

IMPROVING THE VIII C GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING SQ3R TECHNIQUE AT SMPN 1 JELBUK JEMBER

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Abstract

This research was intended to solve the problems dealing with the VIII C grade students' reading comprehension achievement by using SQ3R technique at SMPN 1 Jelbuk, Jember. The area and subjects of this research were chosen purposively by using purposive method. The research design was classroom action research. The data of this research were obtained by doing classroom observation toward students' participation during the teaching and learning process and administering the reading test. Based on the results of classroom observation in the cycle 2, the students' participation during the teaching and learning process of reading was improved. The percentage of the students who were active in the cycle 2 was 80%. The result of reading test in the cycle 2 showed that 76.67% of the students (23 of 30 students) got score 75 or higher. Based on the results of this research, It proved that the use of SQ3R Technique could improve the students' active participation and their reading comprehension achievement.

Keywords: Classroom Action Research (CAR), SQ3R Technique, Narrative Text Reading Comprehension Achievement

Introduction

English as a global language has been existing and used by people around the world since years ago. "About a quarter of the world's population is already fluent or competent in English, and this figure is steadily growing in the early 2000s that means around 1.5 billion people." (Crystal, 2003:6). Nowadays, we can hear English on television or radios spoken by politicians. Wherever we travel, we can see English advertisements and signs. Besides, many books, journals, newspapers, articles, and magazines are written in English. Therefore, English is not only a medium of communication but also a medium of knowledge in transferring science, arts, and culture.

Considering its importance, English as a foreign language has been taught in Indonesia to elementary up to university students. In order to master English, students should master the four language skills including listening, speaking, reading and writing. Besides, they have to master the three language components including vocabulary, pronunciation and grammatical. Therefore, teachers should implement English teaching process that reflects the four language skills and the three language components.

Talking about English skills, reading can be considered to be a very important skill among the other skills of English for students to be mastered.

"Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's

knowledge of language" (Patel and Jain, 2008:113).

Based on the statement above, it can be inferred that having excellent reading skill facilitates students to gain more knowledge that is used to improve their ability in listening, speaking, and writing skill. Besides, reading is an important means in life to get academic success and update knowledge (Patel and Jain, 2008:113). In summary, students need to develop their English reading skill as an excellent tool to improve English skill and to support the development of life.

As mentioned above, reading is an important skill in life. Unfortunately, many students do not realize how important reading skill is. There are even some students who are not interested in reading any kinds of texts. In some cases, a few students like to read but few of them cannot comprehend the texts they read well. They sometimes just understand the meaning of the words but do not understand the writer's message. In relation to these reasons, reading skill needs to be improved for the students.

Related to the ideas above, a preliminary study was conducted to know the problems of reading skill that happened to the students at SMPN 1 Jelbuk. From the list of students' reading score obtained from the English teacher, it was known that VIII C grade has the lowest reading achievement among the other classes of the eighth grade. The average score of reading is 69.32. 15 out of 31 students (48%) got reading score ≥ 75 . Meanwhile, the English teacher said that the students of VIII C grade had low motivation during reading activity. Later he said that

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some students felt sleepy when they joined a reading class. Some of them felt bored easily when the teacher asked them to read a certain text. They often did not pay attention on what they had to do with the passage. They just read the text given by the teacher without catching the message of the text. Those were the reasons why their reading scores were low. They lacked of interest in the reading class. In summary, students of VIII C grade had low reading achievement and low active participation during English teaching and learning process.

Implementing a technique that facilitates the students to be active participants during teaching and learning process can be a good way to create enthusiasm and effectiveness in teaching reading activity. Teachers can make teaching reading more effective by using of some informal changes to the reading style that is by using a technique (Fairbairn and Winch, 1996:21). Besides, Hennings (1997:275) states that teachers must help students develop a reading technique across the curriculum. In other words, an appropriate reading technique can help students to raise enthusiasm and effectiveness during teaching reading activity.

Considering the effectiveness of technique in teaching reading, the researcher applied SQ3R technique as a teaching aid in reading class. One study scheme that some students find useful is SQ3R: survey, question, read, recite, review (Hennings, 1997:275). According to Fairbairn and Winch (1996:21), SQ3R can be a useful way of approaching a text in a systematic and enquiring manner. Besides, SQ3R involves students to become more active readers during the process of comprehending texts (Hennings, 1997:275). It can be inferred that the systematic ways of SQ3R in getting the idea of texts can help the students easier in getting and understanding the writer's message. As a result, they are more enthusiastic in joining reading activity. Therefore, SQ3R technique becomes an appropriate way to be implemented in reading class because it can improve students' enthusiasm.

A previous study was conducted by Rohmanu (2012) entitled "The Effect of Using SQ3R Strategy on Reading Comprehension Achievement of the Grade XI Students at SMA Negeri 2 Tanggul". It was found that after implementing SQ3R strategy there was a significant effect on the eleventh year students' reading comprehension achievement at SMA Negeri 2 Tanggul. It is also stated that the students who attended the study had better reading comprehension rather than the students who were taught without using SQ3R strategy.

Another study done by Baier (2011) entitled "The Effects of SQ3R on Fifth Grade Students' Comprehension Levels" is available in <http://ohiolink.edu/etdc/>. The results of the study showed that SQ3R significantly improved the fifth grade students' overall comprehension scores of expository texts. The study also indicated that 46.9% of the students who implemented SQ3R technique had better reading comprehension rather than those who did not apply it as the reading technique.

Based on those previous studies, Rohmanu and Baier had implemented SQ3R as teaching aid in their

research. The outcomes showed that there was a significant effect on the students' reading comprehension achievement which means that the students also highly participate during teaching learning process. It can be learned that SQ3R strategy can help students improve their reading comprehension achievement and increase their active participation in the reading class. Thus, a classroom action research entitled "Enhancing the VIII C Grade Students' Reading Comprehension Achievement by Using SQ3R Technique at SMPN 1 Jelbuk, Jember" was conducted.

Research Methods

The purpose of this research was to enhance VIII C grade students' active participation and their reading comprehension achievement. Therefore, a classroom action research was chosen as a research design in this research. According to McMillan (1992:12), action research is a specific type of applied research with the purpose to solve a specific problem or to make decision at a single local site. In addition, Elliot (1991:69) states that an action research is the study of a social situation, with a view to improve the quality of the action. Therefore, a classroom action research is an appropriate research design to be used in order to solve problems happened in the classroom.

This classroom action research was conducted collaboratively with the English teacher who taught VIII C grade at SMP Negeri 1 Jelbuk, Jember. Moreover, this research design was applied with cycle model. The collaboration was focused on four activities, including: planning of the action, implementation of the action, observation, data analysis and reflection of the action.

In this research, observation was used for obtaining the primary data about the students' active participation in the teaching learning process of reading comprehension by using SQ3R technique. However, the English teacher observed the students' active participation in the first meeting while the researcher did observation in the second meeting. In this research, an observation guide in the form of checklist was used. According to Arikunto (2006:159), checklist is a list of variables from which the data will be collected. In addition, McMillan (1992:128) defines that observation in the classroom action research is used to describe the activities, responses, and involvement of the students in the teaching learning process. Moreover, the purpose of observation in this research was for knowing the active participation of the students in the reading teaching and learning process by using SQ3R technique. The students could be considered to be active when they fulfilled at least five indicators of the six indicators. The six indicators used to measure students' active participation during the teaching and learning process, including (1) surveying the text given by the teacher, (2) devising questions based on the text given, (3) reading the text, (4) doing the task, (5) reciting the main points of the text, (6) reviewing the whole reading text.

To construct the achievement test, the researcher consulted the items to the English teacher of SMPN 1 Jelbuk. According to Hughes (2003:19), there are two kinds

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of test based on the method of scoring; they are objective and subjective test. Moreover, it is stated that if there is no judgment required on the part of the scorer, and then the scoring is objective. Meanwhile, when there is judgment called for, the scoring is said to be subjective. For measuring students' reading comprehension achievement, the objective test in the form of multiple choice was applied in this research. Hughes (2003:143) confirms that this test is more practical and easier to do. The students just needed to choose one correct answer in achievement test in the form of multiple choice. Besides, it also enabled the researcher for scoring the test consistently because there was only one correct answer on each test item.

Students were given the reading comprehension test after doing the action in each cycle. There were 25 items in the reading comprehension test in the form of multiple choice. It covered finding general information and specific information. The number of narrative text used in the reading comprehension test was one text on one test. The test consisted of finding general information (11 items) and finding specific information (14 items) in cycle 1 and finding general information (13 items) and finding specific information (12 items) in cycle 2. The time given to administer the reading comprehension test was 80 minutes. Dealing with the scoring, each correct item of finding general information and specific information was scored 4 points. If the students could answer all the questions correctly, it means that they could get score 100 for their reading comprehension test. The data gained from reading comprehension test were analyzed quantitatively by using two formulas for getting the mean score and finding the percentage of the students who got at least ≥ 75 and 75 was the standard minimum score of SMPN 1 Jelbuk.

In this research, the results of the students' reading comprehension test in each cycle were analyzed quantitatively for getting the students' score of the students' reading comprehension achievement and their active participation. In order to find the percentage of the students who got score of reading comprehension achievement test at least ≥ 75 and their active participation, the formula was as follows:

Notes :

E= the percentage of the students

n = the total number of the students who get ≥ 75 and categorized as active

N = the total number of the students (Taken from Ali, 1993:186)

Research Findings

The actions done in this research were in two cycles. The actions of each cycle were done in three meetings. The time allocation for each meeting was 2 x 40 minutes. The subject of the research was the VIII C class at SMPN 1 Jelbuk, Jember. First meeting of Cycle 1 was on 5th of February, 2015, and the second meeting was on 7th of February, 2015. This cycle was ended by administering the reading comprehension test on 12th of February, 2015. Meanwhile, first meeting of Cycle 2 was on 14th of February, 2015, and the second meeting was on 26th of February, 2015. This

cycle was ended by administering the reading comprehension test on 28th of February, 2015. The researcher conducted the research collaboratively with the English teacher. In the first meeting, the researcher as the teacher, and the English teacher as the observer. For the second meeting, the researcher as the observer, and English teacher as the teacher.

Cycle 1

Based on the observation in the first meeting of Cycle 1, it was known that there were 62.07% (18 of 29) students who were active during the reading teaching and learning process. Meanwhile, it was known that there were 68.97% (20 of 29) students who were active during the reading teaching and learning process in the second meeting of Cycle 1. From these two results, the average percentage of students' active participation was 65.59%. This means that the percentage of students' active participation in cycle 1 did not achieve the target minimum of the students' active participation that was 70%.

Further, it was found that the percentage of students who could obtain the standard score of 75 or more in reading comprehension test in the Cycle 1 was 68.97%. It means that it had not achieved the standard criteria of the research, that was at least 70% of the students got 75 as the standard score in the school. There were 20 students who achieved the standard score and there were 9 students who did not achieve the standard score. In other words, the actions given in Cycle 1 were not successful yet.

Since the result of observation and the reading comprehension test gained by the students in Cycle 1 had not achieved the requirement of the target score of the research, both the researcher and the English teacher revised the materials given to the students in the cycle 2. The actions in the cycle 2 were administered by revising the teaching materials in cycle 1.

Cycle 2

From the results of observation in Cycle 2, it can be seen that at the first meeting there were 23 students or 76.67% of 30 students and at the second meeting there were 24 students or 80% of 30 students were actively involved in the reading teaching and learning process by using SQ3R technique. From these two results, the average percentage of students' active participation was 78.34%. In other words, the requirements of 70% of the students' active participation in the teaching and learning process of reading by using SQ3R technique was fulfilled.

Based on the result of reading comprehension test in Cycle 2, it was known that the percentage of the students gaining the standard score of 75 or more in reading comprehension achievement test by using SQ3R technique was 76.67%. It means that the percentage of the students' reading comprehension achievement had achieved the research criteria of reading comprehension in this research that was 70% of the students could get score of ≥ 75 .

Since the result of the classroom observation toward students' active participation and the result of

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writing test had already achieved the success criteria of the research, the action was stopped.

Discussion

This research was intended to enhance the students' active participation of VIII C class in the reading teaching and learning process and to enhance the students' reading comprehension achievement. To fulfill the objective, this classroom action research was conducted by applying SQ3R technique in teaching reading.

In Cycle 1, the result of observation in the first meeting showed that the percentage of students' active participation was 62.07% and it was improved to be 68.97% in the second meeting. However, it had not been achieved the target of the research. Therefore, the action of cycle 2 were conducted.

Meanwhile, the result observation of Cycle 2 in the first meeting showed that the percentage of students' active participation was 76.67% and it was improved to be 80% in the second meeting. In other words, the target of the research of the students' active participation had been achieved in Cycle 2.

The VIII C class had difficulty in reading comprehension. It was known from their reading score getting from the English teacher during preliminary study. The percentage of the students who got score ≥ 75 was only 48% (15 of 31 students). It means that it did not achieve the minimum requirement percentage (70%) of students' participation. Since Cycle 1 was not successful, Cycle 2 was conducted by revising the weaknesses of the action found in Cycle 1. The result of reading comprehension achievement test in Cycle 2 improved to be 76.67% (23 of 30 students) who got score ≥ 75 and it achieved the minimum requirement percentage (70%) of students' reading comprehension achievement.

From the result above, it was known that there was an improvement of both students' score and students' active participation from Cycle 1 to Cycle 2. According to Fairbairn and Winch (1996:21), SQ3R can be a useful way of approaching a text in a systematic and enquiring manner. Besides, SQ3R involves students' to become more active readers during the process of comprehending texts (Hennings, 1997:275). In other words, in this research SQ3R was an appropriate reading technique that successfully improved students' score and their active participation.

Conclusion and Suggestions

This chapter presents the conclusion of the research and suggestions. The suggestions are given to the English teacher and the future researchers.

1.1. Conclusion

The results of this research proved that the use of SQ3R technique could improve the VIII C class students' active participation in the reading teaching learning process at SMPN 1 Jelbuk Jember in the 2014/2015 academic year. The improvement of the students' active participation could be seen from the result of classroom observation in each cycle. In Cycle 1, the results of students' active

participation had not achieved the percentage of minimum requirement that was 62.07% in the first meeting and 69.87% in the second meeting. In Cycle 2, the percentage of the active students was 76.67% in the first meeting and 80% in the second meeting. It means that the minimum requirement percentage of the active students in this research (70%) could be achieved in Cycle 2.

The results of this research also proved that the use of SQ3R technique could improve the VIII C class students' reading comprehension achievement at SMPN 1 Jelbuk Jember in the 2014/2015 academic year. The improvement of the students' reading comprehension achievement could be seen from the result of the students' reading comprehension achievement test in each cycle. The percentage of VIII C class who got score ≥ 75 (the English minimum requirement standard score of SMPN 1 Jelbuk Jember) in the reading comprehension achievement test improved from 68.97% (20 of 29 students) in Cycle 1 to 76.67% (23 of 30 students) in Cycle 2.

1.2. Suggestions

The results of this research proved that the use of SQ3R technique in the reading teaching learning process could improve the students' active participation and reading comprehension achievement. Considering the results, some suggestions are given to the following people:

1. The English Teacher

The English teacher is suggested to apply SQ3R technique as an alternative technique in the process of reading teaching and learning to enhance their active participation in learning English and enhance their reading comprehension achievement.

2. The Future Researchers

The future researchers are suggested to conduct further research dealing with the use of SQ3R technique in the reading teaching learning process by using the same or different research with different subject at different schools.

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