THE EFFECT OF USING SQ3R METHOD ON STUDENTS’ READING COMPREHENSION AT AL-MARKAZUL ISLAMI SCHOOL, PATTANI, SOUTH THAILAND

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ABSTRACT

Key words: Reading Comprehension, SQ3R method

The students at Al-Markazul Islami, Pattani, Thailand get some difficulties in learning English especially reading comprehension. It is hard for them to comprehend the text, because they have no motivation and interest in study. To make the students easy to develop their comprehension, the teachers are suggested to create and use strategy or method. One of the strategies is SQ3R method. Using SQ3R method is more interesting for students. In this research, the problem is “Is there any significant effect of using SQ3R method on the ninth grade students’ reading comprehension at Al-Markazul Islami, Pattani, Thailand in the academic year of 2014/2015”.

The purpose of this research is to know whether SQ3R method has any significant effect on the ninth grade students’ reading comprehension at Al-Markazul Islami, Pattani, Thailand in the academic year of 2014/2015. Type of this research is experimental with the design is pre-test post-test group design. Class IX.1 as experimental class consists of 20 students and IX.2, as control group also consist of 20 students. To obtain the research data, the researcher used test method of the form is objective test based on indicators. The data is analized by using t-test formula.

Based on the result of the t-test formula of the scores of pretest and posttest on reading comprehension test, it showed that the value of t-test was 4.168 and the degree of freedom (df) was 38 is 2.68. It indicated that the value of t-test was higher than t-table (4.168>2.00). It can be concluded that “there is a significant effect of SQ3R method on the ninth grade students’ reading comprehension at Al-Markazul Islami, Pattani, Thailand in the academic year of 2014/2015”.
ABSTRAK

Kata Kunci: pemahaman membaca, metode SQ3R


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 one of skills that some of the students especially the young learners or beginners think is not so enjoyable as other skills. In line with that, Paul (2003:83) says “many teachers feel that reading and writing are too difficult for the children and
that it is more enjoyable to just learn listening and speaking”. This happens because the teacher might gives inappropriate method in teaching reading.

Actually, reading is a kind of exciting skill which the young learners or beginners have to master. According to Nunan (2005:71), the reasons why the people read, the first is reading for pleasure and the second is reading for information (in order to find out something or in order to do something with the information that you get). On other hand, the students will get a lot of fun, if they read some literatures. Besides, reading is an important learning and the way to get success at school and college. Duglosz (2000:285) argues “if reading is emphasized in the young learners’ curriculum from the very beginning of their language education, these young children will progress faster not only in learning to read, but also in understanding and speaking the language”.

Teaching reading can be implemented by using SQ3R (survey, question, read, recite, review) method. This method 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 five steps, when applied to textbook assignments, will help them in making their study time more efficient and effective.

SQ3R (Robinson 1970) is a method 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 SQ3R, it will significantly improve the quality of study time. Therefore, the researcher wanted to apply SQ3R method to increase the students’comprehension of the reading text.

**RESEARCH METHOD**

**Participants**
The participants of this research consisted of 40 ninth grade students of Al-markazul Islami School, Pattani, Thailand. The experimental group was 20 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 20 questions. Regarding with the validity, the researcher used content validity which meant that the researcher made the test based on the Thailand National 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 0.94.

**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 80 minutes. The experimental group was taught by SQ3R method, and the control group was taught by teacher method. 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 SQ3R in reading the text.
4. The teacher models the students to apply SQ3R method.
5. The teacher guides the students to apply SQ3R method.
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>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Mean difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total correct answer</td>
<td>Mean</td>
<td>Total correct answer</td>
</tr>
<tr>
<td>Experiment (X)</td>
<td>720</td>
<td>36</td>
<td>970</td>
</tr>
<tr>
<td>Control (Y)</td>
<td>695</td>
<td>34.75</td>
<td>780</td>
</tr>
</tbody>
</table>

Concerning with the description above, the data were calculated by using $t$-test formula, and the result showed that the $t$-value was 4.168 with 38 degrees of freedom. In this case, 0.05 level of significance was used. It can be inferred that the $t$-value was higher that the $t$-table (4.168>2.68), so the null hypothesis was rejected.
SQ3R method helps the students to be more organized in understanding their reading. So, the students can use their time most effectively (Stanly, 2005). 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 SQ3R method. In the other words, those who learn English by using SQ3R method get better scores in reading comprehension than those who are not taught by SQ3R method.

From the discussion above it can be concluded that experimental group got better in reading comprehension than control group. It meant, teaching reading using SQ3R method 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 SQ3R method on reading comprehension were higher than the scores of students who were taught without SQ3R method. It can be concluded that “there is a significant effect of using SQ3R method on the reading comprehension of the 9th grade students at Al-markazul Islami School, Pattani, Thailand in the academic year of 2014/2015”.

**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 SQ3R method. This research suggests to students to have more attention to study reading by using SQ3R method as a method 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 SQ3R method 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 SQ3R method at Senior High School or Elementary School.
REFERENCES


