

IMPLEMENTING SQ3R STRATEGY TO IMPROVE THE READING COMPREHENSION OF GRADE XI OF SMAS NU CENTINI LAREN LAMONGAN

Zanuba Arifah Khofshoh

Sekolah Menengah Atas (SMA) NU Centini laren, Lamongan, Indonesia
zanubakhofshoh@yahoo.co.id

Abstract: Reading is the most useful skill and has an important role in human being's life. Through reading, everyone can get information about science, and technology that perhaps they do not know before. This study is aimed at improving the ability of grade XI of SMAS NU Centini Laren Lamongan in reading comprehension by implementing SQ3R strategy. This strategy is chosen based on the effective stages in encouraging and having the students involve in teaching learning process of reading comprehension. This study was implemented in two cycles, in which the first cycle was carried out in three meetings and the second cycle also carried out three meetings. The improvement was indicated by the students' achievement which increased from preliminary study to the first reading comprehension test of Cycle 1 and in the reading comprehension test of Cycle 2 was well improved respectively. As a result, it could be clearly stated that reading comprehension of grade XI students of SMAS NU Centini be improved by using SQ3R strategy significantly.

Keywords: Implementation, SQ3R strategy, Reading comprehension.

Introduction

Reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing (Michelle Maxom, 2009). Of the four skills, reading plays its role as the skill people need to broaden the knowledge. Nowadays, there are a lot of materials that provided in English. Reading activity is actually a complicated process of human functions and considered essential by many experts. Reading is essential for students' academic achievement and involves a complicated process (Issa, 2009).

In relation to teaching reading, a preliminary study was held. Conducting preliminary study was suggested by Elliot (cited in Koshy, 2007 : 5). Preliminary study was aimed at finding the fact in the classroom. The preliminary study was conducted by the researcher and her collaborator as one of the teachers of SMAS NU Centini Laren Lamongan particularly at class XI

IPA in which the problem were encountered by the teachers. To be more specific, the problems of class XI IPA in comprehending English texts are explained as follows: (1) students did not have adequate vocabulary to comprehend the meanings of the text; (2) students found difficulty to identify main ideas. It means that their proficiency in reading comprehension was unsatisfactory, especially in narrative text. Only 5 of 25 students could comprehend the narrative text and could pass Minimal Achievement Criterion (KKM) while the others still difficult to comprehend the narrative text and difficult to get the main idea of the text as indicated by their mean score of 59.72. Because of that reason, the researcher defined that the students' reading ability in narrative text has to be improved.

In responding to the result of the preliminary study, the researcher observed the students' activities during the teaching - learning process of reading to identify some factors causing the problems above. *First*, the teachers had students to comprehend English texts using certain teaching strategies. The teacher sometimes asked the students to read a text and look up the dictionary when they found difficult words or in understanding the meaning in Indonesian directly. It was because she saw the students impatiently to guess the meaning in contextually. *Second*, the teachers did not teach the students how to find the main idea. *Third*, the teachers did not facilitate the students with technique in comprehending English text such as how to find a purpose of the writer text, and the main idea of each paragraph in a text. *Fourth*, the teacher focused on more products that are the students to be able to comprehend English text in the form of pre, whilst, and post reading activities. It is aimed at achieving the goal of reading particularly understanding the purpose of a text, and extracting information as efficient as possible.

The strategy that will be used in enhancing the students' reading comprehension is Survey Question Read Recite Review which is called SQ3R (Brown, 2007: 375; Robinson (1946) as cited in Ruddel (2005 : 264; Robinson (1961) cited in Burns et al. (1996 : 428). The strategy is also meant to be used independently by the students after they are accustomed to using it. This strategy considered is suitable one, since this strategy can guide the students before, during, and after reading.

Taking all the problems encountered by the students on reading comprehension into considerations, the present study is conducted. The SQ3R strategy used in the study for reason, the strategy has never been conducted or used by other researcher in the SMAS NU Centini Laren Lamongan.

Methods

The design of the research is Classroom Action Research (CAR). It will be done by the researcher as the English teacher in the class since more than 2 years. It is cyclic process, which consists of four steps, namely planning, implementing, observation, and reflection (Kemmis & Mc Teggart in Hopkins 2008: 51). This research is conducted and aimed at solving the problems encountered by the students in reading comprehension using SQ3R strategy that hopefully give good effect on the students' reading comprehension. It is conducted by the researcher herself since she is one of the English teachers in the school.

Research Setting and Subjects

The researcher was conducted and aimed at grade XI IPA students at SMAS NU Centini Laren Lamongan. It is located in Centini village, Laren District, Lamongan Regency, East Java Province. There are six classes in this school (two classes of grade X, two classes of XI and two classes of XII). There are two English teachers including the researcher. This qualification is one of the requirements the teachers should have.

This school is chosen as the field of the research based on the following reasons, firstly the researcher is one of the English teacher at this school she knows that the students have problem with their reading skill. Secondly, there is a problem in the teaching learning of reading in certain classes due to limited strategies of teaching. Thirdly, SQ3R has never been used in the classroom activities, especially in the teaching of reading. Finally, the researcher as one of the English teachers at the school, suggest that some innovation be needed in the teaching of reading comprehension in order to help the students improve their comprehension skills.

The subjects of the research are the grade XI IPA students of SMAS NU Centini Lamongan, because the class has a problem in reading comprehension. There are 25 students in this class. There are 6 boys and 19 girls.

Research Procedure

It has been stated that type of investigation used in this research is classroom action research. In this classroom action study, the teaching and learning processes will be divided into some cycles where each cycle consisted of two sessions. Each session consist of four interconnected activities, namely: planning, action, observation, and reflection. It was necessary to note that initial reflection was a term normally used in a classroom action study in which pre-test administered to the subjects. This research design was suitable in order to improve reading comprehension of the grade XI students of SMAS NU Centini Laren Lamongan by using SQ3R strategy.

Planning

Planning is made before the teaching and learning process is conducted in class. Based on the result of the preliminary study, the researcher has made preparation prior to the implementation of the section. At the stage, both of them prepared a suitable model of SQ3R strategy in teaching reading comprehension, designed a lesson plan, and determine the criteria of success.

The Criteria of Success

To determine whether the action is successful or not, the researcher set criteria of success. In this study, there were two criteria used in the research to measure the success of the action, namely; (1) the students' reading comprehension improves, (2) the students are actively involved during the teaching and learning process. It is marked by the students' activity and performance is working, answering the questions and asking the questions.

The first criteria is analyzed on the basis of the information gained from the students' reading comprehension improves, the improvement can be measure by answering the reading comprehension test. From the result of the students' answers, the researcher collected the data of the mean score, the highest score and also lowest score. The action is considered successful when there was improvement in the score obtain by the students. It means that the action considered successful when 75% students can reach the Minimum Standard Score (KKM). The standard minimum score for English is 70.

The second criteria's the students actively involved during the teaching and learning process. It is marked by the students' activity and performance is working, answering the questions and asking the questions.

Preparing the Instruments

To obtained data during the Implementing of SQ3R strategy in the process of teaching reading, the researcher prepared some instruments such as questionnaires, reading comprehension test, students' worksheet, and the reading comprehension test. *The first*, questionnaires were used to collect information about students' response in using SQ3R strategy whether it could help them in comprehending the text. The result of the questionnaire can be seen in Appendix 2. The questionnaires were provided at the end of each Cycle after the test given. *Second*, the students' worksheet is used to write all the action in every meeting in implementing SQ3R strategy. *Third*, reading comprehension test was carried out to measure the students' ability in reading comprehension and to know whether they had made improvement or not through SQ3R strategy.

Assessment

In this case, the assessment was used by the researcher in order to know whether the students' reading comprehension on narrative text improves or

not. The researcher gave the reading comprehension tests at the end of each cycle to evaluate students' literal and inferential comprehension skill in the form of WH - Questions and multiple choices. For the first test in Cycle 1, there were fifteen questions included 10 questions in multiple choices. The second test was in Cycle 2, there were fifteen questions included five questions using WH- Questions and in ten questions for multiple choices. In relation to the assessment, the researcher focused on some reading skill in the test of understanding main idea of the narrative text. The questions test can be seen in Appendix 4 for the first test and Appendix 5 for the last test.

Reflecting

The researcher did a reflection after accomplishing each cycle of the action. In the reflection, the researcher made two kinds of conclusions after cycle and the final conclusion. The conclusion of the cycle was made to determine whether or not another cycle is needed while the final conclusion was made to describe the model of the teaching reading through SQ3R strategy that had been developed. The conclusion was determined by consulting the result of the data analysis with the selected criteria. Thus, if the collected data in cycle revealed that the success criteria had been fulfilled, then the researcher would not important conduct another cycle. Conversely, if the conclusion proved that the success criteria had not been fulfilled, then the researcher moved on to the next cycle of action by making revision or adjustment on the planning for the upcoming cycle.

Discussion

Based on the finding of the study, it was shown that the appropriate procedure of the SQ3R strategy provided beneficial contribution both in improving the students' improvement during the teaching and learning process and the students' reading comprehension ability. Implementing strategy for teaching reading comprehension covered three stages: pre - reading, whilst - reading, and post - reading.

a. Pre - reading activity

Pre - reading activity during the implementation of the SQ3R intended to prepare the students' readiness in learning of reading, to activate their schemata, and encouraged their motivation in doing the class activities. In this phase there were several activities to do by the students. For the first meeting, the students were grouped, then for the second meeting they were asked to do it in pairs, whereas they were expectedly to do individually. These three different sorts of approach in every meeting were hopefully aimed at guiding the students to do individually, since each student should be able to comprehend the text by themselves without other's assistance or interference.

Grouping the students was based on the students' interest or their preference. This aimed at making the students felt more comfortable and they could work together in group well, pictures were quite essential in attracting the students' attention, activating their background knowledge, and relating to the text. Wright in Susilowaty (2010 :75) states that pictures have motivated the students, made the subjects clear, and illustrated the general ideas culture. Afterwards, they were followed by pre - reading questions, it could assist the students predict the information that would be discussed. As stated in Burns et al. (1996: 215) pre - reading questions taught to focus on envisaging and relating text to prior knowledge. By doing these activities, it was expected that the students would have the concept of information about the text. Finally, it would lead them to case in comprehending the text.

b. Whilst - Reading Phase

During the whilst - reading phase, the students applied the SQ3R sequences. There were four main activities here, namely survey, questions, read, and recite stages. At first, in survey stages, they should read the text at glance to get the main idea of every paragraph. However, in this stage, the students were let to open the dictionary or ask the teacher concerning the unfamiliar words or difficult words contextually. In other words, reading was not done by the reading or knowing one by one words or sentence, but trying to comprehend the text as a whole. However, in this case, students could look up the dictionary when this technique was insufficient. Then, the students proceeded to the following stage, namely questions stage, they should close the text and try to make the questions about what information they wanted to get from the text. However, they could use the first sentence in each paragraph to make questions. The questions made by the students who read the text enabled them comprehend the text. With the questions, the students focus on the information they wanted to get from the text. The next stage should be carried out by the students was *read*. In this stage, the students read the text to answer with other students in order to have various situation and they could have different questions made by others. After the students accomplished answering the questions, they had *recite* stage, the last activities in whilst - reading. In this stage the students were given the opportunity to ask the questions and also answer them, meanwhile the other students gave comments or give different answers. If the students were reluctant to do it, the teacher pointed the students to do it. Here, in this stage too, the teacher wrote the important points on the boards, and the activities of sharing ideas could be guided. Hence, the students knew the correct answers. As conveyed by Ruddell (2005 : 36) that the readers negative meaning through discussion, exchange of information, and

remembered and anticipated conversations even if these conversations are only in their heads. This stage encouraged the students to be more active and the class to be more alive. In this stage, it was not only to discuss and share questions made by the students, but also the main idea of each paragraph in the text.

Here, the students were expected to make a part in class discussion about the text they had just read such as main ideas, literal meaning and inferential meaning as well. Seemingly, not all students participated actively in the beginning, there were only some certain students not to be shy or afraid of making mistakes in taking parts. Conceptually, most of students were willing to join class discussion.

c. Post – Reading Phase

The last stage was review, conducted in post reading activities. Pre – reading activities can involve extending knowledge about topic, retelling, and application of concepts. Intending to deepen the students’ understanding about the content of the text was used in this phase. Having the students retell or say something about the content of the text was not easy duty. However, the students could be assisted by the teacher’s notes or points on the board as the class discussion was going on the previous stage.

The Improvement of the Students’ Reading Comprehension Ability

The findings of the research showed that the SQ3R strategy could improve the students’ improvement in teaching and learning process and students’ reading comprehension ability as shown by the result of the tests and the observation checklist in this research. The improvement of the students could be seen from the result and the students’ reading score result.

It meant that there was a significant improvement on the students’ involvement to the implementation of SQ3R strategy. Besides, there was a positive impact of the SQ3R strategy towards the improvement of the students’ reading comprehension ability. The improvement of the student’s involvement can be seen in Figure 1.1, while the improvement of the students’ reading ability can be seen in Figure 1.2.

Moreover, the student’s reading comprehension could be seen from the result of the tests. It showed that the score significantly improved. It meant that there was a very good improvement of the SQ3R strategy toward the students’ reading comprehension ability.

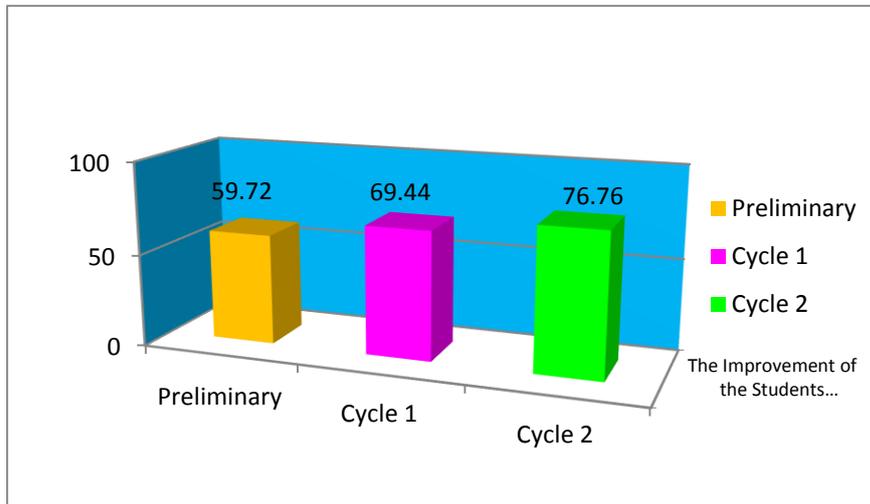


Figure 1.1: The Improvement of the Students Mean Score

The figure shown that the students' mean score in preliminary study was 59.72 increasing to 68.44 in Cycle 1 and 76.76 in Cycle 2. The percentage of the students who reached the minimum of completion criteria could be seen in the Figure 1.2 following

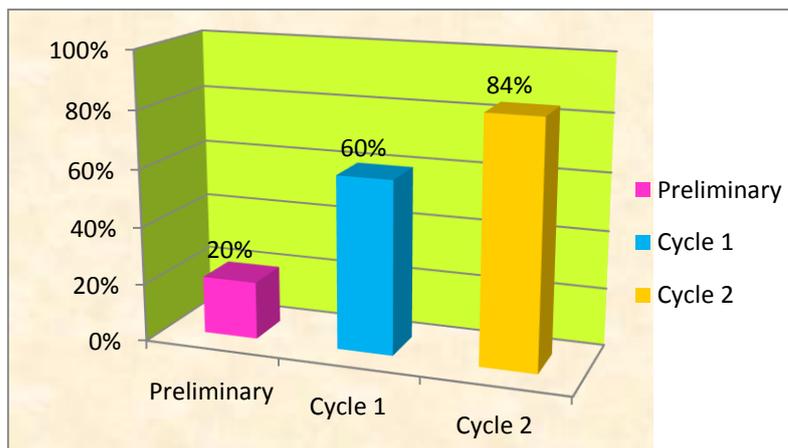


Figure 1.2: The Percentage of the Students who Could Reach the Minimum Passing of Passing Grade

Figure 1.2 shows that students' reading was very low in preliminary study. From 25 students, only a student could achieve the target score. It means that only 20% reached the target score 70. After implementing the strategy in Cycle 1, it should be seen that there were 60% students who reached the target score. It could be said that there were 15 students who could reach the target score. Although the increasing was 50 %, it had still not achieved the criteria of success yet. Meanwhile, from the Cycle 2, the students who gained the target score increased to 21 students. It meant that there were 84% students who succeeded. This enhancement had fulfilled the target score of the implementation of the SQ3R strategy were measured by two criteria of success. First, the students were involved during teaching learning process, in which all

the students did the activities. Then, second, the students' score on reading comprehension improved, with the indicator if all students' score were equal or more than 70 %.

In sum, all the criteria of success defined in this research had been achieved well. Those criteria of success were: (1) the students reading comprehension improves. The improvement intended is that all students should reach the score more than 70 % in their reading comprehension test. 70 is the minimum passing score which is measured based on complexity of the students' ability, and the supporting facilities available at school. (2) the students are actively involved and performances in working, answering the questions and asking the questions. It is considered successful if all the students are actively involved in sharing ideas, answering questions and asking questions.

Conclusion and Suggestion

Conclusion

The findings of the current research showed that the students who used SQ3R reading strategy performed reading activity better, especially in reading narrative text. The strategy had apparently provided the students with a structured reading technique, which could lead them to comprehend the text better. Compared to the students' performance during the preliminary study, the students' achievement in the two cycles showed that through the four steps of the strategy, the students were able to identify main ideas as well as obtain more detailed information from the text. Furthermore, the data acquired from the reading comprehension tests showed that the students' participation in the second cycle improved compared to the first cycle. They were more active in answering the researcher's questions. The students were very cooperative during the implementation of the strategy and they were no longer reluctant to speak in their groups. Finally, the findings of the present study convincingly concluded that reading comprehension of grade XI of SMAS NU Centini Laren Lamongan can be improved by implementing SQ3R strategy. Therefore, the present study was stopped at the last session of Cycle 2. That was revealed by the significant improvement of the amount of the subjects who achieved the minimum passing grade in the last test. In other words, SQ3R strategy was effective to improve the students' reading comprehension.

Suggestion

Then, the teacher should also be selective to choose the appropriate materials related to the topic of teaching English. Furthermore, the teacher had to create many activities to avoid monotonous activities in the classroom. The teachers should also be creative and innovative to avoid the monotonous

teaching technique in the classroom by using interesting media such as slide show or video; then, having many ideas is a must to make the students active and enthusiastic in catching the material that was presented. For grade XI students are also suggested to keep on motivating and improving their reading comprehension more intensively. All of the students are suggested using SQ3R strategy in learning reading comprehension. Because the strategy has five steps: survey, question, read, recite and review that can make the students easy to read and answer the question of the text. Furthermore, SQ3R strategy is expected to provide the students more practices, rather than wasting time to play in the school. Moreover, the students of grade XI are suggested to motivate themselves to learn reading comprehension more seriously not only in the classroom but also outside the classroom, because the more they practice book given in the school; the more improvement they can achieve from these technique.

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