

ARTIKEL

**THE EFFECT OF SQ3R METHOD IN TEACHING READING TO THE
SECOND GRADE STUDENTS OF SMA PAWYATAN DAHA KEDIRI
IN ACADEMIC YEAR 2017/2018**



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THE EFFECT OF SQ3R METHOD IN TEACHING READING TO THE SECOND GRADE STUDENTS OF SMA PAWYATAN DAHA KEDIRI IN ACADEMIC YEAR 2017/2018

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ABSTRACT

Teaching reading comprehension is an activity in order to drill the students in understanding the text easily. To reach that purpose, the teacher must use a suitable method in teaching reading comprehension. One of the methods that can be applied in teaching reading comprehension is SQ3R (*Survey, Question, Read, Recite, and Review*) method. SQ3R method is suitable method to sharpen text book reading skill and make reading purposeful, so that the reader can use their time most effectively. The aims of this research are to know students' reading ability before and after being taught using SQ3R method, and to know whether there is any significant effect of using SQ3R Method to the students of SMA Pawyatan Daha Kediri in Academic Year 2017/2018. The researcher used an experimental research and quantitative approach with one group pretest and post-test. This research was conducted at SMA Pawyatan Daha Kediri. The subject of this research is second grade students, the population of the research consists of 90 students and the sample was XI IPS I class that consists of 28 students. The students were given pretest, treatment, and posttest. The treatment was conducted twice in order to know whether there is any significant effect of using SQ3R method in teaching reading comprehension. The data result got from students' score of pretest and posttest that analyzed using t-test formula. The result shows that t-score is higher than t-table in the level significant of 5% (1,729). The mean score of pretest is 68,62 with the total score 1441 and mean score of posttest is 76,43 with the total score 1602. The result of the research shows that there is any significant effect of using SQ3R method, it is proven by the different score between pretest and posttest. By using SQ3R method, the teacher did not use monotonous technique or method in teaching learning activity. This method helps the students to solve their problems in reading ability. They are able to understand the text easily and enjoy in the class. Furthermore, the teacher suggests that in applying the method must be prepared in good atmosphere in order to make it success.

Key words: Teaching Reading, Reading Comprehension, SQ3R Method

I. INTRODUCTION

Reading is one of skills that must be learned by students in English language. Reading skill is an activity which is the students are able to read a text. In this case,

reading is understanding the text even of whole and able to implied the context from the text easily. It is supported by Alyousef (2005: 144), "Reading can be seen as an interactive process between a reader and a

text which leads to automaticity or reading fluency”. Reading also create a communication between reader and writer in order that comprehending the text.

Teaching is showing or helping someone to learn how to something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000: 7). It means teaching is an activity which is help someone in order to make them more understand especially in reading. afterwards, teaching reading is an activity which is a teacher as a guide to the students in order to make them understand the way how to know main idea of a text, analyze generic structure, and catch implicit and explicit information of a text. Meanwhile, the teacher must check one by one their students to be sure that they are know what they must do in that time.

According to Tanskersley (2005), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is a relation with written language in combining the meaning. The writer’s role is explaining an idea and the reader’s role are able to get same idea with the writer.

Generally, in learning English especially reading skills are too difficult.

Meanwhile, according to Permendikbud No. 21 Tahun 2016 tentang Standar isi Pendidikan Dasar dan Menengah of Senior High School in English Lesson as follow: “Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan dari teks agak Panjang dalam kehidupan dan kegiatan siswa sehari-hari”. It means the students must able to identify the information of the text, include main idea, topicsentence, generic structure, and etc. But, some of the student have different ability and background knowledge. Students are high competence in reading very easy to understand the text rather than students are low competence in reading. It is because of they are lazy to read text or passage in short or long term, so they just look the cover without knowing the context itself. There are many difficulties of students’ reading ability to understand a text. Those are they did not know the meaning of each word, and still confused with the instruction from the teacher to do assignment. They also did not know how to find main idea, implicit and explicit information especially in generic structure. Sometimes they are feel bored in the class and playing game using smartphone.

One of the methods that can help students’ problem is SQ3R method. SQ3R method are consist of five activities that is Survey, Question, Read, Recite, and

Review. As state from Stanly (2005) said “SQ3R is called for Survey, Questions, Read, Recite, Review”. Firstly, students are asked to find the general information like title, main idea, generic structure, language features, and social function that included in Survey step. Secondly, students are asked to make five questions using WH (Who, What, Where, When, Why, and How) question to support it. The questions are come from the text and it called Question step. Thirdly, in Reading step the students asked to read a text and underlined an important information in detail. Then, students asked to recite the answer without looking the question and check their answer, it is called Recite step. Lastly, the step is Review which is the students are able to make summary from the material that they have found. By following those steps, the students can enjoy to read and easy to understand. According to Kwantlen Counseling Services state “SQ3R method can make the students’ textbook comprehending activity which is not an easy work to do become easier and interesting”. It means the students do the assignment by group discussion and share their problems very well. The purpose of this research is to identify the reading ability of the second-grade students of SMA Pawyatan Daha Kediri before and after being taught using SQ3R method, and

describe the effect of using SQ3R method in students’ reading ability of SMA Pawyatan Daha Kediri.

II. METHOD

This research used quantitative approach and experimental research which consist of two variables, they are SQ3R method as independent variable and students’ reading as dependent variable. The place was carried out at SMA Pawyatan Daha Kediri which located at Jalan Balowerti II, 37-A, Balowerti, Kec. Kota Kediri, Kediri East Java. The population of this research are all of students in the second grade SMA Pawyatan Daha Kediri who are consist of three classes, they are XI IPS 1, XI IPS II, and XI IPS III. Total of the students are 90 students that in each class are 28-30 students. In addition, sample is the small group that is observed or a portion of a population (Ary, 2010: 148). The researcher took one class as a sample that is XI IPS I which consist of 28 students contain 9 girls and 19 boys. In collecting data, the researcher used test as an instrument that is Pre-test and Post-test. After the researcher gets the students’ score from pre-test and post-test, then analyzed it into SPSS analyze version 23. Kinds of software is used dependent sample T-test to know whether or not there was an effect or impact

in using SQ3R method and the significance differences between pre-test and post-test.

III. RESULT AND DISCUSSION

Based on the analyzing data from SPSS version 23, the researcher got the data which concern on the students' reading comprehension before and after being taught using SQ3R method by comparing both of them. There are five indicators that include in measure students' reading comprehension. They are making paraphrase, finding main idea, finding synonym of word, identifying generic structure, and making inferences or finding implicit and explicit information. Generally, when the student did the pretest, most of them are able to find main idea of the text, analyze generic structure, finding the synonym words. But, some of them also had different ability in making paraphrase from the text and getting implicit and explicit information. The students got the problem when they had to find it. On the other hand, when the students did the post-test, there was an increasing score that found in determining the plot or generic structure and finding implicit and explicit information. The students' score of pre-test shows that good enough, it is proven by total score are 1441. Then, the students' score of post-test was increasing after using SQ3R method with the total score of post-

test are 1602. In addition, from paired sample test table the mean presents the differences between pretest minus post-test. It is showed that t-test is 3,597 with degree of freedom (df) 20 is 2,086 and the significant is 5%. It means t-test higher than t-table ($-3,597 > 2,086$). It can be concluded that t-test higher than t-table, so H_a is accepted.

IV. CONCLUSION

In conclusion, SQ3R method is an effective method to teach reading comprehension at second grade students of SMA Pawyatan Daha Kediri in academic year 2017/2018. Then, students' reading comprehension are increased after being taught by using SQ3R method. Teaching reading comprehension using SQ3R method helps the students to solve the problem. It is also gives good effect to make them more active, responsible, and able to study in a new way to their reading comprehension. In addition, this method has suggestion to the teachers, the students, and the other. The teachers should explain first the activities of that method clearly and they must able to use the method in teaching reading. Then to the students, they should more active and responsible in teamwork when applying SQ3R method. So, they can enjoy reading a text whether short or long passage. The last to the other

researchers, they should use SQ3R method in different text or modified it as long the students can understand it and can be reference to them in doing the same research.

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