action research is a direct and logical outcome of the progressive position. After showing children how to work together to solve their problems, the next step was for teachers to adopt the methods they had been teaching their children, and learn to solve their own problem. According to Carr and Kemmis (in Burn 1993), action research is simply a form of self-reflective enquiry undertaken by participants in social situation in order to
improve the rationality and justice of their own practices, their understanding of these practise and the situations in which the practice carried out. In same page, Burn (1993) provides wallace’s statements for the definition of Action Research, “it is done by systematically collecting data on everyday practice and analyzing it in order to some decisions about what the future practice should be. The procedure of Classroom Action Research, there are : the first step is identifying problem and planning the activities on this step was pre-observation, preparing material, preparing list of students name and scoring, preparing teaching aids, preparing sheets for classroom observation and repairing test. The second step was implementation. The third step was observing, one of ways used in collecting the data. The fourth step was reflection, the data observation were recorded on the observation sheets, the researcher evaluated the teaching learning process. And the las step was revising plan.

The technique of collecting data in this study used test and non-test. The researcher use multiple choise and the non-test the reseacher used interview in pre-observation and documentation. The technique of analyzing data was qualitative data and quantitative data. The qualitative data consis of data reducion, data display, and conclusion drawing or Verification. The quantitative data consist of the mean of pre-test and post-test and the t-value for non independent sample.

The setting of this research was SMKN 8 Surakarta. It is located at Jalan Sangihe KepatihanWetan, Jebres, Surakarta. Telp (0271) 632225.
C. RESULT OF THE STUDY

Based on the result of this research, the SQ3R method could improve student’s reading comprehension. Pre-research was held before conducting the research. The researcher identified the problems during english learning process, the SQ3R method was used by the teacher and the students’ activity during learning process. Based on the pre-test on Saturday, February 6\textsuperscript{th}, 2016 at 08:30 – 10:00, the students did not understand how to answer pre-test because the students found difficulty in understanding the meaning of the text and they did not like english learning. The kind of the text was analytical exposition text. The mean score of students’ pre-test was 50.30. It was low, because the minimal score of SMK Negeri 8 Surakarta is 70.

In the first cycle, there were three meetings. Two meetings were for learning process and one meeting was for post-test 1. The first meeting was conducted on Saturday, February 20\textsuperscript{th} 2016. The second meeting was conducted on Saturday, February 27\textsuperscript{th} 2016. Then, third meeting was post-test 1. After reflecting the action, researcher found several strengths and weaknesses. The strengths were: (1) The students were more active and enjoyed reading lesson in the classroom. The students could share their opinion when they were skimming the text. Then the students wrote the opinion in a note. The students make a summary of the text. (2) The
students got a new method in learning process, especially in reading skill. The students found a new method that helped them to answer the questions in reading. (3) The students' motivation in learning process improved. It made a lively situation in the classroom where every student made efforts to find the answers of the task. The weaknesses were: (1) Some students did not bring dictionaries (2) The students were tired because they joined practice dance before English class. (3) The students' difficulty to answer in the second step (question).

From the reflection of cycle one, the researcher was not satisfied with the result. So, the researcher held cycle two to repair the result. The first meeting was held on Saturday, April 02nd 2016. The second meeting was held on April 09th 2016. After reflecting the action, researcher found that there were some improvements in the cycle two. The mean score of the post-test 2 increased from the mean score of the post-test 1. The mean score of the post-test 2 was 82.92. It was higher than the mean score of the post-test 1 that was 70.00.

D. DISCUSSION

Teaching reading comprehension through SQ3R method could improve the students’ reading comprehension of XI D Dance at SMK Negeri 8 Surakarta in 2015/2016. The improvement of students’ learning result is shown significantly as follows:
<table>
<thead>
<tr>
<th>Mean of Pre-test</th>
<th>Mean of Post test 1</th>
<th>Mean of Post test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.30</td>
<td>70.00</td>
<td>82.92</td>
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</table>

The researcher concluded that using SQ3R Method in teaching reading was an effective way to improve students reading ability. The researcher decided to stop the cycle since the result of the last cycle has shown a good improvement of students’ reading ability. It could be seen from the analysis of the mean score of the reading ability test. The main score improved from Post – Test 1 to Post Test 2. That was 70.00 improved to 82.92.

The situation in the class became comfortable, the interaction among the students became more joyful. The students were not reluctant to cooperate with their friends while doing the task. The relation between the student and the teacher became more comfortable so that the students were not afraid to ask about the difficulties they found in the materials.

Besides all of students reached the KKM, they also got better experience of learning, especially in reading comprehension.

E. CONCLUSION AND SUGGESTION

a. Conclusion

Based on the described in the previous chapter, the researcher concludes that:
1) The implementation of SQ3R method as the learning method can improve the students’ reading comprehension at the eleventh grade of SMK Negeri 8 Surakarta in 2015/2016 academic year. Based on the observation, the action research which had been conducted to improved the reading comprehension ability is reached well. The enhancement of the students’ reading comprehension ability is also supported by the result of the test score. The mean score of pre-test was 50.30 and it improved to 70.00 in post-test 1 and it also improved to 82.92 in the final post-test.

2) Improving students’ reading comprehension through SQ3R Method of XI D Dance at SMKN 8 Surakarta also made the class situation interactive. It because the steps of the method gave feedback. The researcher guided the students actively during the whole process of learning started until finished to applied the method. The situation of the teaching and learning process became more joyful and interesting, the students also did not reluctant to open their dictionary, and all of the students were involved in the teaching and learning process. The method made a good motivation to the students’ in English learning process, especially in reading activity. The relation between the student and the teacher became more comfortable so that the students were not afraid to ask about the difficulties they found in the materials.
REFERENCES


