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MALAYSIA



2nd ICEL 2014

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014

Bandar Lampung University, Indonesia

PROCEEDINGS

Hosted by

Teacher Training and Education Faculty (FKIP),
English Education Study Program, Bandar Lampung University (UBL)

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THE SECOND INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

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Organized by:
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2nd ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

Drs. Harpain, M.A.T., M.M

2nd ICEL 2014 Chairman

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The Second International Conference on
Education and Language (2nd ICEL 2014)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21,22 2014

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THE IMPACT OF THE APPLICATION OF SQ3R METHOD (SURVEY, QUESTION, READ, RECITE, REVIEW) TOWARDS STUDENTS' READING COMPREHENSION

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Abstract

In learning English, students faced difficulty in comprehending text. The purpose of this quantitative research was to find out whether there is impact of the application of SQ3R method (Survey, Question, Read, Recite, Review) Towards Reading Comprehension of Senior High School Level. The students divided into two groups; one experimental group and one control group. The writer gave a pre-test and a post-test to the both groups. The pre-test was distributed before treatments, while the post-test after the treatments. The treatments were teaching of reading by using SQ3R method which was performed by the researcher. The data collected with the tests were statistically analysed. T-test for two group design was applied. The result indicated that p-value 1%: 2.65 and 5%: 2.00 and t-test value is 20,95. Therefore, the alternative hypothesis (H_a) was accepted but the null hypothesis (H_o) is rejected. The writer concluded that SQ3R method (Survey, Question, Read, Recite, Review) gave a significant effect to the students' reading comprehension.

Keywords: Quantitative research, SQ3R method, Reading Comprehension.

1. INTRODUCTION

In school, reading is very important in teaching learning process because the skill of reading is needed to gain the knowledge. Reading helps people learn to think in the new language as well as helps people to build a better vocabulary. Besides, students need to know and master the basic competence that must be owned by students to get information in brief time. It is supported by Dekdikbud 2006 as cited in Somadayo (2011:4). "Basic competence must be had by students' in fifth grade of elementary school in the first semester is finding the main idea from the text that is reading with minimum 75 seconds speed in a minutes, while in second semesters, the students are hoped to have ability to find the information faster from the various special texts that is done through skimming".

As the goal of the curriculum, reading as receptive skill needs to be developed. In fact, the goal of curriculum has not been achieved yet. It can be seen by observing the students when doing the reading activity. They feel confused in answering the questions of the text because they lack of vocabulary and the students only focus on reading whole of the paragraph in answering the question. The activities given by the teacher is monotone and the students are not involved. Most of the learning and teaching process of reading is not given systematically and more difficult. Hence, the procedures of teaching reading are not started by doing pre-reading activity. In this case, the teacher does not lead the students to read the text which is being given. The teacher tends to jump by asking them to do the task by answering the questions.

The students are not eager to read because they assume that reading is a difficult activity. It means that most of the students think that reading will make them spend their times for thinking about all things that cannot be understood. On the other hand, it will be inversely proportional to their prejudices if they realize that what they have been thinking is a fault. For the purpose of this research, the researcher will apply a method that can influence students' interest in learning reading, especially for the X grade of SMA Tri Sukses Natar at the second semester.

The researcher uses SQ3R (survey, question, read, recite, and review) method to improve students' reading ability in X grade because the students have found difficulty in understanding the text. SQ3R learning is a reading strategy which develops student's metacognition, by asking student to read learning

material as accurate as possible, with syntax: survey by learning the reading text accurately and record the key word, question by making questions (why, how, where) about reading material (teaching material), read by reading the text and finding the answer, recite by considering the answer that was given (record and discuss it together), and review by doing observation whole of the paragraph (Ngalimun, 2012). Besides, SQ3R is a method that improves understanding of the content of text through reading and maintaining the understanding in longer period of the time. It is supported by Abidin (2012:108). "SQ3R is a method of teaching reading which consists of five steps namely survey, question, read, Recite, and the reviews are very appropriate to be used as a method of reading the literature of the social sciences". The main applications of this method are to improve the content of reading comprehension, and maintain the understanding in longer period of the time".

2. THE APPLICATION OF SQ3R METHOD

In learning process, teacher needs to find the way to convey the material. It is used to achieve the goal that is needed by students. It is supported by Pupuh as cited in Ngalimun (2012:9). "method literally means the way. In common usage, a method is defined as a way to achieve certain goals. In relation to learning, the method is defined as ways of presenting learning materials for learners to achieve the stated goal".

Furthermore, method as an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is clear, a method is procedural. Within one approach, there can be many methods (Richard and Rodger as cited in Abidin, 2012).

Reading also as an interactive process in which the reader is expected to follow and respond to the message of the author (Grabe, 2010).

Reading is an interactive activity which is done by students to find the main idea in a text. Reading is an interactive activity for taking and comprehending the meaning that contains in writing texts. It will be difficult activity for students that do not have an ability to comprehend the reading texts (Somadayo, 2011).

Reading is useful for other purposes and also provides opportunity to study language. In reading, readers read the text and understand about the purpose of the text. Through reading, we not only get information and expression opinion but also we have ability to understand and use the written language (Harmer,1998).

Reading is the one of skill which is taught in school by teachers. In learning, there are three main goals that must be achieved by students. It is supported by Abidin (2012:5). "There are 3 main goals of learning to read in school. All three main objectives are enable students to be able to enjoy reading activities, able to read silently with flexible rate, and obtain a sufficient level of understanding of the content of the reading".

Reading will be given as soon as language learners have had sufficient practice in listening and speaking. After the language learners have good ability of listening and speaking, reading can be introduced. Teaching reading usually has two aspects. First, it refers to teach the students who are learning to read in the first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language (Anderson, 1999).

Reading is a process intended of the information from the text and the knowledge possessed by the reader has a major role in shaping meaning. It is supported by Klein in Farida as cited in Somadayo (2011:6) "Reading can be defined to be three ways, they are: Reading is a process, reading is a strategic, and an interactive reading". In this case, reading needs a learning method to make students more interactive and the reading process can be done well. So, the researcher uses SQ3R strategy as the learning strategy in teaching. Moreover, SQ3R is a learning strategy of the teaching reading which consists of five steps, they are survey, question, read, recite, and review which really appropriate to be used as a reading method of the social science text (Abidin, 2012). He proposes the procedures of learning method SQ3R can do through steps, they are:

1) Pre-reading

a. Survey

Students are asked to research the title, picture and also made a summary about the paragraph. At this stage, the students conduct to read the title and the main idea to give the reader a broad overview of the content and structure of the reading passage.

b. Question

After researching the literature, at this stage students should use the information which is obtained from

the title and the main idea to prepare questions. Questions were compiled from the literature should be taken when students read the composition as the composition of the discourse.

2) While Reading

a. Read

In this stage, students should find the location of answering the questions that have been made. In this case, reading does not mean looking at each word or line in a paragraph. At this stage, students should apply skip reading activities, reading slowly, and repeating the reading materials that is needed for answering the questions. Students should be familiarized in reading, it means reading speed flexibly adapted to the type of information that should be obtained from reading.

b. Recite

The students should find the answer for each question, students must prepare a summary of the content of the reading based on the answers which are made by using students' own language. This activity is very important to assure students' understanding of what they have learned during reading activities. To be able to remember important information, students are advised to write the main idea of each paragraph which is contained in the reading material.

3) After Reading

a. Review

At this stage, students are asked to look back and compare the reading by writing the actual reading material if there is a fault, the students must improve his writing according to the contents of the reading material.

Based on the explanation above, SQ3R is a method that consists of five steps, they are survey, question, read, recite, and review. Each of steps have important role in this method. There are survey (find out the main point of the paragraph), question (making the question based on your survey), read (read to answer the question), recite (making summary from the text through memories based on the answer from question), review (look over the notes for relating the relationship between the students' comprehensive and the main point). The students will stimulate to think about how to read and interest to improve their ability in reading text. Surely, the teacher's role will be included in teaching reading process, so the researcher assumes that the teacher must learn more about it.

3. METHOD

Quantitative research is an approach which must to use numbers, began from collecting data, interpretation of these data as well as the appearance of this results (Arikunto, 2006:12). This study involved 60 senior high school students of Tri Sukses Natar, South Lampung.

There were two variables, they are independent variable (x) and dependent variable (y). It supported by Kerlingert as cited in Arikunto (2006:119). "All experiments have one fundamental idea behind them: to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variable in experiments)". The researcher described the characteristic of variables of the research, they are:

1. Using SQ3R method means that the use of SQ3R method was used in the instruction and functioned as an independent variable.
2. Students' reading test was measured to know the progress of the use of SQ3R method. It was indicated by the improvement of students' score.

Population is a collection of data that provide in a region. It is supported by Kasmadi and Sunariah (2013). "Population is whole of data that needs by the researcher in a region, and use in the factual time"

Sample is a small part of the population that is taken by the researcher. It is supported by Sugiono as cited in Kasmadi and Sunariah (2013:66). "Sample is a part from the amount and characteristic of the population".

4. FINDINGS AND DISCUSSION

The researcher found the result of two pre-test and post-test of two groups. Furthermore, the researcher statistically calculated to gain the whole score based on the equation of t-Test whether the treatment towards experimental group would have impact by using SQ3R method and control group was not without SQ3R method. Below is the statistical calculation experimental group and control group as follows:

The formula of t-Test :Two Group Design

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

df= Nx + Ny- 2

Assertion of t-Test

df : (Nx + Ny - 2)

Mx: Mean of control group

My : Mean of experimental group

X : Deviation of X₁ and X₂

Y : Deviation of Y₁ and Y₂

N : Total number of subject

Control Group

$$M_x = \frac{\sum x}{N}$$

$$= \frac{218}{30}$$

M_x = 7, 26

$$x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 2428 - \frac{(218)^2}{30}$$

$$= 2428 - \frac{47524}{30}$$

$$= 2428 - 1584, 13$$

$$\sum x^2 = 843, 87$$

Experimental Group

$$M_y = \frac{\sum y}{N}$$

$$= \frac{1054}{30}$$

M_y = 35, 13

$$y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$= 37920 - \frac{(1054)^2}{30}$$

$$= 37920 - \frac{1110916}{30}$$

$$= 37920 - 37030, 53$$

$$\sum y^2 = 889, 47$$

The equation of t-Test for two group design is presented as follows:

$$t = \frac{| Mx - My |}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{| Mx - My |}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{|7,26 - 35,13|}{\sqrt{\left(\frac{843,87+889,47}{30+30-2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{+27,87}{\sqrt{\left(\frac{1733,34}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t = \frac{+27,87}{\sqrt{(29,88)(0,06)}}$$

$$t = \frac{+27,87}{\sqrt{1,79}}$$

$$t = \frac{+27,87}{\sqrt{1,79}}$$

$$t = \frac{+27,87}{1,33}$$

$$t = 20,95$$

$$df = (N_x + N_y - 2)$$

$$df = (30 + 30 - 2)$$

$$df = 58$$

$$t = 20,95$$

$$df = 58$$

$$p\text{-value} = 1\% = 2,65$$

$$5\% = 2,00$$

The t-Test for two group design equation is presented as follows:

$t = 20,95$, therefore, $p < t \rightarrow 2,65/2,00 < 20,95$.

Result indicated that p-value 1% = 2,65, 5% = 2,00 and t-value is 20,95. It is statistically significant. This calculation shows that p-value is smaller than t-value. Therefore, null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. So, there is an impact of using SQ3R method on the students' reading ability at grade X of SMA Tri Sukses Natar.

5. CONCLUSION AND SUGGESTION

This research aimed to find out the impact of the application of SQ3R (survey, question, read, recite, review) method towards the students' reading ability by administering two pre-tests, and two post-tests. Then, the researcher used t-Test for two group design to know the impact from the data. The researcher reported that in experimental group the average of the students reading score before treatment (pre-test) was 1162. In the control group, the average of the students' reading ability before the treatment (pre-test) was 1180. In the experimental group the average students' reading score after treatment (post-test) was 2216. Moreover, in the control group the average of students' reading score (post-test) was 1398. After finding the result of the two post-tests and two pre-tests, the writer applied the equation of t-Test for two group design towards the result. Statistical is p 5%: 2.00, p 1%: 2.65 with degree of freedom (df) = 58 and t-value = 20,95. It means that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. Therefore, the application of SQ3R method gives an impact towards the grade ten students' reading ability in SMA Tri Sukses Natar.

The application of SQ3R method in classroom needed in learning reading. This study revealed that the students' difficulties causes of their lack of reading skill strategy and vocabulary. It is suggested that English teachers should apply this method in teaching and learning process as their knowledge in teaching reading but in the other hand how good the method will not bring good result if the teacher does not have good attitude in teaching.

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