

IMPROVING STUDENTS' READING COMPREHENSION THROUGH SQ3R TECHNIQUE OF THE FIRST GRADE STUDENTS AT MAN TOLITOLI

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ABSTRACT

The purpose of this study was to find out the empirical evidence concerning whether SQ3R technique was effective or not to teach students reading comprehension. This study was held in March 2015 at MAN Tolitoli. This study used a quantitative method in the design of pre-experimental study. The sampling technique used in this study was purposive sampling. The researcher took one class as the subject of this study. The sample was X IIS 3. The improvement of students' score can be seen from the differences between pretest and posttest. The mean score of pretest was 65.88 and it improved to 81.48 in posttest. Moreover, the minimum mastery criterion of English lesson was 76 (seventy-six). Then the data of both test were analyzed by using T-test and the result showed that the T-test value 8.39 was greater than T-table value 2.064. according to the criteria of the test the result showed that there was a significant improvement between students' achievement in reading comprehension by using SQ3R technique before and after pretest and posttest were conducted. It meant that SQ3R technique was effective and applicable at the first grade of MAN Tolitoli to teach students' reading comprehension.

Keywords: Improving, Reading, SQ3R technique, Comprehension.

ABSTRAK

Tujuan dari penelitian ini untuk menemukan fakta empiris mengenai apakah teknik SQ3R efektif atau tidak untuk mengajar pemahaman membaca siswa. Penelitian ini dilaksanakan pada bulan maret 2017 di MAN Tolitoli. Penelitian ini menggunakan metode quantitative dengan model pre-experimental. Teknik pengambilan sampel yang digunakan di penelitian ini adalah purposive sampling. Peneliti mengambil satu kelas sebagai subjek penelitian. Sampelnya adalah X IIS 3. Peningkatan skor siswa bisa dilihat dari perbedaan antara pretest dan posttest. Nilai rata-rata pretest adalah 65.88 dan nilai itu meningkat menjadi 81.48 di posttest. Selain itu, KKM bahasa inggris adalah 76. Kemudian data dari kedua tes di analisa dengan menggunakan T-tes dan hasilnya menunjukkan bahwa nilai T-tes 8.39 lebih besar dari pada nilai T-tabel 2.064. Menurut kriteria tes hasilnya menunjukkan bahwa ada peningkatan yang signifikan antara pencapaian siswa dalam pemahaman membaca dengan menggunakan teknik SQ3R sebelum dan sesudah pretest dan posttest dilaksanakan. Hal ini berarti bahwa teknik SQ3R efektif dan dapat digunakan pada tingkatan pertama MAN Tolitoli untuk mengajar pemahaman membaca siswa.

Kata Kunci: Meningkatkan, Membaca, teknik SQ3R, Pemahaman.

1. INTRODUCTION

Reading is one of the receptive skills that needs to be acquired by students at Senior high schools. There are many learning sources written in English so it is important for students to have a good reading skill. Thus, students also need a reading skill in daily life to get up-to-date information from mass media such as newspapers, magazines, televisions, and internet. According to Nunan (2003: 68), reading is a fluent process of readers combining information from the text and their own background knowledge to build a meaning. It means in reading activities, the readers should be able to concentrate while their eyes moved to the text that is read in order to get information based on their background knowledge.

In fact, the importance of teaching reading for the teachers is not similar to the importance of reading activity in the classroom for students. Commonly, students do not find that reading activity is necessary thing in learning English. Most of them think that reading is a thing that forces them to think hard in doing some certain exercises or tasks. It is caused by the less motivation in reading text, lack of vocabulary and the technique that is applied by the teachers in teaching reading is not good for the students, so the students felt bored when the teachers teaching reading comprehension. Moreover, reading activity is important because it is needed by the students in doing national examination. The students will get best score in national examination if they comprehend well the reading text.

Related to the researcher's experience when conducting teacher training at MAN TOLITOLI especially in first grade, there were some problems that the researcher found there. Many students had problems on finding general information, specific information and mind idea in the text. These problems were caused by several factors such as background knowledge, the lack of vocabulary, interest, attitude, and the teacher.

Therefore, related to those factors above, teachers should pay attention to use appropriate methods, strategies and techniques. The main purpose was to solve the problem of teaching reading comprehension to the first grade students of MAN TOLITOLI. The technique which was used should be a technique that involves the students in the process of reading activity; therefore, the students experienced the learning and learn how to comprehend the text. In addition, SQ3R is one of the appropriate techniques for the students in reading.

SQ3R is an active reading technique for extracting the maximum amount of benefit from reading time, the learning process would be done in five steps, they are survey, question, read, recite, and review in reading. This technique can helps the students to organize the structure of a subject in their mind, helps the students to set study goals and separate important information. The main point of this technique is the students could perhaps have high motivation because they are given a chance to be active in teaching learning process.

Related to the explanation above, the researcher was highly motivated to conduct a research entitle "Improving students' comprehension through SQ3R technique of the first grade at MAN TOLITOLI to improve reading comprehension".

2. REVIEW OF RELATED LITERATURE

2.1 Previous Research

A number of studies on the use of SQ3R strategy had been conducted. Carlston's (2011), research found that when students use SQ3R strategies (e.g., surveying prior to reading, generating questions, reading to answer said questions, reciting and reviewing information), they retained more information as demonstrated by higher achievement on course exams. In line with Carlston, research carried out by Evi Falenti (2012) entitled "*Improving Students' comprehension using SQ3R Technique (A classroom action research at the ninth grade students of SMP Negeri 05 Surakarta in academic year of 2011/2012)*". The result of this research clearly showed that SQ3R technique could make the subjects active and significantly improve their reading comprehension. It means that the finding of this research proves the objective of research.

The other research is done by Ni Luh Lina marini (2014) who did the same research entitled "*the implementation of SQ3R technique to improve students reading comprehension of the eighth grade students of SMP 1 in academic year 2013/2014*". Based on preliminary observation by Ni Luh Lina marini, the subjects had low ability in reading comprehension. Therefore, the researcher concentrated of the students' problems in comprehending recount and narrative text by using SQ3R technique. The result of this research clearly showed that the reading comprehension of SQ3R technique could make the subjects more active in their reading comprehension. It meant that this research finding was significant.

Those researches were about SQ3R technique which was used in this present research. It showed SQ3R technique was successfully and effective to improve reading comprehension. The different between those previous researches and the present research were coming from the problems of research subject. In the research carried out by Evi Falenti, the specific problem was that the students were difficult to translate un familiar word, so students could comprehend the text well. Unlike Ni Luh Lina Marini, the students' specific problem was that students were difficult to find out general information and specific information of the text.

2.2 Definition of Reading

Many experts define reading with different meaning. According Grabe (2009: 14), reading is the process of receiving and interpreting information encoded in language from the medium of print. Reading is a verbal process interrelated with thinking and with all other communication abilities such as listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page of the ideas and information intended by the author.

Reading always involves an interaction between the writer and reader. It is the culminating act of the communication process, initiated by the thoughts of the writer and expressed through the symbol on the page. (Dechant, 1982: 5). Reading is a selective process, involving partial use of available minimal language cues (graphic, semantic, and syntactic) (Dechant, 1982: 11).

2.3 Purposes of Reading

In Accordance to Mahmood (1992: 103-104), there are at least five main purposes for comprehensive reading. All these purposes require include:

a. Reading for Specific Information

Reading for specific information is a common form of reading used to discover specific or limited information. Reading for this purpose involves looking for specific information and finding it quickly. Looking up a word in the dictionary or a number in the telephone book is the example of reading for specific information.

b. Reading for Application

Reading for application is used to accomplish a special task. This type of reading may consist of reading a cake recipe or following instruction to make or fix something.

c. Reading for Pleasure and Entertainment

Individuals read for many pleasurable reasons. This includes reading popular magazines, newspapers, novels, and other similar material. It is a slower form of reading, which allows the reader to envision the scenery and contemplate the background and characters with enjoyment and appreciation. This form of reading calls for total involvement of the reader.

d. Reading for Ideas

This type of reading requires paying special attention to main ideas, concepts and the nature of the presented information. skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for idea is enhanced through familiarity with the overall field of study, related topics, facts, and discussions.

e. Reading for Understanding

Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs, and the main ideas.

2.4 Principles of Reading

Accordance to Harmer (2001:70), there are some principles behind the teaching of reading:

- a. Reading is not a passive skill. Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.
- b. Students need to be engaged with what they are reading. As with everything else in lessons, students who are not engaged with the reading text, not actively interested in what they are doing, are less likely to benefit.
- c. Students should be encouraged to respond to the content of a reading text, not just to the language. It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses.
- d. Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually read.
- e. Match the task to the topic. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks, the right kind of questions, engaging and useful puzzle, etc.
- f. Good teachers exploit reading texts to the full. They integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

2.5 Definition of Reading Comprehension

Accordance to Dechant (1982: 311-312), Comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one's way through smaller idea segments, and ability to grasp the meaning of a larger unitary idea. Underlying comprehension are two general mental abilities: the ability to remember word meanings (word knowledge) and the ability to reason with verbal concepts, and hence with words. Dechant also defines comprehension as a thinking process: it is thinking through reading. As such, it is dependent upon the learners' basic cognitive and intellectual skill; upon their background of experience (vocabulary, knowledge, concepts, and ideas); and upon their language skills (knowledge of morphology, syntax, and grammar). In addition, he informed that reading comprehension is done to understand a text that is read as the process of constructing meaning from a text. Moreover, Dechant (1982: 311,) describes reading comprehension simply as thinking.

2.6 Levels of Reading Comprehension

Reading is the ability to comprehend, not simply to recognize, letters, forms, and symbols. Reading may prove to be almost useless without comprehension. There are three levels of reading comprehension, these are:

- a. Literal Reading is the ability to follow directions and understand exact words, meanings, and characters.
- b. Aesthetic Reading is the ability to appreciate artistically the style and overall quality of what is being read.
- c. Critical Reading consists of making factual distinctions between common ideas, facts, and opinion. This capability is needed for valid interpretation and analysis.

Total comprehension requires reading at all of the above levels. Thus, to comprehend a chapter in a textbook well, one must have ability to read at all levels (Mahmoud, 1992: 102-103).

2.7 The Nature of SQ3R Technique

This strategy was used by Francis P. Robinson of Ohio State University (F. P. Robinson, 1946) to test adults in U. S. Army Specialized training programs. And in 1961, Robinson started to introduce and use this strategy in general school. Brown (2001: 315) defines SQ3R technique as one effective series of technique for approaching a reading text. SQ3R technique consists of the following five steps: (1) Survey: skim the text for an overview of main ideas, (2) Question: the reader asks question about what he or she wishes to get out of the text, (3) Read: read the text while looking for answers to the previously formulated questions, (4) Recite: reprocess the silent points of the text through oral and written language, (5) Review: assess the importance of what one has just read and incorporate it into long-term associations.

Feldt and Hensley (2009: 584), explains more about the SQ3R technique. Briefly, in the *survey* step, the main headings, the students survey the chapter heading and subheading to construct mentally an outline of the chapter or text. In the *question* step, the students again look at the main headings. These headings are used to formulate question to be answered in the next step, *read*. The step has the main purpose of finding answers to the questions formed in the question step. The *recite* step has the students literally reciting the answers aloud to the questions. At this point the students should concern the quality of the answer, for example, whether the author provide answers that

satisfy the questions. The last step, *review* is done from memory, with the entire or selection being reviewed in survey fashion.

From the definitions, SQ3R technique is able to extract the maximum amount of benefit from the readers reading time. It also helps reader to organize the structure of a subject in reader's mind. It also helps reader to set study goals and to separate important information from irrelevant one.

2.8 Benefit of SQ3R Technique

According to Feldt and Hensley (2009: 584), SQ3R is a useful technique to engage any written information fully from a text. It helps readers to create a good mental framework of a text, to set reading goals, and to fix information in the readers' mind. The primary benefit of SQ3R is that it enables the reader to determine the organization of text material and the need for intelligent selection of information while reading.

2.9 The Steps of SQ3R Technique

According to Robinson (1941: 29), SQ3R technique consist of five separate steps that help the individual determine the most important points of each chapter and study those points. These step are as follow:

- a. *Survey* : survey is kind of pre-reading activity that covers some activities such as glancing over of headings in the chapter to see the few big points which will be developed. The individual should just quickly survey the chapter for titles, headings, subheadings, review questions, captions, chapter or section summaries, and any other easily identifiable indications of the key points that the chapter is attempting to convey.
- b. *Question* : in this step the readers are asked to turn the first heading into a question. The reader should take each of these items and turn them into questions that the individual can answer while he or she is reading the chapter. Once the individual has identified all of the questions that he or she should answer while reading the chapter.
- c. *Read* : in this step the reader reads the text in order to answer the question. The individual should then read the chapter and try to find the answers to each of the questions.
- d. *Recite* : having read the first section, the reader can look away from the book and try briefly to recite to the answer to their questions. Each time that the individual completes a paragraph or section of the chapter, that individual should stop, recite any questions that individual believes he or she can answer and then recite the answers to those question.
- e. *Review* : actually in the last step, once the individual has read the entire chapter and answered all of the questions, he or she should go back and write down each question right next to its corresponding answer. This allowed the individual to review the information at a later time very quickly.

3. RESEARCH METHOD

3.1 Research Design

This research was an experimental research, since it described the quantitative degree in which variables was related. It was also reasonable that the researcher intended to examine the cause and effect between two variables, SQ3R technique as independent variable and students' Reading comprehension as dependent variable.

This experimental design used pre-experimental research design (one group pretest-posttest design) as follows :

O ₁	X	O ₂
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Where :

O₁ : Pretest

X : Experiment group

O₂ : Posttest

3.2 Population and Sample

In this research, the researcher conducted the research at MAN Tolitoli and took the population at first grade which consisted of eight parallel classes and 238 students.

Table 3.1 Table of Population

No	Classes	Total Number
1	X MIA 1	31
2	X MIA 2	30
3	X MIA 3	29
4	X MIA 4	31
5	X ISS 1	32
6	X ISS 2	30
7	X ISS 3	25
8	X ISS 4	30
Total		238

In selecting the sample, this research applied purposive sampling. The researcher took one class at X IIS 3 class as a sample of this research. The researcher chose the subject of the research based on the result of observation during teacher training (PPL) which covered three reasons.

The first, the students of X IIS 3 class was still low in comprehending the narrative text. The second, they were more difficult to learn reading comprehension material than another class. The last, many of them could not achieve the minimum criteria than another class and it was proved by their result of examination.

3.3 Procedure of Collecting Data

a. Pretest

In the pretest, the students answered the objective test which consisted of reading text with 10 essay tests. The researcher allocated 90 minutes (2 x 45 Minutes) to do the test.

b. Posttest

The researcher conducted posttest after conducting treatment. In the posttest, the students answered the objective test which consisted of reading text with 10 essay tests. This test was used to know the result of SQ3R Technique can improve students' reading comprehension at the first grade of MAN TOLITOLI or not and the researcher allocated 90 minutes (2x45 minutes) to do the test.

4. Findings and Discussions

4.1 The Result of Pretest

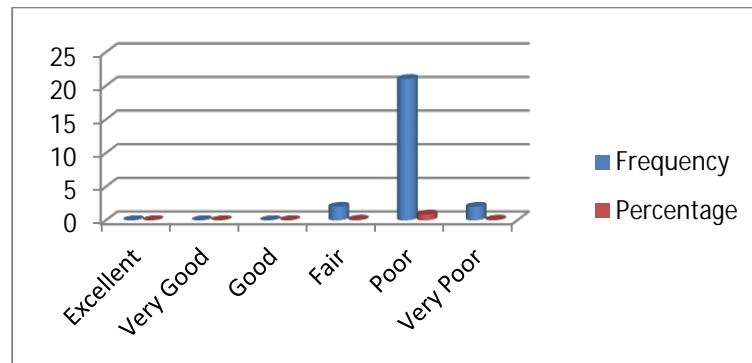
Based on the observation, the researcher found out that the students' ability in reading comprehension was fair. They were still low in comprehending the narrative text. Moreover, they felt bored when reading situation or faced reading examination. Therefore to obtain accurate data then the researcher conducted pretest to measure their previous reading comprehension in narrative text. To know students' score exactly, the following table shows the result of pretest:

Table 4.1 The Result of Pretest

No	Initial Name	Obtain Score	Max. Score	Indi. Score (x)	X ²	Criteria	Qualification
1.	ARM	21	30	70	4900	Unsuccessful	Failed
2.	FH	20	30	67	4489	Unsuccessful	Failed
3.	MF	19	30	63	3969	Unsuccessful	Failed
4.	MR	21	30	70	4900	Unsuccessful	Failed
5.	MRP	17	30	57	3249	Unsuccessful	Failed
6.	NSR	23	30	77	5929	Successful	Passed
7.	RF	21	30	70	4900	Unsuccessful	Failed
8.	RZD	23	30	77	5929	Successful	Passed
9.	SHL	17	30	57	3249	Unsuccessful	Failed
10.	MRL	18	30	60	3600	Unsuccessful	Failed
11.	ZFR	20	30	67	4489	Unsuccessful	Failed
12.	MR	21	30	70	4900	Unsuccessful	Failed
13.	DL	22	30	73	5329	Unsuccessful	Failed
14.	FA	20	30	67	4489	Unsuccessful	Failed
15.	NH	22	30	73	5329	Unsuccessful	Failed
16.	NHS	15	30	50	2500	Unsuccessful	Failed
17.	SW	22	30	73	5329	Unsuccessful	Failed
18.	SNP	18	30	60	3600	Unsuccessful	Failed
19.	NA	18	30	60	3600	Unsuccessful	Failed
20.	SDP	19	30	63	3969	Unsuccessful	Failed
21.	SMS	20	30	67	4489	Unsuccessful	Failed
22.	NHM	18	30	60	3600	Unsuccessful	Failed
23.	RL	22	30	73	5329	Unsuccessful	Failed
24.	NP	22	30	73	5329	Unsuccessful	Failed
25.	NIS	15	30	50	2809	Unsuccessful	Failed
SUM (Σ)				1647	109895		

The table above shows that there were 2 out of 25 students (8%) got fair score, 21 out of 25 students (84%) got poor score, and 2 out of 25 students (16%) got very poor score. Furthermore, the data can be presented into the polygon graphic as follows:

**The Polygon Graphic of Pretest
Rate Percentage of the students' score classification**



4.2 The Result of Posttest

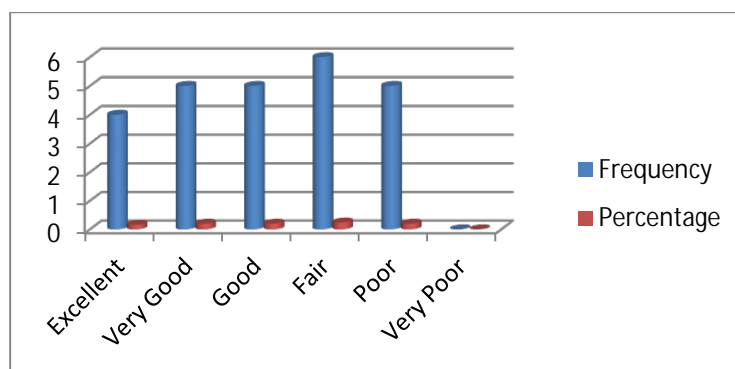
After treatment, the researcher conducted posttest. The researcher asked the students to answer Essay test that the researcher gave. The result showed that there was significant difference about students' score between pretest and posttest. It can be seen in the table below:

Tabel 4.3 The Result of Posttest

No	Initial Name	Obtain Score	Max. Score	Indi. Score (x)	X ²	Criteria	Qualification
1.	ARM	26	30	87	7569	Successful	Passed
2.	FH	22	30	73	5329	Unsuccessful	Failed
3.	MF	23	30	77	5929	Successful	Passed
4.	MR	22	30	73	5329	Unsuccessful	Failed
5.	MRP	22	30	73	5329	Unsuccessful	Failed
6.	NSR	23	30	77	5929	Successful	Passed
7.	RF	26	30	87	7569	Successful	Passed
8.	RZD	25	30	83	6889	Successful	Passed
9.	SHL	27	30	90	8100	Successful	Passed
10.	MRL	23	30	77	5929	Successful	Passed
11.	ZFR	22	30	73	5329	Unsuccessful	Failed
12.	MR	26	30	87	7569	Successful	Passed
13.	DL	27	30	90	8100	Successful	Passed
14.	FA	23	30	77	5929	Successful	Passed
15.	NH	26	30	87	7569	Successful	Passed
16.	NHS	25	30	83	6889	Successful	Passed
17.	SW	25	30	83	6889	Successful	Passed
18.	SNP	22	30	73	5329	Unsuccessful	Failed
19.	NA	23	30	77	5929	Successful	Passed
20.	SDP	25	30	83	6889	Successful	Passed
21.	SMS	23	30	77	5929	Successful	Passed
22.	NHM	25	30	83	6889	Successful	Passed
23.	RL	27	30	90	8100	Successful	Passed
24.	NP	26	30	87	7569	Successful	Passed
25.	NIS	27	30	90	8100	Successful	Passed

The table above shows that there was 4 out of 25 students (16%) got excellent score, 5 out of 25 students (20%) got very good score, 5 out of 25 students (20%) got good score, 6 out of 25 students (24%) got fair score, and 5 out of 25 students (20%) got poor score. Furthermore, the data can be presented into the polygon graphic as follows:

**The Polygon Graphic of Posttest
Rate Percentage of the students' score classification**



4.3 Discussions

Before the researcher applied SQ3R technique, for the first time the researcher conducted the pretest. In the pretest, it can be found that the students of IIS 3 were still low in comprehending the narrative text. They were more difficult to learn reading comprehension material than another class. In addition, in pretest data, the researcher got the reading comprehension scores of each student as sample.

In the second step of this research, the researcher conducted the treatment. It was done in four meeting times. The researcher taught the students as sample of this research by using SQ3R technique. This technique was applied in order to train the students can comprehend well the text. However, the researcher taught them by using SQ3R technique with taking five steps in applying SQ3R technique in the classroom. They are survey, question, read, and recite.

After the all of the procedures of SQ3R technique applied in this research, the researcher conducted the posttest. In the posttest, the researcher gave an instruction to students to answer 10 essay questions. Finally, when the researcher analyzed the posttest data, the result of their comprehend showed that the students could comprehend well the text by using SQ3R technique.

5. Conclusions

The use of SQ3R technique was effective to improve the students' reading comprehension. It could be seen from the students different score in pretest and posttest. In pre-test data, the students' highest score was 77 and the lowest score was 50. It is difference with the pretest. In the post-test data, the students' score was improved where the lowest score was 73 and the highest score was 90. It means that there was improvement score in posttest data.

The hypothesis of this research was that the students' reading comprehension can be improved by using SQ3R technique could be acceptable, because the result of research showed that t_{value} (8.39) was higher than t_{table} (2.064), based on the criteria of hypothesis if t_{value} higher than t_{table} , it means that the hypothesis of research was acceptable.

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