

THE EFFECT OF SQ3R METHOD ON STUDENTS READING COMPREHENSION

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Abstract: The population of this research was taken from the grade X . 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 SMA Tamansiswa Kisaran. The population of this research was taken from the grade X of SMA . There were 2 classes, X-1 and X-2 choosen as the sample with 30 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 essay tests, which divided as pre test and post test. The result of the research the students who use SQ3R method with a sample of 30 students obtain an average value of 80,66, while the students who use the conventional way with a sample of 30 students obtain an average value of 76,66. So SQ3R method significantly improves the student's reading comprehension.

Keywords: *Descriptive text, SQ3R, reading,*

Abstrak: Populasi dalam penelitian ini diambil dari siswa kelas X. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penerapan metode SQ3R terhadap pemahaman bacaan. Desain penelitian eksperimental digunakan sebagai metode penelitian. Penelitian ini bertempat di SMA Tamansiswa Kisaran. Populasi penelitian ini diambil dari siswa kelas X SMA. Sampel diambil 2 kelas yaitu X-1 dan X-2 dengan jumlah masing-masing 30 siswa. Kelas dibagi menjadi dua kelompok yaitu kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen diajar dengan metode SQ3R dan kelompok kontrol diajar dengan metode konvensional. Instrumen yang digunakan untuk mengumpulkan data adalah seperangkat tes esai yang dibagi menjadi pre test dan post test. Hasil penelitian siswa yang menggunakan metode SQ3R dengan jumlah sampel 30 siswa memperoleh nilai rata-rata sebesar 80,66, sedangkan siswa yang menggunakan cara konvensional dengan jumlah sampel 30 siswa memperoleh nilai rata-rata 76,66. Jadi metode SQ3R secara signifikan meningkatkan pemahaman bacaan siswa.

Kata Kunci : Teks deskriptif, SQ3R, Membaca.

INTRODUCTION

There were a lot of problems dealing with reading comprehension. Many English learners found it difficult to understand the English text especially, in SMA. Very often they got stuck because of some problems, such as the students difficult to find the main idea in descriptive text, the students difficult to find the purpose of descriptive text, and the students difficult to determine the generic structure in descriptive text.

Those condition occur because the method utilized by the teacher stresses more on product then process. Teachers usually do not pay attention to the learning. Teachers are more concerned with the score obtained by the students rather than the process of making students understand.

As the result, the students could not comprehend the test well. It can be proved with their average score of reading test. Many students got lower than the minimum mastery criteria level (KKM) that the teacher determined, namely 75.

To enrich their classroom procedures, teachers have to read a lot of related theories to be employed in their real classroom. However, in teaching learning process, it is often found that teachers encounter gaps between theory and practice. Therefore, teachers are encouraged to develop their own personal theories of education from their own class practice. Based on the problem above, this study tries to investigate the SQ3R Method to improve the student's reading comprehension of English texts.

The researcher expected to use SQ3R Method can make students better understand English text. Like finding the main idea in the descriptive text, find the purpose in descriptive text and can determine the generic structure in descriptive text.

Huda (2013) explained, SQ3R is an understanding strategy that helps students think about the text they are reading. Often categorized as a learning strategy, SQ3R helps students 'get something done' the first time they read a text. For teachers, SQ3R helps them in guiding students how to read and think like readers effectively.

METHOD

The SQ3R is very versalite literacy strategy that involves the student 2 in processing information before, during, and after reading:

1. Prior to reading-preview text and establish purpose.
2. While reading-monitor one's own comprehension.
3. After reading-summarize and review content. Many student don't know how to study, and this strategy is a perfect way to help them. It works well in many content areas with a variety of types of text. It is recommended that the teacher show the students how to go through the steps. In this strategy provides the framework needed to develop a content map.

The Advantages of SQ3R Method

1. In the early stages of learning, the main aims is often to present and practice a body of lexis,

- grammatical forms and language functions.
2. Give students entry points into the new language – a simple core to assist in the communication (reception and expression) of basic concepts such as number, quantity, spatial relationships, time and modal meaning.
 3. The questions have been prepared about what has been read will arouse the curiosity of students and helps to reading order to find answers to important (relevant).
 4. Be able to read the activities rapidly as guided by the previous steps, namely surveying books and prepare questions about the reading.
 5. The records of books read can help understand precisely and helped the memory of the student.
 6. Through the last step, namely the review, students will again through understanding of the round and on the material being read.

RESULT AND DISCUSSION

This research conducted in experimental design. This research are 30 students from class X-1 as control group and 30 students from X-2 as a experiment group. So total of sample is 60 students. The researcher choose their class because the students in control and experiment group are the active classes.

Hypothesis test is the basic criteria for drawing the mathematical prediction about a situation. For this

purpose, researcher formulate hypothesis about a particular situation and then apply various statistical testing techniques like z test, t test, Chi-square test to test hypothesis and on the basis of these tests, researcher conclude about accepting or rejecting the formulated hypothesis.

The basic of testing the hypothesis were as follows:

H_a is accepted if $T_o > T_{table}$. In this study, the calculation of score by using T_o the degree of freedom (df). So it can be seen as follows:

$(T_o) T_{value} > T_{table}$ with df 62,76 > 2,01 (0,05/5%) with df 60.

Based on the test above, it can be calculated that $T_o > T_{table}$ at significance 5% = 2,00 and 1% = 2,68. So Hypothesis Nihil (H_o) was refuse and Hypothesis Alternatif (H_a) was accepted. It was that there is a significant of the effect of survey, question, read, recall, and review (SQ3R) on students' reading comprehension

In this research, the researcher find out that SQ3R method give the significance for students' reading comprehension. Because in the Hypothesis the research, Hypothesis Nihil (H_o) was refuse and Hypothesis Alternatif (H_a) was accepted. Result of T_o higher than $> T_{table}$ namely, 62,76 > 2,01. So it is very effective to apply in teaching reading comprehension.

There are differences in the reading comprehension among students taught by SQ3R method in a conventional manner. Students who use SQ3R method with a sample of 30 students obtain an average value of 91,83, while the students who use the conventional way with a sample

of 30 students obtain an average value of 81,16.

CONCLUSION

The result of the research the students who use SQ3R method with

a sample of 30 students obtain an average value of 80,66, while the students who use the conventional way with a sample of 30 students obtain an average value of 76,66. So SQ3R method significantly improves the student's reading comprehension.

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