THE EFFECT OF SQ4R TECHNIQUE TOWARD READING COMPREHENSION AT THE SECOND YEARS OF ENGLISH STUDENTS INUNIVERSITY OF PASIR PENGARAIAN.

Evi Kasyulita,M.Pd
An English Lecturer of UPP
eviyulita23@yahoo.com,
0852786453300

Abstract

The research aimed to found the effect of SQ4R Technique toward reading comprehention at the second year English students in University of Pasir Pengaraian. The researcher see the students problem not active while learning reading process so that students not interesting learn reading lesson, based of that problem researcher interesting using SQ4R Technique to engage the students problem,this theory supporting based of Richardson and Morgan, 1997, they said that SQ4R technique can obtaining information, acquiring greater understanding, or improving a skill. The research design is Experimental which conducted at second semester students in English study program in University of Pasir Pengaraian. Sample of reasearch is Fourty five students, which consist of a 30 students for experimental class and b 15 student for controll clas.The instrumentation used reading test, reading test devided to pre test and post test. In this research the researcher analysed test used normality and homoginity with a formula T test. After annlysed used normality and homoginity, the researcher got mean score is 15.9667 in experimental class and 11.6667 mean score in control class, with significant value 0,000 less than 0,05. If significant value less than 0,05 so there is effect SQ4R technique toward reading comprehension students. Based of explanation above, found that, there is effect SQ4R toward reading comprehention students.

Key words/phrases: Effect, SQ4R technique, Reading comprehention students

Introduction

Nowadays English become more important in many fields, particularly in transfering science, technology, trades, politics, etc. It used not only by native speakers but also by non-native speakers to communicate each other. Dawson (1974:36) quoted by Evi Suharjo (2008:05) said that language could be divided into for forms of language skills. These include listening, reading, speaking and writing. Listening involves attentive, accurate mean and interpretation of what is heard. Reading involves both silent an oral reading. Speaking involves selection and organization of ideas, and the ability to communicate these ideas orally. Writing involves the way to express the ideas that come from mind in the writing form.

Among the four from of language skills, reading is fundamental to function human in today's society. It has a great deal with the students success in their future life. By reading the students will discover new things. Books, magazines, and even internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate themselves in any area of life they are interested in. We live in an age where we over flow with information, so reading is the main way to take advantage of it.

Moats (1999 : in Westwood, 2008:2) remarks that : reading is the fundamental skill upon which all formal education depends. Reading is one of the language skill that must be learned at any level of education. It is an essential part of language instruction at every level because it supports learning in multiple ways. Westwood points out that reading is the fundamental skill upon which all formal education depends. Furthermore Stone also states that reading is a fundamental goal that must be mastered in order to be successful in school and in life. So, it is clear to say that having reading activity is very important for students at any level of education because it can help them to get much information in their learning process.

In reading activity, a reader should be able to understand what she or he reads about. Without knowing the content of the reading material, the reading activity becomes inadequate. Moreillon also points out that reading is making meaning from print and from visual information. Furthermore, Linse says that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. That is why deep comprehension of a reading material is the main goal for a reader to gain what they read in reading process. In conclusion, knowing the content of a reading material is a very crucial point for a reader because reading without comprehension is useless.

Considering the important of reading, it is crucial that reading should be given the greatest attention in any level of education, especially in university level. There are some level of reading in University, they are

reading I, reading II, reading III, extensive reading I, extensive reading II. Because of reading have many level in University, so need great attention to make students comprehend. It means that a child who doesn't learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early, will not easily master other skills and knowledge, and is unlikely to ever flourish in university or in life.

In learning reading, the lecturer ways or strategies has an important to the students in comprehending the text. Beside that, a good interaction to students and guide them to get the point of text is too important. The statement above also supporting by Simon and Miler, he said that, succesful in classroom involved two way interaction between students and lecturer. Classroom life is what lecturer and learners make it. Simon and Miller (2006:64) states that the same time, classroom life is what they make ofit, and what it makes them. These apparently simple observations capture both the inherent contradictions of classroom life and its complex systemic nature. Students' enthusiasm, involvement, and willingness to participate affect the quality of classroom activity as an opportunity for learning.

Based on the researcher interview with the lecturer Mr. Andi Riski M.Pd who has hold reading lesson, the lecturer said" many strategies and methods had been implemented in teaching reading comprehension. But. They still could not make all the students engange in the teaching and learning process. The implementation of discussion method did not help the students to comprehend the content of the text. The students just got limited information. Some of the students look passive and got nothing after reading. It could be seen from the score of the students, only 20 % of the students can answer the question given by the lecturer. The implementation of jigsaw, just made the students confused because they could not find the point of the story. The students were just busy with themselves and some of them looked bored. Whereas in jigsaw, the students should be able to develop their creativity, actively share their idea to one another and extract the information from the text, then share it to other group and then to share it back to their group. Furthermore, the use of media also did not help so much in attracting the student in reading the English text. In other words the lecturer had changed his teaching style from one strategy to other strategies and from one method to other methods, but the teaching learning reading comprehension still far form what was expected.

Based on the researcher's interview with the students, the fact revealed that some students were still passive and bored while teahing and learning process was done. They relactant to speak up, or take a part in learning activity. some were just busy by themselves and did not pay attention to the lesson. They frequently felt sleepy in the classroom. Furthermore, they were not able to construct the coherent meaning from the text and making sense of it although, they know some of the words. In other words, teaching and learning process could not run well.

In consequence, when the lecturer gave them some quetions the students could not answered it well. They did not comprehend the text, they got nothing after their reading. They could not find the specific idea, topic, main idea, and supporting details from the text and could not infer what they have read.

Hence, to comprehend the content of the text, students should not only have good mastery of English, but also need an appropriate reading comprehension technique. To control how the students learn and to help the students become more effective language learner, the lecturer need an appropriate technique. It means that the use of technique in the teaching and learning process makes the students think uniquely to obtaining information.

In this case, the researcher thinks that the lecturer should consider the use of SQ4R technique as an appropriate teaching and learning reading technique. Richardson and Morgan, 1997 states that SQ4R provides students with opportunities to stimulate their prior knowledge, to make predictions, and then to confirm or to refute their predictions. This condition makes the students more active and involved in the taching and learning process. In short, the use of SQ4R technique can stimulate their thinking ability and teach them reading good habit.

Thus, based on its benefits for English learning and other good values of the use SQ4R technique this study is proposed to increase the students' participation and to improve their reading comprehension. Hence, the researcher is interested in carrying out a research entitled : *"THE EFFECT OF SQ4R TECHNIQUE TOWARD READING COMPREHENSION STUDENT AT THE SECOND YEAR OF ENGLISH STUDENTS IN UNIVERSITY OF PASIR PENGARAIAN"*.

Brief Review of Related Theories

Reading is process of receiving and interpreting information encoded in language form via the medium of print (Urquhart & Weir 1998) in fengliu (210:152) it is clear that reading comprehension is one of capability to get message from the text.

To understand reading reader need strategy or technique. Although there are some strategies and principle in teaching reading but researcher would like apply the SQ4R technique to organize process teaching in class.

SQ4R technique is a technique used for the purpose of obtaining information, acquiring greater understanding, or improving a skill. In this case, the researcher has applied it on assisting the students to comprehending the reading text. This technique is suggested by (Richardson and Morgan, 1997). Completely, there are six steps in SQ4R technique, they are as following :

1. **Survey** :Scan material to get a general idea of the material. Read the introduction and main headings, Look at pictures and graphs. Read summary and end of chapter questions.
2. **Question** :Ask questions by turning main headings into questions – What?Where?When?Why? How? Form questions using graphs, charts, bold words, introductions and summaries.
3. **Read** :Read with definitequestions in mind, attempt to answer these questions and organize the material in your own mind. Read only to the end of each headed section.
4. **Recite** :Look away from the material and ask yourself the questions, answer them out loud, if you cannot answer the questions, go back over the material and read it again.
5. **Record** :Underline in text, take notes – jot down concepts, not complete sentences, see handout onTaking Notes (Cornell Style).
6. **Review** :Review each headed section brieflyas you complete it, Review the complete section later, Use notes rather than the book to refresh your memory. Plan regular reviews.

Furthemore acording Mc Whorter (1992:52) SQ4R technique is a technique improes your reading efficiency in three ways: it increases your comprehension, it increases your recall, it save your valuable time by encoraging you to learn as you read. There are some steps:

1. Survey
In the first step preread the article or text, noticing introductions, headings, first sentences, and last paragraph. From this prereading student should have an overall picture of what the article or text is about and what conclusions the draws about listening process.

2. Question
In this step, using headings as starting point, the students were asked to deelop several questions that you might expect the article or text to answer. To put guide questions to their best use, lecturer must ask the right questions. Questions that begin with what, why, who, when, where or how.You might ask such questions as:

3. Read
Students were asked to read the entire selection, keeping questions in mind as the students read. Actively search for the answer to your guide questions. When you find the answer, underline or mark portions of the text that concisely state the information. Stop at the end of each major section and proceed to step. So if they read carefully they know the understanding of the text.

4. Recite
In this step, the lecturer asked for students to stop after each section or after each major heading, asked students to look away from the page. And try to remember the answer students question. If students unable to rember, the lecturer ask student look back at the page an reread the material. Then ask student to test themself again by looking away from the page and reciting the answer to students questions

5. Review
In this step,immediately after Students hae finished reading, go back through the material again, reading titles, introductions, summaries, heading, and graphic material. After students read each heading, ask students to recall students questions himself and test himself to see if students can still remember the answer. If cannot, reread the section again.

6. Reflect
In this step,the students clarify their thinking and focus understanding. By reflecting on the reading, students begin to think critically about what they have learned and have yet to learn about the topic.

Data Analysis and Discussion
In this research, the researcher collecting data using pre test and post test in reading comprehention. The step in analysing data,the resercher need to meansure the test normality and homoginity after that the researcher analysing by t-test. After the researcher get the data.the research classified the student reading comprehention based on students answer in reading test.

For the students percentage in reading comprehention, the students comprehention describe bellows:

The Persentage Scores of Experimental Class and Control Class

	Control Class		Experimental Class (%)	
Pre Test	N = 14	31.4	N = 14	45.4
Post Test	N = 30	29.9	N = 30	63.9

**Figure of different between Control group and Eperimental Group
in Post Test**
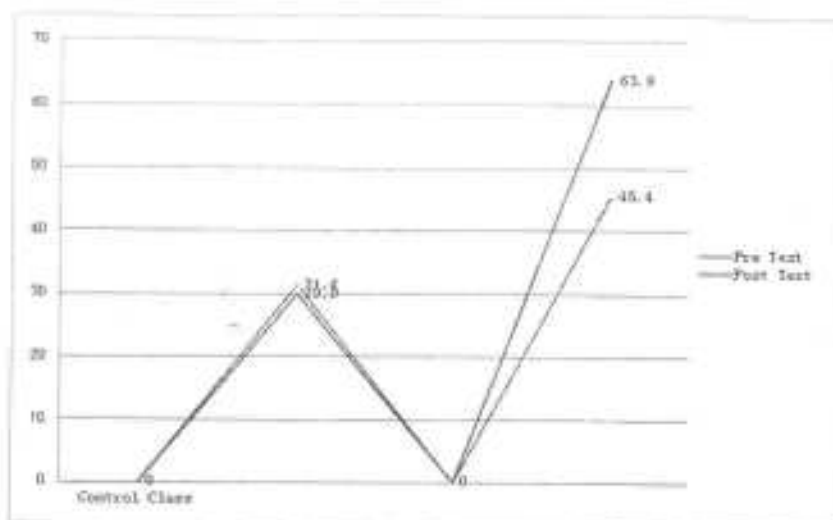
Based of percentage and correct answer above, it can be seen between pre test in (control group and experiment group) and post test in (control group and experiment group) which level ability in reading comprehension were categorized control group in pre test is 29,9 percentage, experiment group in pre test is 31,4 percentage, and control group in post test is 45,4 percentage, experiment group in post test is 63,9 percentage. It meants that, there is increase percentage and correct answer after given treatment. After seen percentage students correct answer pre test and post test between control group and experimental group, the researcher uses analysis by t-test, before that the researcher analysis data with normality and homoginity after found the result if normal data after conducted pre test continue use t-test. Here the calculated analysis based of formula the reseacher used.

To analysing for the first question by using independent sample t-test, it showed that the reading comprehension mean scores of the experimental group is 7.4333 and its standard deviation was 1.33089. Meanwhile the control groups participation mean score was 7.5333 and its standard deviation was 1,40746. The calculated p-value or to=0,817 at 0.05 significant levels.Based of the analysis of the first hypothesis Ha_1 is rejected and $H0_1$ is accepted. The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both groups were equivalent before giving the treatment at the second year students at University of Pasir Pengaraian. Than, it can be concluded that "There is no significant difference of students' reading comprehension before being taught by using SQ4R for experimental group and non-treatment of SQ4R the second year students at University of Pasir Pengaraian.

For the second question analysing by using independent sample t-test, it showed that the reading comprehension mean scores of the experimental group was 15.9667 and its standard deviation was 2.31164. Mean while the control groups participation mean score was 11.6667 and its standard deviation was 2.31969. The calculated p-value or to= 0,000 with $p< 0.05$. Based on the analysis of table 4.19 of the second hypothesis Ha_2 is accepted and $H0_2$ is rejected.

The result of data analysis is based on inferential statistics which has identified that after conducting the treatment by using SQ4R technique can improve **63%** on the student motivation. Therefore, the Ho2 hypothesis is rejected and **Ha2** is accepted that there is significant effect of using SQ4R technique toward students' reading comprehension for experimental group.

This research proves that the proposed SQ4R technique can increase the students' reading comprehension in the experimental group students. Students of experimental group showed their enthusiasm to be engaged in learning activities and their improvement in their reading comprehension.

SQ4R could improve the students' reading comprehension ability. Since by using SQ4R technique the students get comprehend in answer of questions. It attempts to equip readers with the ability to determine the purposes of reading, the ability to extract, to comprehend, and to assimilate information, the ability to make predictions, to examine reading materials based on the purposes of reading, the ability to pass judgments, and finally the ability to make decisions based upon information gleaned from reading. These foster students' independence when reading. It engages students in an active process where they must use their reasoning abilities and their own ideas. In such a way it will improve their reading comprehension.

Conclusion and Suggestion

Conclusion

The main goal of the research was to explore the effects of SQ4R technique on students reading comprehension, and the objectives of the study are:

a. To find out whether there is any significant difference of students reading comprehension those are taught by using SQ4R technique and those are taught without using SQ4R technique

b. To find out whether there is significant effect of using SQ4R technique on students' reading comprehension and motivation at the second year students at University of Pasir Pengaraian.

After conducting a quasi-experimental at the second year students in University of Pasir Pengaraian. With second hypothesis of the problem and objectives of this study, the last findings of the research as follows:

1. Based on Independent T-test analysis for pre-test reading comprehension of experimental and control groups, it showed that there is no significant difference was found at pre-test mean scores of students' reading comprehension between experimental and control groups, mean scores of the experimental group is 7.4333 and its standard deviation was 1.33089. Meanwhile the control groups participation mean score was 7.5333 and its standard deviation was 1.40746. The calculated p-value or to=0,817 at 0.05 significant levels. The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both groups were equivalent before giving the treatment. In short, the first hypothesis of this research shows that Ho_1 is accepted and Ha_1 is rejected, so it can be concluded that "There is no significant difference of students' reading comprehension before being taught by using SQ4R technique for experimental group and non-treatment of SQ4R technique of the second semester students at University of Pasir Pengaraian.

2. Based on Independent T-test analysis for post-test reading comprehension of experimental and control groups, it showed that significant difference was found at post-test reading comprehension between experimental and control groups. Mean scores of the experimental group was 15.9667 and its standard deviation was 2.31164. Mean while the control groups participation mean score was 11.6667 and its standard deviation was 2.31969. The calculated p-value or to= 0.000 with $p<$ 0.05. The result showed that the mean scores did differ much between both groups. In short, the second hypothesis of this research shows that Ho_2 is rejected and Ha_2 is accepted. It could be determined that "there was significant effect of students reading comprehension after being taught by SQ4R technique for experimental group and non-treatment of SQ4R technique of the second semester students at University of Pasir Pengaraian.

Related for this study, by using SQ4R technique can make the students easily predict and delimit the topic discussed or informed in the text after they read and answer the questions.

Suggestion

a. The lecturers should develop the implementation of SQ4R technique, not only in reading comprehension but also in other language skill learning.

b. The researcher suggested English lecturers to choose the suitable methods in teaching their reading students in order to make the students fell interesting and not boring, and studying English based on teaching experience when the researcher conducted research.

c. The curriculum designers should consider the use of SQ4R technique in teaching and learning reading comprehension students to get involved in the learning process.

d. It is important for the lecturers to improve the students' comprehension in reading text by giving any assignment or homework, especially the question in form of main idea and supporting details, which is regarded more difficult for the students

References

Richardson, J. and Morgan, R. (1997). Reading to learn in the content areas. Belmont,CA: Wadsworth Publishing Company.

Choral Reading Method. http://www.d21.il.us/dep_instr/langarts/parentinfo/

Reading Method:PORPE. http://www.arc.sbc.edu/porpe.html (Accessed on December 6, 2007)

Burnes Don & Page Glends (1985). Insight and Strategies for Teaching Reading Comprehension Text. Harcout Brace Jananich Group. Aus

Bustami Hamidah. (2006). Reading Composition. English Department Faculty of Letters Andalas University. Padang

Dean Brown James (1988). *Understanding Research in Second Language* Learning. A Teacher's guide to statistics and research design. Cambridge University Press. Australia

Dubin T.G (1982). *Teaching reading Comprehension from Teaching to Practice*. Boston. Merill Publishing.

Farhady and Hatch Evelyn (1982).*Research Design and Statistics for Applied Linguistics*. Newbury House Publishers, INC. Tokyo

Harmer J. (1991) The *Practice of English Language Teaching*. London. Longman.

Harris D.P. (1980). *Teaching English as a Second Language*. New York. Mc. Graw Hill Book Company Limited.

Hornby A.S. (2000). *Oxford Advanced Learners Dictionary*. England. Oxford University Press.

Mc Whorter Kathleen T.(1992).Efficient and Flexible Reading. Harper Collins Publiser

Nuttal G. (1979). *Teaching Reading Skill in a Foreign Language*. London: Heineman Educational Books.

Richardson, J. and Morgan, R. (1997).*Reading to learn in the content areas*. Belmont, CA: Wadsworth Publishing Company

Sudjiono Anas (2009). *Pengantar Statistik Pendidikan*. PT Raja Grafindo Persada. Jakarta.

Sundayana Rostina, (2010). Statiska Penelitian Pendidikan. STKIP GARUT pres. Garut.

Susan E. Israel. 2008. *Metacognition in Literacy Learning: Theory, Assessment, Instruction and Professional Development*. Taylor & Francis e- Library: Laurence Erlbaum Associates, p .21