

## JURNAL

# THE EFFECT OF USING SQ4R (SURVEY, QUESTION, READ, RECITE, RELATE AND REVIEW) IN TEACHING READING ON STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF SMPN 8 KEDIRI IN ACADEMIC YEAR 2016/2017



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# THE EFFECT OF USING SQ4R (SURVEY, QUESTION, READ, RECITE, RELATE AND REVIEW) IN TEACHING READING ON STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF SMPN 8 KEDIRI IN ACADEMIC YEAR 2016/2017

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## ABSTRACT

Reading is not an easy process because it involves the work, eye and brain almost to get information or message from the text. It deals with the complex ways in learning english for understanding written texts. Then, reading techniques can help students maximize their comprehension and identify relevant and non-relevant information. In reading, there is reading techniques to facilitate comprehension and to make their reading more effective by using SQ4R. The aim of this research are to know the effect of SQ4R before and after being taught using SQ4R technique, and the last to find out any effect of SQ4R on students' reading comprehension at the second grade of SMPN 8 Kediri in Academic Year 2016/2017. This research approach was quantitative research and the research method was pre experimental design, namely the one-group pre-test post-test design. The population of the research is 385 students of SMPN 8 Kediri in academic year 2016/2017. The sample of the research was class VIII-I consisting of 34 students. This research was held in four meetings involved pre-test, first treatment, second treatment, and post-test. The researcher used pre experiment design as the instrument to collect the data. The research was carried out from 8<sup>th</sup> May 2017 up to 14<sup>th</sup> May 2017. After collecting the data, the next step was analyzing them by using SPSS version 21 to know the effect of SQ4R on students' reading comprehension. Based on the data, the students' reading comprehension ability before being taught by using SQ4R is lack motivation and less in vocabulary. Then, after they given treatment their reading comprehension increased. It was proven by the mean after being taught using SQ4R (80.94) was higher than the mean score before being taught using SQ4R (69.06). The result reports that the *t-test* was higher than *t-table* ( $2.733 > 2.035$ ) it means that  $H_0$  was rejected and  $H_a$  was accepted. From the finding above, it can be concluded that SQ4R technique has significant effect on students' reading comprehension. The researcher suggest to the English teacher should teach the students using SQ4R because it was suitable technique which makes the students more easy to comprehend the text.

**KEYWORDS :** SQ4R Technique, reading comprehension.

## I. INTRODUCTION

Reading is very important for human life. According to Underson in Nunan (2003: 68) "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning". It is

supported by Maria (1990: 98) that stated that reading skill is necessary and it supports all the subjects' learning since knowledge rapidly accumulates. It means that the ability to read is primarily to be improved to enable students to get information. Reading is not an easy

process because it involves the work, eye and brain almost to get information or message from the text. . It deals with the complex ways in learning english for understanding written texts.

The highest level on reading is reading comprehension. It represents readers ability to integrate the information in the text. According to Al-Khateeb (2010: 72) "Reading comprehension is a dynamic interactive process between the readers and the reading materials". It means that the readers have to use their ability to acquire the information that provided in the text.

Moreover, Dechant (1991: 7) "The purpose of all reading is comprehension of meanings". It means that when the students read text the students not only read the text but they also must comprehending the text and they must know whats the meaning of the text, and the content of the text.

Students are one of classroom components that take an important part in teaching learning process. It means that reading methods can help students maximize their comprehension and identify relevant and non-relevant information. In reading, there are many reading methods to facilitate comprehension and to make their reading more effective such 'as speed reading, critical reading, proof reading.

Research on reading skill in Indonesian students', particularly in

reading comprehension are still far from satisfactory. Sixty nine percent (69%) of 16-year-old Indonesian students have the worst reading performance internationally; and around 37.6% of 16-year-old students only afford to read the texts without understanding the meaning of it. Only 24.8% out of them are able to correlate the texts with their prior knowledge. Therefore, from explanation above we can conclude that the students' achievement in reading comprehension still low. Student's achievement is still low caused by some problem that they faced. The problems of reading comprehension appear because some English teachers still use traditional or conventional method to teach reading. The old teaching technique still use the direct method, this method is translating the text, doing the exercise, giving the students tasks, asking the students to read the text, and asking the students to read aloud the text. Conventional method usually makes students bored because the method is monotonous and the students are not active so it makes the learners get bored. The ideal of teaching reading in the real process needs a newest technique to make them interested with the material, because they think reading is very boring material so the new technique to change their assumption about reading is needed.

Seeing this problem, the researcher concludes that the strategy that students

use to comprehend the text, does not help students to increase their English text comprehension skill, because through this strategy they become dependent and lack of effort in comprehending the text, since they are able to understand the text by the help of the teacher, not by their own effort. Because of that, the researcher suggests to apply SQ4R strategy in the classroom because SQ4R is a strategy of comprehending text that is suitable to increase students' independency and effort. SQ4R stands for Survey, Question, Read, Recite, Relate, and Review.

SQ4R provides a systematic way of comprehending and studying text. It means that by using SQ4R, students can comprehend and study the text by using systematic way which are; firstly, students preview text to develop predictions and set a purpose for reading by generating questions about the topic, students then read actively, searching for answers to the questions they have generated, next they summarize information that they get, by summarizing information students are able to monitor their own comprehension, after that students relate the information they get to their own experience, and finally students evaluate their comprehension through review. By doing so, it is expected that students' independency and effort in reading English text can be increased, and their achievement can be developed.

The aims of this research are to know the effect of SQ4R before and after being taught using SQ4R technique, and also to find out any effect of SQ4R on students' reading comprehension at the second grade of SMPN 8 Kediri in Academic Year 2016/2017.

## II. RESEARCH METHOD

This research approach is quantitative research and the research method is pre experimental design, namely the one-group pre-test post-test design. The reason writer chooses one-group pre-test post-test is to compare students' scores from the pretest and posttest in order to know the effect of a new technique SQ4R on students' reading comprehension on recount texts.. Pretest is given before the students are taught reading using SQ4R technique. While posttest is given after the students are taught reading using SQ4R technique.

This research uses two variables. The first variable is independent variable which was SQ4R. and the second variables is dependent variable which was reading comprehension.

The population of the research is 385 students of SMPN 8 Kediri in academic year 2016/2017. The sample of the research is class VIII-I consisting of 34 students. This research was held in four meetings involved pre-test, first treatment,

second treatment, and post-test. The researcher used pre experiment design as the instrument to collect the data. The research was carried out from 8<sup>th</sup> May 2017 up to 14<sup>th</sup> May 2017. After collecting the data, the next step was analyzing them by using SPSS version 21 to know the effect of SQ4R on students' reading comprehension.

### III. FINDING AND DISCUSSION

Based on the problem above, the writer wants to improve student's reading comprehension teaching learning using SQ4R. For the first time of entering the class, the writer gave a pre-test to the students. Pre-test was given to experimental class. It was used to measure the students' ability in reading comprehension before treatment. In pre-test students read and answer the questions of recount text with the total 25 questions. The total score of pre-test is 2348.

The data was got from the one class of second grade students' reading comprehension score, the researcher provided a test consisting of 25 multiple choice question about recount text. The questions were made based on eight indicators which must be fulfilled in reading comprehension. They are : identifying general information, identifying specific information, identifying determine the communicative purpose of the text,

identifying reference meaning, identifying the implied information, identifying meaning of the word/phase/sentence, identifying main idea, and identifying detail information. The data pre-test above shows how the students' reading comprehension before the students were given treatment.

After giving the pre-test, the writer gave treatment twice in different time to the students. First treatment was followed by thirty four students of VIII-I. In treatment process, the writer teaches reading recount text to the students by using SQ4R. First treatment was done on May 10th 2016. There were 34 students in this meeting. In this activity the researcher would introduced the topic SQ4R technique to the students.

. First is survey, in this step after the students provided with reading text, they are asked to see a title of the text. The second step is question, after the survey the students make some questions about the text before they read the whole text. Next, is read in this step the students read the whole text carefully. Fourth is Recite, following the read step the students answer the questions they made by their own words and share their idea with other students. . Finally, is review as a review, the students remember what have been learnt by reading their notes to help them understand the whole text given.

Second treatment was done on May 12th 2016. In this treatment, the researcher did not explain the procedure of SQ4R as long as the first treatment. The researcher started the lesson with reviewing the material last meeting about recount text. After that, the researcher gave the text entitled "My First Memories" and ask them to finish the task. They did the task. After they did the task, the researcher ask the student to discussing their answer together. At the end of the treatment the researcher reviewed the lesson that was taught in that day and ended the class by greeting them.

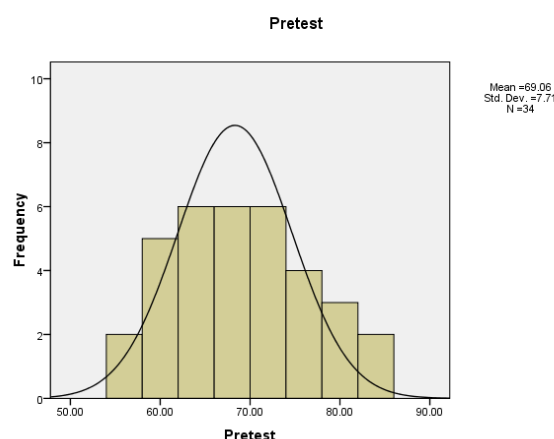
After giving treatment, most of students felt that reading recount text is easy to do and while reading the text, they try to understand each sentences and finally comprehend with the story. They also know how to answer essay question with good answer. To know the effectiveness of SQ4R to the students' reading comprehension, the researcher gives a post test to the students. The questions of post test have same kind of the text and same level of difficulty with the questions in pre-test.

Post-test was conducted to measure how far the students' reading comprehension influenced by SQ4R. From the data it can be stated that after being taught using SQ4R students' was increase in each indicators. It can be shown that the students' post test score higher than

students' pre-test score. The total score from each indicator are: identifying main idea is 31, identifying general information is 29, identifying specific information is 171, identifying determine the communicative purpose of the text 31, identifying reference meaning 34, identifying the implied information 153, identifying meaning of the word/phase/sentence 34, identifying detail information 199. From each indicator in reading comprehension, detail indicator was the highest score that increased in this research.

The total score which be turned out by 34 students is 2752 it can be concluded that the total score of pre-test (2348) and post-test (2752) that the score of ost test is higher than pre-test. It's mean that the student's reading score is increasing. By using SQ4R, the students can increase their reading comprehension. The result of pre-test can be seen in diagram 4.3.

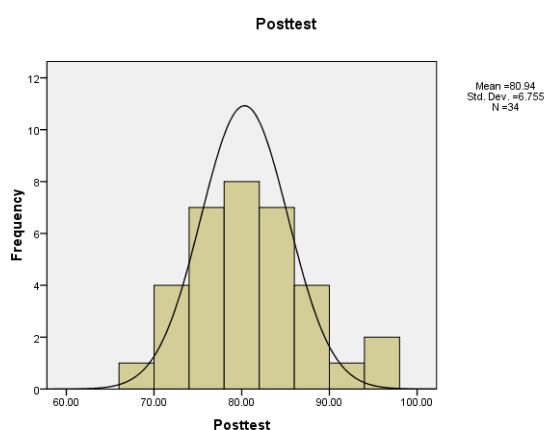
Diagram 4.3  
The diagram of pre-test frequency



2 students who get 56-60, 5 students who get score 60-64, 6 who get 64-68, 6 who get 68-72, 6 who get 72-76, 4 who get score 76-80, 3 who get score 80-84, and 2 students who get 84 more. There are so many students who get under 75. Because 75 is a KKM.

In this part, the writer shows the score of post-test. Here is that diagram 4.4 of the score of post-test.

**Diagram 4.4**



From the diagram frequency of posttest above it can be seen that there are 1 student who get 4 students who get score 72-76, 7 who get score 76-80, 8 students who get 80-84, 7 students who get 84-88, 4 students who get score 88-92, 1 students who get score 92, and 2 students get score 96. By seeing this frequency diagram. It can be conclude that post-testscore is better than pre-test score.

To prove the hypothesis, the data obtained in pre-test and post-test are calculated by using t-test formula with assumption as follows:

1. If  $t_o > t\text{-table}$ , the Null Hypothesis ( $H_o$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. It is proven that SQ4R discussion is effective on students' reading comprehension.
2. If  $t_o < t\text{-table}$ , the Null hypothesis ( $H_o$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected. It is proven that SQ4R technique is not effective on students' reading comprehension. According to the analysis of the results above, there is a significant difference between the pre-test and post-test score. Both of t-test results by using SPSS and manual formula are the same.

The researcher concluded that any significant effects in teaching reading using SQ4R at the second grade students of SMPN 8 Kediri, it shown by the mean of post-test is higher than the mean of pre-test. After the researcher taught using SQ4R technique and doing the post test, the score in pre test is (69.06) and the mean of post - test is (80.94) it can be concluded that students' score is increasing after using SQ4R technique. Based on the result of t-score (2,733) is higher than t-table in the level of significance 5% (2.035) and P value t-test is lower than level of

significance of 5% ( $0.011 < 0.05$ ). This result is in line with the previous research Previous research done by Marsiyah (2011) at SMA Muhammadiyah 1 Kotabumi applying SQ3R technique in teaching reading showed that teaching reading through SQ3R can increase students' achievement significantly.

In line with Marsiyah (2011), research done by Novendra (2011) at SMU Persada Bandar Lampung, applying SQ3R technique in teaching reading showed that teaching reading through SQ3R technique can increase students' achievement significantly.

Another research done by Refilda Olla (2012) was carried out at SMPN 5 Bandar Lampung. She investigated the students reading comprehension achievement through SQ4R (survey, question, read, recite, relate, review) technique. She found that there was significant increase in students reading comprehension of recount text taught through SQ4R technique at the second year of SMPN 5 Bandar Lampung before and after being taught SQ4R technique. As seen from the result of the hypothesis showed that at

significant level of  $p < p = 0.00$ ). The students mean score in pre test is 59.64 which have increased to 72.50 in post test. It means after implementing SQ4R the students are able to comprehend recount text quite well.

From the result of the previous research, it can be seen that SQ4R technique is an effective technique to be used to comprehend text. Considering this fact, the researcher tries to use SQ4R technique as the development of SQ3R technique, as SQ4R provides "reflect" as the additional technique that can be used by the reader.

Before doing this research the teacher still used traditional technique, especially their teaching technique. By using this technique the teacher could make the students active, as the facilitator who made the SQ4R runs well.

According to researcher's research finding and the data supported above, the result of this research is in line or same with the previous study, that SQ4R gives significant effect in students reading comprehension of recount text taught before and after being taught SQ4R technique. Since there are six stages used in SQ4R, this

technique is quite consuming time, and making teacher's function more challenging.

It can be concluded students' reading comprehension before being taught using SQ4R technique was low, and students' reading comprehension after being taught using SQ4R technique is increased and also there was significant effect of SQ4R technique on students' reading comprehension.

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