IMPROVING STUDENTS' READING COMPREHENSION BY USING SQ3R STRATEGY

Yudi Hari R

*Abstract:*This study was conducted because of the students had low skill in reading, especially in comprehending a text. As an attempt to overcome the students' difficulty in reading comprehension, so the strategy must be implemented that is SQ3R (survey, question, read, review, and recite). This study aims to find out whether the use of SQ3R is effective for the students or not Since,This study concerns on analysis, which uses the statistical matter and computation. It employs the quasi-experimental design and gives the different treatment. That is, the Experimental Group is taught by using SQ3R strategy and the Control Group is taught without using SQ3R strategy and at the end of the treatment, the test is given in order to get the valid result or score. Then, the data is computed by using T-test formula. The result of the study, it is found that T-finding (64.3) for the Experimental Group is bigger than T-found (61.4) for the Control Group in significance 1.45%. So, it could be concluded that using SQ3R strategy as a technique is useful and effective in teaching reading comprehension.And also it can motivate the students to be eager and interested in learning English.But it will be flunked if the teacher does not make a good preparation so before implementing SQ3R strategy the teacher should give a clear instruction to the students in using SQ3R strategy to avoid misunderstanding.

Key word : SQ3R strategy, reading comprehension

Reading is one of the English skills that should be learnt by the students beside listening, speaking, and writing. Because it is one of the keys for the students' success in education. We can develop our mind through many ways; one of them is by reading. Burns (1984:3) says that Reading can be used as a way of sharing another person's insight, joys, sorrows, or creative endeavors. It means being able to read can make it possible for person to find place that he or she never visited before (through maps, directional signs), to take advantage of bargains (through advertisement) or to avert disaster (through warning signs).

Thus, it can be said that reading has been considered as one of the basic tools of language learning. We also realize that students who want to widen their knowledge need a variety of reading skills and the ability

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to read some kinds of English books.Reading skill is divided into two types: reading aloud and reading comprehension. In Reading aloud, the students only read the sentence or texts loudly with right spelling and intonation. In reading comprehension, the students not only read the sentence loudly but they should understand the main idea or the moral value. Simanjuntak (1988:4) describes reading comprehension most likely occur when the students are reading what they see and read.Reading is important because it can support one's success and the students' achievement. Unfortunately, most of the students have difficulty in comprehending the sentence or text written in English.

Based on the above evidence, there has to be some solving problem must be done in theaching and learning process. One of them is by using SQ3R (Survey, Question, Read, Recite, Review) strategy as the teaching strategy. This strategy is chosen in order to measure whether this strategy is effective or not in teaching and learning process in reading comprehension. SQ3R offers some benefits. It helps students to activate their power to think, review their understanding through their reading and to strengthen their long-term memory as stated in Adlit (2009). Therefore, this study is based on the problem does the group taught by reading strategy of SQ3R gain better score than the group without taught by SQ3R. In accordance with the statement of the problem aboe, this study aims to to find out whether the use of SQ3R is effective or not for the students.

According to McNeil (1992), reading comprehension is acquiring information from context and combining desparate elements into a new whole. He further states that reading comprehension is a process of using one's existing knowledge to interpret a text in order to construct meaning. There are three aspects that support this definition: (1) a reader needs knowledge of the world to understand new things; (2) a reader needs to be familiar with the variety of text structure he/she is likely to encounter, and (3) a reader needs to seek meaning and not only passively rise up from the page.

According to Harris & Sipay (1980; in Indahyanti, 2008), reading comprehension is the result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world. Here the readers try to create meaning by the writer (1980:8). This involves all types of thinking, evaluating, judging, imagining, reasoning, and problem solving. It is not only intellectual meaning that may be involved, but also feeling of considerable intensity which aroused emotional attitudes may be profoundly altered through reading. To grasp the meaning, the readers need to bring their previous knowledge and experience to their reading, compare the facts and arguments presented by one author with those of another and are on the alert for errors in logic.

Similar to Harris & Sipay, Turner in Alexander (1975; in Indahyanti, 2008) defined comprehension as a special process of thinking.

> ...the reader comprehends by actively constructing meaning internally from interacting with material that is read. Successful comprehen-

sion involves the readers discovering the meaning needed to achieve the particular purposes set for or by him. It may be finding a particular piece of information, solving a problem through reading, working to understand and idea or following a set of directions (p:160).

There are other definitions of reading comprehension come from Nunan (1991), Nutal (1985), and Davies (1995) in Indahyanti, 2008). Nunan defines reading comprehension as a process that involves actively constructing meaning among the parts of the text, and between the text and personal experience. Nuttal sees reading not as an active process, but also an interactive process. Davies defines reading comprehension as a mental or cognitive process in which reader is trying to follow and respond to a message.

From the definitions above, it can be concluded that reading comprehension aims at understanding a written text. Reading comprehension is grasping information and meaning from written language including words, sentence, main ideas of paragraph with a reader's own prior knowledge and background. It requires a reader or student to read through comprehension, a skill that students should achieve if they want to be successful readers.

There are three levels of reading comprehension, i.e. literal comprehension (reading the lines), interpretative comprehension (reading between the lines), and applied/critical comprehension (reading beyond the lines).

Literal comprehension

Literal comprehension is the lowest of comprehension. According to Smith and Robinson (1980), literal comprehension is getting the meaning of a text only on its surface. They state that "there is no depth in this kind of reading" (1980: 216). Usually to check the students' comprehension, teachers give questions constructed from words in the text. Other practices that are commonly used are factual question based on the text, true-false statements, completion sentences, and multiple choice exercises (Smith & Robinson, 1980). These kinds of practices require no deep thinking. The simply demand students to recall from memory what the text says and to repeat parrot-like the words that are in the text.

Meanwhile, Burns, Roe, and Ross (1984) state that literal comprehension involves acquiring information that is directly stated in a selection. Even though it is the primary one, it still has an important role in comprehension. In their opinion, reading for literal comprehension is important in and of itself and is also prerequisite for higher-level understanding.

Most practices in literal comprehension involve meaning-getting skills. Recognizing stated main ideas, details, causes and effects, and sequence is the basis of literal comprehension. A through understanding of vocabulary, sentence, and a paragraph meaning is also important (Burns, Roe, and Ross, 1984).

Interpretative comprehension

The second level of reading comprehension is interpretative

comprehension which is higher than literal comprehension. Interpretative comprehension involves reading between the lines or making inferences. Reader are deriving ideas that are implied rather than directly stated in the text (Burns, Roe, and Ross, 1984).

Similar to Burns, Roe, and Ross, Smith & Robinson (1980) state that in interpretative comprehension,"…readers read between the lines and make connection among stated ideas, make inferences, draw conclusions, or experience emotional reactions" (1980: 218; in Indahyanti, 2008)

Interpretative reading requires skills in : (1) inferring main ideas of a passage in which the main ideas are not directly stated, (2) inferring cause and effect relationship when they are not directly stated, (3) inferring referents of pronouns, (4) inferring referents of adverb, (5) inferring omitted words, (6) detecting moods, (7) detecting the author's purpose in writing, and (8) drawing conclusions.

Applied/Critical Comprehension

Critical comprehension is the highest level of reading comprehension. It requires to think critically of what is written in the text. Burns, Roe, and Ross (1980 : 190) define critical reading as evaluating written materials, i.e. comparing the ideas discovered in the material and drawing conclusions about their accuracy, appropriateness and timelines. The critical readers must be an active reader, questioning, searching for facts, and suspending judgments until he or she has considered all of the material. Critical reading depends upon literal comprehension on

interpretative comprehension and grasping implied ideas.

Ennins in Smith and Robinson (1980; in Indahyanti, 2008) lists twelve of critical thinking : (1) grasping the meaning of a statement, (2) judging whether certain statements contradict each other, (4) judging whether a conclusion follows necessity,(5) judging whether a statement is specific enough, (6) judging whether a statement is actually the reaction of a certain principle, (7) judging whether statement is reliable, (8) judging whether an inductive conclusion is warranted, (9) judging whether the problem has been identified, (10) judging whether something is assumption, (11) judging whether a definition is adequate, (12) judging whether a statement made by an alleged authority is acceptable.

There are three models of reading, i.e. the bottom-up model, the top-down model, and the interactive model. Each model will be described as follows:

The Bottom-up Model

According to O'malley (1996; in Indahyanti,2008), the bottom-up model is a model of reading that refers to the decoding of individual linguistic units on the printed page, working one's way up from smaller to lager units to obtain meaning and to modify one's prior knowledge.

Likewise, Simanjuntak (1988) states that bottom-up model of reading is a precise process involving exact, detailed, sequential perception and identification of letters, words, spelling patterns and lager units. This models assumes that a reader proceed by moving his eyes from left to right across the page,

first taking in letters, combining these into words, then combining the words from the phrases, clauses, and sentences of the text.

In bottom-up models of reading process, reading is basically a translating, decoding, or encoding process. The reader starts with letters (or lager units) and as he attends to them, begins to anticipate the words they spell. As words are identified, they are decoded to inner speech from which the reader drives meaning in the same way in listening (Harris & Sipay, 1980; in Indahyanti, 2008).

Another expert, Brown (2001:199) states that in bottom-up processing, reader must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanisms to impose some sort of order to these signals. There, data-driven operations obviously require a sophisticated knowledge of the language itself. From among all the perceived data, the reader select the signals that make some sense, that cohere, that "mean". Quite similar to Brown, Nunan (1991;in Indahyanti, 2008) notes that the central notion behind the bottom-up approach is that reading is basically a matter of decoding a series of written symbols into their aural equivalents. The following diagram illustrated how the process work.

Figure 2.1 Bottom-up Process
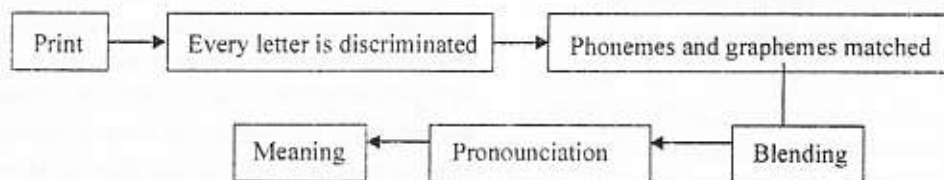
According to this model, the reader processes each letter as it is encountered. Those letters or graphemes are matched with phonemes- the minimal units of meaning in the sound system of language- and blended together to from words. The derivation of meaning is thus the end of the process, in which the language is translated from representation to another.

The Top-down Model

The alternative to the bottom-up is the top-down model of reading. According to O'Malley (1996; in Indahyanti, 2008) top-down model begins with the reader's hypotheses and predictions about the text, followed by his or her attempts to confirm them by looking down to the smallest units of printed text. In the top-down model the readers draw on their own intelligence and experience to understand a text.

In accordance to O'Malley, Mazarno (1987; in Indahyanti, 2008) notes that the top-

down model assumes that reading begins at the schema level and work down to the letter level. (See figure 2.2). The reader guesses using his or her higher level knowledge
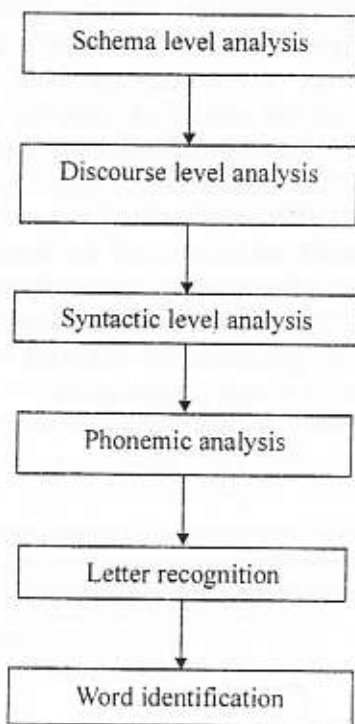
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┌─────────────────────────────┐
│    Schema level analysis    │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Discourse level analysis   │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Syntactic level analysis   │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│      Phonemic analysis      │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│      Letter recognition     │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│     Word identification     │
└─────────────────────────────┘
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Figure 2.2 Top – down Process

The top-down model of reading emphasizes the reconstruction of meaning rather than the decoding of from. The interaction between the reader and the tex is critical to the process, and readers bring to the interaction the subject at hand, knowledge of and expectations about how language works, motivation, interest, and attitude towards the content of the text. Rather than decoding each symbol or even every word, the reader from hypotheses

about their elements and then samples the text determine whether or not the hypotheses are correct (Nunan, 1991; in Indahyanti, 2008)

Harris & Sipay (1980; in Indahyanti,2008) point out that in the top-down models, the readers' cognitive and language competence play the key role in the construction of meaning from printed materials. Most of these models based on psycholinguistic theory, the interaction between thought and language. According to K-Goodman in Harris & Sipay, (1980; in Indahyanti, 2008), reading, which he describes as a "pyscholinguistic guessing game" is a process that involves available language clues selected from perceptual input on the basis of the readers' predictions. As the information is processed, tentative discussion about meaning are confirmed, rejected, or defined. In the top-down model graphic information is used only to support or reject hypotheses about meaning. Words are not likely to be pulled in from the reader's visual peripheral field unless they fit in with semantic and syntactic cues the reader is processing with the prediction he is making.

The Interactive model

The third model of reading is the interactive model. According to Mazarno (1987; in Indahyanti, 2008) it is a combination between the bottom-up and the top-down model. He states that "…basically an interactive model posits that the reader uses both bottom-up and top-down strategies when reading." In addition, Rumelhart in Harris & Sipay (1980; in Indahyanti, 2008) states that top-down and bottom-up processing seems

to occur simultaneously. This is especially true skilled readers. He believes that comprehension is dependent on both the graphic information and the information in the reader's mind. Therefore, comprehension may be obstructed when a critical skill or a piece of knowledge is missing. In this line, Brown (2000) points out that interactive model is almost always a primary ingredient in successful teaching methodology because it involves both processes which are the bottom-up and the top-down models. As stated by Nutal in Brown (2000:299), "…in practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up to check whether that is really what the writer says."

In relation to the interactive model, Nunan (1991; in Indahyanti, 2008) states that readers process texts by the utilizing provided simultaneously from several different sources, and that they compensate for deficiencies at one level by drawing on knowledge of other (either higher or lower) levels. These sources include all those looked at separately in bottom-up and the top-down processes, that is, phonological, lexical, sentactic, semantic, and discourse knowledge.

According to Sweet (1993; in Indahyanti, 2008), in the ineteractive process, readers construct meaning by integrating text information already in memory. The information the readers supplies and the information on the page influence each other simultaneously to produce comprehension as the readers perceive visual information from the text, they call on a number of sources

knowledge. These includes awareness of letter-sound correspondences and spelling patterns, knowledge of words meanings, knowledge of syntactic possibilities and language patterns, and memory of text. The sources interact to help readers compile information about textual input, attribute meaning to it, and integrate it with what comes before. In this way, the readers construct the larger meaning of the text.

Text

There are many kinds text of reading comprehension that used in Junior high school. Especially in second year students, that are as follows

Narrative Text

Narrative text is a kind of text which has a purpose to tell a story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and a legend is often intended to pass on cultural traditions or beliefs (Nurwanto, 2009). It has special generic structure of the text consists of orientation, complication, and resolution. Other characteritics of narrative text are told/ written in first or third person (I, we, she, it, they), told/written in past tense (sometimes in present tense), use signal time (later that day, once);

to move the setting (meanwhile back at the cave, on the other side of the forest);

to surprise or create suspense (suddenly, without warning).

Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative, Understanding text (2009).

In relation with recount text, Mokoratmoko (2009) states that it is a text that tells us about what had happened in series of events in sequence. it also has special generic structure of the text consist of orientation, events, reorientation. Other characteristics of recount text are (1) Introducing personal participant; I, my group, etc, (2) Using chronological connection; then, first, etc, (3) Using linking verb; was, were, saw, heard, etc, (4) Using action verb; look, go, change, etc, (5) Using simple past tense, Understanding text (2009).

SQ3R Strategy

The SQ3R reading strategy was introduced by Francis P. Robinson in 1941. It consists of five steps, i.e. surveying, questioning, reading, reciting, and reviewing.

The SQ3R strategy involves (1) reading the heading in the chapter quickly to get its important part, (2) turning the headings into a question, (3) reading to find the answer to the question, and (4) recall the important point (i.e. the answer to the question) by retelling them or writing them in one's memory at the important point. A summary of the SQ3R strategy procedures is presented in Table 2.1 (Robinson in Pujiastuti, 1991; in indahyanti, 2008).

Surveying

Before reading the text, the readers survey the text to get the general ideas of the text. This activity is done systematically in only a few minutes. The readers are required to find the important ideas quickly. Surveying a text or an article can be done in five ways: (1) Read the title. The title is not only gives the readers illustration about what they are going to read but also stimulates them to think further about the text. (2) Read every sub chapter. Subtitles give the readers illustration about the text as a whole. They show the details of the text. (3) Pay attention to tables, diagrams or maps and (4) Read the introduction.

Steps	The description of steps
Surveying	Glance over the heading in the chapter to see points that will be developed. This survey should not take more than a minute and will shoe the three to six core ideas around which the rest of the discussion will cluster. If the chapter has a final summary paragraph this will also list the ideas developed in the chapter. The conclusion will help you organize the ideas you read them later.
Questioning	Now begin to work. Turn the first heading into a question. This will arouse your curiosity and so increase comprehension. It will bring to mind information already know than helping you to understands that section more quickly. And the question will make important points shed out while explanatory detail is organized as such. This turning heading into a question can be done on the instance of reading they read, but it demands much effort on the part of the reader to make this query for which he must read to find the answer.
Reading	Read to answer that question. i. e, to the end of the heading section. This is not a passive plowing along each line but an active search for the answer.
Reciting	Having read the first section, look away for back and try briefly to recite the answer to your questions. Use your own words and name an example. If you can't glance over the section again. An excellent way to do this reciting for memory is to get dozen line phrases in outline for a sheet of paper. Make these notes very briefly. Now repeat step 2,3, and 4 on each succeeding headed section. That is, turn the section into a question, read to answer that question and recite the answer by jotting down cue phrases in your outline. Read the way until the entire lesson completed.
Reviewing	When the lesson has been then read through, look over your notes to get a binds eye view of the points and of their relationship, and check your memory as to the content by reciting all the major sub points under each heading. This checking of memory can be done by covering up the notes and trying to recall the main points. Then, expose each major points and try to recall the sub points heading under it.

If there is no introduction, read the first or two paragraphs very quickly to get the idea, background, tone, atmosphere, the writer's style of writing. It will be helpful for the reader to grasp the main points of the text. If the paragraphs are too long, the reader can read only the first and the second sentences. (5) Read the first sentences of the sub chapters. The first sentence often describes the content. Otherwise, read the last sentence because it usually restates the main idea of the paragraph (Soedarso, 2002; in Indahyati, 2008).

Questioning

Questioning step is the second step of the SQ3R procedures. It is done before the actual reading. The students create some questions based on what they have surveyed. The main function of such questions is to facilitate the students in adjusting their reading purpose. By having the question in mind, the students can monitor the comprehension processes to see if the purpose is met. These questions also make them aware of what they read. According to Nurhadi in Indahyanti (2008), questioning has the purpose to set the readers' mind of their reading so they not only write idea but also write their own interpretation of the reading. According to Smith, Nila, and Robinson (1980) questioning is the vital part of reading purposes. They state that "…questions are of course, the mainstay of teachers as they attempt to measure comprehension, and they are usually vital parts of the reading purposes. Used wisely by pupil and teacher, they can enhance understanding" (Smith, Nila and Robinson,

1980:199)

In this step, the students create some questions based on the title of the text. They can also turn the introductory sentences in paragraphs into questions such as what, who, when, why, and how.

Reading

The third step of the SQ3R procedures is reading. The students are required to read the text carefully to find the answer to the questions they have made. In this step, the students are supposed to concentrate on the main ideas of the text and their supporting details (Soedarso, 2002; in Indahyanti, 2008). They are suggested to low down their speed of reading in the important parts or in the parts which are considered difficult to understand, and fasten up their reading in the less important parts or in the parts of they have already know.

The activity to read the text can be done in the following way : (1) reading the text silently, (2) answering the prepared questions, (3) the students are asked to get the main idea and its supporting details, (4) making a note of the main points of the text, and (5) discussing in pairs or in groups about what has been found during reading.

Reciting

The fourth step of the SQ3R procedures is reciting. This activity is done after the students read the text. Having read the text, the students answer the questions that have been formulated earlier without looking back at the text (Burns, Roe, and Ross, 1984) the students have to answer the questions with their own words. They are

expected to answer the questions not only by using the information they find in the text but also by using their own knowledge.

In this research, reciting is done by (1) answering the teacher's questions, and (2) finding the general idea of the text.

Reviewing

Reviewing is the last step of the SQ3R procedures. It is done by the students by reading the important part of the text. According to Soedarso (1993; in Indahyanti, 2008) reviewing can be done by scanning the main points of the text through the title, subtitles and other important parts. This activity sets the students mind map toward the things they read and strengthen their memory of the text. Setting mind map can be done by making a brief summary containing of main ideas of the text or facts presented in it.

In this research, the students review the text by rereading the important parts of the text and discussing the text with their groups or pair.

Research Design

Since this study wanted to know the effect of using SQ3R strategy in the teaching-learning process on the students' ability of reading comprehension, an quasi-experimental design was applied. The subject of this study was the second year students at MTs Darul Ulum Gondangwetan, Pasuruan. Since the number of the second year students in 2008/2009 was only 60 students, the researcher decided to use all students of the second year as the subject of this study. Its design was randomized pre-test and post-test control group design. This design was selected because of the following reasons: (1) the study chose two intact groups which had already been organized into one class randomly, (2) this study conducted an experimental activity in order to know the effect of two instructional delivery which was applied in two different groups.

Two intact groups, which had already been organized into one class, were used in this experimental study. One group served as the experimental group and the other was as control group. In order to assure that all of the subjects in this study were homogenous before the experimental treatment, the two groups were given a pre-test at the beginning of the study. The result of the computation showed that the difference between the means score of the two groups was not significance. This meant that these two groups were homogenous

The writer describes the research design in Table3.1.

Table 3.1
The sequence of the first treatment in study

| Exp. Groups | Pre-test | Teaching reading by using SQ3R | Post-test |
| Cont. group | Pre-test | Teaching reading without using SQ3R | Post-test |

This research examines the difference of the student's ability in reading comprehension after being taught with two different strategies. The variables which are examined in this experimental study are two types (1) independent variable and (2) dependent variable. Independent variable is the different instructional delivery strategies of employing the students' ability of reading comprehension. The dependent variable is the students' ability of reading comprehension, which is presented by their score at the end of treatment.

Instrumentation

This study used a test as the instrument to determine the students' ability. The test was formed in written test and designed in multiple choices consisting of 40 items. The result of the test would be counted by looking at the scoring, which the researcher herself constructs. Each item is given score two if the answer is right, but zero if the answer is wrong.

Try Out

Based on the quasi-experimental research design, the researcher needed the students to try out first to know its reliability and validity. In teaching English, in this case the teacher did not use strategy. Try out had been well done by the second year students at MTs Darul Ulum Gondangwetan, Pasuruan on March 25, 2009, but their score were yet not satisfied.

The Reliability

A good test must have validity, reliability, and practicality as mentioned by Harris (1969:13; in Wahyudi, 2004) that all good test process three qualifies: validity, reliability, and practicality. That is to say that any test we use must be appropriate in terms of our subject, dependable in the evidence, it is applicable to our particular situation. In addition, the reliability means that the test must be consistent or has stability test scoring. Gronlund (1982:120) says that the means of the factors must be considered in interpreting the reliability coefficient.

- Length of Test

  The longer of the test is higher on the reliability because the longer test will give more adequate sample of behavior for being measured and the score are less distorted by guessing.

- Spread of Score

  In this case, the spread of the score can be consulted a normal distribution or a normal curve. The normal curve is a systematical equation. If the spread does the score, it has a good balance; it can fulfill the normal curve. In reliability, the curve of the spread of the score may be skewed negatively or positively.

- Difficulty of Test

  The test, which is too easy or difficult for the students, tends to give low reliability score. This is because both easy and a difficult test items result in restricted spread of scores.

- Other Factors Occur during the Test

  Other factors influence the reliability of the test, which occur during the test, including place of test, English teacher, examiner or so on.

Validity

The other quality of a good test is validity. According to Harris, there are four types of validity:

- Face Validity

  A test can describe as having face validity if a test items looks right to other tester, teacher moderates and test.

- Content Validity

  This kind of validity depends on a careful analysis of the language being tested and of the particular course objectives. The test should be constructed as they contain a representative sample of course. The relationship between the test items and the course objectives are always apparent.

- Construct Validity

  If the test has constructed the validity, it is capable to measure a certain specific characteristics in accordance with a theory of language behavior and learning.

- Empirical Validity

  A fourth type of validity refers to a statistical or empirical validity. This validity is obtained as a result of comparing the result of the test with the result of some criteria measurements such as:

- Known or believed to be valid and given at the same time,

- The teacher's ratings of independent assessment given at the same time.

Data Collection

Data is very important in conducting a research. Since the scientific problem can be solved only on the basis of research design capability. Data can lead to the solution as giving written test to the respondent. To collect the data, the writer uses an objective test for the group. The following is a treatment of to collect the data:

TABLE 1
The sequence of the first treatment in research

Exp. Groups	Pre-test	Teaching reading by using SQ3R	Post-test
Cont. group	Pre test	Teaching reading without using SQ3R	Post test

- An experimental group

  In the experimental group, the researcher uses SQ3R in her teaching reading as follows:

  - In pre-teaching reading, the teacher introduces or explains the strategy of reading, SQ3R in the duration of fifteen minutes.
  - The teacher divides the students into a group or a pair

- The teacher distributes some texts to the students, groups or pairs.
- The teacher asks the students to read or comprehend the text, such as the procedures of SQ3R strategy as follows:
  - Before they read, **survey** the chapter :
    - The title helps the students' brain to focus on the topic of the chapter.

- Read the introduction and/or summary, to grasps the main point of the text.
- Read every subchapter, heading and subheadings.
- Pay attention to graphics, charts, maps, diagrams picture and other visual aids are there to make a point.
- Read the introduction. If there is no introduction, read the first or two paragraphs very quickly to get the idea, background, tone atmosphere, the writer's style of writing.
- Read the first sentences of the subchapters. The first sentence often describes the content. Otherwise, read the last sentence because it usually restates the main idea of the paragraph.

> Question

While the students surveying:
- Turn the title, headings, and/or subheadings into questions;
- Read questions at the end of the chapters or after each subheading;
- Ask yourself, "What did the teacher say about this chapter or subject when it was assigned? "
- Ask yourself, "What do I already know about this subject? "

> When the students begin to Read :
- Reading the text silently.
- Look for answers to the prepared questions

- The students are asked to get the main idea and its supporting details;
- Making a note of the main point of the text
- Discussing in pairs or in a groups about what has been found during reading.

> Recite

After they've read a section:
- Answering the teacher's question
- Finding the general idea of the text.

> Review :
- Rereading the important parts of the text
- Make a summary
- Discussing the text with their group or pair.

■ A control group

In the control group, the teacher teaches reading without using SQ3R strategy, the steps are:
a. The teacher divides the students into a pairs or a group.
b. The teacher distributes some texts to the students.
c. The teacher asks the students to read or to comprehend the text.
d. The teacher gives some questions to the students based on the text and writes it on the blackboard.
e. The teacher asks the students to answer the questions.
f. After that, the teacher and the students discuss the answer together.

TABLE II
The Table of Research Design

The treatment	The tests
Exp. Group	Xa (Method A) --------- T2
Ctrl. Group	XB (Method B) ------------T2

The steps of the research as follow:
- The researcher takes the respondents from the students of the second class
- Giving treatment to the experimental group by using SQ3R, which is as medium of teaching reading.
- Giving post-test to the group.

    Using statistic test is T-test to examine whether the use of the technique is significant or not.

Data Analysis

    In the scientific research, a research can apply either statistical analysis or non-statistical analysis (Hadi, 1983:2221; in Mirma, 2002:23; in Wahyudi, 2004:35). The researcher would analyze the data collected by applying the statistical analysis; because the data obtained from the research were from of the score of the test in this research and it was called as a quantitative data.

    In test hypothesis, the researcher also needed data. So, the researcher gave the post-test to the respondents. Then, the data was analyzed by using the T-test formula. The reasons of using T-test analyzed are:

- T-test is an analysis technique. To know whether there are some differences between teaching by using SQ3R and without using SQ3R.

- With T-test, we can find whether the technique is effective or not.

The T-test formula, which is used by the writer, is as follow:

$$T = \frac{Mk - Me}{\sqrt{\dfrac{\Sigma b^2}{N(N-2)}}}$$

Where:

Mk   : means of control group.
Me   : means of experimental group.
$\dot{O}\, b^2$: means of deviation from the difference mean
N   : number of subject

RESULT
Presenting of the data.

    After collecting the data from the students of the second years which were divided into groups that the first group was as control group and the second group was an experimental group. The pre-test was administered on March 25, 2009. The score of the pre-test and post-test which had been taken from two groups are presented as below:

Table III
The data of the Pre-test and Post-test Of the First Group as a Control Group

No	NAMA	Pre-test	Post-test
1.	AR	40	60
2.	AS	40	61
3.	AcS	20	35
4.	CN	48	60
5.	DN	60	70
6.	EY	60	65
7.	FA	46	63
8.	HY	35	55
9.	IS	70	85
10.	INR	45	65
11.	KA	25	40
12.	KW	60	65
13.	MA	30	48
14.	MAF	50	66
15.	MH	30	45
16.	MKM	60	66
17.	MT	28	45
18.	MU	51	68
19.	MI	60	70
20.	MR	40	61
21.	N	48	64
22.	Nkh	35	64
23.	NM	46	70
24.	NF	43	65
25.	NQ	69	75

The data were taken from the first group as control group given on March 25 and April 23, 2009. It showed that there is a different score between pre-test and post-test. This group gets good score in their post-test although this group has not been taught using SQ3R strategy.

Table IV
The data of the Pre-test and Post-test Of the First Group as An Experimental Group

No	NAMA	Pre-test	Post-test
1.	AH	35	65
2.	AH	30	60
3.	AK	20	35
4.	AC	46	68
5.	DEW	30	55
6.	DI	39	60
7.	DF	40	65
8.	IA	51	70
9.	IF	60	80
10.	JQ	60	73
11.	KI	38	50
12.	KM	35	68
13.	LH	48	65
14.	LL	65	78
15.	Ma	40	68
16.	MFR	40	50
17.	MJ	36	51
18.	MM	50	65
19.	MN	40	56
20.	MZK	55	69
21.	NAKN	65	85
22.	NU	28	64
23.	NS	48	66
24.	R	43	64
25.	RI	35	60
26.	SSN	40	70
27.	UMA	45	65
28.	ZM	48	65
29.	ZAS	50	71
30.	Z	35	68

The data were taken from the second group as an experimental group given on March 25 and April 23, 2009. It shows that there is a different score between pre-test and post-test. This group gets better score in post-test because they had been taught by teacher by using SQ3R strategy.

The Data Analysis

This research was quasi experimental research, so the data was analyzed by using statistical analysis. This research used T-test formula because the researcher wanted to analyze the significance of two kinds of methods. They were teaching reading by using SQ3R strategy as an experimental group and teaching without using SQ3R strategy as a control group. Both groups had been tried out using several texts, the differences were only in the treatment. After they had been treated by using different kinds of method, at the end of treatment they were given the test. The following table is the matched group design.

TABLE V
THE MATCHED GROUP DESIGN

Matched Subject	K / C	E	B	b (K $-$ E)	b²
1 – 1	60	65	-5	-3,5	12,25
2 – 2	61	60	1	2,5	6,25
3 – 3	35	35	0	0	0
4 – 4	60	68	-8	-6,5	42,25
5 – 5	70	55	15	16,5	272,25
6 – 6	65	60	5	6,5	42,25
7 – 7	63	65	-2	-0,5	0,25
8 – 8	55	70	-15	-13,5	182,25
9 – 9	85	80	5	6,5	42,25
10 – 10	65	73	-8	-6,5	42,25
11 – 11	40	50	-10	-8,5	72,25
12 – 12	65	68	-3	-1,5	2,25
13 – 13	48	65	-17	-15,5	240,25
14 – 14	66	78	-12	-10,5	110,25
15 – 15	45	68	-23	-21,5	462,25

15 – 15	45	68	-23	-21,5	462,25
16 – 16	66	50	16	17,5	306,25
17 – 17	45	51	-6	-4,5	20,25
18 – 18	68	65	3	4,5	20,25
19 – 19	70	56	14	15,5	240,25
20 – 20	61	69	-8	-6,5	42,25
21 – 21	64	85	-21	-19,5	380,25
22 – 22	64	64	0	0	0
23 – 23	70	66	4	5,5	30,25

The data were taken from Control Group and Experimental Group. The two groups were matched to find which group that had high score. Then they were counted by using T-test. The result of test shows that the Experimental Group gets better score than the Control Group.
The computes are bellow:

to find MB (mean from difference between C-E)

- $MB = \dfrac{\Sigma B}{\Sigma N}$

$$= \dfrac{-88}{60}$$

$$= -1,5$$

- B – MB

Input the data into T-tets formula

$$\text{Mean C} = \dfrac{\Sigma C}{N}$$

$$= \dfrac{1841}{30}$$

$$= 61,4$$

$$\text{Mean E} = \dfrac{\Sigma E}{N}$$

$$= \dfrac{1929}{30}$$

$$= 64,3$$

$$T = \dfrac{Mk - Me}{\sqrt{\dfrac{\Sigma b^2}{N(N-2)}}}$$

61,4 – 64,3

$$= \frac{-2,9}{\sqrt{\dfrac{3438,75}{30\,(\,30-2\,)}}}$$

$$= \frac{-2,9}{\sqrt{\dfrac{3438,75}{30\,(\,30-2\,)}}}$$

$$= \frac{-2,9}{\sqrt{\dfrac{3438,75}{840}}}$$

$$= \frac{-2,9}{\sqrt{4,09}}$$

$$= \frac{-2,9}{2,02}$$

$$= -1,44$$

The mean of the control group and experimental Group were 61,4 – 64,3 = - 2,9. This score was then put into the T-test formula. The result of computation was – 1,44. This means that the students who had been taught by using SQ3R strategy got bad score 35, 55, 50, 51, 50 and there were five students who got bad scores, and the students who had been taught without using SQ3R strategy got bad score 35, 55, 40, 48, 45, 45, 41 there were seven students in this group.

Interpretation

Based on the Table III of the control group, the data showed that the students got good score although they were taught without using SQ3R strategy, its mean was 61,4. They were not given a try out before doing the test. As it could be seen from Table IV for Experimental Group, the data showed that the students got better score because they were taught by using SQ3R strategy with its mean was 64,3. The mean was then put into the T-test formula. The degree of freedom (df) from T-test formula was the total of matched group subtractive by two (N-2). So, the degree of freedom from this distribution was 30-2=28. After the researcher got the computation, she examined table T-test by df = 28 and the significance was 3%. And the researcher found the result of T-test, that was –1,44. It means that five students got bad score 35, 55, 50, 51, 50 in Experimental Group but their score were still upper average than seven students (35, 55, 40, 48, 45, 45, 41) who got bad score in low average in control group. So, Ha (Alternative Hypothesis) is accepted, it means that:

- Ho (Null Hypothesis)

There is no effect of teaching reading by using SQ3R strategy towards reading

- Ha (Alternative Hypothesis)

There is an effect of teaching reading by using SQ3R strategy towards reading

In this research, the researcher analyzed the effectiveness of using SQ3R strategy as a technique of reading achievement. The researcher gave different treatment to each group, one group given treartment by using SQ3R strategy was as

Experimental Group and another group was not given the treatment: without using SQ3R strategy was as Control Group. At the end of treatment, the researcher gave the same test. The result of the test from both groups was then computed by comparing different score. The experimental group got better score than control group.

Based on the explanation above, the researcher got the matched group by comparing their score, the mean of experimental group was 64,3 and the mean of control group was 61,4. Thus, it was identified that the two groups had significant difference in reading achievement between those who were taught by using SQ3R strategy and those who were not taught using SQ3R strategy.

Conclusion

Teaching reading in junior high school is very important to develop our mind. But, one of the problems for the learner as the beginner is their low skill to comprehend a text. To overcome this problem, the researcher conducted this study by using SQ3R strategy as the teaching strategy to know the effectiveness of itself. The results of the treatment show: :

- There is an effect in reading achievement between students who are taught by using SQ3R strategy and those who are taught without using SQ3R strategy.
- The researcher concludes that using SQ3R strategy as a technique is useful and effective in teaching reading comprehension. It can motivate the students to be eager and interest in learning English.

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