

**A SURVEY STUDY OF THE STUDENTS RESPONSES ON THE USE SQ3R
TECHNIQUE IN TEACHING READING COMPREHENSION OF TENTH
GRADERS IN VOCATIONAL HIGH SCHOOL AL – FATTAH KALITIDU IN
ACADEMIC YEAR 2019/2020**

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Abstract: *This study is to describe the teaching readings conducted by teachers for the tenth grade of Al Fattah Kalitidu in the academic year 2019/2020. This is done to find out how to learn and teach especially reading using SQ3R techniques implemented by the teacher such as the material used by the teacher, the techniques used by the teacher, the teaching methods used by the teacher, the problems and solutions encountered in the implementation of teaching and learning process. Researchers used descriptive qualitative to analyze data. The researcher collected data by conducting interviews, asking questions and documenting some important data that support this research. Data was collected from interview scripts and questionnaire results. Data analysis techniques are data reduction, data analysis, data presentation, and drawing conclusions. The subject of this research focuses on the teaching process of reading using the SQ3R technique (survey, question, read, recite and review) to class XI students of Al-Fattah Kalitidu Vocational School. Based on data collection, the researchers concluded that the material used by English teachers was the SQ3R technique which could improve the effectiveness of reading.*

Keywords: *Reading, Reading Comprehension, SQ3R Technique*

Abstrak : *Penelitian ini untuk mendeskripsikan pembelajaran membaca yang dilakukan oleh guru kelas X Al Fattah Kalitidu tahun ajaran 2019/2020. Hal ini dilakukan untuk mengetahui cara belajar dan mengajar khususnya membaca dengan menggunakan teknik SQ3R yang dilaksanakan oleh guru seperti materi yang digunakan guru, teknik yang digunakan guru, metode pengajaran yang digunakan guru, masalah dan solusi yang dihadapi dalam pembelajaran. pelaksanaan proses belajar mengajar. Peneliti menggunakan deskriptif kualitatif untuk menganalisis data. Peneliti mengumpulkan data dengan melakukan wawancara, mengajukan pertanyaan dan mendokumentasikan beberapa data penting yang mendukung penelitian ini. Data dikumpulkan dari naskah wawancara dan hasil angket. Teknik analisis data adalah reduksi data, analisis data, penyajian data, dan penarikan kesimpulan. Subjek penelitian ini menitikberatkan pada proses pembelajaran membaca dengan menggunakan teknik SQ3R (survei, tanya jawab, membaca, mengaji dan mengulas) pada siswa kelas XI SMK Al-Fattah Kalitidu. Berdasarkan pengumpulan data, peneliti menyimpulkan bahwa materi yang digunakan oleh guru bahasa Inggris adalah teknik SQ3R yang dapat meningkatkan keefektifan membaca.*

Kata Kunci: *Membaca, Pemahaman Membaca, Teknik SQ3R*

INTRODUCTION

A language is a tool used to communicate to each other. it consists of sound, words and grammar, or the system of communication used by people of a particular country or profession; such as business, tourism, and so on. it can be done both orally and written form. language has the most important role in developing the students' intelligence, socials, and emotional. furthermore, it becomes the supporting achievement in learning all of the subjects. The purpose of learning a language is expected to help the students recognize themselves, their cultures, and other's cultures. English is widely used for many people to communicate with each other through spoken and/or written. This has an important role in enriching their knowledge; such as understanding or expressing information, thoughts, feelings and developing the science and culture. Therefore, English becomes the compulsory subject that should be taught at the junior high school until university.

There are four skills in English : listening, speaking, reading, and writing. In this situation, students are expected to have the ability to master some or all of the skills. In fact, teaching English is not easy. The English teacher should not only master the language, but also they should be make the students interested in English. Brown (2007: 1) states that language learning is not set up of easy steps that can be programmed in a quick do it yourself

it. In other word, we need a long time for mastering it.

Reading is an important role in increasing one's knowledge. Said to be important because the percentage of knowledge transfer through reading, even by being able to increasing one's skills in writing. Iskandarwassid (2013 : 245) state that the facts in the field show that people in developed countries are marked by the development of reading culture in their societies that has ingrained reading habits. Meanwhile, the IES (1992 : Asia's Weeks, 1997) states that people in developing countries are characterized by low reading skills and a culture that has not been well embedded. Therefore, reading should be used as the main capital for the younger generation to make themselves qualified human resources and able to compete globally.

The SQ3R technique has never been applied in the AL FATTAH Kalitidu Vocational School. Soedarso (2002:59) states the SQ3R technique is a systematic reading process that includes the survey, question, read, recite and review stages. This technique is an iteration and rational understanding and reading technique. The SQ3R technique is intended to find important points and important details that support the subject so that the reader is able to remember them longer.

In the SQ3R technique system, the first stage is the survey stage where students are given time to survey the discourse that students will do before reading. The second stage is the question stage where

students ask questions in the reading about discourse so that the reading is easier to understand. The third stage is the reading stage where students are given time to read discourse while answering the questions that have been made. The fourth stage is recite where students are given time to mention important things using their own words. The last stage is a review where students review the discourse until students understand.

From the problems that have been explained, researcher are interested in seeing how effective the SQ3R technique is in teaching reading

comprehension using survey technique. Using the SQ3R technique in terms of the aspects of the process of carrying out reading activities seem systematic, so that it will make it easier for students to understand information when reading, especially in English. The title of this of this research is ***“A SURVEY STUDY OF THE STUDENTS RESPONSES ON THE USE SQ3R TECHNIQUE IN TEACHING READING COMPREHENSION OF TENTH GRADERS IN VOCATIONAL HIGH SCHOOL AL – FATTAH KALITIDU IN ACADEMIC YEAR 2019/2020***

Research Method

This research is a descriptive study with survey method. According to Sugiyono (2012: 29) descriptive method is a method used to describe or analyze a research result but it is not used to make broader conclusions.

Singarimbun (1982: 3) in the survey research method said that survey research is "research that takes samples from one population

FINDING AND DISCUSSION

In conducting this study, researcher collected data through interviews and questionnaires to 10th-grade accounting students at Kalitidu Al-Fattah Vocational School. Researcher conduct interviews with students through interview type conversations to make students comfortable and provide rich information. and a multiple-choice questionnaire with optional yes or no to find out student feedback on the SQ3R technique. From the data collected, researcher provide information about students 'difficulties in reading comprehension, the causes of these difficulties in understanding reading inaccuracies of the techniques used, seeing that informants apply the SQ3R technique to the solution of the difficulties in students' reading comprehension. For more information, the researcher explains in the discussion.

Student interview results

The results obtained by informants of students' responses regarding the implementation of SQ3R techniques, students feel satisfied with the SQ3R technique

and use the questionnaire as a data collection tool the main thing "

Meanwhile according to Tika (1997: 9) said that "the survey is a research method that aims to collect a number large data in the form of variables, units or individuals in a time together, data is collected through certain individuals or physical samples with the aim of being able to generalize to what was studied. Variables collected can be physical or social. "

Implementation of SQ3R techniques to improve reading comprehension

Classroom techniques are strategies used by teachers in class to facilitate students to receive and understand any material. Teaching techniques used by teachers to teach their students. The teaching technique here is related to class activities. In this study, the researcher focus on class techniques using SQ3R in improving reading comprehension. SQ3R technique is an excellent reading technique for the purpose of intensive and rational reading. This reading technique is good for study purposes. Reading activities using the SQ3R Technique include the following five steps. Applying the technique for 1) Survey (preliminary study), 2) Question (asking), 3) Read, 4) Recite, 5) Review (repeating anticipating students' problems in reading comprehension.

because this technique can improve students in reading, the application of SQ3R techniques makes it easier in the reading learning process. The use of techniques makes learning fun and easy to understand. Different before

applying the SQ3R method, the learning process seems monotonous and makes it difficult to improve reading comprehension.

Questionnaire Results

From the results of the questionnaire data conducted by researchers for students obtained the results that the SQ3R technique has a major influence on improving reading comprehension. Students are easier to understand sentences that are read. And according to the results of the questionnaire students tend to enjoy and be happy with the application of the technique. So it can be seen that the technique is effective and also efficient. From the results of this questionnaire, students want to always apply the SQ3R technique in learning. Hope these engineering students should be used when any lesson is conducted.

. Discussion

The research that has been carried out aims to find out: (1) the results of student interviews; (2) Application of SQ3R technique to improve reading comprehension on Narrative Text material (3) Understanding Reading Process with SQ3R (4) Purpose in Using Each

Technique and (5) Questionnaire results.

Student Interview Results

Researchers conducted interviews with 5 students for data analysis in the study. from various topics and thesis instruments used by students, researchers find various difficulties in reading narrative text material. There are many difficulties faced by students before the existence of the SQ3R technique in English subjects in the narrative text material, the following are the results of interviews from the informants towards students' responses regarding the application of the SQ3R technique.

1. Student 1

In accordance with the results of the interview class X Accounting for SQ3R techniques in improving reading comprehension skills. According to him, the application of the SQ3R technique facilitates the reading learning process. The use of techniques makes learning fun and easy to understand. Different before applying the SQ3R technique, the learning process seems monotonous and makes it difficult to improve reading comprehension

Interview Transcript with Student

1. What is the method used in learning?
2. How do you respond in learning with the method used?
3. What are the difficulties in reading reading comprehension before the existence of this method?
4. What are your learning outcomes with the method used?
5. What is the effectiveness of the methods used in learning?
6. Are there improvements in this method?
7. Learning to read like what you used before this method?
8. Before encountering this method, maybe you learn with the teacher using the lecture method and then work on the problem, is that true?
9. And now knowing this method, what are the differences before the method and after the method?
10. Were you greatly helped by this method?

Table 4.1
QUESTIONNAIRE RESULTS

NO	Question	YES	NO
1.	I am interested in the technique learning used.	85%	15%
2.	I want to know more regarding the learning techniques used.	75%	25%
3.	I really enjoyed reading the technique used.	85%	15%
4.	Learning techniques are used to make me increasingly like to read.	75%	25%
5.	To understand reading, I always repeat the reading results to me.	65%	35%
6.	By using a technique used, I feel easier to understand Theory	80%	20%
7.	I will practice this technique in each reading activities	85%	15%
8.	The technique used was not able to develop my ability to read reading.	70%	30%
9.	When reading, I always make questions about the reading.	65%	35%
10.	I am easier to understand the reading.	85%	15%
11.	In reading, I don't need a particular technique.	70%	30%
12.	I only have to read once to be able to understand the contents of the reading using the technique used.	70%	30%
13.	I only have to read once to be able to understand the contents of the reading using the technique used.	85%	15%
14.	The technique applied is appropriate to understand reading non-fiction	75%	25%
15.	The technique applied is appropriate to understand narrative reading	65%	35%
16.	This technique really helped me to improve the correct way of reading	80%	20%
17.	This technique is very boring in how to read	85%	15%
18.	I am not happy with this technique being applied every time I read	15%	85%
19.	With this technique, I am optimistic that my learning achievement will increase.	70%	30%
20.	I am easily discouraged if I face difficulties in learning to read, the existence of this technique is very helpful	85%	15%

From the table above, the percentage value is used the following formula:

$$\text{Percentage value} = \frac{\text{Total number of students' scores}}{\text{Total score}} \times 100\%$$

Based on the results of research conducted, the following conclusions can be drawn. There is a positive influence on the use of SQ3R techniques on students' learning motivation. This can be proven by changes in students' responses related to students' motivation in reading comprehension. Students before

Conclusion

Based on the results of research conducted, the following conclusions can be drawn.

The reading comprehension ability of students treated with the SQ3R learning technique is better than the reading comprehension ability of students taught by conventional methods. This is indicated by the percent value and the results of the responses of students who were treated with the SQ3R technique. There is a positive effect of using the SQ3R technique on student learning motivation. This is evidenced by the change in student responses related to student motivation in reading comprehension. Students before being given the treatment felt that conventional methods had not been able to increase reading motivation. After being given treatment with the SQ3R technique the students experienced changes in reading motivation. Students understand

being given treatment feel that conventional methods have not been able to increase motivation in reading. After being treated with the SQ3R technique the students have a change in reading motivation. Learners find it easier to understand reading by applying SQ3R techniques in reading which can directly help in learning. This is evidenced by two aspects of learning motivation namely interviews and questionnaires / multiple choice, can be seen from the results of the students' interview responses and the results of the questionnaire in Table 4.1.

reading easier by applying the SQ3R technique in reading which can directly help in learning. This is evidenced by two aspects of learning motivation, namely interviews and questionnaires or multiple choice, seen from the results of student interview responses and questionnaire results in Table 4.1. The supporting theory above states that the SQ3R technique can improve student learning with the results of questionnaires and interviews conducted by researchers.

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