

**IMPROVING STUDENTS' READING COMPREHENSION USING SQ3R
READING TECHNIQUE FOR THE XII IPS-2 STUDENTS OF SMA
NEGERI GONDANGREJO KARANGANYAR IN THE ACADEMIC
YEAR 2009-2010**

PUBLICATION

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in Language Studies Program



By:

SIWI RUDATIN

NIM. S 200070024

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Nama : Siwi Rudatin
NIM : S 200070024
Jurusan : Magister Pengkajian Bahasa
Jenis : Thesis
Judul :IMPROVING STUDENTS' READING COMPREHENSION USING
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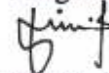
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This publication is approved by:

First Consultant



Prof. Dr. Joko Nurkamto, M. Pd.

Second Consultant



Drs. Sigit Haryanto, M.Hum

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S 200070024

ABSTRACT

Siwi Rudatin. S 200070024. **Improving Studens' Reading Comprehension Using SQ3R Reading Technique for The XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the Academic Year 2009-2010.** A Thesis. Surakarta: Graduate Program Magister of Language Research. Muhammadiyah University of Surakarta, 2010.

This study is an action research. General objective of this study is improving students' reading comprehension using SQ3R reading technique, while the specific objectives of this research are (1) to find out whether or not SQ3R reading technique can improve students' reading comprehension for the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010, (2) to find out information about students' response toward the use of SQ3R reading technique (3) to find out the strengths and the weaknesses of the use of SQ3R reading technique in improving students' reading comprehension.

This action research was conducted at SMA N Gondangrejo Karanganyar. The procedure of the research consisted of planning, action, observation, and reflection. The data were collected using non-observational and observational technique supported with test. The non-observational techniques consisted of interviews. The observational techniques consisted of observation, checklist, field notes, and photographs. The observation during the process of English teaching and learning was conducted with the help from collaborator. In this research, the writer acted as the practitioner. The tests were in the form of post-test conducted at the end of first cycle, second cycle, and third cycle.

The research resulted : (1) the use of SQ3R reading technique can improve students' reading comprehension of the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010. It is approved by the increase of students' average score in reading comprehension test from 57,38 in the first cycle to 62,81 in the second cycle and to 70,94 in the third cycle. In the end of the third cycle 87,5 % of students got score as high as or more than 60. (2) Students' response toward the use of SQ3R reading technique in the teaching and learning reading was very qualified. This was proved by the increase of students' motivation, participation and engagement in the process of teaching and learning reading. (3) The use of SQ3R Reading technique has many strengths and weaknesses. The strengths are : (a) The use of SQ3R reading technique can help students setting their goal of reading, (b) The use of SQ3R actively engages students as they study, (c) The review techniques helps students fix information in their mind. The weaknesses are: (a) Time consuming and need more guidance from teacher (b) The step of questioning is quite difficult for student because they don't have proper skill in asking question and in using the correct structure and (c) The step of reciting is quite difficult because of the students' limited vocabulary.

Keywords: Reading Comprehension, SQ3R

A. Introduction

1. Background of the Research

Reading is one of the four language competencies and is the most important skill for second language learners in academic context (Ediger in Murcia, 2001: 153). Reading is an all-important language skill that is now in more demand than in any time in the human history. With the exposure of the internet in a global area, students need to master reading in order to understand the vast knowledge the world embraces them with. Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in the other subjects and in the personal and professional lives.

The importance of reading ability for high school students can be seen in the school test and also National Final Examination which is always dominated by the test of reading. It is showed in the National Final Examination 2008/2009. The test consists of 50 items.

Fifteen (15) items or 30 percent of them are listening and 35 items or 70 percents of them are reading test. The domination of this reading test has forced students to focus their English learning activity on achieving reading comprehension. This is aimed to prepare them for the test, so that they can pass the test with high score.

Meanwhile, students of the XII IPS-2 of SMA Gondangrejo read very little and their reading comprehension is low. The preliminary research which was done in the XII IPS-2 class showed the average score of students of XII IPS-2 class of SMA Gondangrejo in the academic year 2008-2009 below the standard of English mastery learning of XII grade in SMA Negeri Gondangrejo that is 60. In the first reading test conducted in February 12th 2009, the highest score was 75 the lowest score was 32,5, and the average score was 52,92. From 42 students there were only 15 (35,71 %) who passed the standard of mastery learning. In the second reading test conducted in March 19th 2009 the highest score was 75, the lowest score was 32,5 and the average score was 53,69. From 42 students there were only 10 (23,81 %) who passed the standard of mastery learning.

The interview with students shows that students face difficulties in reading because they do not familiar with the topic and that they do not understand and use any reading techniques. From class observation, it is found that the teacher has to translate the text word by word and do many other supports which discourage students to learn. This kind of teaching and learning process eventually creates passive and dependent students. Students usually depend on teachers and will not be able to find solutions or solve problems they actually faced.

The above condition creates teacher-centered teaching and learning process. The teacher is the main actor in the teaching and learning process. The teacher is also the central

focus of the process, whereas students are the passive object of learning. This kind of teaching process actually creates passive students. The observation during the process of teaching and learning English shows that students are not active. There are only few students who can be categorized as active. When the teacher gives opportunity for students to ask questions, most of them don't ask anything, even though they don't understand the subject and can't answer teacher's question. When the teacher asks students to read the text, most of them depend on their friend to find out the meaning of some vocabularies or to find out the answer of text's questions. Most students also never do the homework. The punishment from teacher doesn't make them do it. They are accustomed to be passive students.

The low score of students' reading comprehension is also related to the use of reading technique. Based on the result of informal interview with students in the XI IPS-2 class of SMA Gondangrejo, it can be concluded that they are not accustomed to the reading technique. Even the students who get good score said that to comprehend the English text, they just read and read the text. They do not understand about reading technique, so they do not use any specific reading techniques. Students acknowledge that they want to master reading but they do not understand about reading technique:

Based on the above condition, the researcher is eager to improve students' reading comprehension through the use of SQ3R reading technique for the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010.

2. Problem Statement

The problems of this research are:

- a. Can SQ3R reading technique improve students' reading comprehension for the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010 and how effective is that improvement?
- b. How do students' response toward the use of SQ3R reading technique in the language teaching and learning process in the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010?
- c. What are the strengths and the weaknesses of the use of SQ3R reading technique in improving students' reading comprehension for the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010?

3. Objectives of the Study

General objective of this study is improving students' reading comprehension, using SQ3R reading technique. Meanwhile, there are many specific objectives as follow.

- a. To find out whether or not SQ3R reading technique can improve students' reading comprehension for the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010.
- b. To find out information about students' response toward the use of SQ3R reading technique in improving students' reading comprehension for the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010.
- c. To find out the strengths and the weaknesses of the use of SQ3R reading technique in improving students' reading comprehension for the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010.

B. Research Method

1. Setting of the Research

This class action research was done to solve problems of English language teaching and learning in the XII IPS-2 class of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010. This class action research was conducted at SMA Negeri Gondangrejo Karanganyar which is located at Jl. Solo Purwodadi KM 11 Gondangrejo Karanganyar.

2. Subject of Study

The subject of this research is student in the XII IPS-2 class of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010. The number of the subject differs from one cycle to another. Before the implementation of the class action research in the first cycle, there were 42 students in this class, consisted of 12 male students and 30 female students. In the first cycle the number of students decreased to 41 students because one of students named Fendy Susanto was dropped out. In the second cycle the number of students decreased to 40 students because Elisa was also dropped out.

3. Research Method

This research is a classroom action research. Rochiati (2007: 11) defines classroom action research as a research which combines research procedure with substantive action or an action which is done to understand what is happening at the class and to improve or to change the situation.

4. Technique of Data Collection

Quantitative data was collected using test technique while qualitative data was collected using participant observation, interview and questionnaire as follow.

- a. Observation.

Observation in this research means taking regular and conscious notice of classroom actions and occurrences which are particularly relevant to the issues of students' reading comprehension and the use of SQ3R reading technique.

b. Interview

Interview was used as a means of collecting qualitative data. The informants in this research were teachers who taught students of the XII IPS-2 class of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010, parents, and students. The objectives of this interview are constructing students' feel and motivation, changing and deepening information which has been collected using other technique of data collection.

c. Testing

The test of reading comprehension in this research is used to collect the data about students' reading comprehension. The test was done in the end of each cycle.

5. Technique of Data Analysis

The data of reading comprehension was analyzed using descriptive statistic technique to find out students' average score, minimum and maximum score, value of standard deviation, and to categorize the score into three categories: (a) high score, (b) medium score, and (c) low score. The quantitative data was only used to encourage the qualitative data.

Meanwhile, the qualitative data was analyzed using the technique of constant comparative method. Constant comparative method is comparing data to another data and comparing one category to another category. The procedure of constant comparative

method consists of data reduction, data categorization, synthesizing, and hypothesis (Moleong, 2007: 288).

6. Performance Indicator

The standard of mastery learning is 60. Student is categorized as successful if he gets the score as much as or higher than 60. This research is categorized as successful if more than 85 % of students get the score of reading comprehension the same as or higher than the standard of mastery learning.

C. Result of the Research

This class action research is intended to improve students reading comprehension. Before the action, the class average score of reading comprehension test were 52,92 and 53,69. By conducting this action, the students' average score of reading comprehension test is improved up to 60. This research is categorized as successful if 85 % of students get score as high as or more than 60.

The implementation of class action research included three cycles. Every cycle was held in six meeting. Each meeting took 90 minutes. The genre of the text learned in the first cycle was discussion text, while in the second the genre of the text was review and in the third cycle the genre was narrative text.

There are three main results of this research. They are: (1) The use of SQ3R reading technique can improve students' reading comprehension, (2) students' response toward the process of teaching and learning reading using SQ3R reading technique was better and quite positive compared to the process of teaching and learning before the implementation of SQ3R, and (3) the use of SQ3R has many strengths and weaknesses.

Students' reading comprehension was improved from the first cycle to the next cycle. The result of students' reading comprehension test which was conducted in the end of each cycle has proved that improvement. Students' score was improved. More students got better score in the second and third cycle. Below is the table that describes the improvement of students' score in the reading comprehension test.

The improvement of students' reading comprehension was also proved by the result of the test which showed the increase of right answer in each of six reading competencies. The table below proved this improvement.

Table 1. The Result of Reading Comprehension Test

No	Reading competency	First Cycle				Second Cycle				Third Cycle			
		Total item	%	Right answer (%)	False answer (%)	Total item	%	Right answer (%)	False answer (%)	Total item	%	Right answer (%)	False answer (%)
1	Finding general information	8	20	65,24	34,76	6	15	72,08	27,92	10	25	75,50	24,50
2	Finding specific information	6	15	55,28	44,72	8	20	60,63	39,37	8	20	72,50	27,50
3	Finding detail information	6	15	56,50	43,5	5	12,5	70,00	30,00	5	12,5	73,50	26,50
4	Finding information between the lines	9	22,5	33,06	66,94	8	20	35,94	64,06	5	12,5	38,50	61,50
5	Deducing meaning	5	12,5	69,76	30,24	7	17,5	70,00	30,00	8	20	73,44	26,56
6	Detecting reference	6	15	76,02	23,98	6	15	77,92	22,08	4	10	88,75	11,25

The above table shows the improvement of right answer in each of six reading competencies from one cycle to another. The first competency is finding general information. In the first cycle 62,24 % of students answer on this competency was right. It increased to 72,08 % in the second cycle and to 75,50 % in the third cycle. Meanwhile, the right answer in finding specific information also increased from the first to the second and third cycle. In the first cycle the right answer on this competency was only 55,28%. It increased to 60,63% in the second cycle and to 72,50% in the third cycle.

Students' response toward the use of SQ3R reading technique was very good. These responses were improved from one cycle to another cycle. It was proved by the increase of students' motivation to learn reading and also the increase of students' participation and engagement in the process of teaching and learning reading. Harmer (2005: 51) says that intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

D. Discussion

Students' reading comprehension was improved from the first cycle to the next cycle. The result of students' reading comprehension test which was conducted in the end of each cycle has proved that improvement. Students' score was improved. More students got better score in the second and third cycle.

The improvement of students' score in reading comprehension test has proved that SQ3R reading technique can increase students' ability to comprehend a passage. Before using SQ3R reading technique students' ability to comprehend a passage and to answer questions about the text was very low. The teaching of SQ3R is very effective in increasing students' ability to comprehend English text and to answer questions about the text.

The result of this research is coincidence with the result of instructional research by National Reading Panel (2000 cited in Guthrie et al., 2004: 405) that strategy training can increase students' competence in using the strategy, awareness of the strategy, and comprehension of text for which the strategy was intended. By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, the instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom.

Students' response toward the use of SQ3R reading technique was quite positive. These responses were improved from one cycle to another cycle. It was proved by the increase of students' motivation to learn reading and also the increase of students' participation and engagement in the process of teaching and learning reading. Harmer (2005: 51) says that intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

In conclusion, it can be said that the use of SQ3R has a great impact toward students' activity during the process of learning and teaching English. Students were not only seating and listening to teacher but they were active in deciding what to be learned and how to learn. Students became more active in the entirely process of learning, while teacher lessened her role as the center of teaching and learning process. She became the facilitator, the motivator, the controller, the observer, and also the resource of learning.

The use of SQ3R reading technique proved to be useful in increasing students' reading comprehension as well as students' engagement in the process of teaching and learning reading. Meanwhile, it also has some weaknesses in relation with the time and the

instructor needed to conduct the process of teaching and learning the technique as well as to implement it in daily uses. Thus, one should understand these strengths and weaknesses in order to maximize its usefulness and minimize its limitation. Smith (2009) says that SQ3R makes reading a more active process, helping to maintain attention and improve remembering. While Glickman (2009) says that every steps of SQ3R eases students to understand the main idea and detail information in the text. Frequent review in SQ3R also enables students to better retain the text.

E. Conclusion and Suggestion

Based on the result and analyses in chapter IV, it can be concluded as follow.

1. The use of SQ3R reading technique can improve students' reading comprehension of the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010. It is approved by the increase of students' average score in reading comprehension test from 57,38 in the first cycle to 62,81 in the second cycle and to 70,94 in the third cycle. In the end of the third cycle 87,5 % of students got score as high as or more than 60. The score of students' reading comprehension improved in each of five competencies.
 - a. The first competency is finding general information. In the first cycle 65,24 % of students answer on this competency was right. It increased to 72,08 % in the second cycle and to 75,50 % in the third cycle.
 - b. The second competency is finding specific information. The right answer in finding specific information increased from 55,28 % in the first cycle, to 60,63 % in the second cycle, and to 72,50 % in the third cycle.

- c. The third reading competency is finding detail information. Students' correct answer on this item increased from 56,50% in the first cycle to 70,00 % in the second cycle to 73,50 in the third cycle.
 - d. The fourth reading competency is finding information between the lines. Students right answer on this competency increased from 33,06 % in the first cycle to 35,94 % in the second cycle and to 38,50 % in the third cycle.
 - e. The fifth reading competency is deducing meaning. Students' right answer on this competency increased from 69,76 % in the first cycle to 70,00 % in the second cycle, and to 73,44 % in the third cycle.
 - f. The sixth reading competency is detecting references. The percentage of right answer on detecting references increased from 76,02 % in the first cycle to 77,92 % in the second cycle, and it increased again to 88,75%.
2. Students' response toward the use of SQ3R reading technique in the teaching and learning reading was very good. This good response was proved by the increase of students' motivation and students' participation and engagement in the process of teaching and learning reading.
 3. The use of SQ3R Reading technique has many strengths and weaknesses.
 - a. The strength of the use of SQ3R reading technique
 - 1) The use of SQ3R reading technique can help students setting their goal of reading.
 - 2) The use of SQ3R actively engages students as they study, more so than when they simply read the text.
 - 3) The use of the review techniques helps students fix information in their mind.

- b. The weaknesses of the use of SQ3R reading technique
 - 1) Time consuming and need more guidance from teacher.
 - 2) The step of questioning is quite difficult for student because they don't have proper skill in asking question and in using the correct structure.
 - 3) The step of reciting was assumed as very difficult, because they are lack of the knowledge of structure and have limited vocabulary to summarize the text in English with their own words.

B. Suggestion

In relation with the result of the research and its conclusion, the writer proposes many suggestions as follow.

1. The research has proved that the use of SQ3R can improve students' ability to comprehend a passage. In relation with the result, it is recommended to English teacher to teach their students such of that reading technique. By knowing reading technique and understanding how to use it, students will have a better instrument to comprehend English text.
2. In order to improve students' reading comprehension, the teacher should not force students to read a long text with difficult vocabularies. It is better to train them reading the short one with many new vocabularies. The teacher can give short text and ask students to create questions based on the text using WH questions.
3. The research has also proved that the use of SQ3R can improve students' motivation to learn English. The increase of students' motivation may be caused by the more freedom given for them, the more activity focused and decided by them, and the more interesting

situation of the class which is resulted from students' activity in implementing SQ3R while reading the text.

4. In relation with the result of the research that the use of SQ3R can improved students' activity during learning English, it is suggested to English teacher to implement reading technique such as SQ3R in teaching reading. The implementation of SQ3R gives more freedom and more time for students to be more active in the overall process of teaching and learning English.
5. In relation to the research finding that the use of SQ3R has many strengths and weaknesses, the writer suggests the teacher to conduct the teaching and learning process using SQ3R technique by eliminating its weaknesses and maximizing its strengths.
6. At last, the researcher also suggests another researcher to conduct the same research by adding any variable to the existed.

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