THE EFFECT SQ4R TECHNIQUE ON STUDENTS'READING COMPREHENSION

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ABSTRACT

The research aims to know the effect SQ4R technique on students' reading comprehension, to know how the implementation SQ4R technique on students' reading comprehension. The research conducted to the second semester on students English Education program of STKIP Kusuma Negara Jakarta. They are two classes, experiment class and control class. There were 40 students. This research is quantitative method using SPSS 20 software. Experiment class is using SQ4R technique and control class using conventional learning. Instrument reading comprehension was given to experiment class after it class was given by treatment SQ4R technique. The instrument is multiple choice. Then researcher do normality and also homogeinity test. Students'reading comprehension use SQ4R technique get score mean = 85.70; median = 86.50; variance = 20.236, students' reading comprehension use conventional learning mean = 68.60; median = 69.50; variance = 41.200. There is significant effect (SQ4R) technique on students' reading comprehension. It can be known that t-score was 16.884 and sig = 0.000 < 0.05. It shown that SQ4R technique give effects to increase students' ability in reading comprehension.

Keywords: SQ4R Technique, Students' Reading Comprehension

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh teknik SQ4R terhadap pemahaman membaca mahasiswa, untuk mengetahui penerapan teknik SQ4R terhadap pemahaman membaca mahasiswa. Penelitian dilakukan kepada mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris STKIP Kusuma Negara Jakarta. Terdapat dua kelas yaitu kelas eksperimen dan kelas kontrol. Jumlah sampel sebanyak 40 mahasiswa. Penelitian ini menggunakan metode kuantitatif dengan menggunakan software SPSS 20. Pada kelas eksperimen menggunakan teknik SQ4R dan kelas kontrol pembelajaran dengan konvensional. Instrumen pemahaman membaca diberikan kepada kelas eksperimen setelah mahasiswa diberikan treatment teknik SQ4R, instrument berupa pilihan ganda. Kemudian peneliti menghitung normalitas dan homogenitas. Pada pemahaman membaca mahasiswa yang menggunakan teknik SQ4R diperoleh nilai rata-rata 85.70; nilai tengah = 86.50; varians = 20.236. pemahaman membaca mahasiswa yang menggunakan konvensional pembelajaran diperoleh nilai rata-rata = 68.60; median = 69.50; varians = 41.200. Sehingga didapatkan hasil terdapat pengaruh yang signifikan penggunaan teknik SQ4R terhadap pemahaman membaca mahasiswa. Dapat terlihat dengan t-score sebesar 16.884 dan sig = 0.000 < 0.05. Hal ini menunjukkan bahwa teknik SQ4R memberikan pengaruh terhadap peningkatan kemampuan pemahaman membaca mahasiswa.

Kata Kunci: Teknik SQ4R, Pemahaman Membaca Mahasiswa

INTRODUCTION

Language has the important roles in communication. People in the world use language for communicate each other. English becomes tools for communication when people want to communicate to another country. Because the other country use English for communication in daily activities. Students have been taught English from elementary school until high education. English is one of the lesson in which it was examined in National examination. In English Education Department, English as the one of the major for university or college. According to Megawati (2017: 95) reading skill especially reading comprehension is a substantial part of language production. Students comprehend meaning of the text after they read then they manage the information to share other people. It has skills, like writing, reading, listening and speaking. Reading is skill which students get, they only receive knowledge after they read. Students get difficult to learn reading comprehension. They have limitation in comprehend vocabulary building. They sometimes makes wrong when they give information to other people from what sources they get, it happens because they didn't understand what the meaning of the content. Also they only read the textbook without find what are the meaning from the difficult words, sentences, idioms and phrase.

According to Olson and Diller (1982: 42) states that in reading comprehension, people need to understand what they read and then they can get information from the written or text. According to Wainwright (1972: 37) stated that reading comprehension is reader understand kind of symbol in which have the meaningful by the author. According to Rahmat (2017: 23) states that it involved how the reader are able comprehend the information.

According to Harmer (2010: 68) states reading has kind of purposes for the students, it was good thing for students to understand the lesson. According to Harmer (2010:99) Reading is the skill in which students make an effort for get it. The students can understand what the meaning of the text and then they can know how the words' write. According to Megawati (2019: 172) Reading is the activity transferring or getting information from the written by hand writing or text book

from the writer to the reader, Reading is one of the several skills which people have to mastery in English skills. Researcher choose SQ4R technique to solve the problem. SQ4R technique is one of the technique which use several steps to understand in reading. Students not only read the text but also after they use this technique, they know what are the content of the text and they can add new vocabularies.

SQ4R learning model can describe learning with their experiences to achieve what their purposes. According to Kusniyah (2017:204) in Wong (2009) that SQ4R technique was composed six-step, they are students have to survey what kind of the text, then they make question with using why, what, where, when, and who also how, after that students read a full text then remember topic and main idea. After that students retell the meaning of the text to other people the make review about supporting details, difficult words in which has relation with the text. SQ4R technique comes from SQ3R. A letter R is remember students with the text. There are steps in SQ4R technique in following below:

1. students makes **survey** to the whole chapter,
2. students write **questions** in each of the chapter, find main idea and supporting details,
3. students **read** the text and get the meaning in one paragraph,
4. students **record** important the information by taking note,
5. students **recite** the meaning of the paragraph in the text,
6. students make **review** all about thing which relation with the chapter with the lecturer.

Researcher gives the text to the students. Students read a whole text then find all about thing has relation with the text. Students get the meaning of the content, what are the purposes of the text, what are talking about the text, when are they talking, where is the place people talking about. After that students remember the important phrase or sentences and also they make recite. Then students ask with their friends each other to change their mind and the make an review with the researcher. Researcher give feedback to the students in order that students understand the text.

According Wardayani (2018: 319) SQ4R learning Model is a way of reading that can develop metacognitive students, by assigning students to read the study materials carefully, thoroughly, through; surveys by looking at reading texts, looking at the questions in the last of the session, reading the summary when available and looking at the pictures, graphics, and a maps. Based on Erlina (2018: 4) SQ4R contain work activities and procedure in reading and learning reading particularly learning to comprehend's reading. The aims is make students are able read faster and comprehend reading.

Table 1. The Criteria Assessment of Reading Comprehension
in Alderson (2000: 134)

Level	Criteria	Score
C2 Excellent to very good	Students are able to comprehend and describe the meaning of the written.	9-10
C1 Very good	Students are able to know the difficult words, all about related with the context of the text.	8-9
B2 Average to good	Students have speed in reading with the kind of different text, understand with the vocabulary but low-frequency idioms.	7-8
B1 Poor to Average	Students read straight to his/ her field and interest with a satisfactory level of comprehension	5-6
A2 Fair to poor	Students can understand simple text with the highest frequency everyday and frequency vocabulary	3-4
A1 Very poor	Students can understand very short phrase and rereading as required	1-2

METHODOLOGY

It was use quantitative research by experiment method. There are two classes. Experiment class and Control class. There are 40 students as the sample. Researcher was conducted second semester English Education students at STKIP Kusuma Negara Jakarta. It was given test. There are 30 questions. The question is multiple choice. Material of the lesson is reading text. Pre test and Post test were given by students. They are two classes. There are experiment class and control class. Control class didn't give treatment but experiment class was given SQ4R Technique. The purposes is to know the effect SQ4R technique between control class and experiment class. Before two classes given reading comprehension test, the test was firstly tried out to the 25 students second semester STKIP Kusuma Negara Jakarta. After that the test computed using *Cronbach Alpha* to know the reliability test. Then it was doing validity test to analysis of discrimination index and difficulty level.

RESULT AND DISCUSSION

Researcher was conducted second semester English Education students at STKIP Kusuma Negara Jakarta. It was given test. There are 30 questions. The question is multiple choice. Material of the lesson is reading text. Pre test and Post test were given by students. They are two classes. There are experiment class and control class. Control class didn't give treatment but experiment class was given SQ4R Technique. The purposes is to know the effect SQ4R technique between control class and experiment class. Before two classes given reading comprehension test, the test was firstly tried out to the 25 students second semester STKIP Kusuma Negara Jakarta. After that the test computed using *Cronbach Alpha* to know the reliability test. Then it was doing validity test to analysis of discrimination index and difficulty level. It was found that the reliability coefficient of the test was $0.871 > 0.06$ meaning that the test items were internally reliable.

Teble 2. Result of Statistics Descriptive

Statistics

		Pretest	Posttest
N	Valid	20	20
	Missing	0	0
Mean		68.60	85.70
Median		69.50	86.50
Std. Deviation		6.419	4.508
Variance		41.200	20.326
Range		21	17
Minimum		56	78
Maximum		77	95
Percentiles	25	62.50	81.50
	50	69.50	86.50
	75	75.00	88.75

Based on descriptive statistic. It can be shown that mean pre-test score is 68.55 and mean post-test score 85.70. Median Pre-test score is 69.50 and Median Post-test is 86.50. Students'minimum score is 56 and students'maximum score is 77 for pre test, Post-test students'minimum score is 78 and student'maximum score is 95. Students can increase their reading comprehension after they use SQ4R technique in lerning. After that researcher conducted normality test and homogeinety test. This function to know independent variable is normality or abnormal.

Independent variable is Students' Reading Comprehension (Y). Normality test uses *Kolmogorof-Smirnof* with SPSS 20.00. if sig. > 0.05, so Ho is receive, The population was distribute normally. If sig. < 0.05, so Ho is rejected, the population was distribute in normally. It can be known the table below, It can be known that variable students'reading comprehension STKIP Kusuma Negara has *Kolmogoriv-Smirnov* Z= 0.490 and sig.= 0.970. It means Ho is receive, data students' reading comprehension distribute was normally.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		20	20
Normal Parameters[a,b]	Mean	68.65	85.80
	Std. Deviation	4.332	4.764
Most Extreme Differences	Absolute	.110	.097
	Positive	.110	.097
	Negative	-.092	-.062
Kolmogorov-Smirnov Z		.490	.435
Asymp. Sig. (2-tailed)		.970	.992

a. Test distribution is Normal.

b. Calculated from data.

It can be seen that *levene T-test* is F= 2.555. If sig. > 0.05; so Ho is receive and H1 is rejected. It means sig. = 0.100 > 0.05, So data from homogeneity. It was distributed homogeneity population. Data was normality and homogeneity population so It continue to hypothesis research.

Table 4. Homogeneity Test
Test of Homogeneity of Variances

Pretest

Levene Statistic	df1	df2	Sig.
2.555	6	9	.100

Paired t-test was used to analyze the significance level of both pre-test and post test. It was also used to describe the improvement in one group with the same variable. The analysis of paired t-test was carried out by using SPSS 20. It shows the result of paired t-test sample. It compares the average score between pre test and the post test. From the table below we know that the mean score of post test is 85.70 and the mean score pre test is 68.60. It's post test 85.80 > pre test 68.65. There is increasing mean score of the students' reading comprehension after they are implementation (SQ4R) technique.

Table 5. Correlation Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	68.60	20	6.419	1.435
	Posttest	85.70	20	4.508	1.008

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	.709	.000

The correlation shows that 0.709 probabilities 0.00 were interpreted in the correlation between implementation DRTA strategies towards students' reading comprehension.

Table 6. Paired Samples T-test from Pre-test and Post-test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-17.100	4.529	1.013	-19.220	-14.980	-16.884	19	.000

According to the table above, It can be seen that t-score was 16.884 with 19 levels showing the significance 0.000. If the score included to Sig $0.000 < 0.05$, it means that SQ4R technique give effect to the students'reading comprehension. Students can get good score after they apply SQ4R technique in leaning reading comprehension. Hence, the researcher concluded that SQ4R technique in teaching reading comprehension increased.

CONCLUSION

Results of the research is there is there is significant effect SQ4R technique on students'reading comprehension. Through SQ4R technique, students can understand material of the lesson in reading comprehension. In learning reading comprehension, researcher asks students to survey what the reading text, then make question after thinking what the content text means, students read the whole text first, and then record or remember the aim of the text, recite and the

last making review before share to another. Students can understand meaning of the text after applid this technique. They not only read but also make analysis from the text itself. After they use this technique, students can read fast and undertand also comprehends meaning of the content reading text. Lecturer must choose suitable technique based on the background students'habit. Because the appropiate technique can increase students'reading comprehension.

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