

ARTIKEL

THE IMPACT OF SURVEY-QUESTION-READ-RECITE-REFLECT- REVIEW SQ4R METHOD TO THE STUDENTS' READING COMPREHENSION OF THE TENTH GRADE OF SMKN 2 KEDIRI IN THE ACADEMIC YEAR 2017/2018



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**PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS NUSANTARA PGRI KEDIRI
2018**



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THE IMPACT OF SURVEY-QUESTION-READ-RECITE-REFLECT-REVIEW (SQ4R) METHOD TO THE STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMKN 2 KEDIRI IN THE ACADEMIC YEAR 2017/2018

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ABSTRACT

The aim of this study is to know the students' reading comprehension before and after being taught using SQ4R and investigate the impact of SQ4R to the students' reading comprehension at the tenth-grade of SMKN 2 Kediri in Academic Year 2017/2018. This research is using pre-experimental quantitative design, namely one group pre-test post-test design. The population of the research was 671 students of nine programs at SMKN 2 Kediri in academic year 2017/2018. The sample of the research was 36 students consist of 7 males and 29 females of X-Tourism 1 class. The data analyzing by using SPSS version 23 to know the impact of SQ4R to the students' reading comprehension. The result of data shows the students' reading comprehension before being taught by using SQ4R was low by the mean score was 56.25. Then after get the treatment by using SQ4R, the reading ability of students increased by the mean score of post-test was 75.00. And the result showed that t-score -17,078 with the significant (2-tailed) value is lower than 0.05. This research also found that SQ4R was suitable for students' reading comprehension because can help the students got better comprehend the text. Based on the result of the data, it can be concluded that SQ4R has significant impact on students' reading comprehension of SMKN 2 Kediri. The researcher suggests to the English teacher to apply SQ4R method by guiding students in reading on many genres and when the teacher apply this method, it's better to the teacher for management time well because this method need a long time. For other researchers, it is suggested to investigate this method in indicator that the score just little improving such as indicator of identifying main idea and also apply SQ4R in other genre and level of class.

KEY WORDS : Reading Comprehension, SQ4R

I. INTRODUCTION

Reading is one of the English skills that must be mastered by the students. According to Mcnamara (2007: 3) "Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered".

Reading is a good choice to master specific level in English because reading has a relationship to other skill. Reading reinforces the skill student acquire in speaking, listening, and writing. Reading is very important to help students to learn



other skills.

Reading cannot be separated from comprehension because reading requires comprehension of meaning stated in the passage. According to Mikulecky & Jeffries (2007: 74) "True Comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read". It could be assumed that comprehension is an active, fluent process that involves the reader and the reading material in the process building meaning, which means that to get information of what is read, the readers should use their vocabulary, prior knowledge, strategies, decoding ability to building the meaning in the process of comprehending the material to make an effective reading.

But today, teacher is still applying method and technique of teaching reading comprehension, it means the teacher only gives students to read the text and answer the question. Teacher does not know that there is an effective method that can be applied in teaching reading comprehension. It supported by Suci (2009: 4) said that the problems of reading comprehension appear because some English teachers still use the direct technique, like 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.

The result of not using an effective method, make students find difficulties in comprehending a text. Thus, the teacher should use the effective technique or method or strategy to stimulate students read and more active in reading, especially comprehending the material itself.

One of the effective methods to improve reading comprehension of students is by using SQ4R. There are 6 steps that the students need to go through for comprehending the passage by using SQ4R, those are: Survey, Question, Read, Recite, Reflect, and Review. SQ4R is a method that suitable in comprehension to increase student independency and effort. In each step of the method make the students active in find the text about by themselves. Moreover, SQ4R provides a systematic way of comprehending and studying text (Richardson & Morgan, 1997). The several examples of how SQ4R is used throughout the reading process was stated by Billmeyer and Barton (1998) that Firstly, students preview text to develop predictions and set a purpose for reading by generating questions about the topic. Then, students read actively, searching for answers to the questions they have



generated. By summarizing information students are able to monitor their own comprehension. And finally, students evaluate their comprehension through review. Through the steps, students can increase their independency and effort in reading, also can understand a text easily. The step in SQ4R method also line with the steps in scientific approach in curriculum 2013 from government that ask

II. RESEARCH METHOD

This research was carried out by applying a quantitative approach and the research method is pre-experimental design, namely one group pre-test post-test design. Pre experimental was chosen because this design used pre-test and post-test to know whether the treatment from independent variable makes a difference to dependent variable. Pre-test is given to the students to know the students' score before give treatment by using SQ4R. For treatment, is given three times to the students. While post-test is given to the students after giving treatment in teaching reading comprehension using SQ4R.

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

This research was conducted in the

for students to active to find information by themselves.

The aims of this research are to know the impact of SQ4R before an after being taught using SQ4R method and to find out the impact of SQ4R to the students reading comprehension at the tenth of SMKN 2 Kediri in the academic year 2017/2018.

tenth-grade students of SMKN 2 Kediri in the academic year 2017/2018 which consist of nine programs with the total number of student population was 671 students. The sample of this research was drawn by using cluster sampling. X-Tourism 1 class was the sample which has 36 students consisting of 7 males and 29 females was treated by using SQ4R.

The instrument in this research was the reading comprehension test. The reading comprehension test is a researcher-made test and it is used to measure the students' achievement in reading comprehension. Type of test are used by researcher was multiple choice. The test consists of 20 items with four alternatives. The alternatives include one correct answer and three wrong answers.

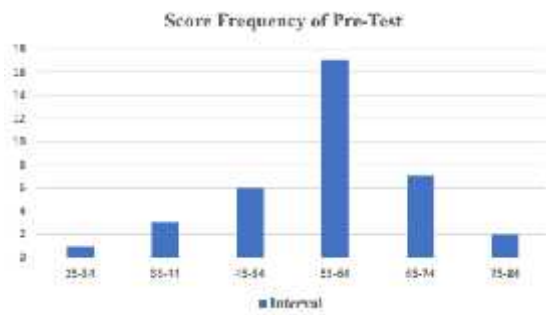
There are three steps to collecting data in this research which are pre-test,

three times for treatment and post-test. After collecting the data, the researcher analyzing the data by using SPSS version

III. FINDING AND DISCUSSION

The results of the data analysis were as follows. The first finding, the reading comprehension of students is low with the total score of pre-test was 2025. The researcher also provided the data frequency of pre-test in diagram 1.

Diagram 1. Diagram Score Frequency of Pre-Test



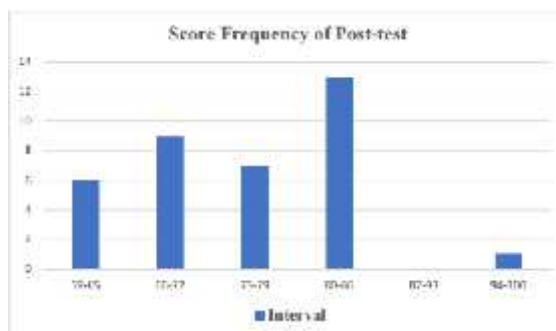
From the diagram frequency of pre-test above, it can be seen that there were 1 student got score 25-34 with categories very poor, 3 students got score 35-44 with categories very poor, 6 students got score 45-54 with categories very poor, 17 students got score 55-64 with categories poor, 7 students who got score 65-74 with categories enough, and 2 students who got score 75-84 with categories good. There were so many students who got low score in categories poor. The students' reading comprehension before being taught using SQ4R is poor, they faced some difficulties to understand a text that affect by the traditional method

23 to know the impact of SQ4R to the students' reading comprehension.

that used by the teacher. It is line with Khusniyah et al (2017), the learning method that used still centered on the teacher. The students could not get the meaning or information of the text well. It was showed by the score of pre-test, each indicator like determining social function, main idea, reference meaning, synonym, antonym, finding implied and explicit information, also determining inferential information got low score. It also occurred in previous research by Kasyulita (2015). She argues that students could not find the specific idea, topic, main idea, and supporting details from the text and could not infer what they have read.

The second finding, the total score of all component of reading comprehension were rise with the total score of all aspect was 2700. The diagram of post-test is in diagram 2.

Diagram 2. Diagram Score Frequency of Post-Test



From the diagram frequency of post-test above, it can be seen that there were interesting scores from the students after being taught using SQ4R method. There were 6 students got score 59-65 with categories poor, 9 students got score 66-72 with categories enough, 7 students got score 73-79 with categories good, 0 students got score 87-93, and 1 student got score 94-100 with categories very good. As shown the post-test score better than pre-test score. in post-test, the indicator got improvement from total score 31 to 53, it showed that the students could determine reference meaning better and the reading ability also improved. In line with previous study by Khusniyah (2017), she argued that SQ4R provides a complete understanding of the information through determining the

required reading. Furthermore, in indicator of identifying social function, the students could identify social function of the text well, it was showed by the score of pre-test and post-test that got highest score, but in pre-test the total score is 50 and in post-test improved to 72. It was supported by Khusniyah (2017) who argued that SQ4R forces students to link what knowledge or information they have had with reading and developed it. It means SQ4R can be used in all other genre of text to the students comprehend with a text. In this research the genre of text is descriptive text, and by using SQ4R the reading comprehension of students get improvement. It also supported by Fresy (2017), in her research was used SQ4R in reading comprehension and the text that used was recount text, the result showed that each of indicator was increased.

The third finding in this research, based on the table of t-test on significant 1% and 5% that SQ4R has very significant impact to the students' reading comprehension.



Table 1. Table of t-Test based on significant 1% and 5%

DF	T-score	T-table 1%	T-table 5%	Significance	Ho
35	17,078	2,724	2,030	Very significant	Rejected

the data shows that t-score is higher than t-table in significance 1%. Therefore, the alternative hypothesis (H_a) is accepted and null hypothesis is rejected. It can be conclude that SQ4R method has very significant influence to the students' reading comprehension to the tenth-grade students of SMKN 2 Kediri. Like a research carried out by Ba ar and Gürbüz (2017) entitled "Effect of the

SQ4R Technique on the Reading Comprehension of Elementary School 4th Grade Elementary School Students." The aim of this study is to examine the effect of SQ4R (Survey, Question, Read, Reflect, Recite, Review) technique of the reading comprehension ability of elementary school 4th-grade students. The result of their study, a significant difference was found in the reading comprehension skill in favor of the students who studied reading comprehension with the SQ4R. it showed that SQ4R can be applied in many level of education.

IV. CONCLUSION

In relation to the finding and discussion of the research the following conclusions are drawn: (1) the result of pre-test was lower than post-test it showed that the students' reading comprehension before being taught using SQ4R was low. It was affected by the ineffective method that using by the teacher. (2) the result of students' reading comprehension after being taught using SQ4R showed that the score of post-test was higher than pre-test. The total score from every indicator increased. (3) The result of the t-test scores was (17,078) and the table was 2,030 (in significant 5%) or 2,724 (in significant 1%). In other words, the t-score was higher than t-table. It

means H_a is accepted and H_o is rejected. Based on the result, the researcher concluded that there was a significant impact of SQ4R method to the students' reading comprehension. SQ4R was suitable for students' reading comprehension, because this method can help the students got the better comprehension of the text. Most of the students can answered some questions which consist of some indicators of reading comprehension.

But, this research also has weaknesses such as, limited of time when doing the treatment, the researcher just was given limited time from the school, and during treatment, not all of



students followed the instruction how worked in group, there were students that copied their friend's work. Another shortcoming is that using SQ4R method

seems consuming time to apply this method because there are some basic steps that must be done by the students.

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