IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH SQ3R STRATEGY

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Abstrak. Penelitian ini bertujuan untuk mengetahui kemampuan membaca sebelum dan sesudah pelaksanaan strategi SQ3R dan untuk menyelidiki respon siswa setelah pelaksanaan strategi SQ3R. Penelitian ini dilakukan melalui pendekatan kuantitatif dan kualitatif, dengan total 34 siswa kelas X di SMAN 1 Jati Agung. Data dikumpulkan dengan menggunakan tes membaca dan kuesioner. Data dianalisis menggunakan *Paired Sample t-test* dan *a Descriptive Analysis.* Hasilnya menunjukkan bahwa ada peningkatan yang terjadi dalam pemahaman membaca siswa dari pretes ke posttest, *specific information* mengalami peningkatan tertinggi dan *references* mengalami peningkatan terendah. Selain itu, siswa dalam penyelidikan ini juga menyatakan bahwa mereka sangat setuju bahwa mereka mempunyai minat yang tinggi dengan menggunakan strategi SQ3R (89.27%). Dengan kata lain, tanggapan siswa juga positip. Dapat disimpulkan bahwa strategi SQ3R efektif untuk meningkatkan pemahaman bacaansiswa (p=0.000<0.05).

Abstract. The objectives of this research were to find out whether there was an improvement before and after the implementation of SQ3R strategy and to investigate the students' responses after the implementation of SQ3R strategy. This study was conducted through both quantitative and qualitative approaches, with a total of 34 tenth-grade students at SMAN 1 Jati Agung. The data were collected by using a reading test and questionnaire. Data were analysed by using *Paired Sample t-test and a Descriptive Analysis*. The result showed that there was a significant improvement in the students' reading comprehension of pretest and posttest in which specific information received the highest improvement and references received the least. Moreover, the students under investigation also stated that they strongly agree that they had high interest in using SQ3R strategy (89.27%). In other words, their response was positive. It can be concluded that SQ3R strategy is effective to improve students' reading comprehension (p=0.000<0.05).

Keywords: narrative text, reading comprehension, SQ3R strategy

INTRODUCTION

English, as a foreign language in Indonesia, is learned from primary school to university. In learning English, students are expected to master four English skills which include listening, speaking, reading and writing.

One of the most important skills to master is reading. Reading is a process that involves recognizing words, leading to the development of comprehension. According to Kennedy (1982), reading can be defined as the ability of an individual to recognize a visual form: associate the form with sound. In other words, reading involves translating text into sounds or spoken words. In the words of Davies (1995) reading comprehension is a process of analysis of receiving message from a written text.

On the other hand, based on the researcher's experience during a field practice program in SMP N 3 Way Jepara, the students have difficulties in understanding a text. The factor was they had lack of vocabulary so it made them hard to understand the whole text and it made the researcher help them to translate the words one by one of the words to understand the meaning of the text.

In addition, before the researcher conducted this research, a short interview with the teacher of SMAN 1 Jati Agung was conducted. There were the same problems in students' reading comprehension. They also had limited vocabulary and in identifying aspects of reading such as main idea, specific information, inference, reference, and vocabulary.

Thus, based on the interview above, the problem is related to the reading strategy of teaching and learning process. There are various strategies that teachers can use in teaching, especially in reading to make the students more active and creative in learning reading. One of them is SQ3R. Theresearcher chooses the SQ3R (a survey, question, read, recite, and review) to be applied in that school to help and simplify students in understanding a reading well and regularly. The SQ3R strategy has several stages in the implementation so as to realize reading comprehension to students. Stages in SQ3R strategy are a survey, question, read, recite and review.

The SQ3R strategy was found by Robinson (1941). Robinson (1941) states that SQ3R is one of the reading strategies which provides students with a systematic approach presenting a detailed step by step outline of what readers should complete and accomplish while reading. Besides, this strategy is also supported by Nuttall (1989) and Brown (2001). First, Nuttall (1989) states that SQ3R makes students responsible for guiding themselves in reading texts, and also it promotes purposeful and active involvement to students in reading texts. Second, Brown (2001) states that SQ3R is one of the principles for designing interactive reading techniques.

Based on the empirical and theoretical explanation above, SQ3R strategy helped the students to improve the students' reading comprehension of narrative text. Therefore, the researcher was interested to use this strategy which was aimed at finding out a significant improvement before and after the implementation of SQ3R strategy and to investigate the students' responses after the implementation of this strategy.

METHODS

Participants

The participants of this research were 34 first grade students at SMAN 1 Jati Agung (Class X MIA 1).

Instruments

Two instruments, reading test and questionnaire, were use to collect data in this study. The reading test was in the forms of pretest and posttest, while the questionnaire was on 4 *Likert Scale*, ranging from 1 (strongly disagree) to 4 (strongly agree). The results of the questionnaire were categorized based on criteria proposed by Riduwan and Akon (2007) 815-100% (very high), 61%-80% (high), 41%-60% (average), 21%-40% (low), and 0%-21% (very low). The questionnaire itself was composed of comprehension and interest indicators.

Data Analysis

This study was conducted through quantitative and qualitative approaches. The researcher used a quantitative approach with a one group pretest-posttest design (T1 X T2). To find out a significant improvement before and after the implementation of SQ3R strategy, the data were analyzed by using *Paired Sample t-test* in order to find out a significant improvement after the implementation of SQ3R strategy ($p<0.05$). In addition, to analyze the students' responses, *a Descriptive Analysis* was applied to the questionnaire.

RESULT AND DISCUSSION

Results

After analyzing the data, the researcher gained the improvement of the students' score of pretest and posttest. It showed in the following table.

Table 1 The Distribution of Students' Score of Pretest and Posttest

	N	Range	Minimum	Maximum	Sum	Mean
PRETEST	34	40	30	70	1738	51.12
POSTTEST	34	34	52	86	2238	65.82

Table 1 shows that the sum of the students' score of pretest is 1738 and the mean is 51.12. While the sum of the students' score of posttest is 2238 and the mean is 65.82. It indicates that there is an improvement of students' reading comprehension of narrative text through SQ3R strategy.

Table 2 Students' Improvement of Each Aspect of Reading Comprehension

No.	Aspect	Mean Pretest	Mean Posttest	Gain	Percentage
1.	Main Idea	12.941	14.882	1.941	13.20%
2.	Specific Information	9.294	14.294	5	34%
3.	Inference	8.118	11.941	3.823	30%
4.	Reference	10.118	11.882	1.764	12%
5.	Vocabulary	10.647	12.824	2.177	14.80%
Total		**51.12**	**65.82**	**14.71**	**100%**

Table 2 shows that there is an improvement of students' reading comprehension in each aspect of reading. All the aspects improve, but the aspect that improves the most is *specific information* and the aspect that improves the least is *reference*. It prove by the mean pretest of specific information is 9.294 to 14.294 or the gain is 5, in addition mean posttest of reference is 10.118 to 11.882 or the gain is 1.764. This is the reason a specific information is higher than reference aspect.

Table 3 Hypothesis Testing

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig.
				Lower	Upper			
Pair 1 POSTTEST – PRETEST	14.706	8.751	1.501	11.653	17.759	9.799	33	.000

Table 3 shows that the result of computation is analyzed by using *Paired Sample t-test* $p<0.05$ (0.000<0.05). It means the proposed was accepted. Thus, it can be concluded that there is a significant improvement of students' reading comprehension of narrative text through SQ3R strategy.

To answer the second research question on students' responses after the implementation of SQ3R strategy will be showed in Table below:

Table 4 The Result of Students' Questionnaire

Items's Number	Answer				Percentage	Categories
	Strongly Agree	Agree	Disagree	Strongly Disagree		
1.	19	15	0	0	88.97%	Comprehension
2.	17	16	1	0	86.76%	
3.	18	16	0	0	88.24%	
4.	16	18	0	0	86.76%	
5.	20	13	1	0	88.97%	
Total					**87.94%**	
6.	24	9	0	1	91.18%	Interest
7.	18	15	1	0	87.5%	
8.	20	13	1	0	88.97	
9.	17	17	0	0	87.5%	
10.	22	12	0	0	91.18%	
Total					**89.27%**	

Table 4 shows that there are two categories in the questionnaire i.e., comprehension and interest. There are five statements in each category, the total of comprehension category is 87.94% it means that most of the students have high comprehension that they strongly agree SQ3R strategy can increase the students' reading comprehension. Moreover, the total of interest category is 89.27% it means that most of the students have high interest to read the text by using SQ3R strategy. It can be concluded that two categories of questionnaire increases the students' reading comprehension but interest category is higher than comprehension category.

Discussion

The SQ3R strategy could improve the students' reading comprehension of narrative text because the students gained the points of the text and it helped them to recall the material or recall the content of the text longer. In line with Robinson (1941) who states that SQ3R improves the students' memory of understanding of a text and reading to gain the knowledge.

It also in line with the previous studies. The first previous study was done by Prawono (2013) who states that SQ3R could increase the effectiveness in teaching reading comprehension of hortatory exposition text. Yenisa (2017) also states that SQ3R was more effective for teaching reading comprehension than teaching reading of hortatory exposition text without using SQ3R. In addition, Puteri (2016) states that SQ3R could improve the students' reading comprehension. Moreover, Aswinda (2016) states that SQ3R had a significant effect to the students' reading comprehension. Falenti (2012) states that by using SQ3R the teaching and learning process could run effectively.

In addition, SQ3R strategy improved all the aspects of reading i.e., main idea, specific information, reference, inference and vocabulary. The majority of the students answer the questions regarding specific information was the highest score than the other aspects. The score of finding specific information was 158 in the pretest and 243 in the posttest. It got the highest gain score 85 (from 158 in the pretest to 243 in the posttest). The improvement of students' score caused they

made some questions which helped them to get specific information from the text. In the learning process, when the students faced the text and they had to read the text, they could train their ability to make questions related to the text so the students could understand the whole text by using SQ3R. Then, it caused when they could identify the key words of the question, thus they find the similar words in the text given. Besides, the lowest score was reference. The score of finding reference was 172 in the pretest to 202 in the posttest. The gain score was 30 (from 172 in the pretest to 202 in the posttest). The improvement of students' score caused when the students had a question about the blank paragraph related to the pronoun. The students had to determine what words refer to the question and the students look at the previous sentence to answer it.

Furthermore, on the students' response on the implementation of SQ3R strategy. There were two categories in the questionnaire, those were interest and comprehension related to aspects of reading. The research found that there was a positive response from the students and the majority of the students strongly agree that SQ3R strategy helped them to improve their reading comprehension. Before getting the students' response, the researcher explained steps of SQ3R strategy to make the students more easier to do the strategy. The aim of this activity to make students interest with the material by using SQ3R strategy. The students' interest had good effect in reading comprehension. When the students had the high interest, so they could understand the material of narrative text easier because they had the high interest to learn it by using this strategy. This is supported by Belloni and Jongsma's (1978) study that stated that students comprehend better when they are interested in what they are reading. This study used multiple methods in order to look at the relationship between students' interest and comprehension abilities. Pardo (2004) states that comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes relationship to the text. Hidayat and Aisah (2013) explain that without interest someone is impossible to do anything. Interest itself can be defined as the quality that something can attracts somebody's attention or makes them want to know more about it (Hornby, 2010).

When one is interested in the topic or the text, his/her mood be affected and finally he/sheis engaged in the reading. In line with this, Ebbers (2011) confirms that by having interest, it will enable the readers to process the text, comprehend it deeply, and recall the information longer.

CONCLUSION

After conducting this research and analyzing the data, it can be concluded that there is a significant improvement after the implementation of SQ3R strategy. It proves that mean score from 51.12 in the pretest to 65.82 in the posttest with the most improve is specific information and aspect that improve the least is reference. In addition, there is a positive response from the students after the implementation of SQ3R strategy. It proves that most of the students strongly agree that they has high interest to comprehend a text by using SQ3R strategy.

This study also has some implications. It is proved that SQ3R strategy can make a positive impact to students' reading comprehension. Therefore, English teachers are expected to apply this strategy in the class to help students increase their reading comprehension.

However, this study also has some recommendations for future researchers. The strategy in this research was applied at first grade of senior high school, so that for future researchers are expected to apply this strategy to other levels of students such as junior high school even in the university level with different number of sample. Furthermore, this study was conducted by using narrative texts the for future researchers can apply other kinds of texts.

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