



**THE EFFECTIVENESS OF TEACHING READING COMPREHENSION  
USING SQ3R TO THE TENTH GRADE STUDENT AT SMK  
KARTANEGARA KEDIRI IN ACADEMIC YEAR 2015/2016**

**THESIS**



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**APPROVAL PAGE**

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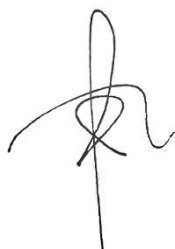
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**Board of Examiners,**

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## **THE EFFECTIVENESS OF TEACHING READING COMPREHENSION USING SQ3R TO THE TENTH GRADE STUDENT AT SMK KARTANEGARA KEDIRI IN ACADEMIC 2015/2016**

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### **ABSTRACT**

There are many factors which influence the success of SQ3R learning reading skill. One of them is learning strategies employed by a student. This research investigated learning strategies SQ3R in reading comprehension applied by a vocational student of SMK Kartanegara Kediri. It aimed at identifying what strategy applied by the student and how the student applied that learning strategies SQ3R in learning reading. This research was carried out in SMK Kartanegara Kediri in Academic Year 2014/2015. The researcher chose one male student on first year class of SMK Kartanegara Kediri who fulfilled the criterias of a successful learner, especially in reading. This research is a case study and use quantitative approach. Two main instruments were employed to collect data; observation and interview. There are three points that can be discovered from this research. 1) Vocabulary and are aspect that the student learn when read the text or listen new words 2) Preparing note book and dictionary, checking the progress, determine own strategy and focusing on the task are metacognitive strategies used by student 3) Listening music, wathcing, guessing the meaning, talk in front of mirror and note taking are cognitive strategies which are the most frequently used by student in speaking activity. Based on the findings above, the good learning strategy is when the student can develop speaking effectively. By knowing that Cognitive Strategy is the most frequent strategy used by student, the English teachers also can use teaching strategies that are appropriate with those strategies.

**Key words:** Reading, survey, question ,read, recive, review



## I. INTRODUCTION

Generally, reading is a particular interpretation of a text or situation. It is an activity where written or printed matter can be read. Reading is an active and interactive activity to reproduce the word mentally and vocally and try to understand the content of reading text. According to Freire in Sivakumar Sivasubramaniam (2005: 3): “Reading would mean reading the word, perceiving the relationship between text and context”. It means that reading is an activity where the person does not use word by word, but he or she really explores and understands every word arranged in a sentence.

In this research, reading comprehension is as a main topic to be explained by the writer. Generally, it is considered as an activity to get information from a printed material. David Nunan (2003: 69): Reading should be a superior skill in order to succeed in learning English. So, in students' reading activities, the writer is sure that

they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension in reading is needed.

H. Douglas Brown (2004: 185): “Reading is a likewise a skill that teachers simply expect learners to acquire.” Based on the statement above, reading is a language skill that must be given from the teacher to the students to learn English as foreign language. To solve the problems above, the teacher needs to use interesting techniques. There are many kinds of techniques that can be used in the teaching and learning process.

The writer decides to teach reading using any kinds of techniques to make reading easy and interesting to do. One of the most popular ones is SQ3R technique. Angela S. Young (2007: 128) states that: “The SQ3R reading technique is a technique that helps



you when you are studying a chapter in your text book, or other book.”

SQ3R stands for “Survey, Question, Read, Recite, and Review.” It is a proven technique to sharpen the skills. In senior high school, students are required to do a lot of reading. Students often have to complete reading assignments in several different books for several different courses at the same time. SQ3R helps to make reading and studying purposeful and effective, so that students use their time most efficiently. Erica J. Smith (2009: 56) also states that: “The SQ3R technique is a great way to read anything. Not just textbook, but difficult classical literature, novels, etc. It is perfect for learning how to do active reading.”

Based on these facts, the writer decides to do the research at SMK Kartanegara Kediri especially at class tenth which has the same problems in reading comprehension. Based on the interview result of English teacher who teaches this class, he said that the students’ reading comprehension in the

class was still very low and even they have never realized that reading is as an important subject to be mastered in learning English. It was completed even in support with the ability of students ‘mastery of vocabulary that was still low. So, when they read they only read without regard to the meaning or the nets in a text story. Because, the students did not have desire to know more about the text and they did not want to open the dictionary. And when they were confronted with some problems or question, their answers were often missed or wrong. Or even sometimes students just relayed on one of the students who had more ability in English.

Meanwhile, teachers did not apply a special technique in teaching reading.

Because the student’s hand book currently had no special unit which deals with reading and was always one with each other skills such as listening, speaking and writing. Therefore, teachers usually just told students to read aloud in front and answered the practice questions



individually without special techniques that attracted students to make them more focused in reading. The teacher also said that he had never used SQ3R reading technique, because the teacher has never learned how to apply these techniques in teaching reading. Teachers preferred to teach reading in a simple way as to invite students to read aloud, looked up the word and answered the questions, because the teachers thought this way was considered sufficient to increase students' reading comprehension.

## **II. METHOD**

H. Douglas Brown (2004: 185): "Reading is a skill taken for granted". It is truly due to the teaching and learning process. Mostly teachers and experts of English have considered that by reading, they are able to measure and know how well the students in understanding and getting the information of the texts are.

So, based on the above explanation the writer decided to choose a class tenth as the place of research. Because, the writer would like to improve the students' reading comprehension and change the perception of students who think that reading is a boring subject to be learned. Besides that, the writer would also like to change the perception of the teacher that reading can be taught by using a technique and a fun way, in this case by using the SQ3R reading technique.

According to Smith in Endang Fauziati (2002: 139), he stated that reading is an understanding a message conveyed by the writer through visual and non-visual. It means that it will be the point of departure in the discussion on the theories of reading. It also means that reading comprehension helps the students to orientate and monitor their ability while reading. It may



help the students to comprehend the text dependently.

The concept of reading comprehension is divided in two parts; they are bottom-up and top-down approaches. Brown (2004: 185):

For learners of English, two primary hurdles must be cleared in order to become efficient readers. First, they need to be able to master fundamental bottom-up strategies for processing separate letters, words and phrases, as well as top-down, conceptually driven strategies for comprehension. Second, as part of that top-down approach, second language readers must develop appropriate content and formal

Based on the statement above, it concludes that there two steps that we should do in reading comprehension, they are bottom-up and top-down approach. In bottom-up approach, the reading is viewed as a process of decoding written symbols, working from smaller units (individual letter) to larger ones (words, clauses and sentences). In top-down, as the second step, it is done specifically because it is conclude of the content of the text. It makes the students to develop what the text about is. Both of them make the teaching and learning process more actively and effectively. Reading comprehension skills can and should be developed by teaching strategies to the students that are appropriate to a particular comprehension skill and then providing opportunities for the students to discuss and practice





applying those strategies to the next text that will be read.

### III. RESEARCH FINDINGS AND CONCLUSION

#### A. RESEARCH FINDINGS

In this session, the writer will show the data result that is taken from the student's reading result before and after giving the treatment by using SQ3R Technique to the student's reading comprehension that is done to the tenth grade students of SMK Kartanegara which are to be measured by T-test formula.

##### a. The Description of Students' Reading Comprehension Before SQ3R Technique

Before the result is done, knowing the condition of English teaching learning process is required. Actually, the condition of English teaching learning in SMK Kartanegara exactly in teaching writing is good, because the school has facility to support teaching writing process. But, when they read written text, they lack motivation, confusing with the vocabulary and it is can be seen with their activities when they are asked to read written text. Based on the problem above, the

#### B. CONCLUSION

The result of the data analysis shows that the students' scores of reading comprehension before getting the SQ3R technique were low. It was far different from the students' score of reading comprehension after getting SQ3R technique that there was an increase in the score of students reading comprehension before and after getting the treatment, in this case the treatment was teaching reading using SQ3R technique.

So, based on the result of data analysis, it can be concluded that SQ3R have significant effect to the students reading comprehension. It means that the eighth year students had been mastering the reading comprehension which can be seen in the mean score of pre- test that is 66 and the result of post- test that is 77. Not only that, but also it can be seen in the statistical computation using t- test formula that have shown that the null hypothesis is rejected or the alternative hypothesis is accepted.



It means giving a new technique or SQ3R technique to the students in the process of teaching and learning reading is very important. It is one of the ways to make the students more interested in the topic discussion and doing reading activity. Not only that but

this technique also makes the students easy to understand every part of the text and answering any kinds of question in the exercise of reading or reading test.

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