

IMPROVING STUDENTS READING COMPREHENSION THROUGH “SURVEY, QUESTION, READING, RECITE, REVIEW (SQ3R)” STRATEGY

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Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui apakah pengajaran teks naratif melalui Strategi SQ3R dapat meningkatkan pemahaman membaca siswa kelas X MIPA 1 SMA Negeri 4 Sidrap, Sulawesi Selatan, Indonesia. Penelitian ini menggunakan metode pre-eksperimen yang terdiri dari pre-test dan post-test. Total populasi adalah 90 siswa dengan mengambil satu kelas sebagai sampel menggunakan teknik kuota sampling, yaitu kelas X MIPA 1 sebagai sampel. Hasil penelitian ini menunjukkan skor rata-rata post-tes siswa (76,25) lebih besar dari pra-tes (53,2). Ini menunjukkan perbedaan yang signifikan antara siswa yang diajar dengan menggunakan strategi SQ3R dalam mengajar membaca pemahaman teks naratif. Hasil pre-test dan post-test bahwa p-value lebih rendah α ($0,000 < 0,05$). Ini berarti H_1 diterima dan H_0 ditolak. Disimpulkan bahwa pemahaman pengajaran membaca dengan penerapan Strategi SQ3R memiliki pengaruh untuk meningkatkan kemampuan siswa kelas X MIPA 1 di SMA Negeri 4 Sidrap, Sulawesi Selatan, Indonesia.

Keywords: Membaca, SQ3R, Strategi

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Abstract. The aims of this study was to find out whether or not of teaching of narrative text through SQ3R Strategy has improve students reading comprehension of X MIPA 1 class of SMA Negeri 4 Sidrap, South Sulawesi, Indonesia. This study used a pre-experimental method that consists pre-test and post-test. The total population is 90 students by taking one class as a sample using the quota sampling technique, namely class X MIPA 1 as a sample. The results of this study indicate the mean score of students' post-test (76.25) is greater than the pre-test (53.2). This shows a significant difference between students taught by using the SQ3R strategy in teaching reading comprehension of narrative texts. The results in pre-test and post-test that p-value was lower α ($0,000 < 0,05$). This means that H_1 is accepted and H_0 is rejected. The concluded that teaching reading comprehension by implementation of SQ3R Strategy has influence to improve the students of X MIPA 1 class in SMA Negeri 4 Sidrap, South Sulawesi, Indonesia.

INTRODUCTION

Nowadays development knowledge and technology require people to improve their ability and experience (Sakkir, G, 2016). One of the ways to improve their knowledge is must to read and update information. Reading is one stage to study more effectively. By reading many textbooks, article, story and a novel, it can develop our memory, comprehension and more knowledge (Suhirman, L, 2019). Reading is a better way to improve our science and own knowledge. Reading activities for many purposes, sometimes we read, for instance, to gain information and existing knowledge, to critique a writing style and writer's ideas or another. Reading is also one of the important skills in English. By reading, readers will get a great quantities of new knowledge. There are no certain rules in choosing tasks to read and the way how to read them. According to William (2009) there are many ways that people elaborated in reading and different reading activities call for distinct combinations in component skills. William (2009) states that the people can read basic forms, read advertisements, read newspapers and utilize basic reading skills in their work and their daily lives when needed." It can be said that every people has the right to certain what they want to read.

However, as a good reader, we have to prove that there will be something taken by our reading activity. It means that we understand the tasks well. William (2019) said that reading in general comprehension is the popular purpose for reading among fluent readers and it is the default assumption for the term reading comprehension. Moreover, William (2019) states that an important parts in reading skill includes understanding what skilled readers do when they read. It can be said that reading is the reader's activity to catch the information from the written text.

Reading comprehension is the ability to manage text, get the meaning, and to elaborate it with what the people already knows. Reading comprehension also a text/message understanding level of the readers. This comprehension comes from the connection between the words that are written, and how they trigger knowledge the text/message from outside. In general Reading comprehension is the main pillar in the context of reading text. He discusses matters relating to the collection of letters, words, and sentences present in the text.

Comprehension is the aims of reading. It makes the reader to be able to catch the point of reading texts. When they read, they gain the information from the texts. Therefore, they have to pay more attention on reading comprehension. Srifayu (2007) states that comprehension relates to the ability to go beyond the words, to know the thought and the relationships between ideas conveyed in a text. Niza (2017) states reading comprehension is emphasizing both what the writer had written and readers' competence to use their basic knowledge and thinking ability to make sense of the text. It can be said that reading comprehension not only "read" the text directly, but also find something important from it. At school, there are many problems encountered in learning English (Sakkir, G & Dollah, S, 2019), one of which is in answering some questions related to reading texts, for example, when reading students do not understand the reading content because they only read from beginning to end. So students' reading comprehension ability is still less than KKM. The use of time in learning becomes less effective because many

students are still confused in reading comprehension. In this case students are busy asking questions with other students. So much time is wasted. Another obstacle that concerns is sometimes students are less able to ask or make questions, and it is difficult to explain or tell the contents of the reading. Although it is known this is due to lack of practice and it also affects the level of reading comprehension of students.

As we know most teachers only use conventional teaching methods or also call lecturing methods, because this method has always been use as a means of oral communication between teachers and students in teaching and learning process. So researches have ideas to apply new techniques to improve students' reading comprehension, because a new technique can attract student interest. A technique can bring the students easy to comprehend the lesson (Sakkir, G & Abrar, 2018). The technique of teaching reading is very important to influence the student to be a good reader. The good teacher must make an improvement to their methods or technique so the student easy to understand what the teacher teach to them.

One strategy of reading comprehension that can be used as a solution in the problems above is the SQ3R method (survey, question, read, recite review). The SQ3R strategy is a method that consists of five steps, which starts from survey activities to reading, making question about reading, followed by reading the whole reading, then recounting the reading, and the last is to review the reading.

Feldt & R Hensley (2009) states that SQ3R is one effective series of procedures for approaching a reading text has come to be labeled the SQ3R technique, a process consisting of the five steps: Survey, Question, and Read, Recite, and Review. Purwanto (2013) states use of SQ3R assumes that students have requisite skills, which include selecting main ideas, identifying the structure of text, and asking question. It means that benefit of implementing the SQ3R technique is to help students to get an overview of the text, analyze the topic before they read, and ask question based on their curiosity to the topic, and select the important information in periodic review. Students become more active participants in reading the text.

The advantages of the SQ3R method are useful for students who are active in reading activities, students become easy to read and master the contents of reading, and students can remember the contents or important things in reading longer. Students become active in reading activities because by using the SQ3R strategy steps students are directly involved in reading. Students become easy and understand the contents of the reading because in the SQ3R method before reading activities students conduct a survey of readings to get general ideas about reading, then ask questions based on reading, and then the answers are obtained when reading the entire reading material, in that way students will be easier understand reading, and then with the final step that is expressing in words themselves the important points of reading students can remember longer.

Based on the problems discussed previously, the researcher is inspired to apply this strategy in teaching English reading and takes a title of this study "Improving students reading comprehension through "Survey, Question, Reading, Recite, Review (SQ3R)" Strategy." Based on the explanation above, the researcher

formulates research question as follows: Does the Survey, Question, Reading, Recite, Review (SQ3R) Strategy improve the students reading comprehension of SMA Negeri 4 Sidrap, South Sulawesi, Indonesia?

Based on the problem statement, the researcher find out whether or not Survey, Question, Reading, Recite, Review (SQ3R) Strategy improve the students' reading comprehension of SMA Negeri 4 Sidrap, South Sulawesi, Indonesia?

RESEARCH METHOD

The method of this study is pre-experimental. Pre-experimental are the simplest form of research design. In a pre-experimental either a single group or multiple groups are observed subsequent to some agent or treatment presumed to cause change. The researcher was deliver treatment to the ten grades students of SMAN 4 Sidrap, South Sulawesi, Indonesia. The researcher was implementing pre-experimental method with one group pre-test and post-test design. The pre-test was giving to finding out the prior knowledge of the students while post-test was using to find out the influence of SQ3R Strategy towards students reading comprehension of ten grades at SMAN 4 Sidrap, South Sulawesi, Indonesia.

The study population was students of class X MIPA SMAN 4 Sidrap, South Sulawesi, Indonesia as many as 90 students spread in 3 classes. The researchers choose one class from three classes of the ten grade students of SMAN 4 Sidrap, South Sulawesi, Indonesia. So, X MIPA 1 is sample.

The procedure of the research involves the following steps:

1. Pre-test
Pre-test was giving at the first meeting the following procedures: The researcher explains what the students are going to do and distributes the task for the one class, to know the students' skill in the reading comprehension test before treatment, then the researcher gave a score to the students' result test
2. Treatment
After giving pre-test, the researcher conducted treatment for the one class. The researcher gave the treatment for four times. Each meeting runs for 80 minutes.
3. Post-test
After was giving treatment, the students are given a set of reading test. The researcher gives a score of the students' result.

Technique of Data Analysis

In the analysis data collected through reading comprehension test, the researcher used the following strategy:

In this research, the data are collected after was giving instruments of collecting data to the respondents (students). The data are analysis through quantitative analysis. The data was analysis by employing the following procedures:

1. Scoring the result of the students' test
To get reading score, the researcher was using multiple choice items, true false, and completion items after the students do a pre-test and post-test include. The result of the students' test analysis through the following table, as follow:

No	Assessment Criteria	Score
1	Correct answer	1
2	Incorrect answer	0

2. Calculating the students' score

$$\text{Final Score} = \frac{\text{Score of The Students'}}{\text{Maximum Score}} \times 100$$

3. Classifying the score of the students

The data are classified into five classifications by referring the scoring system as follow:

No	Classification	Score
1	Excellent	85-100
2	Good	65-84
3	Average	55-64
4	Poor	35-54
5	Very Poor	0-34

4. Calculating the mean score, standard deviation, frequency table, and the value of t-test to identify the difference between pre-test and post-test by using inferential analysis in SPSS 21.0 program for windows evaluation version.

5. Criteria for testing hypothesis.

The hypothesis of this research is that there is a significant difference in the reading comprehension ability between the students taught by using strategic reading-SQ3R and those who are not taught by using strategic reading-SQ3R. The criteria of testing hypothesis are:

- If p-value > 0,05, H1 is accepted. It means that teaching reading comprehension by implementation SQ3R Strategy can improve students reading comprehension.
- If p-value < 0,05, Ho is rejected. It means that teaching reading comprehension by using SQ3R Strategy cannot improve students reading comprehension.

RESULT AND DISCUSSION

Consequently, there was raw data gathered for the present's study which consisted of pre-test and post-test. The data of the research collected from the Tenth grade students of SMA Negeri 4 Sidrap, South Sulawesi, Indonesia. There was types of data that was using in this study was the quantitative data. The quantitative data were numerical data gained from the result of the tests including pre-test and post-test.

Scoring classification of the students' test

After giving a test, the researcher analyzed the students' score of pre-test and post-test. The scoring classified of the students' score was presented in table 1.

Table 1 The Classification Of The Students' Score Of Pre-Test And Post-Test

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Excellent	85-100	5	15,62%	22	68,75%
Good	65-84	12	37,5%	4	12,5%
Average	55-64	4	12,5%	2	6,25
Poor	35-54	3	9,375%	0	0%
Very poor	0-34	8	25%	4	12,5%
Total		32	100%	32	100

Table 1 showed that the students' score in test result for pre-test and post-test. In the pre-test 5 (15, 62%) students' were classified into excellent, 12 (37, 5%) students' were classified into good, 4 (12, 5%) students' were classified into average, 3 (9, 37%) students were classified into poor, and 8 (25%) students were into classified very poor. While the post-test, 22 (68,75%) students were classified as very excellent, 4 (12,5%) students were classified into good, 2 (6,25%) students were classified into average, and 4 (12,5%) students were classified as very poor. There was no students' score classified poor. It meant before the researcher was giving treatment, the students' pre-test achievement categorized average and the students' reading comprehension has low significantly need to be improved.

Mean score and standard deviation of pre-test and post-test

In this part, the discussion dealt with the argument of the difference of the students' reading comprehension after giving test. The mean score and the standard deviation of the students in pre-test and post-test were percentages as follow:

Table 2 The Mean Score and Standard Deviation of Pre-Test and Post-Test

Pre-test		Post-test	
Mean score	Std. Deviation	Mean score	Std. Deviation
53,2	9,56	76,25	10,57

Table 2 showed that the mean score of the students in the post-test (76,25) was greater than pre-test (53,2). It meant that the students who are taught by using SQ3R strategy in narrative text of reading comprehension were better than students who are not taught by using SQ3R strategy in narrative text of reading comprehension.

Probability value (p-value)

The hypothesis stated was tested by using inferential analysis. In this case, the researcher applied paired samples t-test analysis using SPSS 21.0 program for Windows Evaluation Version. The purpose was to know whether or not the difference between the results of the students' means score pre-test and post-test. The result of calculating was shown as follow:

Table 3 The p-value of the Students' Reading Comprehension

Df	p-value
0,05	0,000

Based on the students' result obtained and stated in findings above, the researcher used paired samples t-test in inferential statistic through SPSS 21.0 program for Windows Evaluation Version to test the hypothesis. In pre-test and post-test, the researcher found that the p-value was lower than α ($0,000 < 0,05$). This meant that H_0 was rejected and H_1 was accepted. It meant that the use SQ3R strategy has influence in reading comprehension at the Eighth-grade students of SMA Negeri 4 Sidrap; South Sulawesi, Indonesia could improve after they were taught by SQ3R strategy.

The researcher used paired samples t-test in inferential statistic through SPSS 21.0 program for Windows Evaluation Version to test the hypothesis. In pre-test and post-test, the researcher found that the p-value was lower than the α ($0,000 < 0,05$). This meant that H_0 was rejected and H_1 was accepted. It meant the use of SQ3R strategy in improving reading comprehension at the Tenth grade students of SQ3R strategy could improve after they taught by SQ3R strategy.

CONCLUSION

Based on the results of this study and discussion, it can be concluded that reading comprehension of students of class X MIPA 1 of SMA Negeri 4 Sidrap, South Sulawesi, Indonesia increased by using the SQ3R method. Improved reading comprehension of students of X MIPA 1 class of SMA Negeri 4 Sidrap, South Sulawesi, Indonesia is shown by an increase in the quality of the learning process and an increase in learning outcomes. Improved learning process is shown by students more active and enthusiastic following the learning process implementing the SQ3R strategy.

In pre-test and post-test, the researcher found that the p-value was lower than the α ($0,000 < 0,05$). This meant that H_0 was rejected and H_1 was accepted. The mean score of the students in the post-test (76, 25) was greater than pre-test (53, 2). It meant that the students who were taught by implementation of SQ3R Strategy in narrative text in reading comprehension was better than before and after giving the treatment.

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