The Effectiveness of Using SQ3R Strategy on Teaching Reading Comprehension

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ABSTRACT

: As an attempt to overcome the students' difficulty in reading comprehensionn, SQ3R (survey, question, read, review, and recite) is conducted. This study aims to find out whether the use of SQ3R is effective for the students or not. It employs the quasi-experimental design and gives the different treatment. That is, the Experimental Group is taught by using SQ3R strategy and the Control Group is taught without using SQ3R strategy and at the end of the treatment, the test is given in order to get the valid result or score. Then, the data is managed by using statistical matter and computed by using T-test formula. And it is found that T-finding (64.3) for the Experimental Group is bigger than T-found (61.4) for the Control Group in significance 1.45%. So, it can be said that using SQ3R strategy is useful and effective in teaching reading comprehension. Besides that, it can motivate the students eagerness in learning English. But, before implementing this strategy, the teacher should give a clear instruction to the students in using SQ3R strategy to avoid misunderstanding.

Keyword: Reading comprehension, SQ3R

INTRODUCTION

Reading is one of the English skills that should be learnt by the students beside listening, speaking, and writing. Reading is the process of receiving and interpreting information encoded in language form via the medium of print (Grabe, 2009:14). Reading comprehension is derived from two terms, those are reading and comprehension. Here, In reading activity, the readers have to construct the meaning of words or even sentences which exist as the content of reading text. Meanwhile Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known, (Koda, 2005:4). We typically make use of our background knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies to help us understand the written text . As learners, we have to have an ability to comprehend the content of a text. When we are in the purpose of comprehending the text, we must have a wide range of capacities and abilities. They include cognitive capacities, motivation and various types of knowledge. Here, we should be able to extract the content from any text at all. If we are only able to extract in a single text, of course , it is not satisfying enough. Besides that, comprehension does not occur by simply extracting meaning of from text. Language and content is interrelated to one another. We have to know how language is used for conveying the content. Therefore, we have to read a text carefully, because it relates to our own prior knowledge for interpreting the message that the writer sends to us. It is undeniable that sometimes when some one asks about the content of the passage, we sometimes cannot answer it well. It probably happens because we do not fully comprehend the content of the text.

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Based on the above evidence, there has to be some solving problem must be done in teaching and learning process. One of them is by using SQ3R (Survey, Question, Read, Recite,

Review) strategy as the teaching strategy. This strategy is chosen in order to measure whether this strategy is effective or not in teaching and learning process in reading comprehension. SQ3R offers some benefits. It helps students to activate their power to think, review their understanding through their reading and to strengthen their long-term memory as stated in Adlit (2009). Therefore, this study is based on the problem whether the group taught by reading strategy of SQ3R gain better score than the group without taught by SQ3R. In accordance with the statement of the problem above, this study aims to find out whether the use of SQ3R is effective or not for the students.

TEXT

There are many kinds text of reading comprehension that used in Junior high school, especially in second year students. This research only takes on Narrative text.

Narrative Text

Narrative text is a kind of text which has a purpose to tell a story, but the detailed purpose may vary according to genre. Narrative is a text that tells a story, in doing so, entertains the audience (Anderson, 1998)." For example, the purpose of a myth is often to explain a natural phenomenon and a legend is often intended to pass on cultural traditions or beliefs (Nurwanto, 2009). It has special generic structure of the text consists of orientation, complication, and resolution. Other characteristics of narrative text are told/written in first or third person (I, we, she, it, they), told/written in past tense (sometimes in present tense), use signal time (later that day, once); to move the setting (meanwhile back at the cave, on the other side of the forest); to surprise or create suspense (suddenly, without warning).

SQ3R STRATEGY

The SQ3R consists of five steps, i.e. surveying, questioning, reading, reciting, and reviewing.

Surveying

Before reading the text, the readers survey the text to get the general ideas of the text. It can be done in five ways: (1) Read the title. The title is not only gives the readers illustration about what they are going to read but also stimulates them to think further about the text. (2) Read every sub chapter. Subtitles give the readers illustration about the text as a whole. They show the details of the text. (3) Pay attention to tables, diagrams or maps and (4) Read the introduction, and (5) Read the first sentences of the sub chapters. The first sentence often describes the content.

Questioning

Questioning step is the second step of the SQ3R procedures. It is done before the actual reading. According to Smith, Nila, and Robinson (1980:199) questioning is the vital part of reading purposes. They state that "…questions are of course, the mainstay of teachers as they attempt to measure comprehension, and they are usually vital parts of the reading purposes. Used wisely by pupil and teacher, they can enhance understanding".

In this step, the students create some questions based on the title of the text. They can also turn the introductory sentences in paragraphs into questions such as what, who, when, why, and how.

Reading

The third step of the SQ3R procedures is reading. The students are required to read the text carefully to find the answer to the questions they have made. The activity to read the text can be done in the following way: (1) reading the text silently, (2) answering the prepared

questions, (3) the students are asked to get the main idea and its supporting details, (4) making a note of the main points of the text, and (5) discussing in pairs or in groups about what has been found during reading.

Reciting

The fourth step of the SQ3R procedures is reciting. This activity is done after the students read the text. Having read the text, the students answer the questions that have been formulated earlier without looking back at the text (Burns, Roe, and Ross, 1984) the students have to answer the questions with their own words. They are expected to answer the questions not only by using the information they find in the text but also by using their own knowledge.

In this research, reciting is done by (1) answering the teacher's questions, and (2) finding the general idea of the text.

Reviewing

Reviewing is the last step of the SQ3R procedures. It is done by the students by reading the important part of the text. According to Soedarso (1993; in Indahyanti, 2008) reviewing can be done by scanning the main points of the text through the title, subtitles and other important parts. This activity sets the students mind map toward the things they read and strengthen their memory of the text. Setting mind map can be done by making a brief summary containing of main ideas of the text or facts presented in it.

RESEARCH DESIGN

Since this study wanted to know the effect of using SQ3R strategy in the teaching-learning process on the students' ability of reading comprehension, an quasi - experimental design was applied. The subject of this study was the second year students at MTs Darul Ulum Gondangwetan, Pasuruan. Since the number of the second year students was only 60 students, the researcher decided to use all students of the second year as the subject of this study. Its design was randomized pre-test and post-test control group design. This design was selected because of the following reasons: (1) the study chose two intact groups which had already been organized into one class randomly, (2) this study conducted an experimental activity in order to know the effect of two instructional delivery which was applied in two different groups.

Two intact groups, which had already been organized into one class, were used in this experimental study. One group served as the experimental group and the other was as control group. In order to assure that all of the subjects in this study were homogenous before the experimental treatment, the two groups were given a pre-test at the beginning of the study. The result of the computation showed that the difference between the means score of the two groups was not significance. This meant that these two groups were homogenous. The researcher describes the research design in Table3.1.

Table 1. The sequence of the first treatment in study

Exp. Groups	Pre-test	Teaching reading by using SQ3R	Post-test
Cont. group	Pre-test	Teaching reading without using SQ3R	Post-test

This research examines the difference of the student's ability in reading comprehension after being taught with two different strategies. The variables which are examined in this experimental study are two types (1) independent variable and (2) dependent variable. Independent variable is the different instructional delivery strategies of employing the

students' ability of reading comprehension. The dependent variable is the students' ability of reading comprehension, which is presented by their score at the end of treatment.

Instrumentation

This study used a pre and post test as the instrument to determine the students' ability. The test was formed in written test and designed in multiple choices consisting of 40 items. The result of the test would be counted by looking at the scoring, which the researcher himself constructs. Each item is given score two if the answer is right, but zero if the answer is wrong.

Before SQ3R was given, the students were given A try ou test, in this case the teacher did not use SQ3R strategy, but their score were yet not satisfied.

Data Collection

Data is very important in conducting a research. Since the scientific problem can be solved only on the basis of research design capability. Data can lead to the solution as giving written test to the respondent. To collect the data, the writer uses an objective test for the group. The following is a treatment of to collect the data:

Table 2. The sequence of the first treatment in research

Exp. Groups	Pre-test	Teaching reading by using SQ3R	Post-test
Cont. group	Pre-test	Teaching reading without using SQ3R	Post-test

1.   An experimental group

In the experimental group, the researcher uses SQ3R in her teaching reading as follows:

a.   In pre-teaching reading, the teacher introduces or explains the strategy of reading, SQ3R in the duration of fifteen minutes.

b.   The teacher divides the students into a group or a pair

c.   The teacher distributes some texts to the students, groups or pairs.

d.   The teacher asks the students to read or comprehend the text, such as the procedures of SQ3R strategy as follows:

➢   Before they read, **survey** the chapter :

- The title helps the students' brain to focus on the topic of the chapter.

- Read the introduction and/or summary, to grasps the main point of the text.

- Read every subchapter, heading and subheadings.

- Pay attention to graphics, charts, maps, diagrams picture and other visual aids are there to make a point.

- Read the introduction. If there is no introduction, read the first or two paragraphs very quickly to get the idea, background, tone atmosphere, the writer's style of writing.

- Read the first sentences of the subchapters. The first sentence often describes the content. Otherwise, read the last sentence because it usually restates the main idea of the paragraph.

➢   Question

While the students surveying:

- Turn the title, headings, and/or subheadings into questions;

- Read questions at the end of the chapters or after each subheading;
- Ask yourself, "What did the teacher say about this chapter or subject when it was assigned? "
- Ask yourself, "What do I already know about this subject? "

➢ When the students begin to <u>R</u>ead :

- Reading the text silently.
- Look for answers to the prepared questions
- The students are asked to get the main idea and its supporting details;
- Making a note of the main point of the text
- Discussing in pairs or in a groups about what has been found during reading.

➢ Recite

After they've read a section:

- Answering the teacher's question
- Finding the general idea of the text.

➢ Review :

- Rereading the important parts of the text
- Make a summary
- Discussing the text with their group or pair.

2.   A control group

In the control group, the teacher teaches reading without using SQ3R strategy, the steps are:

a.   The teacher divides the students into a pairs or a group.

b.   The teacher distributes some texts to the students.

c.   The teacher asks the students to read or to comprehend the text.

d.   The teacher gives some questions to the students based on the text and writes it on the blackboard.

e.   The teacher asks the students to answer the questions.

f.   After that, the teacher and the students discuss the answer together.

TABLE II: The Table of Research Design

The treatment	The tests
Exp. Group	Xa (Method A) --------- T2
Ctrl. Group	XB (Method B) ------------T2

The steps of the research as follow:

1.   The researcher takes the respondents from the students of the second class

2.   Giving treatment to the experimental group by using SQ3R, which is as medium of teaching reading.

3.   Giving post-test to the group.

Using statistic test is T-test to examine whether the use of the technique is significant or not.

DATA ANALYSIS

The researcher would analyze the data collected by applying the statistical analysis; because the data obtained from the research were from of the score of the test in this research and it was called as a quantitative data.

In test hypothesis, the researcher also needed data. So, the researcher gave the post-test to the respondents. Then, the data was analyzed by using the T-test formula. The reasons of using T-test analyzed are:

1. T-test is an analysis technique. To know whether there are some differences between teaching by using SQ3R and without using SQ3R.
2. With T-test, we can find whether the technique is effective or not.

The T-test formula, which is used by the writer, is as follow:

$$T = \frac{Mk - Me}{\sqrt{\dfrac{\Sigma b^2}{N(N-2)}}}$$

Where:

Mk : means of control group.

Me : means of experimental group.

Σb^2 : means of deviation from the difference mean

N : number of subject

RESULT

Presenting of the data

After collecting the data from the students of the second years which were divided into groups that the first group was as control group and the second group was an experimental group. The score of the pre-test and post-test which had been taken from two groups are presented as below:

Table 3. The data of the Pre-test and Post-test Of the First Group as a Control Group

No	NAMA	Pre-test	Post-test
1.	AR	40	60
2.	AS	40	61
3.	AcS	20	35
4.	CN	48	60
5.	DN	60	70
6.	EY	60	65
7.	FA	46	63
8.	HY	35	55
9.	IS	70	85
10.	INR	45	65
11.	KA	25	40

12.	KW	60	65
13.	MA	30	48
14.	MAF	50	66
15.	MH	30	45
16.	MKM	60	66
17.	MT	28	45
18.	MU	51	68
19.	MI	60	70
20.	MR	40	61
21.	N	48	64
22.	Nkh	35	64
23.	NM	46	70
24.	NF	43	65
25.	NQ	69	75
26.	SA	63	68
27.	UA	49	41
28.	UH	50	65
29.	YAR	40	63
30	ZA	65	73

The data were taken from the first group as control group. It showed that there is a different score between pre-test and post-test. This group gets good score in their post-test although this group has not been taught using SQ3R strategy.

Table 4. The data of the Pre-test and Post-test of the First Group as an Experimental Group

No	NAMA	Pre-test	Post-test
1.	AH	35	65
2.	AH	30	60
3.	AK	20	35
4.	AC	46	68
5.	DEW	30	55
6.	DI	39	60
7.	DF	40	65
8.	IA	51	70
9.	IF	60	80
10.	JQ	60	73
11.	KI	38	50
12.	KM	35	68
13.	LH	48	65
14.	LL	65	78

15.	Ma	40	68
16.	MFR	40	50
17.	MJ	36	51
18.	MM	50	65
19.	MN	40	56
20.	MZK	55	69
21.	NAKN	65	85
22.	NU	28	64
23.	NS	48	66
24.	R	43	64
25.	RI	35	60
26.	SSN	40	70
27.	UMA	45	65
28.	ZM	48	65
29.	ZAS	50	71
30.	Z	35	68

The data were taken from the second group as an experimental group. It shows that there is a different score between pre-test and post-test. This group gets better score in post-test because they had been taught by teacher by using SQ3R strategy.

DATA ANALYSIS

This research was quasi experimental research, so the data was analyzed by using statistical analysis. This research used T-test formula because the researcher wanted to analyze the significance of two kinds of methods. They were teaching reading by using SQ3R strategy as an experimental group and teaching without using SQ3R strategy as a control group. After they had been treated by using different kinds of method, at the end of treatment they were given the test. The following table is the matched group design.

Table 5. THE MATCHED GROUP DESIGN

Matched Subject	K / C	E	B	b (K − E)	b²
1 – 1	60	65	-5	-3,5	12,25
2 – 2	61	60	1	2,5	6,25
3 – 3	35	35	0	0	0
4 – 4	60	68	-8	-6,5	42,25
5 – 5	70	55	15	16,5	272,25
6 – 6	65	60	5	6,5	42,25
7 – 7	63	65	-2	-0,5	0,25
8 – 8	55	70	-15	-13,5	182,25

9 – 9	85	80	5	6,5	42,25
10 – 10	65	73	-8	-6,5	42,25
11 – 11	40	50	-10	-8,5	72,25
12 – 12	65	68	-3	-1,5	2,25
13 – 13	48	65	-17	-15,5	240,25
14 – 14	66	78	-12	-10,5	110,25
15 – 15	45	68	-23	-21,5	462,25
16 – 16	66	50	16	17,5	306,25
17 – 17	45	51	-6	-4,5	20,25
18 – 18	68	65	3	4,5	20,25
19 – 19	70	56	14	15,5	240,25
20 – 20	61	69	-8	-6,5	42,25
21 – 21	64	85	-21	-19,5	380,25
22 – 22	64	64	0	0	0
23 – 23	70	66	4	5,5	30,25
24 – 24	65	64	1	2,5	6,25
25 – 25	75	60	15	16,5	272,25
26 – 26	68	70	-2	-0,5	0,25
27 – 27	41	65	-24	-22,5	506,25
28 – 28	65	65	0	0	0
29 – 29	63	71	-8	-6,5	42,25
30 - 30	73	68	5	6,5	42,25
Total	1841	1929	-88	-47,5	3438,75

The data were taken from Control Group and Experimental Group. The two groups were matched to find which group that had high score. Then they were counted by using T-test. The result of test shows that the Experimental Group gets better score than the Control Group.

The computes are below:

A.   to find MB (mean from difference between C-E)

a.   MB = Σ B

 Σ N

= -88

 60

= -1,5

b.　　　B – MB

B.　Input the data into T-tets formula

Mean C = Σ $\underline{C}$

　　　　　　N

　　　= $\underline{1841}$

　　　　　30

　　　= 61,4

Mean E = Σ $\underline{E}$

　　　　　　N

　　　= $\underline{1929}$

　　　　　30

　　　= 64,3

$$T = \dfrac{Mk - Me}{\sqrt{\dfrac{\Sigma\,b^2}{N\,(N-2)}}}$$

$$= \dfrac{61,4 - 64,3}{\sqrt{\dfrac{3438,75}{30\,(30-2)}}}$$

$$= \dfrac{-2,9}{\sqrt{\dfrac{3438,75}{30\,(30-2)}}}$$

$$= \dfrac{-2,9}{\sqrt{\dfrac{3438,75}{840}}}$$

$$= \sqrt{\dfrac{-2,9}{4,09}}$$

$$= \frac{-2,9}{2,02}$$

$$= -1,44$$

The mean of the control group and experimental Group were 61,4 – 64,3 =   - 2,9. This score was then put into the T-test formula. The result of computation was – 1,44. This means that the students who had been taught by using SQ3R strategy got bad score 35, 55, 50, 51, 50 and there were five students who got bad scores, and the students who had been taught without using SQ3R strategy got bad score 35, 55, 40, 48, 45, 45, 41 there were seven students in this group.

Interpretation

Based on the Table III of the control group, the data showed that the students got good score although they were taught without using SQ3R strategy, its mean was 61,4. They were not given a try out before doing the test. As it could be seen from Table IV for Experimental Group, the data showed that the students got better score because they were taught by using SQ3R strategy with its mean was 64,3. The mean was then put into the T-test formula. The degree of freedom (df) from T-test formula was the total of matched group subtractive by two (N-2). So, the degree of freedom from this distribution was 30-2=28. After the researcher got the computation, she examined table T-test by df = 28 and the significance was 3%. And the researcher found the result of T-test, that was –1,44. It means that five students got bad score 35, 55, 50, 51, 50 in Experimental Group but their score were still upper average than seven students (35, 55, 40, 48, 45, 45, 41) who got bad score in low average in control group. So, Ha (Alternative Hypothesis) is accepted, it means that:

1.   Ho (Null Hypothesis)

There is no effect of teaching reading by using SQ3R strategy towards reading

2.   Ha (Alternative Hypothesis)

There is an effect of teaching reading by using SQ3R strategy towards reading

In this research, the researcher analyzed the effectiveness of using SQ3R strategy on reading comprehension achievement. The researcher gave different treatment to each group, one group given treatment by using SQ3R strategy was as Experimental Group and another group was not given the treatment: without using SQ3R strategy was as Control Group. At the end of treatment, the researcher gave the same test. The result of the test from both groups was then computed by comparing different score. The experimental group got better score than control group.

Based on the explanation above, the researcher got the matched group by comparing their score, the mean of experimental group was 64,3 and the mean of control group was 61,4. Thus, it was identified that the two groups had significant difference in reading comprehension achievement between those who were taught by using SQ3R strategy and those who were not taught using SQ3R strategy.

CONCLUSION

Even though, some problems happen during the implementation of SQ3R strategy on teaching and learning reading comprehension process. The research had already been conducted succesfully through SQ3R strategy.The researcher concludes that:

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1. There is an effect in reading achievement between students who are taught by using SQ3R strategy and those who are taught without using SQ3R strategy.

2. SQ3R strategy is useful and effective in teaching reading comprehension. It can arouse student's eagerness on learning English.

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