THE EFFECT OF SQ3R TECHNIQUE ON THE STUDENTS'

READING COMPREHENSION OF

TENTH GRADE AT SMA N 1 NGRONGGOT

ACADEMIC YEAR 2015-2016

THESIS

By:

DEWI PUSPITA VENY LIA

NPM 11.1.01.08.0049

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

2015

APPROVAL PAGE

THESIS

By:
DEWI PUSPITA VENY LIA
NPM 11.1.01.08.0049

ENTITLED:

THE EFFECT OF SQ3R TECHNIQUE ON THE STUDENTS'
READING COMPREHENSION OF
TENTH GRADE AT SMA N 1 NGRONGGOT
ACADEMIC YEAR 2015/2016

Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 20th, 2015

The Advisors,

Advisor I

Khoiriyah,M.Pd
NIDN : 0719017501

Advisor II

Mahendra Puji Permana Aji,M.Pd
NIDN : 0710049002

APPROVAL SHEET

THESIS

By:
DEWI PUSPITA VENY LIA
NPM 11.1.01.08.0049

ENTITLED:

THE EFFECT OF SQ3R TECHNIQUE
ON THE STUDENTS' READING COMPREHENSION OF
TENTH GRADE AT SMA N 1 NGRONGGOT
ACADEMIC YEAR 2015/2016

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 20th, 2015

Board Examiners,

Chairman   : Drs. SETYA ADI SANCAYA, M.Pd.

First Examiner   : KHOIRIYAH, M.Pd.

Second Examiner   : MAHENDRA PUJI PERMANA AJI, M.Pd.

The Dean of the Faculty of Teacher
Training and Education
University of Nusantara PGRI Kediri

Dr. Hj. SRI PANCA SETYAWATI, M.Pd.
NIDN. 0716046202

The Effect Of SQ3R Technique on the Student's Reading Comprehension of the Tenth Grade at SMAN 1 Ngronggot Academic Year 2015/2016

Dewi Puspita Veny Lia

FKIP – Pendidikan Bahasa Inggris

dewifeni64@yahoo.co.id

Khoiriyah, M.Pd dan Mahendra Puji Permana Aji, M.Pd

ABSTRACT

There is a fact that most of he junior high school students are still low in comprehending reading text Therefore, the main objective of this study was to see whether the use of SQ3R (Survey ,Question, Read, Recite, Review) technique was effective in improve the students' reading comprehension achievement in learning English as foreign language. Experiment quantitative design was used in this study. The population was the tenth grade student's of SMA N 1 NGRONGGOT in academic year 2015/2016 with a total number of 174 students.utt this population,35 students was taken as sample. There were one group just X-4.The data were collected by using multiple choice reading comprehension test. The data obtain were analyzed by using t-test formula. The finding showed that SQ3R technique was effective in improving the student's reading comprehension the student's reading comprehension achievement. The effectiveness was indicated by the result of the result shows that t-score is 7,8312 at the degree of freedom 35 and t-table 2,042 at the level of significant of 5%(0,05). It means that t-score (7,8312) > t-table at the level of significant of 1%(2,042).The data shows that t-score is higher than t-table in the significance 5%. Therefore, the Alternative Hypothesis (Ha) was accepted, the Null Hypothesis (Ho) was rejected.

Key word : reading, reading comprehension, SQ3R technique

A.INTRODUCTION

Reading is one of English skills that should be mastered by students in learning English. According to Brown(2004:185)Reading is likewise a skill that teacher simply expect learner acquire" Based on the statement above, reading is a language skill that must be given from the teacher to students to learn as foreign language. This skill become very important in the education field, students need to be exercise and trained in order to have a good reading skill especially when their get information from the text. And comprehension is one of the most important in part of reading, according to to Pardo (2004) Comprehension is a process in which reader constructing the meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text and the stance the reader takes and relationship to the text. And other definition according to Paris(2005 :83)"Comprehension is a complex skill that depends on a variety of factor, context and reading meaning. Based on the definition

above comprehension is a goal of reading and very important.

Based on interview to the English teacher of SMA n 1 Ngronggot, it is showed that the student's ability in comprehending reading text are at the average level.The writer also found that the teacher are seldom varied their technique in teaching learning process of English in the classroom Therefore, the researcher want to apply SQ3R technique in this school when teaching reading comprehension. According Laraine Flemming (2009 : 2)said "SQ3R starts by giving readers a basis for making predictions Those predictions are then confirmed or contradicted through the actual reading of the text".SQ3R technique can be very helpful in teaching reading English because SQ3R is a method useful technique for fully absorbing written information.

Based on the background above,through this study ,the writer is interested investigating the effect of sq3r technique on the student's reading comprehension of the tenth grade at sma n 1 Ngronggot.

REVIEW OF LITERATURE
Reading comprehension

Accroding toSnow (2002: 11) said that "Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" it means that reading comprehension is process when geting the aim

of the text by understanding or comprehen the meaning of text in writen language. Moreover,Haris and Graham (2007: 8) said thatReading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

It means that reading comprehension is proces of understanding by using previous knowledge and strategy use of written text. In conclusion, reading comprehension is process of constructing the meaning of written text between reader and author background and knowledge.

The implementation of SQ3R technique in reading comprehension

SQ3R Robinson (1970) in Nuraeni (2011) is a method useful technique for fully absorbing written information. It helps to create a good mental framework of subject, into which you can fit fact correctly. It helps to set study goals. It also prompts to use the review techniques that will help to fix information in mind. This method students use to read textbooks and attack textbook assignments, and it usually works for most learners. According to Flamming (2012:2) By using SQ3R to actively read a book or document, it can get the maximum benefit from reading time. SQ3R is a stage active reading technique. The stage is:

Survey, Question, Read, Recite and Review. Use SQ3R, it will significantly improve the quality of study time. The relation of technique of teaching depends on the teacher to make the lesson interesting by various techniques of reading.

METHODE AND PROCEDURE

In this research, it used Quantitative research the design of this research is experiment research according to Ary (2010: 265) "experimental research is to determine whether a causal relationship exists between two or more variables".It means that if the researcher wants to know the future of the data which appears directly, the research is called experiment. The approach this used in this research is quantitative approach because the data is in the form of number and it must be calculated and proved using statistic formula. And in this research the writer use One group Pre-test and Post-trest the writer applyed Pre Test, Treatment, Post test to students and get the result to compare of the data and get the conclusion.

Operational Definition

In this research, the writer tries to hold written test for the students of the tenth grade of SMA N 1 Ngronggot by asking them to seek the given material involving: finding the topic of the paragraph, finding the main idea and get some information from the text. The researcher just ask the students to do pre – test and post-

test after the have been tough the technique using SQ3R.

Subject of the study

The subject of this research was the tent grade students at SMA n 1 Ngronggot in this school, was five classes of the tenth grade from X-1 - X-5. Consisting of 35 students in each class. So, the total population are 175 students. The sample of this research is the tenth grade students only X-4 consist of female 24 and 11 males students. Thus, the total sample of this research are 35 students. Here, In this research the writer uses simple random sampling in determining the sample of the research.

Technique of collecting data

In the collecting data , the writer used reading comprehension test. There are three process of collecting the data: Pre – test, treatment, post test. In pre – test the writer just gives the narrative text to the students then ask the students to read and do the task. The task consist of 20 multiple choice about narrative text and involving main idea, topic, reference, and inference. The writer give the students treatments after post test. In this treatment, the writer gives SQ3R technique before they trained to start giving the experience about technique. It use three procedures in the treatment. They are: pre teaching , whilst teaching , and post teaching. After the writer gives treatment to the students, she gives post test. The question same with pre – test just 20 multiple choice about narrative text but

different task After all of processes finish ,the writer corrects and give score to the students' answer. Then , the writer analyzes the students' score using statistical analysis to prove the hypothesis about the effect of SQ3R technique in reading comprehension to the tenth grade students at SMA N 1 NGRONGGOT.

Technique of collecting data

The technique of data analysis that the writer get the data by using test, then the writer took the result of test after the SQ3R technique then the data are ready to reported by using statistic formula.
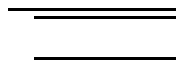
Note:

Md   : mean different of pre-test and post-test

$\sum x^2d$: number of deviation

N   : total of sample

The t-score must be compared to t-table to describe the significance of the research. The rules are as follows:

1. If the t-score $\geq$ t-table, and the degree of significance 1%, it is very significant, so Ho is rejected and Ha is accepted.

2. If the t-score $\geq$ t-table and the degree of significance 5%, it is significant, so Ho is rejected and Ha is accepted.

3. If the t-score $\leq$ t-table, and the degree of significance 5%, it is not significant, so Ho is accepted and Ha is rejected.

Result and discussion

Diagram ,the total score of students pre test and post test can be seen on diagram 4.4 and 4.5
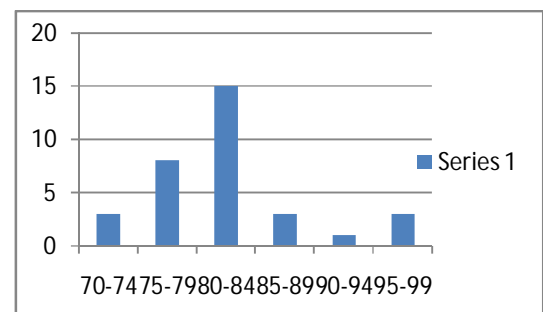

Diagram 4.4 The Diagram Frequency of Pre test

From the diagram frequency of pre test above, it can be seen that there are 32 students not able to pass the test, to pass the test, the students must pass the standard score of English subject. The standard score of English subject in second grade students is 75.
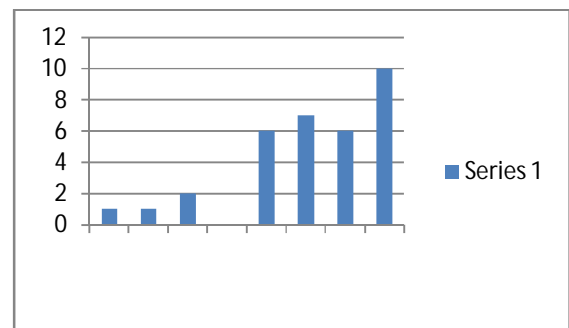

Diagram 4.5 The diagram of frequency of post test

From the diagram frequency of post- test above, it can be seen that there are 19 students who could pass the test because their score is more the standard score of English subject.It means that the score in post test more better than score pre test.

The mean of different score of pre-test and post test analysis

In this part, the researcher computes the scores of pre-test and post-test from the table. Besides, the researcher also shows the calculation of the mean different of pre-test and post-test, calculation of the number of deviation score and calculation the value of t-score and degree of freedom (df).

Based on the scores of pre-test and post-test, the researcher could describe the data analysis as follows .

Table 4.7
The score different of Pre-Test and Post-Test Scores

N	Pre-test	Post-test	D	D²
1	50	62	12	144
2	80	98	18	324
3	60	78	18	324
4	50	62	12	144
5	10	98	88	7744
6	30	62	32	576
7	40	98	24	2209
8	50	62	47	784
9	70	64	28	441
10	60	97	21	484
11	40	08	22	900
12	50	81	38	1444
13	60	62	-7	49
14	40	80	28	784
15	70	98	42	1764
16	20	33	10	100
17	90	98	12	144
18	50	62	40	1600
19	40	100	-8	64
20	70	62	48	2304
21	50	80	48	2304
22	30	62	14	196
23	50	98	12	144
24	70	44	8	900
25	50	62	32	64
26	30	78	30	900
27	50	80	32	1024
28	50	62	12	144
29	70	82	29	841
30	80	62	19	361
31	60	99	37	1369
32	40	97	4	16
33	30	44	14	196
34	50	98	48	2304
35	60	62	2	4
Σ	1800	2648	848	31938

Based on the table of analysis of pre-test and post-test scores above, total score of pre-test is 1800, and then total score of post-

test is2648. It means that students' score are increase. The minimum of D (total scoring post test – pre test) is 0, and the maximum D is 88. The final result of D²is 31938.

From the result above, it can be seen that the mean different of pre-test and post-test score are :

a. Calculating the mean different of pre-test and post-test

$$Md = \overline{}$$

$$= \overline{}$$

$$= \mathbf{24.23}$$

b. Calculating the number of standard deviation score

This computation is used to analyze pre-test and

$$\overline{}$$

$$\overline{}$$

$$\overline{}$$

c. Calculating the value of t-test and degree of freedom (db)

This computation is needed to analyze pre-test and post-test in one group design research. This value of t-test is used to know t-table whether the result is significant or
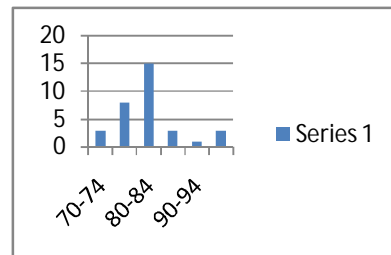
not. Then the degree of freedom is used to know the table of t-table.:

d.f = degree of freedom

N = number/total of students

d.f = N-1 = 35-1 = 34 (1% = 2,042and 5% = 2,750)

From the calculating above, it is known that the result of t-test is 7,8312 and the degree of freedom is 35.
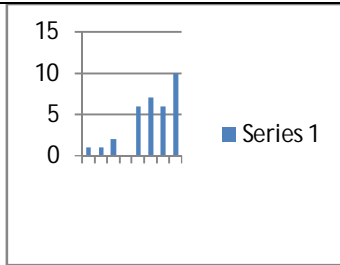
Table 4.8 The diagram frequency of pre-test and post-test From the diagram frequency above, the reader can see the difference between pre-test and post-test score. The frequency post-test score increase than the frequency of pre-test. Therefore, according to the differential frequency of pre-test and post-test above, the researcher concludes that there are two research results means that there was decreasing number from previous test. It can be said that students have a better score in post-test than in pre-test.The students' reading ability is increasing can be seen from the table of average score between pre-test and post-test below.

Table 4.9

Average score between pre-test and post-test

N= 33 Students	Pre-Test	Post-Test
Total score	1800	2648
Mean	51.42	75.65

From the table above, the total score of pre-test is different with post-test. In pre-test, the total of students' score is 2720 and the score increase in post-testis 2908. Automatically,

mean of pre-test and post-test is different too. Mean 82,4 is obtained in pre-test and mean 88,1 is obtained in post-test. It means that post-test mean is better than pre-test mean In addition,SQ3R technique gives significant influence to the students' reading comprehension can be seen in the table differences level of significant from t-table and t-score below

Table 4.10

Table t-test based on significance 5% and 1%

(N-1)	T-Observed	t-table	
		5%	**1%**
35	7,8312	2,750	2,042

Based on the table above, the result of this research shows that t-score is 7,8312 at the degree of freedom 35 and t-table 2,042 at the level of significant of 5%(0,05). It means that t-score (7,8312) > t-table at the level of significant of 1%(2,042).The data shows that t-score is higher than t-table in the significance 5%. Therefore, the Alternative Hypothesis (Ha) was accepted, the Null Hypothesis (Ho) was rejected. It can be conclude that SQ3R technique has significant effect to the students' reading comprehension in the tenth grade students of SMA Negeri 1 Ngronggot academic year 2015/2016.

Conclusion

Based on the previous chapter, it can be concluded that reading is important skill that should be mastered by students in senior high school. This skill must be taught before the students are taught using writing. Because without reading, the students will face the difficulties when they learn other skills. But students consider that reading is very difficult and bored, because of that, the best way to solve that problem is using strategy in teaching reading. It is needed in order students fell enjoy, active and easy to understand what text they read. SQ3R technique is really appropriate in teaching reading so that the students are interested in the material that is given by the teacher and also it can arouse the students motivation in studying English especially for reading skill. By giving the technique students will not bored easily.

From the result of the researcher' analysis shows that there is significant effect of using SQ3R technique to the tenth grade students of SMAN 1 Ngronggot. Resulting t-score is 7,8312 and the t-table is 2,042. So, t-score is higher than t-table. Based on the result, the researcher determine that using SQ3R technique give a better result in reading comprehension.

Suggestion

Based on the result of the research, SQ3R technique gives positive effect in teaching reading comprehension. Because of that, it is suggested to used SQ3R technique. In teaching reading comprehension. The suggestions are given to:

1. The Teacher

English teacher are suggested SQ3R technique to increase reading comprehension because SQ3R technique give significant effect in teaching reading and also English teacher should be creative in giving materials in teaching learning process order to make the students more interested to learn the material.

2. The Students

The student should be more attention when the teacher give explanation or give instruction, because the explanation and instruction from the teacher will help the students to understand the lesson. The students should be active in teaching and learning process, if they do not understand about the materials, they should to ask the teacher

REFERENCE

Brown, H. Douglas.2004. *Language Assessment Principles and Classroom Practices*. New York: Pearson Education Company. Longman.

Pardo(2004)Reading comprehension

G,Scoot.Paris.2005.*Children's reading comprehension and assessment*

London Lawrence Erlbaum Associates. Publisher Mahwah. New jersey.

Flamming,Laraine.2002.*Reading For Thinking*

Ary , Donald.2010. *Introduction to Research Education*. USA : matrix Production.

Snow.2002.*Defining Comprehension*