THE INFLUENCE OF SQ3R TOWARDS STUDENTS' READING COMPREHENSION

Imas Oom Umiasih, Slamet Wahyudi yulianto, Lusiana Suciati Dewi
Pendidikan Bahasa Inggris, FKIP, Universitas Subang
imasoumia04@gmail.com
slamet.wahyudi@ymail.com
uciwluciiana@gmail.com

ABSTRACT

The purpose of the research was to investigate whether or not the influence of SQ3R (Survey, Question, Read, Recite, Review) towards students' reading comprehension. The research was conducted in SMPN 2 Maja. This research used quantitative method and used non-equivalent control group design categorized as quasi experimental design. Two classes were selected from eighth grade as experiment and control class. The results of the data analysis were as follows. Mean score of pretest in experiment class was 58.96 and standard deviation was 13.980. While, mean score in control class was 58.93 and standard deviation was 12.450. Further, mean score of posttest in experiment class was 61.42 and standard deviation was 11.275. While, mean score of posttest in control class was 60.81 and standard deviation was 10.937.The result of T-test shows that value sig. (2-tailed) was 0.993 in pretest. It was higher than 0.05. Then, there was not difference of means between experiment and control class in pretest. The value sig. (2-tailed) was 0.848 in posttest. It was higher than 0.05. Then, there is not difference of means between experiment and control class in posttest. Based on the result of model summary in simple linear regression, R square was 0.022 with significance 0.490. It means that the influence of independent variable (questionnaire) towards dependent variable (posttest) was 2.2%. While, 93.6% influenced by other variable and significance 0.490 was higher than 0.05, then model of regressing was not good enough as predictors. Based on the coefficient, constant of 74.454. If there was nothing questionnaire, then value of posttest is 81.141. Regression coefficients X of (-0.312), it means each addition 1 value of questionnaire then decline of posttest value of 0.312. It shows that there was not the significant influence of SQ3R technique towards students' reading comprehension.

Keyword : SQ3R Technique, Reading Comprehension

INTRODUCTION

A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing. Language is very important to comunicate between one person to each other. Among language in the world that used by person, English language is one of them. English is an international language which almost all country learn and used it as first, second or foreign language. Foreign is meaning something or

someone that is foreign comes from or relates to a country that is not your own. As foreign language formerly We acquire English language before learning it. Acquire language or language acquisition is a process which can take place at any period of one's life.

Learning English as foreign language is not easy for students. Many factors which can made it happens such as students have not high motivation to learn English language, they seldom use English in their daily life. Many Students only learn English in the school in a short time and it is not enough for them.

There are four skills to mastery English language, that are listening, speaking, writing and reading. Reading is one of the skills which have to mastered by students. Reading is an activity to get information through the text and students need comprehension to reach those goal. In teaching-learning process students have difficulty to understand and comprehend the text. The students only focus to read the text and meaning vocabulary. Their vocabulary still low. After finished read the text, they need to read the text again to get information clearly. They need more time to relate word by word to comprehend the text.

English as foreign language makes students can not understand the text easily. They have difficulty to translate english language to their own language automatically. They confuse to relate meaning of the words clearly and that is being problem for them. They forgot what they had read. Students need a method to comprehend the text in reading activity.

Based on the observation in SMPN 2 Maja, most of students were still low in reading comprehension. The students faced problem in their reading comprehension ability. They are confuse to understanding the text in English language. Most of them only learn English in the school and they have not high motivation to expand their skills in English.

Survey, Question, Read, Recite and Review (SQ3R) is one of the that technique students to comprehend the text. SQ3R consist of three steps reading, that are pre-reading, reading and after-reading. By using SQ3R students can practice to create meaning all information from the text. every step in SQ3R Researcher have high motivation to conduct about The influence of SQ3R towards students' reading comprehension.

Based on the previous explanation, formulation of problem as follows:

1. How to implement SQ3R technique in the reading text?
2. How the influence of SQ3R towards students' reading comprehension?

THEORITICAL FRAMEWORK

1. The Definition of Reading

Michelle Maxom (2009) defines reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing.

According to Anderson (cited in Tarigan, 2015) "reading is a recording and decoding process, different with speaking and writing which involving encoding. Decoding is relate written word with oral language meaning that includes changing the writing/printing become sound meaningful". While, Finochiaro and Bonomo (cited in Tarigan, 2015) stated "reading is bringing meaning to and getting meaning from printed or written material". It is supported by Syafi'ie (in Rahim, 2011) three terms that are often used to provide the basic components of the reading process, namely recording, decoding and meaning.

Based on the definitions above, reading is one of the key language learning. Reading is an activity which is done to get the information from printed material through recording, decoding and meaning process. Reading involve readers and text. It is complicated activity and needs comprehend ability to receiving and interpretating of ideas that content in writing text. Reader's past experience can affect reading process to create meaning.

2. The Definition of Reading Comprehension

Pardo (2004) defines comprehension as "a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text ".

Furthermore, Mikulecky (2007) stated that comprehend is more than just recognizing and understanding words. It connecting the idea in the text while read and remember what readers have been read.

According to Karen Tankersley (2005) Comprehension is a process, not a product. Readers filter understanding through the lens of their motivation, knowledge, cognitive abilities, and experiences.

Based on the previous definitions, comprehension is a process to construct meaning based on what readers read through recognizing and understanding words. There are interaction between readers and text. Readers thinking while read and their background knowledge and past experiences can use to relate to the text. Reading comprehension is ability to making meaning from the text. It is complicated process involve reader's skill in phonology, syntax, semantics and pragmatics.

3. The Definition of SQ3R

According to Robinson (1941), "SQ3R method is a smooth and efficient method that should result in the students' reading faster, picking out the important points, and fixing them in memory."

Huber (in Ghazo, 2015) states that "SQ3R is a meaningful reading method in which students practice different reading strategies."

Based on the definitions above, SQ3R is a technique which use to understand the text easily. It is easy method to implement and can help students to get information from the text. It makes students or readers practiced how to selected the main point in the text. Create meaning of fully information. Then, remember it to answer the questions that may appear.

4. The Steps of SQ3R

Robinson (1941) created the SQ3R method. SQ3R is one of the method which consists of five steps, there are surveying, questioning, reading, reciting, and reviewing.

Based on the previous statement, SQ3R consist five steps, the steps are:

a. Survey

Survey is pre-reading activity where students or readers survey all the text. Look at title/heading and subtitle. Read faster/skimming each of pharagraph to get the main points.

b. Question

Question is pre-reading activity. In this step readers or students make a list of questions that may appear based on the previous survey.

c. Read

Read is the third step where students or readers read all the text carefully to construct meaning from the text.

d. Recite

Recite is after-reading activity. Students or readers match information from the text with the list of questions made before.

e. Review

Review is the last step. This is after-reading activity where students or readers check the list of questions and answer to get complete comprehension of the text.

RESEARCH METHODOLOGY

This research used quantitative method and categorized as quasi experimental design. This research was to find out the influence of SQ3R towards students' reading comprehension. Two class were selected as experiment and control class.

Furthermore, this research used non equivalent control group design. In this case, treatment of SQ3R only was given to experiment class. While, control class was given another treatment. The both of experiment and control class got the same material.

Technique of data collection in this research were test (pretest-posttest), questionaire and observation. Technique of data analysiss used quantitative and qualitative data analysis. The test was done by using SPSS Version 22.

THE RESULT OF RESEARCH

1. Quantitative Data Analysis

In normality test, the significant value obtained pretest of experiment and control class were higher than 0.05. It can be concludes that both experiment and control class in the pretest had normal distribution. Further, The significant value obtained posttest of experiment and control class were higher than 0.05. It can be conclude that both of experiment and control class had normal distribution. Pretest and posttest had normal distribution.

The result of homogeneity test between experiment and control class in pretest and posttest was higher than significance α 0.05. It means that scores between experiment and control class in pretest and posttest were homogeneous.

The value sig. (2-tailed) in pretest was higher than 0.05. Then, there was not difference of means between experiment and control class in pretest. Furthermore, the value sig. (2-tailed) in posttest was higher than 0.05. Then, there was not difference of means between experiment and control class in posttest.

Based on the model summary in simple linear regression test, R square was 0.022 with significance 0.490. It means that the influence which was can explained of independent variable (questionnaire) towards dependent variable (posttest) was 2.2%. While, 97.8 % influenced by other variables. Standard error of the estimate was 11.401 and standard deviation was 5.347. Standard error of the estimate was higher than standard deviation, then model of regressing is not good enough as predictors. Based on the coefficient, constant of 74.454. If there is nothing questionnaire, then value of posttest is 74.454. Regression coefficients X of (-0.312), it means each addition 1 value of questionnaire then decline of posttest value of 0.312.

Based on the result of simple linear regression, there was not the significant influence of SQ3R technique towards students' reading comprehension.

2. Qualitative Data Analysis

There are six indicator in questionnaire. First, the result of students' response to English learning was 43.23%. Second, students' motivation in learning English was 72.57%. Third, students' interest in learn English was 78.54%. Fourth, students' motivation in using SQ3R technique was 73.96%. Fifth, students' interest in using SQ3R technique was 80.21% and students' ability by using SQ3R technique was 67.71%. The questionnaire precentage means was 69.37% and include as good category. Thus, students' response towards SQ3R technique classified as good.

CONCLUSION

Based on the research conducted in SMPN 2 Maja, it can be concluded that that there was not the significant influence of SQ3R technique towards students' reading comprehension. Based on the result of model summary in simple linear regression, there was only 2.2% of the influnce which can explained and 97.8% influenced by other variable. Meanwhile, students response towards SQ3R technique in class VIII C in SMPN 2 Maja classified as good category.

REFFERENCE

Anderson. Paul S. (1972). *Language Skill in Elementary Education*. New York: Macmillan Publishing Co., Inc.

Arikunto, Suharsimi. (2013). *Manajemen Penelitian*. Jakarta: Rineka Cipta.

Arikunto, Suharsimi. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT Rineka Cipta.

Farida Rahim. (2005). *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumi Aksara.

Finocchiaro, Mary. and Bonomo. (1973). *The Foreign Language Learner: A Guide for Teacher*. New York: Regents Publishing Company, Inc.

Ghazo, Abeer Al. (2015). *The Effect of SQ3R and Semantic Mapping Strategies on Reading Comprehension Learning Among Jordanian University students*. English and Education, 4(3), 92-106.

Huber, J. A. (2004). *A closer look at SQ3R. Reading Improvement 41(2), 108-112.*

Maxom, Michelle. (2009). *Teaching English as foreign language for dummies*. West Sussex: John wiley & sons. Ltc.

Mikulecky, Beatrice S. & Jeffries, Linda. (2007). *Advance reading power*. New York: Pearson Education, Inc.

Pardo, Laura S. (2004). *"What Every Teacher Needs to Know About Comprehension"* in The Reading Teacher. Pages 272-281.

Robinson, Faris. (1941). *Effective study.*New York: Harper and Row, Publishers.

Sugiyono. (2012). *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta Publisher.

Sugiyono. (2015) *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta Publisher.

Syafi'ie, Imam. (1999). *Pengajaran Membaca di Kelas-kelas Awal Sekolah Dasar. Pidato Pengukuhan Guru Besar.* Malang: Fakultas Pendidikan Bahasa dan Seni.

Tankersley, Karen. (2005). *Literacy strategies.* Alexandria: ASCD.

Tarigan, H. Guntur. (2015). *Membaca Sebagai Suatu Keterampilan Berbahasa.* Bandung: Angkasa Bandung.