

IMPROVING THE ELEVENTH GRADE IPA 3 CLASS STUDENTS' ACTIVE PARTICIPATION AND THEIR READING COMPREHENSION ACHIEVEMENT ON NARRATIVE TEXT BY USING SQ3R STRATEGY AT MAN 2 JEMBER

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Abstract

This research was intended to improve the eleventh IPA 3 class students' reading comprehension achievement by using SQ3R (Survey, Question, Read, Recite, Review) strategy on narrative text at MAN 2 Jember in the 2013/2014 academic year. Based on the preliminary study which was conducted by interviewing the English teacher of MAN 2 Jember, it was revealed that the eleventh grade IPA 3 class of MAN 2 Jember, still faced some problems in reading comprehension, the students also have difficulties to catch the point of the text. Besides, most of the students didn't actively participate during teaching learning process of reading. It was known that XI IPA 3 class has the lowest reading comprehension achievement among the other three classes which is taught by the English teacher. Therefore, in order to solve the problems this research used Classroom Action Research (CAR) as a research design which consisted of planning the action, implementation the action, observation and evaluation, and reflection. The research participants of this research were 27 students of the eleventh grade IPA class at MAN 2 Jember. The data collection methods required in this research were reading test and observation to obtain primary data. Meanwhile, interview and documentation were used to get supporting data. The collected data were analyzed by using simple statistic with percentage formula. The data analysis of this research, revealed that the percentage of the students' active participation increased from 74% in Cycle 1 to 89% in Cycle 2. Moreover, the results of the percentage of students who got at least 75 in reading comprehension test increased from 66.6% in Cycle 1 to 81.4% in Cycle 2. Based on the result of this research, it was concluded that the use of SQ3R strategy can improve the students' active participation and their reading comprehension achievement on narrative text.

Keywords: : SQ3R Strategy, Students' Active Participation, Reading Comprehension Achievement

English is an international language which is used among people all over the world in their communication. It serves as a means of communication between speakers of different language in a wide language context: business and trade, academic and scientific, media and arts, travel and tourism, and literature (Ellis, 1994:220). In other words, English helps the speaker communicate with other people although they are from different mother tongue. It is easy to find English in many countries; for example in public place, there will be many signs and advertisements written in English. English is also used by scientists in their report in order to be understood by the readers from all over the world. Thus, it is very important to learn English in this globalization era.

In order to be successful in mastering English, the students need to be taught four language skills; listening, speaking, reading, and writing. They should also learn three language components such as vocabulary, grammar, and pronunciation which are taught integrated with the four language skills. This will be achieved perfectly whenever the four language skills and three language components

work hand in hand. Although those language skills have the same important role in acquiring the target language, reading is the only language skill that will be discussed in this research.

Hanafi (2005:270) states that reading is the most important factor that can support the process of mastering the other skills and improving knowledge. In addition, Grellet (1996:8) confirms that reading comprehension should not be separated from the other skills. Further, he states that there are few cases in real life when the students do not talk or write about what they have read or when they do not relate what they have read to something they might have heard. Therefore, it can be inferred that reading is very important for the students to gain their ability in speaking, listening, and writing.

Furthermore, through reading the students can comprehend the content of the text that they have read. In line with that idea, Sofiyatun (in Jalilehvand, 2012:329) proposes that "the success of learning any subject matter depends on the competence of reading comprehension." All people can master their subject of learning but it depends

on their competence in reading. Thus, it can be assumed that the main target of reading is comprehension. When the students read the text, they are expected to understand its content. Including the implicit and explicit information from the text. Most students face difficulties in comprehending the text. There are still many senior high school students who have problems in comprehending the text. They usually forget easily what they have read after reading. This also happens to the eleventh grade students of MAN 2 Jember. They still face some problems in reading comprehension.

Based on the preliminary study which was conducted by interviewing the English teacher of MAN 2 Jember, it was revealed that the eleventh grade IPA 3 class of MAN 2 Jember, still faced some problems in reading comprehension, especially in catching the point of the text. Besides, most of the students didn't actively participate during the teaching and learning process of reading. XI IPA 3 has the lowest reading comprehension achievement among the other three classes which is taught by the English teacher. It was proven by the result of reading test conducted by the teacher on 8th October 2013. Only 10 students achieved the passing grade which was 75. Meanwhile, the other 17 students got score below 75. In other words, only 37 % of 27 students achieved the passing grade. It means that the XI IPA 3 class of MAN 2 Jember had low achievement in reading class.

In getting the additional information from the English teacher, the researcher also did a class observation on Thursday, 19th September 2013. During the teaching and learning process, many students did not participate actively. When the teacher asked the students to answer the question, only few students answered the question correctly. Some other students kept silent. The students also easily felt bored when the teacher asked them to read other certain text. To make it worse, the students were sleepy. In the reading teaching learning process, the students only read the text without catching the message of the text. That is why their reading score was low. Based on the interview with the English teacher, he confirmed that in the reading teaching learning process he just gave a certain text after that he asked the students to read the text by themselves. Then, the students should answer the task based on the text that they have read.

In addition, the researcher also did an interview with some students. In their opinion, basically they weren't really interested in English because it was a difficult subject. Moreover, they felt bored during the learning process. It also made them passive participants during the teaching learning process. Dealing with the teacher's method, they answered that the teacher used monotonous method in teaching reading. It was the same with the information from the teacher that he just gave a certain text then asked the students to read the text by themselves and answer the task based on the text that they have read. Finally, those problems faced by the students made them get low reading score.

In this case, it is important to use an appropriate and active strategy in teaching English to improve the students'

reading comprehension achievement. As (Wood, 1991:6) says, the key to be a more effective reader is to use active strategies that can be organized into an active reading process. Based on the problems above, the teacher collaborated with the researcher in applying an active and appropriate strategy, that is SQ3R strategy. It is chosen because the researcher believes that the steps of this strategy can help the teacher improve the student's motivation and also their achievement in reading class.

According to Hennings (1997:275), a study scheme called SQ3R is helpful in clarifying the structure of a text. SQ3R is a five-step strategy to study a passage in which the readers use the title, the introduction, heading and sub headings, and notice the words which are italicized or bold, charts, graphs, picture, maps, and other visual materials to develop questions that provide a framework for reading; the steps are Survey, Question, Read, Recite, Review. It can be concluded that by looking at the title, the introduction, heading and sub headings, etc, the reader can make questions that make them curious to know the answers from the questions by reading the whole text. Therefore, this SQ3R strategy is very useful for the teacher to make the students achieve the passing grade and make the students enthusiastic in joining reading class.

The problems of the research in this study were 1) "Can the use of SQ3R Strategy improve the Eleventh Grade IPA 3 Class Students' Active Participation in the Teaching Learning Process of Reading Narrative Text at MAN 2 Jember?" 2) "Can the use of SQ3R Strategy improve the Eleventh Grade IPA 3 Class Students' Reading Comprehension Achievement on Narrative Text at MAN 2 Jember?" The main objectives of this research were 1) To improve the Eleventh Grade IPA 3 Class Students' Active Participation in the Teaching Learning Process of Reading Narrative Text at MAN 2 Jember 2) improve the Eleventh Grade IPA 3 Class Students' Reading Comprehension Achievement on Narrative Text by using SQ3R Strategy at MAN 2 Jember.

Research Method

The design of this research was a classroom action research (CAR) which is intended to overcome or improve students' practical problem in the teaching and learning process. McMillan (1992:12) argues that a classroom action research is a type of applied research with the purpose to solve a specific problem or to make decision at a single local site. In short, it can be concluded that a classroom action research is an appropriate research design to solve the problem of the teacher and the students in the classroom.

This research was intended to overcome students' participation as well as their problems in reading comprehension achievement by using SQ3R strategy. The data in this classroom action research comprise the primary data and the supporting data. The methods used in collecting the primary data were reading test and classroom observation. The reading test was used to get the students'

reading comprehension achievement while students' participation was obtained through classroom observation. The supporting data were gathered through an interview and documentation.

The area of this research was MAN 2 Jember. It was determined by using the purposive method. Which is a method to determine the area of the research which is based on a certain purpose or reason (Arikunto, 2010: 183). The subjects of the research were the eleventh Grade students of MAN 2 Jember in the 2013/2014 academic year which consisted of 27 students.

In this research, a classroom action research with cycle was applied. Each cycle covered four activities: planning the action, implementing the action, doing the observation and evaluation, analyzing data and doing reflection (Elliot, 1991:69).

This classroom action research was conducted collaboratively with the English teacher who taught the eleventh grade IPA 3 class of MAN 2 Jember. The collaboration focused on identifying the research problems dealing with the reading comprehension in the classroom, carrying out the action in teaching reading, doing class observation, doing reflection and analyzing the implementation of the action.

The activities of the research used the following procedures. First, doing preliminary study through an interview with the English teacher of the eleventh IPA 3 to identify the students' problems in reading class and observed the teaching learning process in the eleventh IPA 3 class of MAN 2 Jember. Second, finding out the problems based on the interview and class observation. Third, planning the action by constructing the lesson plan for the first cycle (meeting 1 and meeting 2) collaboratively with the English teacher. Forth, implementing the action of the first cycle of teaching reading narrative text by using SQ3R strategy done by the researcher. The English teacher also took role in this cycle. In the first meeting, the researcher taught the students by using SQ3R strategy and the English teacher was as the observer. In the second meeting, the English teacher taught the students by using SQ3R strategy and the researcher was as the observer. Fifth, administering the reading comprehension test in the first cycle done by the teacher and the researcher. Sixth, analyzing the result of the reading comprehension test quantitatively then classifying the result of reading comprehension test quantitatively based on the classification of the score levels. Seventh, reflecting the results of the observation checklist and reading comprehension test in the first cycle. In fact, the result of the first cycle did not achieve the criteria of the research, the researcher needed to continue the action to the second cycle by revising the lesson plans based on the problems faced in the first cycle. The actions in the second cycle were the same with the first cycle, namely the planning of the action, the implementation of the action, the observation and evaluation, and the reflection of the action. However when the result of the first cycle achieved the criteria of the research, the researcher could stop the cycle and report the result of the research. For the last,

drawing a conclusion to answer the research problem based on the results of the data analysis.

The process evaluation was done by conducting observation during the reading teaching learning process on narrative text by using SQ3R strategy in every meeting, while the product evaluation was administered at the end of each cycle in the form of reading comprehension test. The indicators to be observed in the process evaluation were: 1) Surveying the narrative text given individually confidently. 2) Formulating some questions individually carefully. 3) Reading the whole text in pairs collaboratively. 4) Reciting the main points of the text in pairs collaboratively. 5) Reviewing the whole reading text in pairs collaboratively. 6) Asking questions to the teacher related to the topic confidently. 7) Answering questions from the teacher correctly.

The students were categorized as active students if they did at least 6 of 7 indicators in the observation checklist. However, the students were categorized as passive students if they did 1 to 5 indicators in the observation checklist. Next, the third meeting was held to give reading test. The following was the criteria used to evaluate the success of the action; a) The action was considered as successful if 75% of the students actively participated in the reading teaching learning process by using SQ3R strategy; b) The action was considered as successful if at least 75% of the students as the research subject achieved the minimum score that is 75.

The result of the observation checklist in each cycle was analyzed quantitatively based on the students' active participation during reading teaching learning process. The data was analyzed by using the following formula that was adapted from Ali (1993:186):

$$E = n/N \times 100\%$$

Notes:

E= the percentage of the students' active participation

n= the total number of the students who are categorized as active students

N= the total number of the students

The results of the analysis were continued by applying the following formula adapted from Ali (1993:186) to find the percentage of the students who get at least ≥ 75 :

$$E = n/N \times 100\%$$

Notes:

E= the percentage of the total number of the students who get ≥ 75

n= the total number of the students who get ≥ 75

N= the total number of the students doing the test

Research Findings

In Cycle 1, the result of the observation of the students' active participation was 63% in the first meeting and 74% in the second meeting. However, the result of students' reading comprehension achievement test showed that 66.6 % (18 students out of 27) got ≥ 75 in the reading test. It means that the percentage of students' active participation and reading comprehension achievement test did not achieve the target of the research yet. It might happen because there were some weaknesses.

The weaknesses were as follows: 1) when the students were asked to use the five steps of SQ3R strategy in reading a text, they were not confident. It was the first time for the students to use SQ3R as the reading strategy. They usually read the reading text without using a certain strategy, 2) when the students were asked to formulate some based on the text that they surveyed, some students were confused because they did not know how to formulate questions. As a result, many students made grammatical error in formulating questions and the rest of them didn't formulate questions and they made a small crowd with their friend, 3) When the students were asked to recite the main points of the text in written form, they felt confused in writing a correct sentence. Many students made grammatical errors, 4) In doing individual exercises, some students did it with the partner or their friends. They were worried that they would get punishment or having low score if their answers were wrong. Therefore, the students could not comprehend the narrative text well.

Thus, the researcher conducted Cycle 2 by revising the weak aspects happened in Cycle 1. The revisions were (1) the researcher explained more clearly and slowly about the procedures of SQ3R strategy. This action was done in order to make them understand how to use SQ3R strategy in reading text, (2) the researcher guided the students who could not express their idea in formulating questions. Or experiencing difficulty in grammar, (3) the researcher also guided the students corrected the students' sentence in reciting the main points of the text, (4) the researcher and the English teacher told them that they would not be punished if they answered incorrectly. The answer would be discussed together after they tried to do it first independently. She also said that the aim was to make them work independently in the test.

The action in Cycle 2, revealed an improvement. The percentage of the students' active participation in Cycle 2 was 89%. The result of students' reading test also reached the standard score of the research. There were 22 of 27 or 81.4% students who got score ≥ 75 in the reading test in Cycle 2. Thus, the result of the observations in Cycle 2 of the students' active participation achieved the target criteria of the research that was 75% of students actively participated in the teaching learning process of reading comprehension achievement by using SQ3R strategy and the result of the reading achievement test in Cycle 2 achieved the target criteria of the research that was 75% of the students got score ≥ 75 in the reading test.

Discussion

After conducting two cycles in this classroom action research, the evaluation revealed that the use of SQ3R strategy was able to improve the students' active participation in joining the teaching learning process. This finding was based on the observation data. In addition, it was showed that the students' reading comprehension achievement was also improved from Cycle 1 to Cycle 2.

The results of the observation data showed that most of the students participated actively during the teaching learning process. In the first meeting of Cycle 1, as many as 17 students (63%) out of 27 students were active in joining the teaching learning process. It increased in the second meeting to 21 students (74%) of 27 students. In Cycle 2, a total number of 22 students (81.47%) out of 27 students were actively involved during the teaching learning process and it increased in meeting 2 where 24 (89%) out of 27 students were actively involved during the teaching learning process of reading by using SQ3R strategy. In Cycle 2, the students became more active. It was followed by the improvement of students' reading comprehension achievement in the result of reading test. The percentage of the students who got at least 75 in reading test in Cycle 2 was 81.4% (22 students out of 27 students). Its compared to Cycle 1 in which only 18 students (66.6%) could get 75. Thus, it can be concluded that the percentage of reading test in Cycle 2 was higher than the percentage required in this research that was 75%.

By considering the results of the observations of the students' active participation and their reading comprehension achievement test in two cycles, it could be said that SQ3R strategy could improve the eleventh grade IPA 3 class students' active participation in the teaching reading learning process on narrative text at MAN 2 Jember in the 2013/2014 academic year, and SQ3R strategy could improve the eleventh grade IPA 3 class students' reading comprehension achievement on narrative text at MAN 2 in the 2013/2014 academic year.

Conclusion and Suggestions

Based on the results of the data analysis and discussion, it could be concluded that the use of SQ3R strategy was able to improve the eleventh grade IPA 3 class students' active participation during the teaching learning process of reading narrative text at MAN 2 Jember in the 2013/2014 Academic Year. The evidence of improvement can be seen from the average percentage of the students who participated actively in Cycle 1 as many as 68.5% to 85.2% in Cycle 2. Besides, the use of SQ3R strategy was able to improve the eleventh grade students' narrative text reading comprehension achievement at MAN 2 Jember in the 2013/2014 Academic Year. The improvement can be seen from the percentage of the students who got score at least 75 comprised as many as 66.6% in Cycle 1 increased to 81.4% in Cycle 2. The findings of this research strengthened the previous research conducted by Siska

Oktinawati in 2012. She found that SQ3R Strategy could improve student's reading comprehension achievement and their participation of grade XI Language class at SMA Muhamadiyah 3 Jember. She used 31 students as the research subject. She found that in cycle 1, there were 21 students (68%) achieve the target score. In cycle 2, there were 23 students (77%) achieve the target score. Therefore, SQ3R strategy can be used as an alternative teaching strategy for reading skill by the English teacher. It is due to the fact that SQ3R strategy can improve the students' active participation as well as their reading comprehension achievement.

The results of this research showed that the use of SQ3R strategy as the active strategy was able to improve the students' active participation and their reading comprehension achievement. The English teacher is suggested to apply the SQ3R strategy in teaching reading on narrative text. It is due to the result that SQ3R strategy could improve the students' reading comprehension achievement. For the students, they should be actively involved in the teaching learning process of reading on narrative text and they are suggested to improve their reading comprehension achievement by using SQ3R strategy for other topics with their friends. The future researchers who have the same problems in teaching reading on narrative text are suggested to use the result of this research as a reference to conduct a further research dealing with the use of SQ3R with the same or different aspects of the English components, research area, or research design to develop the quality of the teaching learning process.

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