

Improving Students' Reading Comprehension through Survey, Question, Read, Recite, Review Technique

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Abstract

Reading is the most important language skill in education, because the students need skills to understand texts in practice or try in school. Reading is also something that most important and needed, because successful of learning more depend of ability to read. The goal of reading is a comprehension. Reading comprehension is a interaction ability to understanding information. This study aimed at improving students' reading comprehension through Survey, Question, Read, Recite and Review (SQ3R) technique. The SQ3R technique will be gives and applied in process of learning in classroom. It means that lesson or matter that given in the class steadier with more understood by the students, so the teacher must more regular give the task or homework that must be finished. So that student can to finish with realize the task well. They must have been attuned by learning in SQ3R technique. The students then where divided into 6 group consisted of 5 or 6 students. From the test, it was obtained that the lower score is 60 and the higher score is 100. The mean is 83,14. The data were obtained from the research by using classroom action reserach. Overall, the results showed that students' reading comprehension could be improved by using SQ3R technique.

Keywords: reading, reading comprehension, SQ3R technique.

INTRODUCTION

Reading is the most important language skill in education, because the students need skills to understand texts in practice or try in school. Reading is also something that most important and needed reading is one of the most important language skills should be developed inside and outside the classroom. Based on the observation in the classroom and the interview with the English teacher and students, the researcher found that the students had difficulties in descriptive text. They had difficulties in understanding the characteristics of the text including the social function, generic structure and language feature. The generic structure includes finding detail information.

Problems with students at Vocational School Taruna Bhakti is difficulties to understand texts in written in English, how to improve the students reading comprehension?, what are the ways to make students raed well and feel extited during reading session?, and problems with the teacher is about rhe simple and easy way for the students in reading comprehension. In learning of reading also have some methods and texhniques, and one of them is SQ3R technique. By this technique, the teacher can analyze the students in their reading skill, the teacher give the question to the students include the contents from the text, so the teacher can understand comprehension skill of the students from the text that they was

read. The students finding answers from the question that was given by the teacher with rereading the text, the students also be able to reread the text. The students can also review rereading the text which has given by the teacher. By this technique, the teacher can easier to know student reading comprehension skill, and hope the students can improving their reading comprehension.

RESEARCH METHODOLOGY

According to Stephen Kemmis as quoted in his book *A Teacher's Guide to Classroom Research*, states that "Classroom Action Research is a form of reflective study by actors, to enhance the rational stability of their actions in carrying out the task of deepening the understanding of the actions do, and improve learning practices implemented." According to Kemmis and MC Taggart, "the principle of the classroom action research is used to solve the problem in the class. The implementation of actions in the classroom Action Research includes four steps: (1) planning, (2) action, (3) observation and (4) reflection. Source of the data in this research was one class of tenth grade about 35 students of Vocational School Taruna Bhakti, Cikarang. There are 18 males and 17 females. The researcher is going to teach in this class. The researcher using technique of data collection they are observation, test and interview. The researcher explained the process of data validation through triangulation (an approach to research that uses a combination of more than one research strategy in a single investigation) by comparing the data which collected from many sources, such as: test, the result of observation and interview.

In this case, the researcher defined criteria of the success research which used as the base of success in classroom action research. In classroom action research, there is some action consist of cycles. In cycle I, the students will be given a test to measure whether they have achieved the standard score achievement that is 70. The result of cycle I will determine whether it is needed to continue the action into cycle 2 or not. If the 80% students have not achieves the standard score achievement, the action will continue into the next cycle.

RESULT AND DISCUSSION

For this research, the researcher focused on one class in the tenth grade majoring in *Teknik Komputer dan Jaringan (X TKJ 3)*. Class of X. TKJ 3 has a problem in learning English especially in reading ability were very low, they are difficulties to understand the sentences or texts in written in English. The students just can read without comprehending the information of the text. This cause makes the students very hard to improve their skills in English. The students also did not pay attention to the material which given by the teacher because the teacher never gave them interesting activity in reading English. Besides that, the result of the students score could not achieve the standard score and indicator. The process of teaching in reading is not suitable. Their perception about English, the environment which not support it, lack of facility or media in school such as dictionary and so on.

Based on the students' score, the result of the research can be explained as follows : the cycle 1 on the result of the average students' score is 69,14. It means

that the students who fulfil standard score is 54,29% (there was 19 students could achieve standard score, $19/35 \times 100\% = 54,29\%$) and there was 16 students could not achieve the standard score. The cycle 2, any improvement on students' achievement the average score is 76,29. It means that students who fulfil standard score is 77,14% (there were 27 students could achieve standard score, $27/35 \times 100\% = 77,14\%$) and there were 8 students could not achieve the standard score. The cycle 3, the average of students' score is 83,14. It mean that the students who fulfil standard score is 91,43% (there were 32 students could achieve the standard score, $32/35 \times 100\% = 91,43\%$) and there were 3 students could not achieve the standard score.

The teacher's mental quality arises from their individual personality and thinking, behavior, confidence, the beliefs they have about teaching and learning, how they conceptualize their work and way in which they interact with students. Besides the fact above, the teacher must has a good capability and support and of course competent in the students to make smart better than before.

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The achievement could be more enhanced if SQ3R technique can the applied in daily teaching learning process. To make clear about the result above, it can be seen through the diagram below.

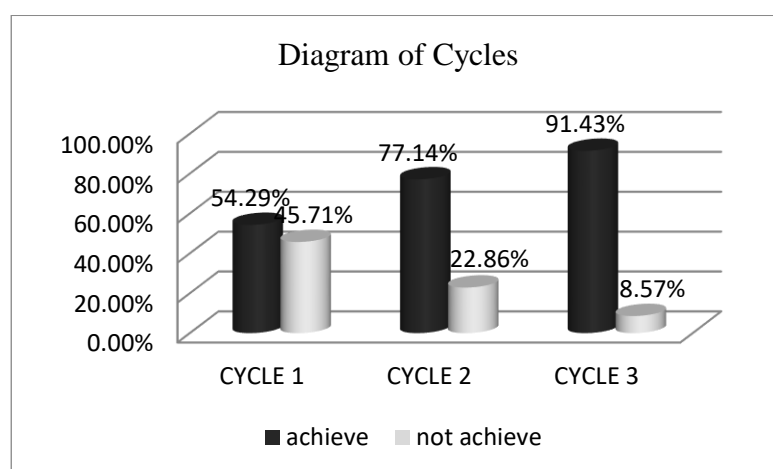


Figure 1. Diagram of Cycles

From the data analysis, it was found that students' reading comprehension was increased in each cycle. The result of students' score in every cycle can be seen in appendix. In cycle 1, the students who could achieve standard minimum score is 54,29% and the students who could not achieve standard minimum score is 45,71%. In cycle 2, the students who could achieve standard minimum score is 77,14% and the students who could not achieve standard minimum score is 22,86%. Then in cycle 3, the students who could achieve standard minimum score is 91,43% and the students who could not achieve standard minimum score is 8,57%.

The result of the cycle 1, 2 and 3 in students reading comprehension showed that there was improvement. From the result, the researcher found out that the students got more confident when they read the text by using SQ3R technique.

From the observation cycle, the researcher found out that the students did not know about vocabulary, motivation and could not understand the text. In cycle 2, there was improvement in vocabulary, the students could understand and comprehend the text and they have more motivation than before. After that in cycle 3, the students got more confident when they read the text. The students could understand and comprehend the text.

The result of the interview with the English teacher and the students in students' reading comprehension showed that there was improvement in reading comprehension by using SQ3R technique. The English teacher more simple and easy in teaching. The students feeling excited in reading session, the students more easier in process of learning English. The researcher found that all there was improvement. It means that SQ3R technique could improve reading comprehension.

CONCLUSION

Based on the data analysis, the researcher concludes that The SQ3R technique can improve students' reading comprehension. It is proved that in cycle 1, on the result of the average students' score is 69,14. It means that the students who fulfil standard score is 54,29%. The cycle 2, the average score is 76,29. It means that students who fulfil standard score is 77,14%. The cycle 3, there is average students' score is 83,14. It means that the students who fulfil standard score is 91,43%. This technique can create the good atmosphere in learning process, become more effective in teaching reading and the students can comprehend about what they read and answer the question based on the text.

The result of the observation of reading comprehension showed that there was improvement. From the observation, the researcher found out that the students more understand when they read the text.

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