

**THE EFFECT OF USING SQ4R ON READING COMPREHENSION  
OF THE ELEVENTH GRADE STUDENTS OF SMK N 3 JEMBER  
IN THE ACADEMIC YEAR 2015/2016**

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**ABSTRACT**

**Key words:** *SQ4R technique, Reading Comprehension*

Reading comprehension is the goal of reading in learning process. However, many students find difficulties in comprehending an English text. Therefore, the aim of the study is to explore the effectiveness of applying SQ4R techniques in making any significant difference in the eleventh grade students of comprehending English texts.

In this research, the problem is “Does SQ4R technique give significant effect to the eleventh grade students’ reading comprehension at SMK N 3 Jember in the 2015/2016 academic year?” and the objective of this research is to find out if SQ4R technique gives significant effect on the reading comprehension of eleventh grade students at SMK N 3 Jember in the 2015/2016 academic year. Based on the research problem and the relevant theories, the hypothesis of this research is described as follows: SQ4R technique gives significant effect to the eleventh grade students’ reading comprehension at SMK N 3 Jember in the 2015/2016 academic year.

The kind of this research is experimental research with nonequivalent group pretest-posttest design. The research samples are XI T.Busana 1 which consisting of 22 students as Experimental group and XI T.Busana 2 which consisting of 20 students as control group. To get the sample, cluster random sampling by lottery is used in this research. The data for this study were collected through two comprehension test, they are pre test and post test. Whereas, to find the differences between experimental and control groups, t-test is used.

The result of data analysis shows that the obtained value of t-test is 2.772 and 2.798 with significance value 0,008. The confidence interval that used in SPSS is 0,95 and the level of significance is 0,05. It showed that the probabilities value of the students’ reading comprehension lower than 0,05

level of significance. It means, SQ4R technique gives significant effect on the students' reading comprehension of the eleventh grade students at SMK N 3 Jember in the 2015/2016 academic year.

## **ABSTRAK**

**Kata Kunci:** *Teknik SQ4R, Pemahaman Membaca*

Pemahaman membaca adalah tujuan dari membaca dalam proses pembelajaran. Namun, banyak siswa menemukan kesulitan dalam memahami teks bahasa Inggris. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengeksplorasi efektifitas penerapan teknik SQ4R dalam membuat perbedaan yang signifikan dalam siswa kelas XI memahami teks bahasa Inggris.

Dalam penelitian ini, masalahnya adalah "Apakah teknik SQ4R memberikan efek yang signifikan terhadap pemahaman membaca siswa kelas sebelas di SMK N 3 Jember tahun ajaran 2015/2016?" Dan tujuan dari penelitian ini adalah untuk mengetahui apakah teknik SQ4R memberikan pengaruh yang signifikan terhadap pemahaman membaca siswa kelas XI di SMK N 3 Jember tahun ajaran 2015/2016. Berdasarkan masalah penelitian dan teori-teori yang relevan, hipotesis penelitian ini dijelaskan sebagai berikut: teknik SQ4R memberikan pengaruh yang signifikan terhadap pemahaman membaca siswa kelas sebelas di SMK N 3 Jember tahun ajaran 2015/2016.

Jenis penelitian ini adalah penelitian eksperimental dengan kelompok nonequivalent desain pretest-posttest. Sampel penelitian adalah kelas XI T. Busana 1 yang terdiri dari 22 siswa sebagai kelompok eksperimen dan kelas XI T. Busana 2 yang terdiri dari 20 siswa sebagai kelompok kontrol. Untuk mendapatkan sampel, peneliti menggunakan cluster random sampling dengan undian. Data untuk penelitian ini dikumpulkan melalui dua uji pemahaman, yaitu pre test dan post test. Sedangkan, untuk menemukan perbedaan antara kelompok eksperimen dan kontrol, menggunakan t-test.

Hasil analisis data menunjukkan bahwa nilai yang diperoleh dari t-test adalah 2,772 dan 2,798 dengan nilai signifikansi 0,008. Selang kepercayaan yang digunakan dalam SPSS adalah 0,95 dan tingkat signifikansi adalah 0,05. Hal ini menunjukkan bahwa nilai probabilitas siswa pemahaman membaca lebih rendah dari 0,05 tingkat signifikansi. Artinya, teknik SQ4R memberikan efek yang signifikan pada pemahaman membaca siswa dari siswa kelas XI di SMK N 3 Jember tahun ajaran 2015/2016.

## **INTRODUCTION**

Reading is one of the skills in learning language, English in particular which all students must able on it. Moreover, since in kindergarten until university students

mostly spend their time to read books. In other word, without they realize they have been read a lot of books.

“Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/ her knowledge. Reading skill is an important tool for academic success” (Patel and Jain, 2008:113). This happens because the teacher might gives inappropriate technique in teaching reading.

For mastering English language, students also have to master the reading skill beside another three skills; listening, speaking and writing. According to Hennings (1997: 4), reading is a basic skill of communication. In line with it, Wood (1996: 5) states that reading will become a valuable source of information when it is learned to get meaning from different types of material and to read for variety of purpose. Reading is a fundamental skill, purpose and active process. It can be challenging when students are facing unfamiliar and complex topics. Furthermore, for some students who interested in reading, comprehension can be more challenging. Students may understand the words separately, but putting them together into meaningful interperations often is not easy as it should. It refers to the ability beyond the sentence, understanding the interperations and relationship between the hidden interperations conveyed in the text called comprehension.

Teaching reading can be implemented by using SQ4R (survey, question, read, recite, review, and reflect) technique. This technique very useful to help students discover the important facts and ideas that are contained in textbook, and master and retain that information so that they are prepared for an examination. Moreover, these six steps, when applied to textbook assignments, will help them in making their study time more efficient and effective.

SQ4R (Robinson 1970) is a technique useful technique for fully absorbing written information. It helps to create a good mental framework of subject, into which you can fit fact correctly. It helps to set study goals. It also prompts to use the review techniques that will help to fix information in mind. Use SQ4R, it will significantly improve the quality of study time. Therefore, the researcher wanted to apply SQ4R technique to increase the students' comprehension of the reading text.

## **RESEARCH METHOD**

### **Participants**

The participants of this research consisted of 42 eleventh grade students of SMK N 3 Jember. The experimental group was 22 students, and the control group was 20 students.

### **Instrument**

The instrument which was used to collect the data needed in this research was reading comprehension test. The test's form was multiple choices and consisted of 40 questions. Regarding with the validity, the researcher used content validity which meant that the researcher made the test based on the School based Curriculum where the research was conducted. While the reliability of the test was analyzed by using Spearman Brown (Split Half Odd-Even Technique). The researcher found that the reliability of the test was 0.82.

### **Procedure**

Two classes were taken to conduct this research. One group was treated as control group and the other was treated as experimental group. before the treatment was given, a pretest was established to both groups. And the posttest was given after 4 meetings of teaching and learning process. Each meeting lasted in 90 minutes. The experimental group was taught by SQ4R technique, and the control group was taught by teacher technique. The teaching procedure in both groups is explained as followed:

1. The teacher shows a sheet of picture with its description.
2. The teacher leads the students to talk about the picture by asking some questions related it.
3. The teacher introduces the way of applying SQ4R in reading the text.
4. The teacher models the students to apply SQ4R technique.
5. The teacher guides the students to apply SQ4R technique.
6. The students identify difficult words from the text in group.
7. The students find out and share the meaning of the words with class.
8. The students try to conclude what the text is about.

### **RESULT AND DISCUSSION**

In general, to collect the data of the research, pretest and posttest were given to both experimental and control group. The result of pretest and posttest of both groups can be described with the table below.

Table: Independent Sample t-Test

#### **Independent Samples Test**

	Nilai	
	Equal variances assumed	Equal variances not assumed

Levene's Test for Equality of Variances	F	1,299	
	Sig.	,261	
t-test for Equality of Means	t	2,772	2,798
	df	40	39,632
	Sig. (2-tailed)	,008	,008
	Mean Difference	3,92045	3,92045
	Std. Error Difference	1,41436	1,40113
95% Confidence Interval of the Difference	Lower	1,06193	1,08784
	Upper	6,77898	6,75306

The result of  $t$  test using SPSS based on the table above, the value of  $t$  is 2.772 and 2.798 with significance value 0.008. It showed that the probabilities value of the students' reading comprehension lower than 0.05 level of significance. So, the null hypothesis ( $H_0$ ) is rejected and the hypothesis alternative ( $H_a$ ) is accepted.

SQ4R technique helps the students to be more organized in understanding their reading. So, the students can use their time most effectively (Hartlep, 2000). The students discussed all the difficult things of the passage in learning process, so that the students understood easily. According to Parkes (2000:4), the discussions that continually make the connections between print, pictures, and audience are critical. Besides that, there was no difficult things in teaching reading by SQ4R technique. In the other words, those who learn English by using SQ4R technique get better scores in reading comprehension than those who are not taught by SQ4R technique.

From the discussion above it can be concluded that experimental group got better in reading comprehension than control group. It meant, teaching reading using SQ4R technique was more effective to develop the students' reading comprehension.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the result of the data analysis, the scores of students who were taught by using SQ4R technique on reading comprehension were higher than the scores of students who were taught without SQ4R technique. It can be concluded that “there is a significant effect of using SQ4R technique on the reading comprehension of the eleventh grade students at SMK N 3 Jember in the academic year of 2015/2016”.

### Suggestion

In order to develop the students' English ability especially on learning reading, it is better for the English teacher to guide and motivate the students in teaching reading by using SQ4R technique. This research suggests to students to have more attention to study reading by using SQ4R technique as a technique to master their comprehension. For other researchers are suggested to use the result of this research as an input and references to conduct their further research by using SQ4R technique to improve reading comprehension. In addition, the researcher also suggests other researchers to deal with similar problem by using another design such as Classroom Action Research to develop the students' reading comprehension by using SQ4R technique at Senior High School or Elementary School.

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