

# The Effect of Teaching Reading Using SQ3R Strategy on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 2 Arjasa Situbondo

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**Abstract:** This research investigated the effect of teaching reading using SQ3R strategy on the eighth grade students' reading comprehension achievement (RCA). The design of this research was experimental design, and the research area was SMPN 2 Arjasa Situbondo. The research respondents were determined by using cluster random sampling by lottery, The research data were obtained by interview, documentation and test. The result showed that the mean score of the experimental group was 72 and the mean score of the control group was 66. The computation of the t-test result showed that the value of t-test was higher than that of t-table ( $2.77 > 2.01$ ) or the mean scores of both groups were different. Thus, both groups were different. In conclusion, the use of SQ3R strategy gave an effect on the eighth grade students' reading comprehension achievement at SMPN 2 Arjasa Situbondo.

**Keywords:** RCA, SQ3R strategy, experimental design.

Nowadays, English has increasingly been a global language because the number of speakers learning English as foreign language is growing rapidly (Barber, Beal and Shaw: 2009). It is very important to be learnt because it is used by many people in the world for communication widely. English as international language is learnt by some countries such as Indonesia. In Indonesia, English is learnt as a foreign language and it has been learnt by many students from elementary schools up to university level. Moreover, the government of Indonesia has put English as a compulsory subject for the students of both junior high school and senior high school.

Based on the 2006 Institutional-Based Curriculum or 'Kurikulum Tingkat Satuan Pendidikan' (KTSP 2006:2) for junior high school, there are four skills of English that have been taught in Indonesia, namely listening, speaking, reading, and writing. Those four skills should be taught in order to enable the students to use English language well. Besides those skills, the students should be taught the language components too such as vocabulary, grammar, and pronunciation which are integrated with the language skills.

As mentioned above, one of the important skills that should be taught to the students in English language learning is reading. According to Grellet (1996:7), reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. It is further stated that understanding a written text means extracting the required information from it as efficiently as possible. Students should comprehend the reading text so that they get the information from the text they have read. If they can get information and can find a meaning from the text, then their reading comprehension is good. This idea is supported by Hennings (1997:245) who states that comprehension means interacting and constructing meaning to the text. Reading comprehension in this research deals with the students' ability in comprehending the word, sentence, paragraph, and whole text of the English reading text in this research it is recount text.

In comprehending the English reading text especially recount text, sometimes, many students get difficulties. Crawley (2000:40) has noted that some students do not comprehend the material they read. Students can only read the texts but they cannot get the information and message from the passage well. In other words,

although the students are reading the text but they do not understand about the text. In this case, the English teacher should try to use a new way in teaching reading comprehension in order to give the students an appropriate way in comprehending the text.

One of the ways that can be used by a teacher in teaching reading comprehension is SQ3R strategy which was developed by Francis P. Robinson in 1961. SQ3R stands for Survey, Question, Read, Recite, and Review. It is all about looking at the outline of the text, preparing for some questions, preparing for reading a text to find the answers, remembering about the text and then reviewing. The SQ3R strategy is a way to read academic material such as textbooks, articles, texts, research studies or manual that can increase readers' comprehension of what they are reading and improve their ability to recall it (Fraser L, 1996:1). In addition, SQ3R is a comprehension strategy that helps students think about the text they are reading while they're reading (Ann and Friedman: 2015:1). This statement clearly states that SQ3R strategy is an effective way to increase students' reading comprehension. Thus, it can be used by the English teacher to help the students comprehend the reading text well.

Based on the results of the interview with the English teacher in 2015 at SMPN 2 Arjasa Situbondo, the SQ3R strategy has never been implemented at the school. The English teacher informed that she only taught her students by using Question-Answer method, such as giving a text to the students and asking them to read it then doing the exercises and sometimes she asked them to read it aloud, before assigning the tasks. In addition, the students only read the text without complete understanding. As a result, only a few students were able to understand the text they

read. For this reason, SQ3R strategy is proposed as one of effective strategies in teaching reading that can be applied by the English teacher.

The effectiveness of SQ3R strategy has been documented in many studies. The previous research on SQ3R strategy done by Rohmanu (2012) and Khairida (2010), proved that the students who were taught by using SQ3R strategy got better reading achievement than those taught without using SQ3R strategy. All of them showed that there was a significant effect about 9 % more effective in teaching reading using SQ3R on students' reading score achievement after using this strategy. Another research conducted by Sekaringtyas (2005) and Khasanah (2011) found out that the use of SQ3R strategy was able to help the students improve their reading comprehension in teaching learning process.

Related to the above research findings, this research not only has some similarities but also differences with those researchers in many ways. The similarity between Rohmanu (2012) and Khairida's (2010) researches and this present are the research design which employed experimental research design. In addition, another similarity between Rohmanu (2012), Sekaringtyas (2005), Khairida (2010), and Khasanah's (2011) researches and this present research is that they have similar independent variable that is using SQ3R strategy in teaching reading comprehension and also the same dependent variable that focuses on reading comprehension achievement.

Despite the similar use of SQ3R strategy, there are differences between the previous relevant research and this present study. Sekaringtyas (2005) and Khasanah (2011). had applied a classroom action research but this study applied experimental design. In addition, the difference between Rohmanu and Khairida's researches and this

present research is about the research indicator. Their indicators are literal reading comprehension and inferential reading comprehension, whereas the present research used indicators such as comprehending words, sentences, paragraphs, and the whole text of English reading text. In addition, the sample in this research was focused on the eighth grade students of Junior High School of SMP N 9 Jember, while Rohmanu and Sekaringtyas's researches used senior high school students as their research samples. Both researches indicated that using SQ3R strategy in teaching reading comprehension was useful to help students' reading comprehension achievement and also improving students' reading achievement.

Considering the rationale above, the research entitled "The Effect of Teaching Reading Using SQ3R Strategy on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 2 Arjasa Situbondo" was conducted to investigate whether there was an effect or not in teaching reading comprehension.

### **Research method**

The research design of this research was a quasi-experimental research with Post-test Only Control Group Design. This research also used quantitative analysis in analyzing the data. It was emphasized on numbers, measurements, deductive logic, control, and experiments. Fraenkel and Wallen (2000:284) point out that the experimental group receives a treatment of some sort (such as a new textbook or different method of teaching), while the control group receives no such treatment, but they will be taught using conventional method. In this case, the researcher took two groups as the research sample. They were determined by cluster random sampling, and were selected randomly to be experimental group and control group by lottery.

A special treatment of SQ3R Strategy was manipulated to the experimental group for a certain period of time whereas it was not given to the control group. The control group was taught by using question and answer strategy. The purpose of this research was to know whether or not there was a significant effect of using SQ3R Strategy on reading comprehension achievement in experimental group. The research area of this research was determined by using purposive method. According to Arikunto (2002:117), purposive method is employed by the researcher to decide the area of the research because of certain purposes.

This research was conducted at SMPN 2 Arjasa Situbondo to the eighth grade level. The school was chosen purposively by the researcher for some reasons i.e.: (1) The Headmaster and the English teacher of SMPN 2 Arjasa Situbondo have given permission to conduct the research on the eighth grade students (for the seventh and ninth grade were not appropriate with the materials of curriculum for this research). (2) based on the results of the informal interview with the English teacher, it was known that SQ3R method as a method in teaching reading has never been used by English teacher in teaching learning process. (3) There is no previous research that has been conducted at this school related to the use of SQ3R method in teaching reading comprehension. (4) The English teacher at SMPN 2 Arjasa Situbondo and my first and second consultants are as consultants of choosing the teaching materials. The population of the research was the eighth grade students of SMPN 2 Arjasa Situbondo which consisted of four classes with 25-26 students in each class. Therefore, cluster random sampling was used in this research because the population at SMPN 2 Arjasa Situbondo is about 100 persons. As stated by Bieger and Gerlach, (1996:98), cluster sampling involves choosing a sample from intact mutually exclusive groups, such as school classes.

There were two kinds of data collection method used in this research, namely primary data and supporting data. The primary data were obtained from the students' scores of reading post-test, while the supporting data were obtained from the interview with the English teacher and the documentation. The researcher also conducted the try out reading test to a class which did not belong to the experimental group and the control group that was VIII D. The try out was done to know the reliability of the test items, the index difficulty of the test items, whether the time allotted was enough or not and whether the instruction of the test items was clear or not to understand.

The results of reading test in the form of score was the primary data in this research and was analyzed to find the significant mean difference of the 2 groups (experimental group and control group) by using independent sample t- test of SPSS computation (formula). Moreover, the significant level of 5% was used to know the significance of the result t-test. It was consulted to the t-table of 5% significance level to know whether the result was significant or not. Then, the data was analyzed by using the Degree of Relative Effectiveness. The null hypothesis ( $h_0$ ) was rejected as the result of t-computation (t-test) was higher than t-table. Therefore, the significant level of 5% was used if the error was accepted as the significant level for the quasi-experimental research.

### **Research results**

From the calculation, the result of the test reliability was 0.54. Saukah (1997:210) states that the standard reliability coefficient of teacher-made-test is  $> 0.50$ . It means that a teacher-made-test was reliable if the reliability coefficient is at least  $> 0.50$ . The reliability coefficient of this test was 0.54 so it means that the test was reliable. According to the table of difficulty index analysis, it was known that the

range difficulty index was from 0.60 up to 0.68. The researcher did not need to revise the test items because the test items were categorized as fair.

In the post test, the experimental group was taught reading comprehension by using SQ3R Strategy, while the control group was taught reading comprehension by Question-Answer strategy. The post test was in the form of reading comprehension test consisting of 20 test items of multiple choice tests. The post test was administered for 60 minutes. The total number of the respondents of the experimental group was 25 students and the control group was 26 students.

Based on the table of the post test score analysis, the mean score of experimental group was 72 and the mean score of control group was 66. In addition, the computation of t-test on the students' reading comprehension achievement was 2.77. Then, t-table at significance level of 5% with Df 49 was 2.01. It indicated that the value of t-test was higher than that of t-table ( $2.77 > 2.01$ ).

## **Discussion**

This research applied post test in order to get the data about the students' reading comprehension achievement. The total number of the test items was 20 items of multiple choice test and it should be finished by the students in 60 minutes. The result of the data analysis in this research proved that using SQ3R Strategy significantly affected the students' reading comprehension achievement at SMP Negeri 2 Arjasa Situbondo. It could be seen from the result of t-test analysis on the students' reading comprehension achievement test scores that statistically the value of the t-test was higher than the value of t-table with significant level of 5% ( $2.77 > 2.01$ ). It indicated that the result of t-test analysis was significant. From the post test scores, it could be seen that teaching reading comprehension by using SQ3R

Strategy gave an effect compared with the achievement of the control group taught reading comprehension by using Question-Answer Strategy.

Based on the result of the data analysis, teaching reading by using SQ3R Strategy was 9% more effective as compared to teaching reading by using Question-Answer strategy. This finding is relevant to the theory that SQ3R Strategy helps the students understand the new material from what they have already known (Wood, 1996:169). It could help students understand the content of the text well. As a result, they could answer the question based on the text better than those in the control group. Another effect is that the students are able to make questions based on the text after they read it as stated by Hennings (1997:276) and the last is that they are able to review and recall the main ideas in the text (Fairbairn and Winch, 1996:22).

In addition, this research finding was in line with the research outcomes that had been conducted by some previous researchers. Khairida (2010) investigated SQ3R Strategy at MA. Khusnul Khotimah Tg. Tiram. In her research, she found a significant effect of using SQ3R Strategy on the students' reading comprehension achievement. Another research was done by Sekaringtyas (2005) at SMUN 5 Jember which proved that the use of SQ3R Strategy was able to help her students to improve their reading comprehension in finding the main idea. It was evidence that SQ3R Strategy was proven effective for teaching reading comprehension. Then, Rohmanu (2012) research about The Effect of Using SQ3R Strategy on Reading Comprehension Achievement of the Grade XI Students at SMA Negeri 2 Tanggul indicated that the SQ3R Strategy was significantly effective for reading comprehension. From all those previous researches, it informed us that SQ3R Strategy was effective for teaching reading comprehension achievement for junior

and senior high school students. In line with it, Wood (1996:169) states that SQ3R Strategy helps the students to understand the reading material well.

Meanwhile, the students of SMP Negeri 2 Arjasa Situbondo showed affective aspects in the class as the students' eagerness while reading the recount text, the students' confidence was shown while identifying words, sentences, paragraphs, and whole text of the recount text, and the students' hard effort in doing the task could be seen from their seriousness in answering the problems. The experience that the researcher got was that it was more effective in teaching reading comprehension when using appropriate strategy. As a result, teaching using SQ3R strategy helps the students read more effectively than teaching using by Question-Answer strategy. Yet, when using SQ3R strategy the students had problem in teaching reading by using SQ3R strategy in the "question" step. They felt unsure to make questions. However, the researcher got the solution of this problem by giving them more examples of how to make questions (the example is not related with the students' topic/other topic). Finally, the students understood how to make the questions based on the topic. In conclusion, SQ3R Strategy was an appropriate strategy that had a significant effect on students' reading comprehension achievement at SMP Negeri 2 Arjasa Situbondo in the 2014/2015 Academic year.

## **Conclusion**

Based on the analysis of the post test result, hypothesis verification and discussion in the previous chapter, it can be concluded that there was a significant effect of using SQ3R Strategy on reading comprehension achievement on the eighth grade students at SMP Negeri 2 Arjasa Situbondo in the 2014/2015 academic year. In addition, the degree of relative effectiveness of reading comprehension achievement was 9% more effective in reading comprehension achievement with using SQ3R

Strategy than using Question-Answer strategy which means that there was an effect of teaching reading using SQ3R strategy on the eighth grade students' reading comprehension achievement at SMPN 2 Arjasa Situbondo.

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