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

Common problems which are faced by EFL (English as Foreign Language) students in studying reading are getting difficulties in understanding a text, lack of vocabulary, and getting bored in the class. Realizing the facts, EFL (English as Foreign Language) teachers should provide activities which make the students practice to do reading skill. One of the ways to solve the problem is using SQ3R (Survey, Question, Read, Recite, and Review) method. SQ3R method is a proven method to sharpen text book reading skill and make reading purposeful. The aims of writing this research is to know whether there is any significant effect of using SQ3R method in teaching reading comprehension at second grade students of SMA Pawyatan Daha Kediri in Academic Year 2017/2018. This research used an experimental research and quantitative approach with one group pretest and post-test. The subject of the research is second grade students, the population was consisting of 90 students and the sample was XI IPS 1 class that consist of 28 students in SMA Pawyatan Daha Kediri. The result of the research shows that there is any significant effect of using SQ3R method which is proven by t-test higher than t-table.

Key words: Teaching Reading, Reading Comprehension, SQ3R Method

Masalah umum yang dihadapi oleh siswa Bahasa Inggris sebagai Bahasa Asing dalam belajar membaca adalah kesulitan dalam memahami teks. Menyadari fakta-fakta tersebut, guru Bahasa Inggris sebagai Bahasa Asing seharusnya menyediakan kegiatan kegiatan yang membuat siswa-siswa dapat mempraktekkan keahlian dalam membaca. Salah satu cara untuk menyelesaikan masalah menggunakan metode SQ3R (Survey, Question, Read, Recite, and Review). Metode SQ3R merupakan metode yang membuktikkan dalam mengasah kemampuan membaca teks buku dan membuat membaca lebih bermanfaat. Tujuan penulisan penelitian ini untuk mengetahui apakah ada pengaruh signifikan dalam penggunaan metode SQ3R dalam mengajar pemahaman

membaca pada siswa kelas 2 SMA Pawyatan Daha Kediri tahun ajaran 2017/2018. Penelitian ini menggunakan penelitian eksperimen dan pendekatan kuantitatif dengan one group pretest and post-test. Subyek penelitiannya yaitu siswa kelas 2, dengan populasi berjumlah 90 siswa dan sampelnya pada kelas XI IPS 1 dengan jumlah 28 siswa di SMA Pawyatan Daha Kediri. Hasil penelitian menunjukkan bahwa adanya pengaruh signifikan dalam penggunaan metode SQ3R yang dibuktikkan dengan t-test lebih tinggi daripada t-table.

Kata Kunci: Teaching Reading, Reading Comprehension, SQ3R Method

INTRODUCTION

Reading is one of the skills that is important in English language learning and it should be mastered by the students. According to Patel (2008: 114), reading is the most important activity in any language class. Because it is not only source information, but also combining the knowledge of the language. In this case, students can develop their knowledge in good time. Furthermore, according to Alyousef (2005: 144), "Reading can be seen as an interactive process between a reader and a text which leads to

automaticity or reading fluency." By the reading, the students and a text will have a relation in order to constructing comprehension.

Basically, in studying English especially reading skill, students must be able to identify the information from a text. But, in general students have different ability in reading. Students who have good reading ability will be easier to understand and catch the meaning of the context rather than students who have less in reading ability. It may be caused by them never try to read a text or book to checking how far their comprehending in a text. According to Pardo (2004), comprehension is a process in which reader constructing the meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text and the stance the reader takes and relationship to the text. It means that, students can create a communication by reading to know the meaning of context and using previous experience as a reference.

This research was implemented in order to help the EFL students in reading ability. It was conducted using SQ3R method which is one of the method that can be used

in teaching reading. This method followed by five steps, those are *Survey, Question,* *view.* The aim of this research is to know the students' reading ability before and after being taught using SQ3R method and also the effect of that method itself.

According to Stanly (2005), "SQ3R is called for Survey, Question, Read, Recite, Review. It is a proven technique to sharpen textbook reading skill. SQ3R helps make reading purposeful and meaningful, so that we can use your time most effectively". This method helps the students' problem in reading and exploit their time to stay focus in reading. Moreover, 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 that SQ3R method is one of problem solving for students' problem in reading.

METHODOLOGY

This research was used quantitative approach with experimental research. It was carried out at SMA Pawyatan Daha Kediri on April 28th 2017. The population of this research were all of the second-grade students and the total are 90 students. Then, the sample of this research were XI IPS 1 which consist of 28 students, contain of 9 girls and 19 boys. Furthermore, the instrument of this research is Reading Test that is Pretest and Post-test. Those tests are consisting of 20 multiple choice questions about narrative passage. By doing that test, the researcher able to know the level of students' competence in reading comprehension in the first meeting until the last meeting. In addition, the researcher also gives the treatment to them in order to applied the suitable method in the class. So, the students can follow the activities in enjoy moment. After the researcher got the students' score from pretest and post-test, she analyzed it into SPSS version 23 by using Dependent Sample T-test. In that analysis, there we hypothesis that must be identified those are Alternative Hypothesis (Ha) and Null Hypothesis (Ho). Alternative hypothesis means there is no effect of teaching reading using SQ3R to second grade students of SMA Pawyatan Daha Kediri and Null Hypothesis means there is an effect of teaching reading using SQ3R to second grade students of SMA Pawyatan Daha Kediri.

FINDINGS 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 compare both of them from students' score pretest and post-test. The total score of pretest was 1441, and the total of post-test was 1602, it means that the students' score was increased. In addition, the result of analyzing data shows that t score 3,597>t-table with the significant level 5 %. Therefore, the Null hypothesis (HO) was rejected and Alternative Hypothesis (Ha) was accepted.

On the other hand, the pretest and post-test were having a different score in each indicator. The indicators are: 1) making paraphrase, 2) finding main idea, 3) finding synonym of word, 4) identifying generic structure, and 5) making inferences or finding implicit and explicit information. The researcher made the score based on the difficult level of question, so she understood how far the students reading comprehension competence. **CONCLUSION AND SUGGESTION**

The researcher took some conclusions from this research based on the result of research finding. Firstly, the result showed that SQ3R method is an effective method to teach reading comprehension at second grade students of SMA Pawyatan Daha Kediri in academic year 2017/2018. Secondly, the students' reading comprehension are increased after being taught by using SQ3R method. It can be concluded that there is a significant effect of SQ3R method in students' reading comprehension. Furthermore, the researcher also gives some suggestions that given to the teacher, the students, and the other researcher. The teacher should explain first the activities of SQ3R method before applied in the class and able to use SQ3R method in teaching reading comprehension afterwards, the students should more active and responsible in teamwork when SQ3R method is applied in the class. They are also enjoy reading a text more than though it is short or long text. Then to the other reseachers, they are should use SQ3R method for different text. They may to apply this method by their own or based on what they have understood to used the steps, and the researcher hopes that this research can be a reference for other reseachers when they will do the same researcher that is teaching reading comprehension using SQ3R method.

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