

**THE IMPLEMENTATION OF SURVEY, QUESTION, READ, RECITED, AND REVIEW
(SQ3R) METHOD TO INCREASE STUDENTS'
READING COMPREHENSION
(An Experimental Study at the First Year Students of SMP Negeri 1 Mila)**

Mustakim Sagita

Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Jabal Ghafur

ABSTRACT

The aim of this study is to discover the effect of applying SQ3R method in reading comprehension. Experimental research design is used as the research method. This research took place at SMPN 1 Mila. There was 1 class chose as the sample with 24 students in class. The class was taught by using SQ3R method. The instrument used to collect the data was a set of multiple choice tests, which divided as pre test and post test. The result of the research was analyzed by using t-test formula. The result showed that post -test was higher than pre-test

Key Words: reading, SQ3R method.

INTRODUCTION

Background of the Study

In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to university level. There are four skills that should be mastered by students of SMP and SMA, they are: listening, speaking, reading, and writing. In this case, reading skill becomes very important in education field, therefore students need to be exercised and trained in order to have a good reading skill.

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read (Djiwandono, 2002:1). If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulties in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to become success in their study.

Referring to the above condition, it is necessary to prepare attractive and effective method for English learning activities. In this context, SQ3R method is a suitable choice that can make students creative and interesting in learning. SQ3R is a method for reading and studying textbook material developed by Robinson (1970) in Stahl and

Henk (1986). SQ3R is a very strong strategy to activate prior knowledge and integrate it with new information (Call, 1991: 58). It is designed to help students understand and retain textbook material by using a system or series of steps to guide them as they read and study. The SQ3R method is one of met cognitive strategies that help students read better. This system is useful to study text and it helps improve memory of important points, and aids in preparing for a quiz, test or exam.

SQ3R stands for Survey, Question, Read, Recite, and Review. The researcher would like to try to apply this method in teaching reading to the first grade students of SMP Negeri 1 Mila. The researcher chose this school because he had ever taught in that school as substitute teacher. The researcher concluded that the first grade students of the school found many problem in reading skill.

Based on explanations above, the researcher is interesting in conducting the research entitled "The Implementation of Survey, Question, Read, Recited, and Review (SQ3R) method to Increase Students' Reading Comprehension (An Experimental Study at the First Year Students of SMP Negeri 1 Mila)".

Research Question

Based on the background of study above, the problem of study is: Is SQ3R method effective in increasing the students' reading comprehension and will SQ3R method effective in solving problem the students' reading comprehension?

The Objective of the Study

The objective of the study is to find out the effect of using SQ3R method in increasing and solving problem reading comprehension achievement of the first grade students of SMP Negeri 1 Mila in academy year 2015/2016.

The Scope of the Study

In this study, the researcher focused on the effect of using SQ3R on the students' reading comprehension. The researcher focused on main idea and factual information of text. The researcher also focused research on class 1C of the first grade students of SMP Negeri 1 Mila in academic year 2015/2016.

The Significant of the Study

Theoretical significance

This study is hoped to have some advantages for teachers and students. For English teachers, it can enrich the application of teaching techniques in teaching reading,

For students, it will be easy for them to study reading through SQ3R method.

Practical Significance

The result of this research is strongly expected to provide useful information for English teachers with the appropriate and effective method to develop students' ability in comprehending reading. It can also be a feedback for increasing teaching activities and their understanding on the implementation of SQ3R Method through experimental research. Then, to give good contribution to the teachers in teaching reading to encourage their students to learn reading effectively to increase their students' reading comprehension.

CONCEPTUAL FRAMEWORK

According to Westwood (2001:10) reading is a process of communication by symbol or word. The reader translates the word or symbol in the text. Reading is not just the translating of the text but also it needs knowledge in understanding the meaning. Reading is an activity or a process of getting meaning from written form that its aim is to understand the information in it.

In this activity, there is interaction between the author and the readers because the author delivers her/his idea to the readers through the text. The readers can also improve their understanding through reading activity. In this case, reading is a very useful activity that should be done as a habit for everybody because reading will enlarge their knowledge about something.

By applying this method, the student's achievement in reading can be increased. That's why SQ3R method is suitable in learning reading skill. So that the writer is going to apply this method to investigate whether SQ3R method significantly affects the objects or not.

Hypothesis

Based on the explanation of both theoretical and conceptual framework above, the writer formulated the hypothesis as the following: SQ3R method is effective in increasing students' reading comprehension.

METHODOLOGY

Research Setting and the Subject of the Research

The research was conducted at SMP Negeri 1 Mila. It was located at Jl. Garot-Lamlo. It has twelve classrooms; four classrooms for the first year students, four classrooms for the second year students, four classrooms for the third year students, a headmaster room, a teacher room, an administration room, a library, and science and computer laboratory.

Population and Sample Population

The population of this study is the first year students of SMP Negeri 1 Mila. There are four classes of the first year students at SMP Negeri 1 Mila. The total of the first year students are 120 students. This number is very large to be researched. So, the researcher selected one class as the sample.

Sample

The sample of this study is focussed on the students of class Ic. The number of students in the class is 29 girl students.

Research Instrument

In order to collect the data, the researcher used a set of test as instrument, pre-test and post-test. Both of the test are 20 multiple choice questions.

Pre-test

Pre-test was given at the first meeting before the researcher did teaching learning activities. It was done to see the ability of students before the researcher implemented SQ3R method.

Post-test

Post-test was given at the end of the meeting. The test was done in order to evaluate the reading comprehension of students in English after being manipulated through SQ3R method.

RESULT

Based on the experimental research conducted at SMP Negeri 1Mila, the researcher has found the result of the research. The result as follow: **Table 4.2** The score of pre-test and post test

NO	STUDENTS' NUMBER	PRE-TEST	POST-TEST
1	7234	45	60
2	7235	70	65
3	7236	55	55
4	7237	65	75
5	7238	40	65
6	7239	70	75
7	7240	65	80
8	7241	75	80

9	7397	55	70
10	7244	80	75
11	7411	40	65
12	7246	40	45
13	7247	35	55
14	7248	60	65
15	7249	75	70
16	7250	70	75
17	7251	45	50
18	7252	40	65
19	7253	75	80
20	7254	55	75
21	7315	30	55
22	7316	55	60
23	7317	45	55
24	7319	75	80
	Total Mean	$\frac{1360}{24} = 56.67$	$\frac{1595}{24} = 66.45$

$$O_1 = \frac{1360}{24} = 56.67 \quad O_2 = \frac{1595}{24} = 66.45$$

NO	STUDENTS' NUMBER	PRE-TEST	POST-TEST	D	D ²
1	7234	45	60	15	225
2	7235	70	65	-5	25
3	7236	55	55	0	0
4	7237	65	75	10	100
5	7238	40	65	25	625
6	7239	70	75	5	25
7	7240	65	80	15	225
8	7241	75	80	5	25
9	7397	55	70	15	225
10	7244	80	75	-5	25
11	7411	40	65	25	625
12	7246	40	45	5	25
13	7247	35	55	20	400
14	7248	60	65	5	25
15	7249	75	70	-5	25
16	7250	70	75	5	25
17	7251	45	50	5	25
18	7252	40	65	25	625
19	7253	75	80	5	25
20	7254	55	75	20	400
21	7315	30	55	25	625
22	7316	55	60	5	25
23	7317	45	55	10	100

24	7319	75	80	5	25
	Total	$\frac{5}{736}$	$\frac{1}{8595}$		
	Mean	$\frac{1}{01=5}$	$\frac{1}{02=6}$	235	=44
		66	6.45		75

$$\text{Mean } D = (235) : 24 = 9.79$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

$$t = \frac{9.79}{\sqrt{\frac{4475 - \frac{(235)^2}{24}}{24(24-1)}}}$$

$$t = \frac{9.79}{\sqrt{\frac{4475 - \frac{(55225)}{24}}{24 \times 23}}}$$

$$t = \frac{9.79}{\sqrt{\frac{4475 - 2301}{552}}}$$

$$t = \frac{9.79}{\sqrt{\frac{2174}{552}}}$$

$$t = \frac{9.79}{\sqrt{3.93}}$$

$$t = \frac{9.79}{1.98}$$

$$t = 4.94$$

Discussion

Based on data analysis which was collected and analyzed from students of SMP Negeri 1 Mila, Pidie, the researcher would like to answer the research question as stated before. The researcher has gotten the complete information of increasing students' reading comprehension through SQ3R method. The study has run optimally and fluently when SQ3R method applied at SMP Negeri 1 Mila.

In accordance with the research question in the first chapter that is implementation of Survey, Question, Read, Recite, and Review (SQ3R) method can increase students' reading comprehension. It proved the difference score in pre-test and post-test was given to the students.

CONCLUSIONS AND SUGGESTION

Conclusions

Based on the description of the data which have been discussed and analyzed in the previous chapter, some conclusions can be drawn as follow :

After applying SQ3R method at the first year students' of SMPN 1Mila and according to the result of any tests, could be summarize that there was a significant difference before and after applying SQ3R. It means that using SQ3R method in teaching reading is helpfull, especially in increasing students' reading comprehension. It can be shown from the result of pre-test and post-test.

Furthermore, the students' improvement of reading comprehension on recount text can be seem clearly in the students' score of their achievment in pre-test and post-test shown the significant improvement. The mean of pre-test score is 56.87. The mean of post-test is 66.45 and the different means score t-test is 4.94. it can be concluded that applying of SQ3R Methodincrease students' reading comprehension.

Suggestion

The researcher proposes some suggestions for the English teacher, the institutions of education, the students and to the others researcher. The suggestions are described as follows:

1. For an English Teacher
 - a. The teacher can apply SQ3R method in teaching English in order to make the students motivated in joining the lesson and to help them understand the text easier.
 - b. It is important for the teachers to learn how to enhance their ability in teaching and to establish a good atmosphere in the class, so that the students become involved and motivated during the teaching learning process. They should create an enjoyable situation of teaching learning process in order to improve the students' braveness in sharing and asking their opinions about the English learning. Applying SQ3R method

is one of the ways to create their situation.

2. For Students

The students should be more active to practice their english ability. Applying jigsaw model is one of alternative ways that can be chosen by them since jigsaw model provides opportunities to the students to be active in the class.

3. For other writers

The result of this research is expected that it can encourage other researchers to conduct further study dealing with SQ3R method in other skill areas such as, speaking, or reading.

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