



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

THESIS

Composed to Fulfil One of the Requirements to Obtain S1 Degree
at the English Education Program, Language and Arts Education Department,
The Faculty of Teacher Training and Education
Jember University

By :

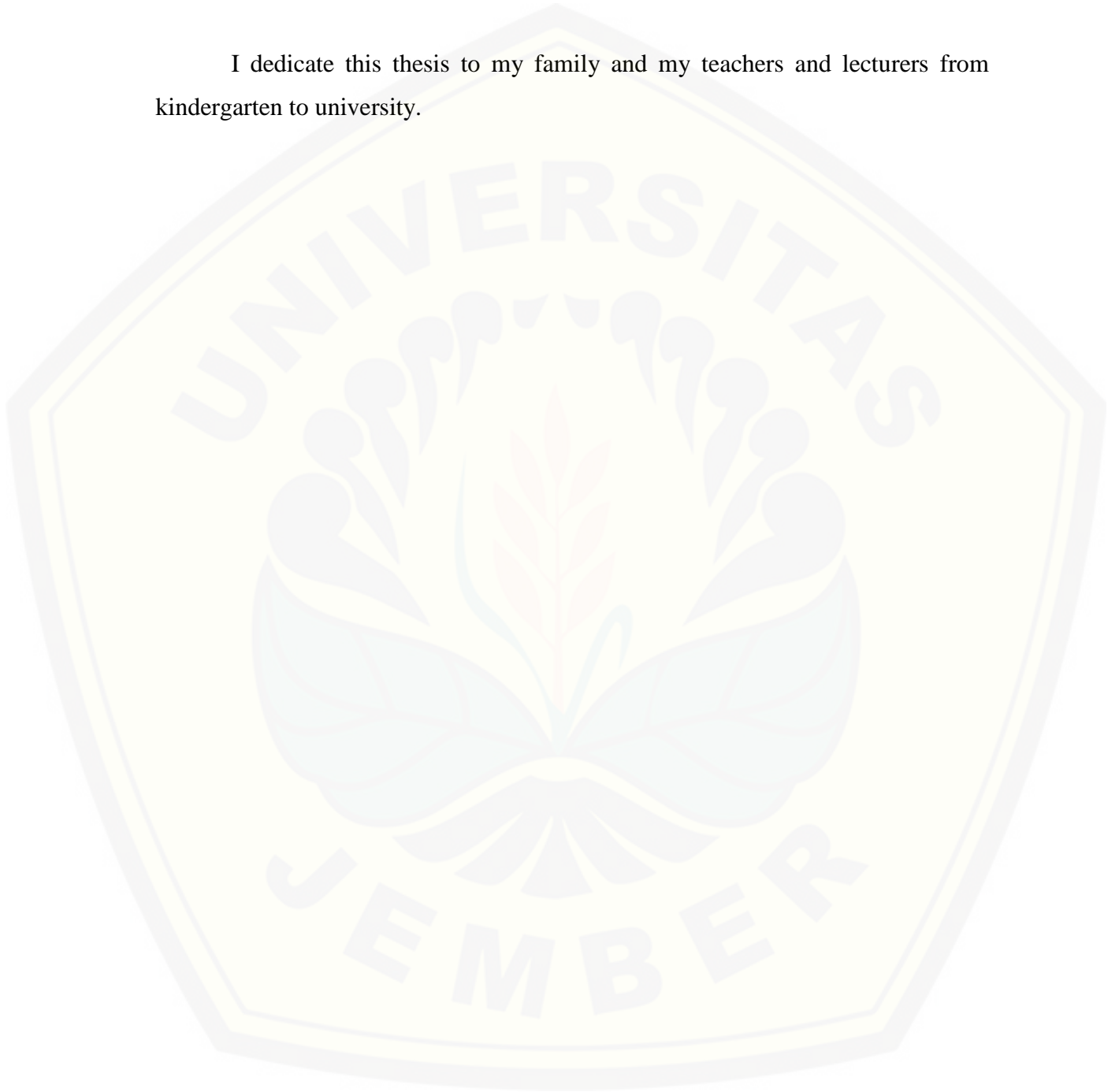
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2015

DEDICATION

I dedicate this thesis to my family and my teachers and lecturers from kindergarten to university.



MOTTO

“A great book should leave you with many experiences, and slightly exhausted at the end. You live several lives while reading.” – *William Styron* –



*) <http://ebookfriendly.com/best-quotes-books-reading/>

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The Writer

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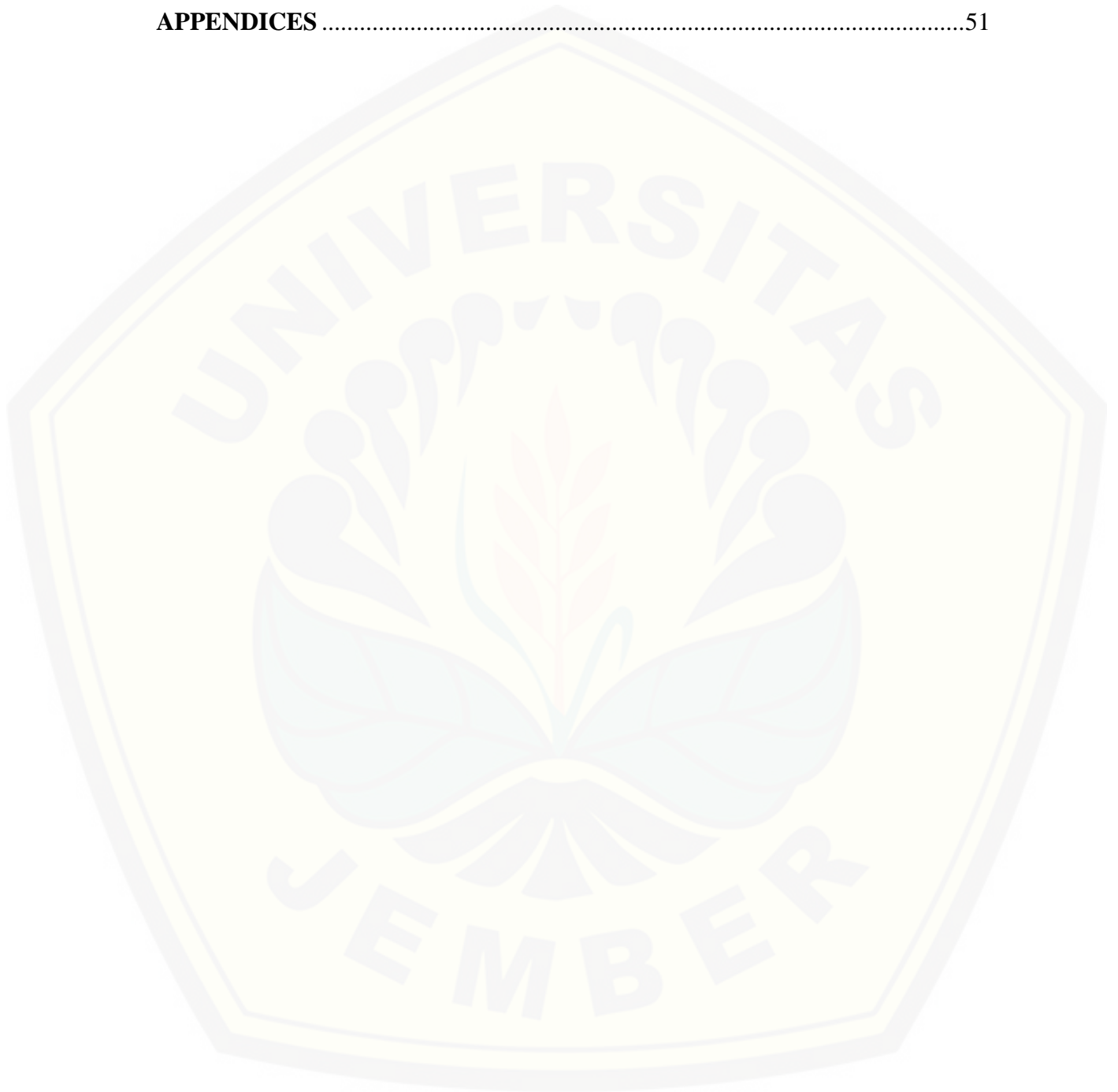
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SUMMARY

Enhancing The VIII C Grade Students' Reading Comprehension Achievement By Using SQ3R Technique at SMPN 1 Jelbuk Jember; Siti Kholifah, 100210401037; 2015; pages; English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This Classroom Action Research was intended to enhance the eighth grade students' reading comprehension achievement by using SQ3R technique at SMPN 1 Jelbuk, Jember. Based on the preliminary study conducted by the researcher in the form of interview with the English teacher of SMPN1 Jelbuk Jember, it was known that the eighth grade students of SMPN 1 Jelbuk Jember still have difficulties in English subject since the eighth grade students' English scores are mostly below 75. The problems are they feel sleepy when they join a reading class, they feel bored easily when the teacher asks them to read a certain text, they often do not pay attention on what they have to do with the passage, they just read the text given by the teacher without catching the message of the text. There were only 15 students who had achieved the passing grade, while 16 students got score below 75. In other words, only 48% students achieved the passing grade. The researcher tried to overcome the problem by using SQ3R technique as the teaching technique in teaching reading narrative text.

The data collection methods used reading test and observation in the form of checklist to get the primary data. The data were analyzed statistically. The action was implemented in two cycles in order to achieve the criteria of success of this research. The first cycle was done in three meetings including the reading test. The result of the observation toward students' participation in the first cycle were 62.07% students were active in meeting 1 and 68.97% students were active in meeting 2. Those results showed that the students' active participation in the first cycle had not achieved the criteria of success. In addition, the result of the

reading comprehension test in the first cycle had not achieved the criteria of success since there were only 68.97% of the students could pass the criteria of success. Based on the result of the first cycle above, the second cycle was necessary to be conducted. Some revisions had been made to solve the problems occurred in the first cycle. In the observation toward students' active participation in the second cycle showed an improvement since 76.67% students were active at the first meeting and 80% students were active in the second meeting. Then, the result of the reading comprehension test conducted in the second cycle revealed that 76.67% of the students got score ≥ 75 .

Based on the results, it can be concluded that the actions in the second cycle had achieved the criteria of success. The results of the first cycle to the second cycle showed an improvement as well as achieved the criteria of success. Finally, it can be summarized that SQ3R technique could be improved the VIII-C grade students' reading comprehension achievement and their active participation at SMPN 1 Jelbuk, Jember.

CHAPTER I. INTRODUCTION

This chapter presents some aspects that underline the topic of the research. It includes background of the research, problems of the research, objectives of the research, and significance of the research.

I.I Background of the Research

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 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.

1.2 Problems of the Research

Based on the background of the research above, the problems of the research were formulated as follows:

1. How can the use of SQ3R technique enhance the VIII C grade students' active participation in reading teaching learning process at SMP Negeri 1 Jelbuk, Jember?
2. How can the use of SQ3R technique enhance the VIII C grade students' reading comprehension achievement at SMP Negeri 1 Jelbuk, Jember?

1.3 Objectives of the Research

Based on the research problems, the objectives of the research were formulated as follows:

1. To enhance students' active participation in reading comprehension teaching learning process by using SQ3R technique of VIII C grade at SMP Negeri 1 Jelbuk, Jember.
2. To enhance students' reading comprehension achievement by using SQ3R technique of VIII C grade at SMP Negeri 1 Jelbuk, Jember.

1.4 Significance of the Research

The result of this research is expected to be significant to the following persons:

1.4.1 For the English Teachers

The result of this research is expected to be useful for the English teacher as the information or input to conduct the teaching of reading by using SQ3R technique in order to raise students' effectiveness and enthusiasm in reading activity.

1.4.2 For the Students of VIII C grade in SMP Negeri 1 Jelbuk

The result of this research is expected to be useful for the students of VIII C grade in SMP Negeri 1 Jelbuk to improve their reading comprehension achievement and their active participation through SQ3R technique.

1.4.3 For the Future Researchers

The result of this research is expected to be useful for the future researchers as information or reference in conducting a further research in the same topic by using a different research design or a different level of students where it can be a guidance to apply a new strategy that can improve the students' ability especially in reading comprehension.

CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter discusses the theory related to teach reading comprehension by applying SQ3R technique. They are reading comprehension achievement, aspects of reading skill, narrative text, SQ3R technique, the procedures of using SQ3R technique in teaching reading, the advantages of SQ3R technique, the disadvantages of SQ3R technique, and the action hypotheses. Each point is described respectively in the following parts.

2.1 Reading Comprehension Achievement

Reading is one of the four language skills which provides both pleasure and benefit. According to Patel and Jain (2008:114), 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 the language. In addition, Patel and Jain (2008:114) mention that reading is very necessary to widen the mind and gain an understanding of the foreign culture. In other words, reading is a necessary skill that does not only give pleasure but also provides information and widens the mind.

Reading cannot be separated from comprehension. According to Crawley (2000:40), the main purpose of reading is to understand or comprehend the communication between the author and the author's audience. This statement is supported by Bos and Vaughn (2012:248) who claim that comprehension is the essence of reading and the ultimate goal of reading instruction. It is inferred that the final aim of reading is to be able to comprehend and understand the author's message. Further, reading can take us in contact with the minds of great authors that is experiences made by them in various fields.

Bos and Vaughn (2012:248) claim that reading comprehension is the process of constructing meaning by integrating the information provided by an author with a reader's background knowledge. In line with Bos and Vaughn,

Lems, et al (2010:33) define that reading is an interactive process that takes place between the text and the readers' processing strategies and background knowledge. In addition, Wood (1991:6) defines that the key to be more an effective reader is to use active strategies and organize it into an active reading process. To summarize, reading comprehension is not a passive activity but an interactive process that is consolidating the information made by the author with the background knowledge of the readers. To make reading comprehension easier, we can use active strategies and make reading becomes an active process.

In relation to achievement, according to Hughes (2003:12), achievement is related to test that is done to discover how successful students have been in achieving the objective of a course. After having the lesson, students must be given an appropriate test to know their achievement in reading. Heaton (1990:107–133) states that reading achievement test can be done in the form of matching test, True/False reading test, multiple choice items, completion items, rearrangement items, cloze procedure, open-ended and miscellaneous items, and cursory reading. In this research, the researcher administered the test in the form of multiple choice because it is one of tests that gives objective score. In conclusion, the aim of the test is to measure the student's achievement in reading comprehension.

In ELT (English Language Teaching), reading comprehension achievement can be administered in the form of reading comprehension test. The function of reading comprehension test is to measure how successful the students in achieving the objective of a reading course. Teachers firstly must decide the specific elements of reading comprehension they want to assess before giving the reading comprehension test. In this research, the researcher focused on the eighth grade students' score of reading comprehension in identifying general information and identifying specific information of text. In summary, reading comprehension achievement refers to the result of reading comprehension test in the form of score.

2.2 Aspects of Reading Skill

As mention above, in this research the researcher focused on the eighth grade students' score of reading comprehension in identifying general information and identifying specific information of text.

2.2.1 Identifying General Information of the Text

General information in this research is the main idea of a paragraph. According to McWorther (1989:104), main idea is the most important statement the writer makes about the topic. Further, he states that the most general sentence in the paragraph expresses the main idea. It can be inferred that students can find the main idea of a paragraph in two ways which are finding the most important statement of a paragraph or getting the most general sentence that cover all the ideas (details) in the paragraph. Besides, to know the general information of a paragraph, there are several positions the topic sentence can be located, which are in the first of a paragraph, in the last of a paragraph, in the middle of a paragraph, and in the first and last of a paragraph (McWhorter, 1989:107-109).

However, there are paragraphs that do not contain a topic sentence. McWhorter (1989:104) states that the type of paragraph which does not have a topic sentence contains only details or specifics that taken together, point to the main idea. Therefore, to find the unstated main topic, the students need to figure it out by themselves.

To make it clear, the example is given below:

Once there was an old man. His wife had died and he had married again. The man had one son whom his stepmother had a daughter.

One day the man and his son went collecting fire-wood. They saw a golden tree. They went slowly over the tree. When they got closer to the tree they heard a voice coming from the tree. This was what the tree said, "Go north for one and a half miles. There you will find a fairy wearing a gold ring. You must take the ring and make a wish."

They dunned just as the fairy had said and they lived happily ever after.

(Taken from Knapp & Watkins, 2005:225)

From the text above, the example of a question to ask about the general information is as follows:

What is the main idea of the paragraph 1?

- a. There was an old man
- b. There was a wife
- c. The man had one son
- d. The stepmother had a daughter

The answer of the question is a. It is because the statement covers all the ideas (details) in the paragraph.

2.2.2 Identifying Specific Information of the Text

Specific information in this research is the supporting details that explain or support the main idea of a paragraph. Wood (1996:196) mentions that supporting detail is used by authors to make main ideas clear, interesting, and memorable. Further, he states that it is also used to prove an idea. In line with Wood, McWhorter (1989:113) defines that supporting details are those facts and ideas that prove or explain the main idea of a paragraph. There are some most common types of supporting details which are examples, facts or statistics, reasons, descriptions, and steps or procedures (McWhorter, 1989:116). In summary, specific information is the statements that support or prove the main idea of a paragraph.

To make it clear, the example is given below:

Once there was an old man. His wife had died and he had married again. The man had one son whom his stepmother had a daughter.

One day the man and his son went collecting fire-wood. They saw a golden tree. They went slowly over to the tree. When they got closer to the tree they heard a voice coming from the tree. This was what the tree said, "Go north for one and a half miles. There you will find a fairy wearing a gold ring. You must take the ring and make a wish."

They did just as the fairy had said and they lived happy ever after.

(Taken from Knapp and Watkins, 2005:225)

From the text above, the example of a question to ask about the specific information is as follows:

What did the man and his son see when they went for collecting fire-woods?

- a. a golden tree
- b. a gold ring
- c. a banyan tree
- d. wood

The answer of the question is a. It is because the answer is the best answer of the question that is as supporting detail of the text.

2.3 Narrative Text

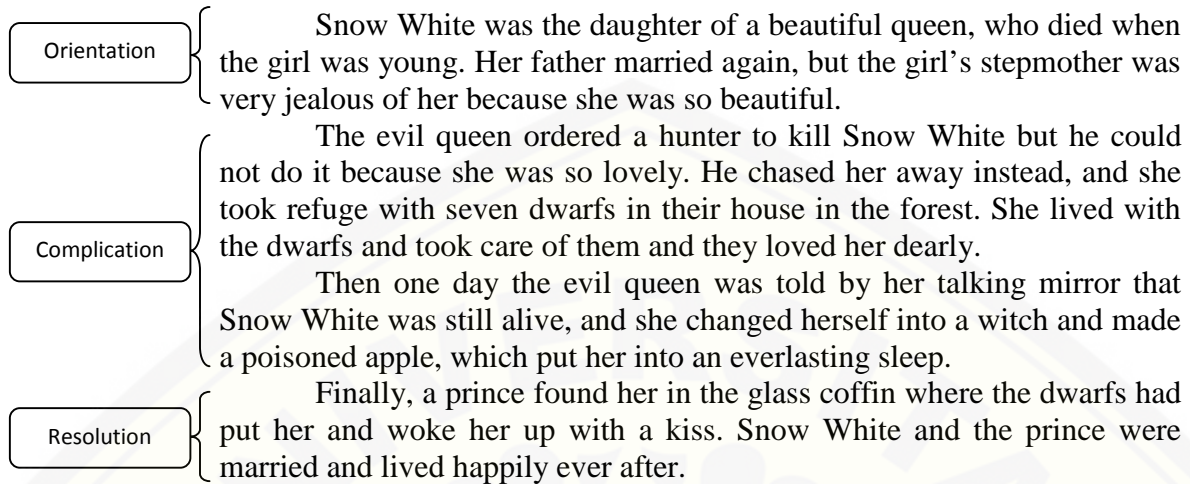
In this research, the researcher focused on the grade eighth students' reading comprehension achievement in narrative text. Narrative text is one of texts that should be learnt by the grade eighth students in the second semester. Moreover, narrative is also functioned as a good idea to make students interested to read English text.

The genre of narrative is one of the most commonly read, because narrative has become a popular genre (Watkins and Knapp, 2005:220). According to Ploeger (2000:260), a narrative is a short story that contains chronological sequence of events. Later he states that a narrative usually tells an event and ends with a revelation, insight, lesson, or understanding that might be funny or serious. In summary, narrative text is a text of fiction or story that contains chronological sequence of events made by people to entertain the readers.

Discussing about narrative text, there are three generic structure of narrative text including orientation, complication, resolution (Goatly, 2000:31-32). Further, he states that a narrative text begins with orientation which is the part that gives information about the time, place, persons, and situation/activity type they are engaged in. Afterwards, the story will continue to the complication and resolution part which become the essential elements of the story. The resolution is provided by the last of the narrative clause that begins with the complication bringing the sequence of actions and events to an end.

To make it clear, the example of a narrative text is given below:

Snow White



(Taken from Abida and Ariyanti, 2010:149)

2.4 SQ3R Technique

SQ3R is a technique named for its five steps: survey, question, read, recite, and review. Wood (1996:169) mentions that SQ3R is an excellent reading and study technique. Further he states that we need an active technique to help us comprehend and get the essential message from the text. Besides, it is also stated that this technique contains some steps that will help students to understand, learn, think, and, remember the reading material given to them. In other words, SQ3R is an appropriate reading technique that is very useful for students to use.

The first step of the technique is survey. In this step the students are assigned to look through the passage before they read (Wood, 1996:168). Later he states that students can read the title of the material and predict what it is about, read the introductory and concluding paragraph, look at the pictures, and any specific aspects. The purpose of this step is to make the students familiar with the contents and the organization of the text. Being familiar with the text is expected to make them easier and more enjoyable to read the text.

The reason why it is important to survey a text before reading is because surveying provides students with a quick mental outline of the main ideas (Wood, 1996:176). Further, he states that surveying, naturally, will not be as effective as reading, but it will be a lot better than not looking at the material at all. It infers

that by having such an outline in mind, students will be able to concentrate better when they start to read because they will know, in its broad outlines.

The second step is question. After surveying the text, the students are assigned to devise some questions to be answered when they read. Wood (1996:169) claims that formulating questions before reading the text helps students concentrate and think about the material they read. It can be inferred that devising questions before reading can make the students pay more attention and understand the text better. However, in this step the students need more guidance and explanation from the teacher.

The third step is reading. After formulating the questions, the students are asked to read the text. In this step, the students read the passage and find the answer of the questions they formulate in the previous step (Wood, 1996:168). Further, he states that after reading the text, the next step is reciting. In this step, the students are asked to recite the main points of the text they read with the book closed. It infers that the students tell about the main points of the text they have read to the other friends. The last step of the technique is reviewing. In this last step, students are assigned to review the whole text, guided by the teacher. Wood (1996:92) states that recite and review help the students remember 70 up to 80 percent and sometimes even more of the material that they learn. To conclude, SQ3R is a useful technique that can be used to make reading activity easier and more enjoyable to comprehend where every step has its advantage to involve the students' mind more.

2.5 The Procedures of Using SQ3R Technique in Teaching Reading

There are five steps that must be done systematically in using SQ3R technique in teaching reading including survey, question, read, recite, and review. Each of these steps will be discussed in the following section respectively.

2.5.1 Survey

In implementing SQ3R as teaching reading technique, the first step that must be done is survey. Survey is an activity looking through the material before

reading (Wood, 1996:168). Further, he mentions that the main object of this activity is to learn something about text immediately so it will be easier to read later (Wood, 1996:175). According to Hennings (1997:275), in the step of survey, students can read the title of the text, read the introductory and concluding part, look at the pictures, and note any difficult words, and predict what the passage is about.

In summary, in this step students are asked to read the title of the text, read the introductory and concluding part, look at the pictures, note any difficult words. After that, they are asked to predict what the passage is about. When students read, make sure that they make accurate prediction, if not, stop and analyze why they are off target (Wood, 1996:172). However, sometimes students will find difficulties to make prediction because of insufficient background knowledge about the topic (Wood, 1996:172). That is the reason why students need to survey the text before reading a text.

2.5.2 Question

The second step, students need to devise questions about the text. According to Hennings (1997:275), in the second step of SQ3R technique, students devise questions to answer when they read. Formulating questions of this type can help the students concentrate and think about the material as they read it (Wood, 1996:169). Based on the statements, it can be inferred that in this step students are asked to formulate some questions about the text they will read. The previous step can be the guiding as background knowledge to do this step in order to know what the text will be about.

2.5.3 Read

The third step in SQ3R after question is reading (Hennings, 1997:276). Further he states that in this step students read to find answers to their before-reading questions. In line with Hennings, Wood (1996:169) defines that when the students read the material, they can try to answer the questions they have posed for themselves. Further, he states that if their questions are misleading, they must

change them. To summarize, in this step students are asked to read the text to find information.

2.5.4 Recite

When the students have finished reading the material, the next step in SQ3R that they have to do is recite. In this step, students have to recite the main points of the text with the book closed. According to Wood (1996:169), after finishing reading the text, students need to prove if they can recite the main points from memory. From those ideas it can be inferred that in this step students are asked to recite the main points they have read to their friends with the book closed.

2.5.5 Review

The last step in using SQ3R as reading technique is review. When the students finished reading the text, go back through it section by section to see if they can still remember the important material in it (Wood, 1996:169). In line with Wood, Hennings (1997:276) defines that after reciting the text, students review what they have read again guided by the questions they devised before reading. To conclude, in this step, students are asked to review the whole text guided by the teacher to see if they can still remember the main points of the text.

2.6 The Advantages of SQ3R Technique

There are advantages that are gotten by the students while implementing SQ3R as reading technique as follows:

1. The technique of SQ3R can be a useful way of approaching a text in a systematic and enquiring manner (Fairbairn and Winch, 1996:21). It infers that SQ3R provides the process of inquiring that make students become active readers so that they will be more aware of what they read.
2. The sequence of SQ3R is powerful because the steps of survey and question make students get a sense with the text they will read. Besides, it provides students a means who involve them monitor their comprehension (Hennings, 1997:276).

3. The step of survey guide students to be familiar with the text. It is stated that familiar material is always easier and more enjoyable to comprehend (Wood, 1996:169).
4. Question as the second step of SQ3R helps students concentrate and think about the material (Wood, 1996:169).
5. Recitation as the fourth step of SQ3R helps students transfer new material in the long-term memory (Wood, 1996:169).

2.7 The Disadvantages of SQ3R Technique

One of the disadvantages in using SQ3R technique is about the effectiveness of the time. Bos and Vaughn (2012:242) state that one of the major difficulties associated with the SQ3R technique is the complexity of the process, particularly for students experiencing reading problem. It infers that SQ3R technique provides many steps therefore it needs much time and gives complex process. Furthermore, the level of the students' reading ability is different.

To anticipate this problem occurs, the researcher should manage the time effectively during the implementation of the action. Besides, the researcher should give clear instruction of each step in order to avoid misunderstanding among the students. Moreover, there must be a distinct rule for the students who disturb the teaching learning process, so that they can be more discipline in the class. In summary, arranging the time well, giving clear instruction and implementing a distinct rule should be done to prevent the occurrence of the obstacles while applying SQ3R technique in the process of reading teaching and learning.

2.8 The Action Hypotheses

Based on the review of related theory above, the action hypotheses of this research are as follows:

1. The use of SQ3R technique in reading comprehension teaching learning process can enhance the students' active participation of VIII C grade at SMP Negeri 1 Jelbuk, Jember.

2. The use of SQ3R technique in reading comprehension teaching learning process can enhance the students' reading comprehension achievement of VIII C grade at SMP Negeri 1 Jelbuk, Jember.



CHAPTER III. RESEARCH METHODS

This chapter discusses about the methods applied in this research. It includes research design, area determination method, research subject determination method, operational definitions of the term, data collection method, research procedure, observation and evaluation of the action, data analysis method and reflection of the action. Each issue is presented in the following section respectively.

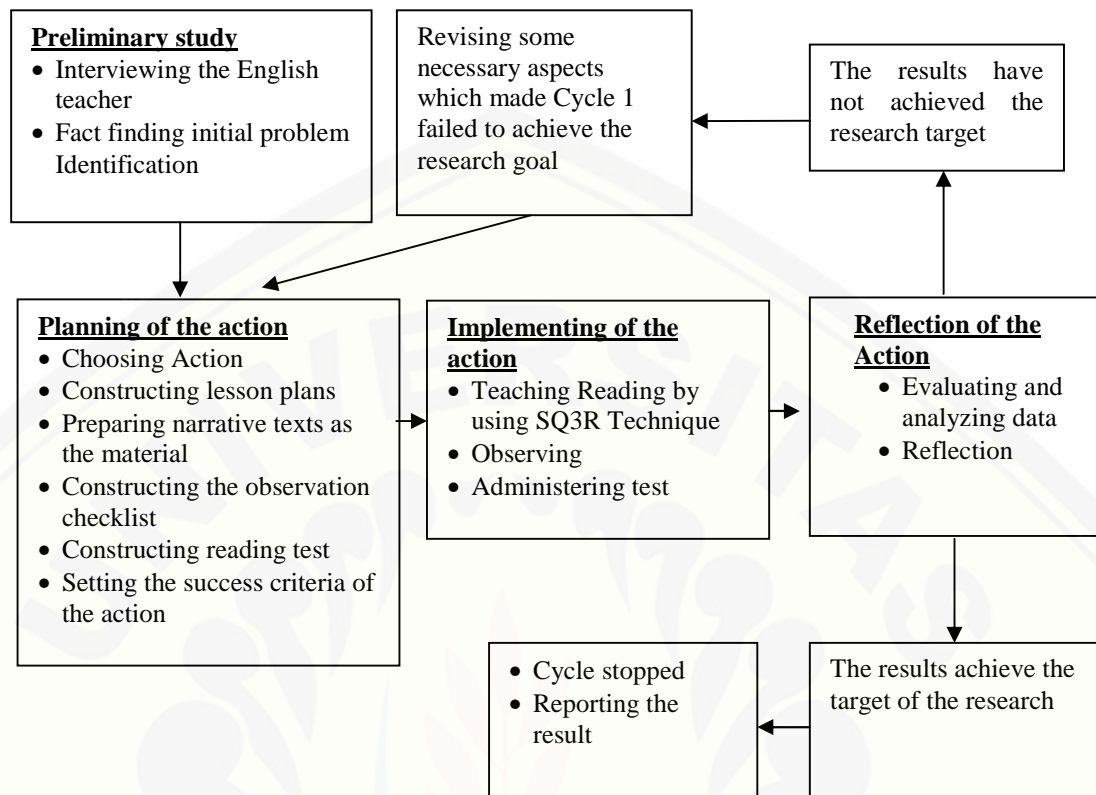
3.1 Research Design

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.

The design of the research is presented in the following diagram:

Diagram 3.1 The Design of The Classroom Action Research



(Adapted from Lewin, 1980, in Elliot, 1991:70)

The above diagram describes the mechanism of how to conduct classroom action research. This starts from the preliminary study stage up to reflecting stage that guides the following procedures:

1. Doing preliminary study by interviewing the VIII C grade English teacher of SMPN 1 Jelbuk to know the problems faced by the students that dealt with reading comprehension.
2. Finding out the documents needed (The names of the research subject, the textbook, the students' scores in reading comprehension test, the curriculum) for completing the supporting data.
3. Planning the action by constructing lesson plans for the first cycle which were done in two meetings (Lesson Plan 1 and Lesson Plan 2) which were done collaboratively with the English teacher.

4. Implementing the first cycle that was teaching reading comprehension by using SQ3R technique done by the researcher.
5. Observing the classroom activity while implementing the action in the first cycle in each meeting that was done by the researcher and the teacher.
6. Conducting a reading comprehension test to the research subjects after the action in the first cycle is done.
7. Analyzing the reading comprehension test results in the first cycle quantitatively. After that, classifying the results of reading comprehension test qualitatively based on the classification of score levels.
8. Reflecting the results of reading comprehension test and the observation. If the result of the first cycle did not achieved the criteria of success of the research, then the second cycle was conducted by revising the lesson plan based on the problems that were faced in the first cycle. The stages of the activities in the second cycle were the same as that in the first cycle covering the planning of the action, the implementation of the action, the observation, and evaluation and the reflection of the action.

3.2 Area Determination Method

Area determination method referred to the place where the research was conducted. In this research, purposive method was used to determine the research area. According to Arikunto (2006:139), purposive method is a method employed in choosing a research area based on a certain purpose. The research was conducted at SMP Negeri 1 Jelbuk because of the following reasons:

1. The students of VIII C grade at SMPN 1 Jelbuk still had difficulties in reading comprehension achievement.
2. The teacher never applied SQ3R strategy in teaching reading comprehension.
3. The Principal and the English teacher granted permission to the researcher for conducting this classroom action research in this school.

3.3 Research Subject Determination Method

The subjects of the research were taken from the students of VIII C grade of SMPN 1 Jelbuk. This class was chosen as the research subject, because based on the preliminary study through an interview with the English teacher, this class still had difficulties in reading comprehension. The English teacher said that the students of VIII C grade had the lowest mean score for reading comprehension achievement. This was proven by their mean scores which was 69.32. The number of the students who get ≥ 75 was 15 out of 31 students (48%). Some of the students found difficulties in catching the main points of the text because they just read the text without using any strategies. Further, they often had some difficult words in the passage that they read. Those were the reasons that made the students feel difficult for comprehending the text and getting the information from the text.

3.4 Operational Definitions of the Terms

In this research, there were some terms which were important to be defined operationally for avoiding the broad interpretation of the terms between the writer and the reader. They were as follows:

3.4.1 SQ3R Technique

SQ3R in this research was a reading technique which stands for “survey, question, read, recite and review”. This technique was used for helping students to understand a text effectively. However, it was intended to increase the students’ reading comprehension. Besides, it was also used to increase the students’ active participation in the teaching learning activity of reading in the class. Moreover, SQ3R technique could be one of techniques in teaching reading for gaining students’ competence and motivation in the reading comprehension class.

3.4.2 Reading Comprehension Achievement

In this research, reading comprehension achievement deals with the students’ competence in comprehending the text including specific information and general information. It could be identified from the students’ reading

comprehension score after they were taught by using SQ3R technique by the researcher and the English teacher collaboratively.

3.4.3 Narrative Text

Narrative text was used in this research. Narrative was a story about a series of events which usually happened in sequence and often with one causing another. Meanwhile, the main purpose of narrative text was to entertain or to inform the readers. There were three generic structure of narrative text including orientation, complication, and resolution.

There are some kinds of narrative text such as fairy tale, legend, myths. In this research, fable was chosen as the teaching reading material. In the first cycle, there was one text in meeting 1 entitles “The Young Zebra and The Tiger”, one text in meeting 2 entitles “The Grey Rabbit”, and one text in the reading comprehension test entitles “Penta the Penguin” that were used. Moreover, in the second cycle there was one text in meeting 1 entitles “The Antelope, the Cockerel and the Coconut”, one text in meeting 2 entitles “Timmy and Mowly”, and one text in the reading comprehension test entitles “Lady Bird’s Regret”.

3.5 Data Collection Method

In this research, there were two kinds of data used by the researcher covering primary data and supporting data. The primary data was collected from reading test and observation while the supporting data was gained through interview and documentation. Further, the data collection method was presented respectively in details in the following parts:

3.5.1 Reading Test

McMillan (1992:114) states that a test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task. In addition, Hughes (2003:11) defines that there are four types of tests covering proficiency test, achievement test, diagnostic test, and placement test. For gaining the primary data about the students’ reading comprehension

achievement, an achievement test was applied in this research. According to McMillan (1992:117), an achievement test is commercially prepared, with the characteristics previously indicated, and measures present knowledge and skills of a sample of relevant content. In other words, the achievement test was established after the students were taught reading comprehension by using SQ3R technique.

A good test must have validity and reliability. Validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect (Fraenkel and Wallen, 2012:148). In addition, Hughes (2003:26) states that a test is said to be valid if it measures accurately what is supposed to be measured. Based on those two definitions, it could be concluded that a test was said to be valid if it measured what should be measured. A test was considered reliable if it provided consistent results though the test was given at different time. In this research, content validity was used. Hughes (2003:42) defines that to be valid a test must provide consistently accurate measurements, it must therefore be reliable. In other words, a valid test was also reliable. To make sure that the reading comprehension test in this research was said to be valid and reliable, the researcher used the curriculum as the guidance. Besides, the researcher also consulted with the English teacher of SMPN 1 Jelbuk.

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 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. The table specification of the reading comprehension test is in the following:

Table 3.1 The Specification of the Reading Comprehension Test in Cycle 1

Kinds of Comprehension	Number
General Information	1,7,8,11,12,15,16,21,23,24,25
Specific Information	2,3,4,5,6,9,10,13,14,17,18,19,20,22

Table 3.2 The Specification of the Reading Comprehension Test in Cycle 2

Kinds of Comprehension	Number
General Information	1,3,4,7,10,12,16,17,20,21,22,24,25
Specific Information	2, 5, 6, 8, 9, 11, 13,14,15,18,19,23

3.5.2 Observation

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 were identified as the active participants if the students fulfill at least five of the six indicators in the teaching reading process. The observation checklist used is as follows:

Table 3.3 Observation Checklist of Students' Participation

No.	Name	Indicators						Active	Passive
		1	2	3	4	5	6		

The indicators to be observed are:

1. Surveying the text given by the teacher
2. Formulating 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

3.5.3 Interview

According to McMillan (1992:132), interview is a form of data collection method in which questions are asked orally and the subjects' responses are recorded. In addition, Cohen et al (2007:349) state that interviews enable participants – be they interviewers or interviewees – to discuss their

interpretations of the world in which they live, and to express how they regard situations from their own point of view. The interview with the eighth grade English teacher was conducted during the preliminary study. The interview was conducted for obtaining the information from the English teacher about the problems faced by the students during reading comprehension class, the technique used by the teacher in teaching reading and finding the class that had the lowest score in reading comprehension achievement. According to Fraenkel and Wallen (2012:451), there are four types of interviews: structured, semistructured, informal and retrospective. In this research, semistructured interview was chosen for gaining information from the English teacher. It means that the list of questions was prepared and developed based on the information needed.

3.5.4 Documentation

Documentation method is used to find out the supporting data in the form of notes, transcripts, books, newspapers, magazines and daily news (Arikunto, 2006:158). The documentation method was used in this research for obtaining data of the names of the research subjects taken from VIII C grade at SMPN 1 Jelbuk and also the previous English reading scores that was collected by the English teacher before the action.

3.6 Research Procedures

This classroom action research was conducted for improving the student's reading comprehension and it was conducted in the form of cycle model. The cycle model includes four stages of activities as follows:

1. Planning of the action
2. Implementation of the action
3. Observation and evaluation of the action
4. Reflection of the action (Adapted from: Lewin, 1980, in Elliot, 1991:70)

3.6.1 Planning of the Action

The planning of the action in this research was done first before implementing the action for obtaining the best result. It deals with all preparation needed in the implementation of the action. They were as follows:

1. Choosing the action of the research that was classroom action research.
2. Choosing material including themes and subthemes based on the Institutional Level Curriculum for Junior High School.
3. Constructing lesson plans for the first cycle (Lesson Plan 1 and Lesson Plan 2) collaboratively with the English teacher.
4. Providing the observation guide in the form of checklist for the first cycle.
5. Constructing the reading test for the first cycle.
6. Setting the success criteria of the action.

3.6.2 Implementation of the Action

The implementation of the action was done after doing the preparation of the action. However, the implementation of the action was done during the school hours based on the schedule of English lesson. The researcher implemented the action by teaching reading comprehension through SQ3R technique in two meetings. After doing the two meetings, then the researcher conducted a reading test to the students. The reading test was conducted in the third meeting.

In this research, the researcher conducted the action collaboratively with the English teacher. While implementing the action, the researcher conducted an observation to observe the students in the classroom in the process of teaching and learning reading comprehension.

3.7 Observation and Evaluation of the Action

In this classroom action research, observation was one of the important parts. According to Arikunto (2006:156), observation refers to an activity of observing an object by using all sensory. It was used for controlling the activities of the students in the classroom and implementing the action. In this research, the researcher used the observation guide in the form of checklist to record the

students' activities in the teaching reading by using SQ3R technique. The observation guide included six indicators covering surveying the text given by the teacher, formulating questions based on the text given, reading the text, doing the task, reciting the main points of the text, and reviewing the whole reading text.

In the mean time, evaluation was conducted for knowing whether the use of SQ3R technique can improve the student's reading comprehension achievement including two aspects of reading comprehension covering finding specific information and general information. The evaluation which was done in this research was process evaluation and product evaluation. The process evaluation was done during the teaching learning process of reading comprehension by using SQ3R technique in each meeting in every cycle, the product evaluation was carried out at the end of each cycle in the form of reading comprehension test. The criteria used for evaluating the success of the action were as follows:

1. The action was inferred as successful if at least 70% or 22 out of 31 students who were active in the teaching reading and learning process.
2. The action was inferred as successful if 70% or 22 out of 31 students got reading score ≥ 75 .

3.8 Data Analysis Method and Reflection of the Action

3.8.1 Data Analysis Method

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: