

# **THE EFFECT OF SQ3R METHOD ON THE STUDENTS' ABILITY IN READING COMPREHENSION**

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## **Abstract**

The aim of this study is to discover the effect of applying SQ3R method in reading comprehension. Experimental research design is used as the research method. This research took place at MTS AMIN DARUSSALAM MEDAN. There were 2 classes chosen as the sample with 32 students in each class. The classes were divided into two groups namely experimental and control group. The experimental group taught by using SQ3R method and the control group was taught by using conventional method. The instrument used to collect the data was a set of multiple choice tests, which divided as pre test and post test. The result of the research was analyzed by using t-test formula. The result showed that t-test was higher than t-table (  $3,93 > 2,00$  ) at the level of significant 0,05 with degree of freedom (df) 60. It means that hypothesis alternative (Ha) is accepted which shows that SQ3R method significantly improves the student's reading comprehension.

Key words : *reading, descriptive text, SQ3R method, Experimental Research Design*

## **Introduction**

### *Background of the Study*

Reading as one of the four language skills take much portion of time in teaching and learning process. Grabe and Stoler (2002:9) state that reading is the ability to draw meaning from the printed page and interpret and this information appropriately. It means that without comprehending and interpreting the meaning of the text the reading it self is useless. Able to gain the information order to improve the knowledge of the readers is the competence of reading.

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Nowdays the students can improve their knowledge through medium of reading such as newspaper, magazine, and journal.

Comprehension is the main goal of reading skill is very important, the teacher attempts to help the students to be able to read and comprehend the text. The learner have to be able to discover the meaning which is as the purpose of the text. The learners read to construct the meaning of the text by analyzing, learning, and organizing the information that is logic to the learners. To construct the meaning of the text the readers need to know the main idea of the text. Reading comprehension involves more than readers responses to the text. It involves many interactions between readers and what they bring to the text.

In teaching reading skill the teachers have to be able to help the students to read and comprehend the text. The teacher need to lead the students to know the purpose of the text, how the sentences are connected each other in order to comprehend the content of the text. Mostly teachers when they tought reading skill they asked the students to read the text and answer the question from the text then, correct it. This teaching method makes the condition of the class bored. The teacher needs to make the students to be more active in comprehending the text.

Based on the writer's experience when she was in Teaching Practice Program (Praktek Program Lapangan/PPL), many students had difficulties to understand the text well. Most of them had limited knowledge to master reading skill. They were unable to understand the purpose of the text because they were unable to comprehend the text and lacked of vocabulary. And for the result the

students were unable to answer the questions at the end of the chapter and from the teacher as well. Therefore, they had low score.

The percentage of Grade VIII Students Score in Reading :

| Semester  | KKM | Score | Students | Percentage | Mean |
|---|-----|-------|----------|------------|------|
| <sup>1<sup>st</sup></sup> Semester<br>2012/2013 | 75  | < 75  | 28       | 77.7       | 51.7 |
|   |     | ≥ 75  | 8        | 22.2       |      |
| <sup>2<sup>nd</sup></sup> Semester<br>2013/2014 | 75  | < 75  | 23       | 63.9       | 53.3 |
|   |     | ≥ 75  | 13       | 36.11      |      |

The writer found that the school where the writer did the practice applied the traditional method. In doing the traditional method it self the teacher gave basic knowledge, asked the students to read the text, answered the question from the text or the teacher, and then corrects the answers. This situation did not give a good mood in teaching learning activity. The students were not effectively gain the lesson from the teacher. The students feel bored and the teacher cannot give some motivations to the students.

In order to make the teaching process interesting and the purpose of the teaching learning process reached, the teacher need a special technique, strategy and method. The purpose of using them is to make the students easy to learn and understand the lesson. Besides making the student easier to comprehend, using a method in comprehending a text can make the teaching learning process more effective and make the students more active. There are so many methods to interact and improve the achievement of students reading comprehension. To improve the reading skill the writer is going to use SQ3R method.

The method SQ3R stands for survey, question, read, recite and review. The goal of this method is to increase students engagement with the text when studying content material. It is effectively persuade the students to consume information in an effort to answer key question to the subject content. It helps the students to construct the information in their mind, and make it meaningful. In comprehending the text using SQ3R method the students not only know how to comprehend but also help the students to be more active and critics in comprehending a text. In using SQ3R method the students also trained to process the information deeper. The elements of the method which are survey, question, read, recite, and review lead to an active learning process.

#### *Research Question*

In relation to the background of the study, it is necessary to formulate the problem of this research as the following “Does SQ3R Method have significant effect on students’ level reading comprehension?”

#### A. Reading

Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning (Reinking and scheiner in Kustaryo,1988:2).Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated. When a reader interacts with print, his prior knowledge combine with the pint and the visual(written)information results in his comprehending the message.

## B. Descriptive Text

Descriptive is one the fundamental function of any language system and one of the first skill emergent language-users learns to control. It is also one of the most widely used genres across all of the learning areas. Description enables the classification of an almost infinite range of experiences, observation, and interaction into a system that orders them for immediate and future reference, allows us to know them either objectively, depending on the learning area or intent of the writer.

## C. SQ3R METHOD

SQ3R stands for Survey, Questions, Read, Recite, Review. It is a proven technique to sharpen textbook reading skill. SQ3R helps make reading purposeful and meaningful, so that we can use your time most effectively (Stanly, 2005).

According Soedarso (2010: 59-60) in this SQ3R system, before reading our first survey of reading to get a general idea of what we read. Then by asking questions to myself that the answer we expect is there in the reading will be easier to understand the readings, and then by trying to express through their own words the main points of importance, we will retain and remember it longer.

Advantages of SQ3R Method is in the early stages of learning, the main aim is often to present and practice a body of lexis, grammatical forms and language forms and language functions. This serves to give student entry points into the new language – a simple core to assist in the communication (reception and expression) of basic concept such a number.

#### D. Students' Achievement in Reading Comprehension

Reading success is crucial to students' academic achievement. Elementary Middle, and High School teachers and administrators should all focus on increasing their students' achievement in reading comprehension.

There are four aspects analysis must be considered in reading comprehension a descriptive text, they are : (1) Identification of Main Idea. A paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author wants the readers to know about the concept of that paragraph. (2) Understanding Details. To get the specific or detail ideas of reading text, the students may seem to scan the text till they get what they are searching. Knowing what we want to know and knowing how deeply to study the material can minimize the time – consumed during the reading process. (3) Vocabulary in Context. In order to read word the readers must first know them. Imagine how frustrating it would be to read the text all of the words were unfamiliar to the readers. Knowing the meanings of words on the text is essential for reading comprehension. (4) Inference. Inference is the act or process of deriving logical conclusions from premises known or assumed to be true

#### *Research Method*

This study was conducted by using experimental group and control group. The experimental group was the group which received treatment namely SQ3R and the control group received conventional method.

There are two variables in this study. They were Independent variable and dependent variable. The Independent variable was SQ3R while the Dependent variable was the Students' Reading Comprehension.

The application of the use of pre – test and post – test designed in the two groups was shown below :

**Table 3.1  
Experimental Design**

| Group              | Test       | Treatment                              | Test        |
|--------------------|------------|--|-------------|
| Experimental Group | Pre – Test | SQ3R                                   | Post – Test |
| Control Group      | Pre – Test | Conventional<br>(Discussion<br>Method) | Post – Test |

### Population and Sample

Best (2002:13) states that a population is any group of individuals that has one or more characteristics in common interest to the researcher. In this study, population was the 2013/2014 second year student of MTS Amin Darussalam, North Sumatera. There are 2 classes. And the total number of students are 32 in each class.

Arikunto (1992 : 2) states that if the population is in the large numbers, the sample that can be taken out 10 – 15% or more from the population.

Based on the theory, 25% of the population was taken as the sample of this research. So the total number of the sample was 64 students, which was randomly selected by using lottery technique. The sample was divided into two groups with equal number of students, 32 students of each group and it is randomly selected also.

## **Research Finding**

The results of this research shows that there is a difference of output between both of groups. Based on the calculation, t-observed (3.93) is higher than table (2.00) for the degree of freedom (60) at the level of significance (0.05). this difference took place because of different treatment in both groups. The experimental group was taught by applying SQ3R Method while control group was taught without SQ3R Method. This findings shows that hypohthesis of the study is true. Therefore, it can be concluded that SQ3R Method significantly affect the students' reading comprehension.

## **Conclusion and Suggestion**

### *Conclusion*

Based on the data analysis, the writer draws the following conclusions :

1. SQ3R method significantly affect the students' achievement in reading comprehension.(t-observed > t-table, p = 0.05)
2. The result of calculation of t-test (3.993) with degree of freedom (df) = 62 is greater than t-table (2.000) (p = 0.05) which implies that the alternative hypothesis is accepted. This means that the SQ3R significantly affect the students' achievement in reading comprehension.



### *Suggestion*

Based on the conclusion, suggestion are stages as the following :

1. It is advisable that the teachers of English to apply SQ3R method in teaching reading comprehension as the alternative media in teaching learning process.
2. It suggested that the students are able to read by using SQ3R method, to be better in reading and also to enrich the idea of reading.
3. The readers who are interested for futher study related to this research should explore the knowledge to enlarge their understanding about how to improve reading comprehension and search another references

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