THE EFFECTIVENESS OF TEACHING READING

USING SQ3R ATEIGHT GRADE STUDENTS OF

SMP NEGERI 1 MOJO IN ACADEMIC YEAR 2015/2016

THESIS

By:

RENITA MEI CAHYANI

NPM : 11.1.01.08.0157

ENGLISH DEPARTEMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

NUSANTARA PGRI KEDIRI UNIVERSITY

2016

APPROVAL PAGE

SKRIPSI

By:

RENITA MEI CAHYANI

NPM : 11.1.01.08.0157

ENTITLED:

THE EFFECTIVENESS OF TEACHING READING USING SQ3R

AT EIGHT GRADE STUDENTS OF SMP NEGERI 1 MOJO

IN ACADEMIC YEAR 2015/2016

Approved by advisor to be proposed to the English Department Education

Committee of University of Nusantara PGRI Kediri

Kediri, August 31th, 2015

The Advisors,

Advisor 1

Advisor 2

Dewi Kencanawati, M.Pd
NIDN. 0707097102

Moh. Kusen, M.Pd
NIDN.

APPROVAL SHEET

SKRIPSI

By:

RENITA MEI CAHYANI
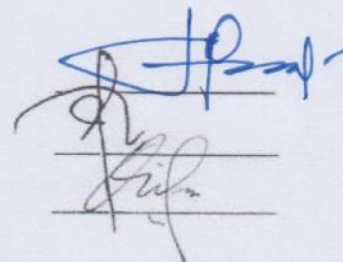
NPM : 11.1.01.08.0157

ENTITLED

THE EFFECTIVENESS OF TEACHING READING USING SQ3R

ATEIGHTGRADE STUDENTS OF SMP NEGERI 1 MOJO IN

ACADEMIC YEAR 2015/2016

Approved and Accepted by the Education Committee of

University of Nusantara PGRI Kediri

Kediri, August 31th 2015

Board of Examiners:

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

2. First Examiner   : MOH. KUSEN, M.Pd

3. Second Examiner   : DEWI KENCANAWATI, M.Pd

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

Dr. HE SRI PANCA SETYAWATI, M.Pd
NIDN:0716046202

iii

THE EFFECTIVENESS OF TEACHING READING

USING SQ3R ATEIGHT GRADE STUDENTS OF

SMP NEGERI 1 MOJO IN ACADEMIC YEAR 2015/2016

Renita Mei Cahyani

11.1.01.08.0157

Faculty of Teacher Training and Education – English Education Department

renita.cahyani@gmail.com

DewiKencanawati, M.Pd. and Moh.Kusen, M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

RENITA MEI CAHYANI, The Effectiveness of Teaching Reading Using SQ3RatEight Grade Students of SMP Negeri 1 Mojoin Academic Year 2015/2016,Skripsi, English Department, The Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, August, 2015 The objective of this research entitled "Teaching Reading Comprehension Using Survey Question, Read, Recite, Review (SQ3R) Method (Pre-Experimental Study to the Eight Grade Student of SMP Negeri 1 Mojo)" was to find out whether or not Teaching Reading Using Survey Question, Read, Recite, and Review (SQ3R) Method was effective to improve the students' reading comprehension ability.In this reaserch the writer used one group pretest-posttest design and quantitative research method. The instruments of the reaserch were pretest and posttest. The pretest was given to find out the ability of the students at the beginning before the treatment, and the posttest was given to find out the ability of the students after they were given treatment. The population of the reaserch was 40 of the eight grade students of SMP Negeri 1 Mojo in academic year 2015-2016. The sample of the reaserch was entire population. The data of this research were collected by giving the students pretest and posttest. The collected data were analyzed by using t-*test* formula. The results of this reaserch showed that: the mean score of pretest was 69,60. The mean score of posttest was 77,63. The tobserved was 5.000. The ttable with df37 and significance level at 0,05(5%) was 2.429. Based on the data analysis above, the alternative hypothesis of this reaserch was accepted because the t_{obs} was higher than the t_{table} (5.000>2.429). It also means that Teaching Reading Comprehension Using Survey Question, Read, Recite, and Review (SQ3R) Method (Pre-Experimental Study to the Eighth Grade Student of SMPN 1 MOJO) was effective to improve the students' reading ability.

Keyword :Reading,Narrative,SQ3

INTRODUCTION

Reading is important skill, by reading the reader enable to receive information from the text, in order to get the information well and understand what the text tell about. Grabe and Stoler (2002:9) stated that reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that without comprehending and interpreting the meaning of the text the reading itself is useless.In line with this Raymond and Patricia, (1999:1) defines that reading is a recently developed cognitive skill that involves connecting visual input in the form of arbitrary symbols (orthography) to lingiuistic representations (meaning). These statements imply that reading is a process to gain information and understanding the meaning of the text.

The main goal of reading is comprehension,is to achieve the purpose of reading, not only get general or detail information from the text,but the student have to comprehend the text in order to understand the information effectively. According to Gillet and Temple (1998:2) says,comprehension is the understanding new information in light of what we have already known. In addition,Shanahan(2010) posited that reading comprehension is the process of deriving and establishing meaning from text through engagement and interaction with a written language; this process is accomplished concurrently while a learner interacts with a text. Further, from these two statements, it could be assumed that comprehension is a process that involves understanding new information, derive the meaning by interaction with the written text.

However, in the real situation reading is still the major concern of the teaching learning process. By reading, the students knowledge will gradually increase, which eventually may cause the crease of the other language skills such as listening, speaking and writing (Fauzah, 1997). According to Streven (1997) who states that reading is regarded as askill of great importance to the learners because (a) it provides him with success to great quantity of language, and (b) it gives him a window on the normal means of continuing his personal education. In reading activity, students are not only read a reading passage given but also they should be able to

comprehend what the passage is about. It can be said that comprehending a reading passage is the goal of teaching reading.

There are still many students who have problems in reading comprehension English texts,Gebhard (1996:209) stated that,

a. Usually students want read faster but they do not know how to increase their reading speed, some students do this activity because when they read slowly, the other friends supposed that she or he can't read fluently. So, that's why they better choosing to read faster than feeling shy.

b. The "vocabulary building" problem, vocabulary have important role to guide our reading. Every child has different ways to save their memories. Most of them forget about the vocabulary in English, perhaps it caused by our daily communication that we doesn't speak in English particularly time in real life.

c. The "background knowledge" problem, teacher shoul be recognize the text before students read, is important to build students' background knowledge.

d. The last problem and the big problem, to make or persuade students to read are very difficult. The role of environment and family of the learners is influences. For solving this problem, teacher need some effort to persuade them and give them

some award after they have completed read.

Another expert Ojo in Adigun and Oyelude (2010:3) found that the major causes of students' poor performance in English and other school subjects is their inability to read effectively, which, in turn, is largely is due to the attitude of learners toward reading. In line with this Karen (2007:4) defines that students with learning disabilities are often the poorest readers; they demonstrate multiple problems associated with low comprehension, including poor decoding, fluency, and comprehension. From the statements above, it is allowed to conclude that lack of reading skill among students can happen because they are poor performance, inability to read affectively and low comprehension toward learning to read English text.

Considering the problem faced by student in comprehending text, teachers are obliged to help student overcome the problem, in order to help students to be able to comprehend the text fully, a teacher needs to design and teach by different strategies in this case of comprehension strategies. According to Robinson (1975:9)), he proved the effectiveness of his study formula (SQ3R) in his examination of college student's habits, it is used in social

subject in University of College. Other Source (Ohio Department of Education) said that this method uses in eight orders overseas. So researcher has idea to use in teaching English in order that to improve the junior high school Students` Comprehension in reading. The main goal of this is to know the effectiveness of SQ3R tecnique, which is helpful for teaching and learning activity. SQ3R is a method for studying text and this strategy has five Steps: Survey, Question, Read, Recite and Review. It describes steps for teaching students, to master and to make them know information understanding. This technique is effective of the reading of chapter-length material when the student's purpose is thought understanding of the content. This method forces students to process the information deeper and with greater elaboration.

METHOD

In this research, the writer uses Quantitative Research Design and the method used is experimental research. Sugiyono (2009: 13) states that quantitative is a research data which is scoring by number and will be analyzed by statistic. To seek and measure whether SQ3R is effective to teaching students' reading comprehension or not.In this case, there are thirt means scores, the means scores of pre-test, treatment and post-test. Then they were compared. For the case of this research, the researcher compared pre-test, then give them treatment and post-test to know the effects of the teaching reading use of SQ3R to the students' reading comprehension.

RESULT

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 to the student's reading comprehension that is done to the eight grade students of SMPN 1 Mojo which are to be measured by T-test formula.

a. The Description of students' Reading Comprehension Before Being Taught Using SQ3R

Before the result is done, knowing the condition of English teaching learning process is required. Actually, the condition of English teaching is good, because the school has facility to support learning process. But, when they read written text, they lack motivation,confusing with vocabullary and it is can be seen with their activities when they are asked to read written text.

Based on the problem above, the writer wants to improve student's reading comprehension teaching learning usng SQ3R. Pre-test was given to both experimental and control group to find out thehomogeneity. It was used to measure the students' ability in reading comprehensionbefore the treatment. For the first time entering the class, the writer gives a pre-test to the students. In the pre-test students read and answer the question of narrative text. The total score of pre-test is 2645.

a. Treatment Process

The treatment was conducted after administering the pre test. The experimentalgroup was going to be taught by using the SQ3R method while the control group withconventional method. Both experimental and control groups were going to be taughtwith the same material

b. The Description of students' Reading Comprehension After Being Taught Using SQ3R

After giving the treatment, most of students felt that reading narrative text is easy using SQ3R. They also know how to answer quickly.

Post test was conducted to measure how far the student's reading comprehension influenced by SQ3R. The

total score which be turned out by 38 students is 2950. It can be concluded that the total score of pre-test (2645) and post-test (2950) that the score of post test is higher than pre-test. Its mean that the student's reading score is increasing. By using SQ3R, the students can increase their reading comprehension.

In this part the wrter will describe about the pre-test and post test score and data analysis.

a. The data analysis of student's reading comprehension before being taught using SQ3R

In the previous chapter, it is clear that the topic is discussed by the writer about the effectiveness of teaching reading comprehension using SQ3R at eight grade students of SMPN 1 Mojo. Some data area used to support study in order to clarify the result of the study. In this case, the writer uses a written test in pre-test and post-test.

it can be seen that there are 2 students who get 50-54, 3 student who get score 55-59, 4 who get score 60-64, 7 students who get score65-69, 9 students who get score 70-74, 5 students who get score 75-79, 2 students who get score 80-84, 4 students who get score 85-89 and 2 students who get 90-95 There are so many students who get score less than 75.

b. The data analysis of student's reading comprehension after being taught using SQ3R.

In this part, the writer shows the score of post test, it can be seen that there are 1 student who get score 55-59, 0 students who get 60-64, 1student who get score 65-69, 7 students who get score70-74 ,13 students who get score 75-79, 6 students who get score 80-84, 5 students who get score 85-89, 3 students who get score 90-94 and 2 students who get 95-99. By seeing this frequency diagram, it can be conclude that post test score is better than pre-test score.

c. The Score Different Between Pre-test and Post-test

In this part, the writer shows that the score different of pre-test and post test is in the form of table.

From the diagram frequency above, the reader can see that there is difference between pre-test and post test score. The frequency of post test score increase than the frequency of pre-test. Therefore, according to the differential frequency of pre-test and post test above, the writer concludes that there is a research result: there is effectiveness of using SQ3R to the students' reading comprehension.

From the result of data analysis it can be found that t-observed was 10,41. At the degree of freedom of 37 t-table is 1,686for the level significant 1% and 2,429 for the level significant 5%. So it means that t-observed (10,41) > t-table of level 1%. It means that it was very significant. So, the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

The data shows that t-score is higher than t-table in significance 1%. Therefore, the alternative hypothesis (Ha) is accepted and null hypothesis is rejected. It can be concluded that SQ3R Technique has very significant influence to students' reading comprehension in Narrative text to the eight grade student of SMPN 1 Mojo.

DISCUSSION

As the first purpose from this research is looking for the answer of the research question,

1. How is the students' reading comprehension before being taught using SQ3R at eight grade students of SMPN 1 Mojo in academic year of 2015/2016?

2. How is the students' reading comprehension after being taughtusingSQ3R at eight grade students of

SMPN 1 Mojo in academic year of 2015/2016?

3. Is there any significance effect of teaching reading using SQ3R at eight grade students of SMPN 1 Mojo in academic year of 2015/2016?

There are significant differences between pre test and post test. It can be concluded that teaching reading Narrative text using SQ3R has significant effectiveness. Before the students are taught by using SQ3R, their total score of reading test is 2645 and after being taught using SQ3R their score is 2950. The total deviation is 827. It can be said that the student's score is increasing after they are taught using SQ3R. Besides, in analyze t-test, t-score is higher than t-table.At the grade student of SMPN 1 Mojo.

degree of freedom of 37 t-table is 1,686for the level significant 1% and 2,429 for the level significant 5%. So it means that t-observed (10,41) > t-table of level 1%.It can be concluded that SQ3RTechnique has very significant influence to students' reading comprehension in Narrative text to the eight grade student of SMPN 1 Mojo.

The conclusion deals briefly about the result of the research based on the formulation of the problem. Based on the chapter one, in formulation of the problem the researcher proposes is. Is there any

significance effect of teaching reading using SQ3Rat eight grade students of SMPN 1 Mojo in academic year of 2015/2016?

Based on the data analysis during the research, the researcher concludes that before the students taught by using SQ3R, the students have problem in reading Narrative text generally in comprehend the text, especially at the second grade students of SMPN 1 Mojo in academic year 2015/2016. The students have difficulty to comprehend the text, lack motivation to read, and they have very limited vocabulary, even wrong spelling and grammar when answering the question.

The progress happens after the researcher gives the treatment twice. In the first treatment, the students are able to have understanding about Narrative organization and language features. In the second treatment, the students begin to practice how to answer the question with good answer that are include content, organization, and writing convention. The result can be seen in the post-test score in the following meeting. Their comprehension in reading Narrative text developed significantly.

Therefore, the SQ3R is compulsory to be applied to teach reading especially Narrative text at second grade students of SMPN 1 Mojo. It is important to be regarded as an appropriate technique to

teach reading because this technique can make the students have better in reading. By using this technique, there is collaboration between teacher and students to learn how to read Narrative text and the students more focus and concentrate in the process of reading. In short, the researcher concludes that the SQ3Rgave significant effect to the students'comprehension in reading Narrative textat second grade students of SMPN 1 Mojo in academic year 2015/2016.

REFEENCES

Alyousef, Suleiman, Hesham. (2006). *Teaching Reading Comprehension To ESL/EFL Learners.* Journal of Language and Learning

Arikunto, Suharsimi. 2006. *Procedure PenelitianSuatuPendekatan Praktik.* Jakarta: RinekaCipta

Brown, H. Douglas. 2001. *Teaching by Principles : An Interactive Approach to Language Pedagogy, Second Edition.* New York: Addison Wesley Longman.Inc

Dechant, Emerald. 1991. *Understanding and Teaching Reading : an Interactive Model.* New Jersey : Lawrence Erlbaum Associates, Inc

Farrell, Thomas. 2009. *Teaching Reading to English Language Learners : a Reflective Guide.* California : Corwin press

Grabe, William. (2009). *Reading in a Second Language : Moving from Theory to Practice.* Cambridge University Press

Klingner, Janette K, Vaughn Sahon, and Boarman Alison. 2007. *Teaching Reading Comprehension to Students With Learning Difficulties.* New York: The Guilford Press

Mulyatiningsih, Endang, Dr. 2012. Metode*PenelitianTerapanBidangPendidikan*.Bandung : CV. Alfabeta

Patel, M.F, Dr, and Jain, Praveen M. 2008.*English Language Teaching (Methods, Tools and Techniques)*.Jaipur : Sunrise

Sugiyono. Dr. Prof. 2009. MetodePenelitianKuantitatif Kualitatif dan R&D**.** Bandung:CV. Alfabeta.

Suprijono, Agus. 2007. *Cooperative
Learning
teori&aplikasiPAIKEM.
Yoqyakarta :PustakaPelajar*