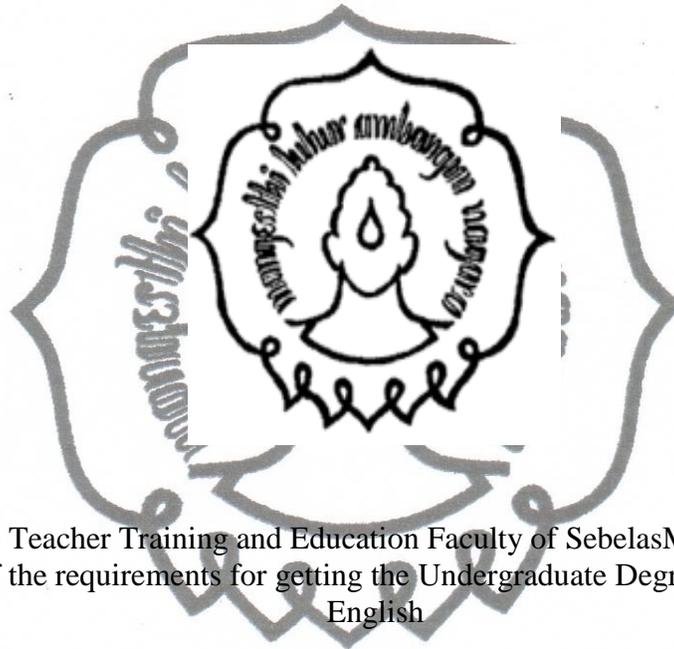


**IMPROVING STUDENTS' READING COMPREHENSION
USING SQ3R METHOD
(A Classroom Action Research at the Ninth Grade Students of SMP
Negeri 05 Surakarta in the Academic Year of 2011/2012)**

Thesis



Submitted to Teacher Training and Education Faculty of SebelasMaret University to fulfill one of the requirements for getting the Undergraduate Degree of Education in English

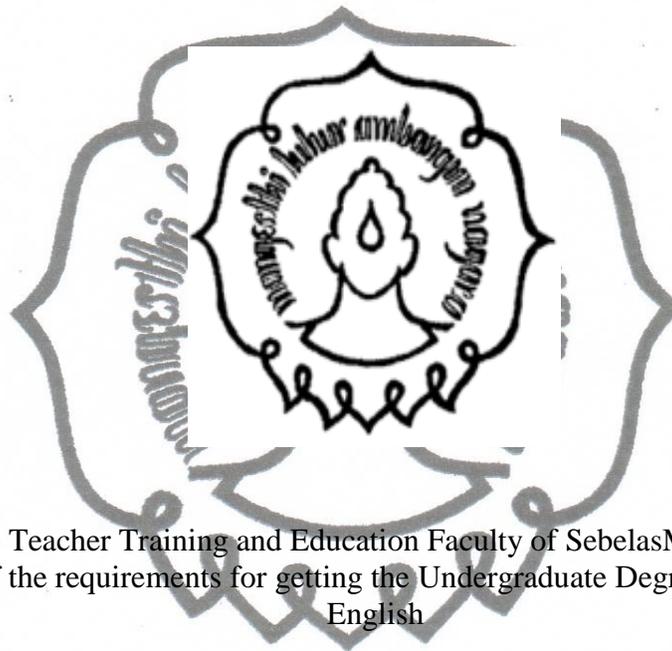
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
SEBELAS MARET UNIVERSITY
SURAKARTA
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THE APPROVAL OF THE CONSULTANS

This thesis has been approved to be examined by the board of the Thesis Examiners of the Teacher Training and Education Faculty of Sebelas Maret University as a partial fulfillment of the requirements for the Undergraduate Degree Education in English.

On : May, 30 2012

By :

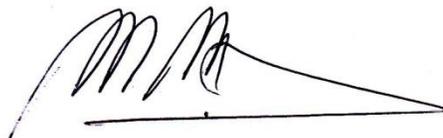
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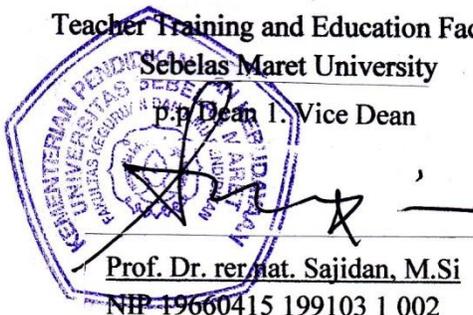

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ABSTRACT

EviFalenti. 2012. Improving Students' Reading Comprehension by Using SQ3R Method (A Classroom Action Research at the Ninth Grade of SMP Negeri 05 Surakarta in the Academic Year of 2011/2012).English Education Department, Faculty of Teacher Training and Education, SebelasMaret University.

The objectives of the research are (1) to identify whether the use of SQ3R method can improve students' reading comprehension for the students of SMP Negeri 05 Surakarta or not; and (2) to describe what happens during the implementation of SQ3R method in improving students' reading comprehension. This study was conducted on the basis of the preliminary study in SMP N 5 Surakarta in which the researcher found that almost all of the students of the third grade of class B got difficulty in understanding such text. They got difficulties in finding main idea, detail information, understanding the meaning of unfamiliar words, finding reference and implied meaning of the text in the different proportion. Their reading comprehension scores and the class mean scores in the pre-test were below the passing grade of 71 which was 60.61. As an attempt to overcome the students' difficulty in reading comprehension, the researcher implemented SQ3R method (survey, question, read, recite, and review).

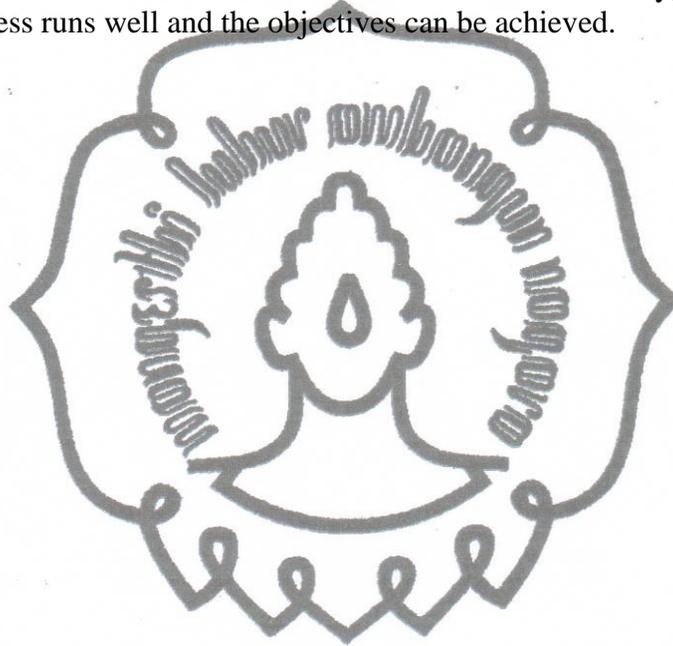
The research was carried out at SMP N 5 Surakarta. It was conducted from October 3, 2011 to November 21, 2011. The method used in this research is a classroom action research. The action research was carried out in two cycles with total 9 meetings. Every cycle consists of several steps: identifying problem, planning, action, observation, and reflection. In collecting the data, the researcher used observation, questionnaires, interviews, and test. The tests were conducted before the action (pre-test) and after the action (post-test). For qualitative data which were gotten from the observation, interviews, and questionnaires such as description, interpretation, reflection toward what was happening in the teaching and learning process were analyzed by using categorizing analysis. Meanwhile, quantitative method was used to analyze the data from the scores of pre-test and post-test. The result of the analysis was compared to the criteria of success defined in this study to see whether they were achieved or not.

The research findings show that SQ3R method can improve: (1) the students' reading comprehension which deals with: (a) the students are able to find the main idea; (b) they are able to find the detail information; (c) they can guess and understand the meaning of unfamiliar word used in the text; (d) They can find the reference of the pronoun; and (e) they can find the implied information of the text; and (2) class situation which deals with: (a) the students become actively involved in class; (b) the class situation becomes organized and effective to study; and (c) the teaching and learning process becomes more enjoyable for the students. The students' reading comprehension improvement is also justified by the result of the tests scores computation. The students' mean score were not only able to reach the KKM but also could be higher than the KKM. The mean of the students' scores in reading

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comprehension improved from 60.61 in the pretest to 70.5 in cycle 1 and 80.06 in cycle 2.

This research shows there are improvements in students' reading comprehension and situation of the class. For that reason, it is recommended that the English teacher should apply certain effective technique and create an enjoyable situation in the teaching and learning process so that the students can learn effectively and involve actively in class. By using SQ3R method, the process of study can run effectively and the students will not be bored. Automatically, the teaching and learning process runs well and the objectives can be achieved.



MOTTO

*Say You Can, So You Will
You Are What You Believe*

*Ketika sudah berniat
Azam sudah bulat
Ikhlas sudah dasyat
Mak yakinlah bahwa
Pertolongan ALLAH SWT sangatlah dekat.*



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DEDICATION

This thesis is dedicated to:

- ♥ My beloved family
- ♥ My husband Ari M
- ♥ My
- ♥ English Department, Teacher Training and Education Faculty, SebelasMaret University



ACKNOWLEDGEMENT

All praise and honor be to my God, who always gives the writer His bless, love, grace, and mercy to accomplish this thesis. This thesis is written as a partial fulfillment of the requirement for getting an Undergraduate Degree of Education in English.

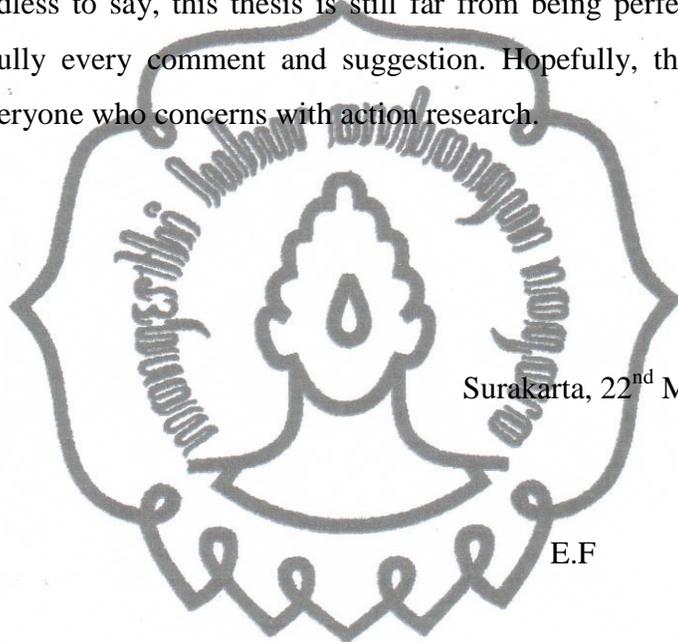
The writer would like to express her special gratitude to:

1. Dean of Teacher Training and Education Faculty for giving permission to conduct this research.
2. Mrs. Endang S. S.Pd., M.Hum, Head of English Program of Teacher Training and Education Faculty.
3. Dr. Ngadiso, M.Pd, the first consultant, for his advice, patience, guidance, in accomplishing and correcting in writing this thesis.
4. Drs. A. HandokoPudjobroto, the second consultant, for his advice, patience, guidance, and correction in writing this thesis.
5. Mr. DjokoTrismono, M.Pd , the Head of SMP Negeri 5 Surakarta, for giving the writer permission and support to conduct the research in his school.
6. Mrs. ErniWidyaningsih, S.Pd, the English teacher, who always helps, supports and gives advice to the writer in conducting this action research.
7. The ninth grade students of SMP Negeri 5 Surakarta who have helped the writer to finish her research and give a chance to facilitate them to improve their reading comprehension.
8. My beloved parents, I thank for fulfilling me with your love, your prayer and support in a long my life
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10. My greatest love Ari Mahmud who always cares and supports me. Thanks for your trust, patience, understanding and faithfulness.

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11. My best friends Syifa, Dian and Ba'asir who always be my friends. Thanks to always listen, help and support me so much.
12. My lovely gorgeous friends in Qualification Class of English Department 2010.
13. Everyone who has helped the writer to conduct the research and to write the thesis.

Needless to say, this thesis is still far from being perfect. The writer will accept gratefully every comment and suggestion. Hopefully, this thesis will give benefit for everyone who concerns with action research.



Surakarta, 22nd May 2012

E.F

TABLE OF CONTENTS

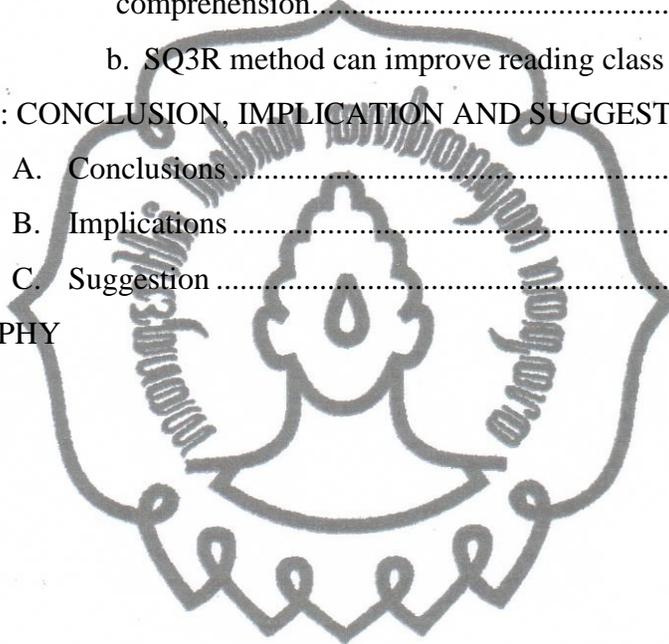
TITTLE	ii
APPROVAL OF CONSULTANTS.....	iii
APPROVAL OF THE EXAMINERS	iv
ABSTRACT.....	v
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS.....	xi
LIST OF FIGURES	xiv
LIST OF TABLES	xv
LIST OF APPENDICES	xvi
CHAPTER I: INTRODUCTION	
A. Background of the Study.....	1
B. Problems Statement	5
C. Objectives of the Study.....	5
D. Benefit of the Study	6
CHAPTER II: LITTERATURE REVIEW	
I. Review of Related Literature	
A. The Concept of Reading	
1. The Nature of Reading.....	7
2. Reading Comprehension.....	8
3. The Elements of Reading.....	9
4. The Purposes of Reading.....	10
5. Reading Model.....	11
6. Reading Technique	12
7. Micro and Macro Skills of Reading	14
8. Teaching Reading	16

commit to user

B. The Concept of SQ3R Method	
1. Definition of SQ3R Method	18
2. The Steps in SQ3R Method	19
3. The Advantages and Disadvantages of SQ3R Method.....	20
II. Rationale	21
III. Hypothesis.....	25
CHAPTER III: RESEARCH METHODOLOGY	
A. Research Methodology.....	26
B. Place and Time of the Study	27
C. Subject of the Study	28
D. The Procedure of Action Research	28
E. Technique of Collecting the Data	30
F. Technique of Analyzing the Data	31
CHAPTER IV: THE RESULT OF THE STUDY	
A. Introduction	34
B. Research Implementation	40
1. Cycle 1	40
a. Planning	41
b. Action.....	41
c. Observation	48
d. Reflection.....	53
e. Revising the plan.....	54
2. Cycle 2	55
a. Planning	55
b. Action.....	56
c. Observation	63
d. Reflection.....	69
B. Research Finding and Discussion.....	71

commit to user

1. Research Finding	71
a. Improvement on students' reading comprehension	72
b. Improvement on class situation	73
2. Discussion	74
a. SQ3R method can improve students' reading comprehension.....	74
b. SQ3R method can improve reading class condition	81
CHAPTER V: CONCLUSION, IMPLICATION AND SUGGESTION	
A. Conclusions	84
B. Implications	85
C. Suggestion	85
BIBLIOGRAPHY	



LIST OF FIGURES

1. Figure 3.1 Steps in Action Research..... 27
2. Figure 3.1 Students Average Score..... 69



LIST OF TABLES

1. Table 4.1 The Overall Process of Research	34
2. Table 4.2 The Students' Problems and The Causes	36
3. Table 4.3 Pre-test average score	38
4. Table 4.4 Pre-test score of reading elements	38
5. Table 4.5 Post-test average score	50
6. Table 4.6 Post-test 1 score of reading elements	50
7. Table 4.7 The Schedule of Cycle 2	54
8. Table 4.8 The Students' average score of Post-test 2	64
9. Table 4.9 Post-test 2 score of reading elements	65
10. Table 4.10 The Summary of Research Findings	67
11. Table 4.11 The Comparison of Average Score of Each Reading Elements of Pre-test, Post-test 1, and Post-test 2	68
12. Table 4.12 The Comparison of Average Score from Pre-test, Post-test 1, and post-test 2	69

LIST OF APPENDICES

Appendix 1. Research Schedule.....	87
Appendix 2. List of Students Name	88
Appendix 3. Sample of Students Quistionaire	89
Appendix 4. Data Analysis of Students Questionnaire.....	93
Appendix 5. Students' Interview Transcript Pre-Research.....	103
Appendix 6. Teacher Interview Transcript Pre-Research	109
Appendix 7. Conclussion of Pre-Observation.....	114
Appendix 8. Blue Print of Instrument	115
Appendix 9. Instrument of Try-out.....	116
Appendix 10. Validity and Reliability Analisis of Instruments	126
Appendix 11. Blue Print of Pre-test and Post-test	137
Appendix 12. Instrument of Pre-test and post-test.....	138
Appendix 13. Data Analysis of Pre-test.....	145
Appendix 13. Lesson Plan of Cycle 1.....	150
Appendix 14. Data Analysis of Post-test 1	167
Appendix 15. Lesson Plan of Cycle 2.....	172
Appendix 16. Data Analysis of Post-test 2	189
Appendix 17. Reseacher's Diaries	194
Appendix 18. Researcher's Fieldnote	201
Appendix 20. Photographs.....	215
Appendix 21. Letter of Permission	220

CHAPTER I INTRODUCTION

A. Background of the Study

Man is a social creature who needs and does social interaction. We communicate with peers using language. Formerly, sign language was often used when we had not known present language. Nowadays, a language is needed more as a means of communication, a message conveyor, especially English as an International language.

Nowadays we face globalization era so we are demanded to master international language. As we know English is the one of international language. English has pivotal role as a communication means for both oral and written. Therefore, English is taught to young learners in the early age in Indonesia and all over the world. English has been taught to young learners at the pre-school until university.

In the fast development of science and technology, people can get the information from various media of communication such as, internet, television, newspapers, magazine, etc. In getting the information from a written form, people must have a good reading comprehension to comprehend what they are reading.

To an Indonesian student, the ability to read texts in English is very important as a bridge to understand the texts book they need. The reading ability is a crucial tool that helps the learning process, without which the students may not be able to deal with the literature that has to read in their period of studying. It is hardly exaggerated if reading is said as the most important ability for non-English speaking students to master. Students read in order to comprehend and be stimulated by the ideas in a selection; the major emphasis in training should, therefore, be on improving comprehension. Ideally, in reading comprehension the students should be able to find the main idea of the text, find details information in a text, identify the use of

reference in a text, guess or understand the meaning of unfamiliar words in the text, and distinguish between literal and implied meaning.

Based on the observation, fact showed that many students got difficulties in reading comprehension. The problems which arose covered two indicators. They included students' competence and class situation. From students' competence category, the researcher found some indicators dealing with the low of students' specific comprehension of the text including literal, sequencing and summarizing comprehensions. These indicators were: (a) students were unable to find the main idea; (b) the students were unable to find detail information of the text; (c) the students were unable to translate the difficult words; and (d) the students were unable to distinguish between literal and implied information in a text.

From the class climate category, the indicators were: (a) students were bored with the English learning activities, the students were keen at the beginning of the lesson but in the middle and in the end of the lesson their motivation dropped; (b) the students were noisy when the teacher gave an explanation, so the situation in class became noisy and uncomfortable to study; (c) the students were not enthusiastic to read the text or the students did not have a great of motivation in reading a text; and (d) the students were passively involved in teaching and learning process, they rarely delivered their ideas, if their teacher asked them a question, they would not answer the question spontaneously but they waited their teacher to point them out.

Besides, fact also showed that the students' achievement in reading has not reached the standard (KKM). Based on the result of pre-test of this research, the students' mean score was 60.6 and the KKM is 75. It is clear that the students' ability in reading comprehension should be improved in order to get better achievement. Besides, the mean score of each indicator of reading was still lower than that KKM. The mean score of finding the main idea was 66.1, 56.5 for finding detail information, 51.6 for understanding unfamiliar words, and 44.6 for identifying the use of reference.

These unpleasant situations occurred because most of the students were bored in the teaching and learning process. The way of the teacher taught was not interesting enough. The teacher used most of the time to talk while the students only listened and sometimes did some exercises if the teacher asked them to do it. They rarely took part into the lesson. That was the reason why the students did not concentrate on the learning process and chose to have their own activity. Besides, the teacher did not use the media optimally and there was no variation of the methods which were used in the teaching learning activity.

As we know there are some reading strategies that can be used to comprehend such text. For example we can use scanning strategy (strategy that is used to find detail information of the text) when we read a brochure. Besides, there are also bottom-up and top-down theory that usually used to comprehend reading.

All of the reading strategies that are explained before are good, but related to such problems, the researcher intends to overcome the problems to improve students' reading comprehension by using SQ3R method. SQ3R method is the method that is used to improve students' reading comprehension. SQ3R is method introduced by Francis P. Robinson in 1941. This method is designed to make the students read faster and get knowledge or information as much as they can. SQ3R method consists of some steps which are *survey, question, read, recite, and review*. It might seem need much time but the advantages that will be gotten are very good for students in comprehending material.

SQ3R is a useful technique for fully absorbing written information. It helps the students to create a good mental framework of a subject, into which the reader can fit fact correctly. SQ3R method helps the students to set study goals. It also prompts the students to use the review techniques that will help to fix information in their mind.

By using SQ3R method to actively reading a document, the students can get the maximum benefit from their reading time. On the plus side, this multi-step plan of

SQ3R method makes sense because it combines before, during, and after reading activities to help students become actively involved in reading to comprehend.

The researcher will implement the SQ3R method to improve the basic competences of reading comprehension in which the students have not reached all of these competences yet. The first basic competence of reading comprehension is finding the main idea of the text. By using SQ3R method especially in the first step of this method, *Survey*, the students were asked to glance through the topic headings and try to get an overview of the reading to get an idea of where the chapter is going. This step will help the students' mind prepare for the subject at hand, and it also lets the students know what the text will be about.

The second indicator of successful reading is the students should be able to find detail information in the text. SQ3R method offers such good and easy way in finding detail information of the text by turning the heading or the title of the text into questions that directs the students' reading so that the students can find the details and examples that support major points of the text through the next step of SQ3R method called *Reading*. In addition, as we know that the better the questions, the better readers' comprehension will be.

Besides, the third indicator of reading comprehension is the students should be able to translate unknown words which are used in a text. This indicator often becomes the major obstacle in students' reading comprehension that leads the students to become unmotivated to continue their reading. The third step of SQ3R method, *Reading*, suggests the students to infer the unknown word from the context and do not skip this unfamiliar word in the text. If the students cannot infer unfamiliar word meanings from context, SQ3R method suggests the students to look them up and be sure to reread the sentence in which each new word appears to ensure the students understand it. Moreover, in this step the students can also identify the use of reference in a text as the third indicators of reading comprehension. When the students can't infer the use of references in the text, the students should look them up

and be sure to reread not only where the sentence in which the reference appears but also the sentence which precede it to ensure the students understand it.

In addition, to fulfill the basic competences of reading comprehension the students are also asked to be able to find implied information. In the last step of SQ3R method, *Review*, the students are asked to create a one page of hierarchical summary of the entire chapter and to consider how the material fits with what the students know from the course, experience, and other classes. In doing this step the teacher can use questions such as: What is the material's significance?; What are the implications or applications of this material?; and What questions are you left with?. When the students can absorb the writer's idea then review or summarize the points of the text by using their own words it means that they are able to find the implied information of the text.

Based on the explanation above, the writer would like to do Classroom Action research entitled "*Improving Students' Reading Comprehension by Using SQ3R Method*"

B. Problem Statement

1. Can SQ3R method improve the students' reading comprehension?
2. What happens when SQ3R method is applied in improving students' reading comprehension?

C. Objective of the Study

1. To identify whether the use of SQ3R method can improve students' reading comprehension for the students of SMP Negeri 05 Surakarta or not.
2. To describe what happens during the implementation of SQ3R method in improving students' reading comprehension.

D. Benefit of the Study

It is expected that the final project will give benefit to the following parties:

1. The students of IX Grade in SMP Negeri 05 Surakarta.

This study is expected to give benefit to the students of IX Grade in SMP Negeri 05 Surakarta to improve students' reading comprehension by using SQ3R method.

2. The English teachers of SMP Negeri 05 Surakarta, especially the IX Grade English teachers.

The writer expects this study will give contributions to the teachers concerning with the students' reading comprehension. It is also expected that this study will give information to the teachers about the appropriate method to improve students' reading comprehension.

3. The other researchers.

The writer hopes that this study could be beneficial for the readers and could be used as the reference for those who are interested in English teaching and learning field.

CHAPTER 2

Review of Related Literature

A. The Concept of Reading

1. The Nature of Reading

Reading is one of the four skills in English learning. Reading is considered to have a more important role than the others. Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page because it involves various kinds of activity. It is needed as a tool of communication in written language. Reading is the most important way which is vital in processing information. Reading to get information is the most important purpose that the learner may have in learning English. Because of the great emphasis placed on long assignment in textbooks and reference books, reading ability is an important determiner of school success.

Deboer and Dallmann (1966: 17) argue that reading is an activity which involves the comprehension and the interpretation of ideas symbolized by written or printed language. In line with Deboer and Dalman, Aebersold and Field (1997: 15) define that reading is what happens when people look at a text and assign meaning to the written symbols in that text. Further, the text and the reader are the two physical necessities for the reading process to begin. So, there is an interaction between the reader and the text that contribute actual meaning.

According to Williams (1984: 2) reading is a process whereby one looks at and understands what has been written. The key word here is 'understand' – merely reading aloud without understanding does not count as reading. Besides, Walberg (2003: 6) states that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

Comprehension is the process of making sense of words, sentences, and connected text.

Moreover, Goodman in William (1984: 3) defines reading as a psycholinguistic guessing game. The 'guessing' however, is far from random. It is principles guessing which draws upon two sources to guide it. First, the text itself and, second, what the readers bring to text. It means that before the reader reads the text and he had already had his own concept. After he reads the text, the reader relates his own concept with the text message.

Based on the definitions above, it can be concluded that reading is the process of bringing a concept to the text and relating it with the meaning got from the text including understanding the material and giving interpretation of this process.

2. Reading Comprehension

The result of reading activity is understanding what has been read. Reading without understanding what has been read is useless. Reading cannot be separated from comprehension. One must comprehend the text in order to understand and interpret the written symbols. In Bloomfield taxonomy, there is a level of cognitive domain, namely comprehension which is a type of understanding, such that the individual knows what is being communicated. The following are the definitions of reading comprehension proposed by some experts.

Klingner(2007: 8) defines that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).He also states that reading comprehension is not only the process of readingthewordscorrectly but also the reader havetounderstandwhattheysay.Infact, the reader not only need to understand what they say but also must be able to go beyond the literal meaning of the text, think

critically about the message, appreciate what the author is trying to say, and understand when the reader does not understand.

According to Robinson (1941: 140) comprehension accuracy in reading is determined by dividing the number of questions a student answers correctly by the number of questions asking about the material he has read.

Besides, Jenkins et al. in Klingner (2007: 12) state that reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences.

In addition, Walberg (2003: 6) states that comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

From the ideas above it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and purposes by using such strategies to help them understand written material.

3. The Elements of Reading

Reading has some elements, those elements of reading are:

1. Phonemic Awareness is the ability to hear, identify and manipulate the individual sounds – phonemes – in spoken words.
2. Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of the spoken language) and graphemes (the letters and spellings that represent those sounds in written language).
3. Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary and reading vocabulary. Oral vocabulary refers to words we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

4. Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.
5. Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. (Lehr and Osborn, 2010: www.bookitprogram.com)

4. The Purpose of Reading

According to Deboer and Dalman (1966: 24) the kind of reading a person does will usually depend upon his purpose. He may read for pure recreation and enjoyment or he may read to study. Ideally he will find pleasure in study-type reading too, but his approach, attitude, and technique will be different. He may read to find the answer to a question or the solution of a problem, to learn the main idea of a selection or some specific items of information, to discover the outcome of a series of events. For all of these purposes he employs different methods in his reading.

Wallace (1996: 6-7) classifies the purposes of reading based on the personal reasons as follows:

- a. Reading for survival

Reading for survival is reading a text that is very crucial for life. Survival reading serves immediate needs or wishes. For example a warning sign, an admonition sign, an instruction sign, and etcetera. For other social group such as parents survival reading might

- b. Reading for Learning

It is expected to be exclusively school-related. Reading is intended to support learning. The reader needs to 'translate' the text, literally or metaphorically, to learn vocabulary, to identify 'useful' structures or collocations, to use a text as

a model for writing and to practice pronunciation. For example one reads a text loudly, then analyzes it and makes the same kind of text.

c. Reading for pleasure

While reading for survival involves an immediate response to a situation and reading for learning is also goal oriented, albeit in a rather different way, reading for pleasure is done for its own sake. Reading for pleasure is reading to get happiness. The reader wants to enjoy the sound, and rhythm or rhyme of the text. The text being read is written originally to offer enjoyment. For example read narrative texts.

In addition, Walberg (2003: 15) argues that there are many different purposes for reading. A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read.

5. Reading Model

There are complementary ways of processing a text. They are both used whenever we read; sometimes one predominates, sometimes the other, but both are needed. And, though normally unconscious processes, both can be adopted as conscious strategies by the readers approaching a difficult words. Barnet (In Aebersold and Field, 1997: 18) states that there are three main models of how reading occurs:

1. **Bottom-up theory** argues that the reader constructs the text from the smallest unit (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates (Eskey 1988, Stannovich 1990).
2. **Top-down theory** argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and, given a basic *commit to user*

understanding of the vocabulary, they continue to read as long as the text confirms their expectations (Goodman, 1967). The top-down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, and historical) they already possess, then check back when new or unexpected information appears.

3. **The interactive learning** argues that both top-down and bottom-up processes are occurring, either alternately or at the same time. These theorists describe a process that moves bottom-up and top-down, depending on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shape beliefs about reading.

6. Reading Technique

Reading technique plays an important role in understanding a reading material. It facilitates students who want to read efficiently in order to comprehend the text. Brown (1994: 291-296) offers some strategies in reading comprehension as follow:

1. Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what the readers are looking for and can weed out potential distracting information. The readers should make sure that they know their purpose in reading something.

2. Use graphemic rules and patterns to aid in bottom-up decoding (for beginning levels)

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. Hints, pointers on such pattern and a multitude of other phonics approaches to reading can prove to be useful for teaching children and non-literate adults.

3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In this case the readers don't need to pronounce each word to his or her self. The readers try to visually perceive more than one word at a time preferably phrases. Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.

4. Skimming

Skimming consists of quickly running one's eyes across a whole text to get the gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas. This gives them a 'head start' as they embark on more focused reading.

5. Scanning

The second in the 'most valuable' category is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask reader to look for the names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract certain specific information without reading the whole text.

6. Semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually. Early drafts of these maps can be quite messy which is perfectly acceptable.

7. Guessing

This is an extremely broad category. Learners can use guessing to their advantage to guess the meaning of a word, grammatical relationship, infer implied meaning, to guess about cultural reference and the content message. The readers should utilize all their skills and put forth as much effort as

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possible to be on target with their hypothesis. The key to successful guessing is to make it reasonably accurate.

8. Vocabulary analysis

One way for readers to make guessing pay off when they don't know immediately recognize a word is to analyze it in terms of what they know about it.

9. Distinguish between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

10. Capitalize on discourse makers to process relationship

There are many discourse makers in English that signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such makers can greatly enhance readers' reading efficiency.

7. Macro and Micro Skill of Reading

According to Brown (2004: 291) there are two categories of reading skill. They are macro and micro skill. These are of what the students of ESL need to do in order to become efficient readers.

a. Micro Skill of Reading

1. Discriminate among the distinctive graphemes and orthographic pattern of English.
2. Retain chunks of language of different length in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words and interpret word order pattern and their significance.

5. Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro Skill

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative functions of written texts, according to form and purpose.
3. Infer context that is not explicit by using background knowledge.
4. From events, ideas, etc., described, infer links and connections between events, deduce causes and effect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meanings.
6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7. Develop of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from the context, and activating schemata for the interpretation of text.

Besides, Aebersold and Field also (1997: 16) define that the students can comprehend the text if they are able to:

1. Recognize words quickly
2. Analyze unfamiliar words
3. Guess about the meaning of the text
4. Understand the relationship between the part of a text
5. Distinguish main ideas from minor idea
6. Use context to build meaning and aid comprehension

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Moreover, Mikulecky (1990: 25) lists some of reading skills that foster the thinking processes which the students need to develop in order to comprehend reading material.

These skills of reading are as follows:

1. Being able to recognize a word at glance
2. Recognize the topic or finding out what the text is about
3. Classify ideas into main topic and details
4. Identifying the relationship between ideas
5. Recognize and using pronouns, reference and interpret them in a context
6. Guessing the meaning of unknown word from the context

Based on the definition above it can be concluded that reading is an activity of bringing a concept to the text and relating it with the meaning got from the text including understanding the material and giving responses as interpretation of this process which is marked by the ability of the readers to find the main idea of the text, find details information in a text, guess unfamiliar words during reading, detect specific references, and find implied information of the text.

8. Teaching Reading

According to the Brown, teaching is showing or helping someone to learn how to do something, providing with the knowledge, causing to know or understanding (1994: 7). According to this statement, it can be concluded that in teaching activity, the teachers are not only demanded to give the material and the task, but also asked to guide the students in doing the task, finding and correcting the mistakes they made and to help them develop their knowledge.

Teaching reading is not only giving the text to the students but also building their consciousness of reading skill. Harmer (1998: 68) states that there are many reasons why getting students to read English text is very important of the teachers job. Teaching reading should be the main priority for the teachers to be considered when the students begin to study.

According to Harmer (1998: 69) there are some principles behind the teaching of reading as follows:

1. Reading is not a passive skill

The teacher should motivate the students to be active in reading. The teacher can ask the students to guess what the text is going to, what the word means.

2. Students need to be engaged with what they are reading

Students who are not engaged with reading will not be actively interested in what they are doing. Students need a topic that is really interesting for them.

3. Students should be encouraged to respond to the content of a reading text, not just the language

Students must be given a chance to respond the message of texts in some ways. It is especially important that they should be allowed to express their feelings about the topic.

4. Prediction is a major factor in reading

Teachers should give the students 'hints' so that they can predict what's coming to. The hint process will start our brain to predict what we are going to read. Expectations are set up and the active process of reading is ready to begin.

5. Match the task to the topic

Teachers need to choose good reading task. Asking boring and inappropriate question can undermine the most interesting text, the most commonplace passage can be made really exciting with imaginative and challenging task.

Besides, Harmer (1991: 189) also states that there are five basic stages in teaching reading as receptive skill as follows:

1. Lead-in

Here the students and the teacher prepare themselves for the task and familiarize with the topic of reading exercise. One of the major reasons for this is to create expectations and arouse the students' interest in the subject matter of the written text.

2. Teachers direct comprehension task

Here the teacher makes sure that the students know what they are going to do. This is where the teacher explains and directs the students' purpose for reading.

3. Students read for a task

The students then read to a text to perform the task the teacher has set.

4. Teachers direct feedback

When the students have performed the task, the teacher will help the students to see if they have completed the task successfully and will find out how well they have done. This may follow a stage in which students check their answers with each other first.

5. Teacher directs text-related task

The teacher will then probably organize some kinds of follow-up task related to the text.

B. The Concept of SQ3R Method

1. Definition of SQ3R Method

There are a variety of different strategies that an individual can use to read a particular piece of material, but it is important for an individual to find the best strategy for the type of resource that the individual is using. One of the strategies that an individual can use to read and study a variety of different material is known as SQ3R method. SQ3R is method is introduced by Francis P. Robinson in 1941. This reading strategy is primarily intended for studying information that does not necessarily confuse the individual, but rather is just unfamiliar to the individual.

Survey and Question are the pre-reading components of SQ3R. They are used to activate background knowledge, provide purposes for reading, and motivate readers to read the assignments. In this first step the readers are asked to glance through the topic headings and try to get an overview of the reading. Next, the

readers should turn the first heading into a question. These questions focus the readers' concentration on what they need to learn or get out from reading.

Once the individual has identified all of the questions that he or she should answer while reading the chapter, the individual should then read the chapter as whilst-reading as a part of SQ3R method and try to find the answers to each of the questions.

Recite and Review are the post-reading activity of part in SQ3R method. They help the readers summarize and organize ideas so they can be remembered and applied. The readers are allowed to draw picture to identify main ideas, portray key concept in graphic organizers, or capture the real meaning of the reading.

2. The Steps of SQ3R Method

According to Robinson (1941: 29) SQ3R method consists of five separate steps that help the individual determine the most important points of each chapter and study those points. These steps are as follow:

- a. *Survey*: *Survey* is kind of pre-reading activity that covers some activities such as glancing over the headings in the chapter to see the few big points which will be developed. The individual should just quickly survey the chapter for titles, headings, subheadings, review questions, captions, chapter or section summaries, and any other easily identifiable indications of the key points that the chapter is attempting to convey.
- b. *Question* : In this step the readers are asked to turn the first heading into a question. The reader should take each of these items and turn them into questions that the individual can answer while he or she is reading the chapter. Once the individual has identified all of the questions that he or she should answer while reading the chapter.
- c. *Read* : In this step the reader reads the text in order to answer the questions. The individual should then read the chapter and try to find the answers to each of the questions.

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- d. *Recite* : Having read the first section, the reader can look away from the book and try briefly to recite the answer to their questions. Each time that the individual completes a paragraph or section of the chapter, that individual should stop, recite any questions that the individual believes he or she can answer and then recite the answers to those questions.
- e. *Review* : Actually in the last step, once the individual has read the entire chapter and answered all of the questions, he or she should go back and write down each question right next to its corresponding answer. This will allow the individual to review the information at a later time very quickly.

3. The Advantages and Disadvantages of SQ3R Method

SQ3R is a useful technique for fully absorbing written information. It helps the readers to create a good mental framework of a subject, into which the reader can fit fact correctly. SQ3R method helps the readers to set study goals. It also prompts the readers to use the review techniques that will help to fix information in their mind.

By using SQ3R method to actively read a document, the readers can get the maximum benefit from their reading time. On the plus side, this multi-step plan of SQ3R method makes sense because it combines before, during, and after reading activities to help students become actively involved in reading to comprehend.

According to Robinson (1941: 17-27), SQ3R method has some advantages such as a quick overview of the text will orient the readers and allow them to comprehend, at least partially, what is to come. With this preview they can then comprehend the selection more rapidly. Besides, several studies indicate that a quick preview of the heading or a look at the summary is of help in reading chapter.

There is also a value of previous questions as a part of SQ3R method such as a list of questions at the beginning of an article orients the readers to the whole subject in such a way that they can fit facts, not asked about, into a meaningful picture; this helps in their retentions. In line with this statement, the fact shows that

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asking a question just before starting to read a section gives the most effective mental set for selecting and retaining the important facts and generalizations there in.

He also states that students who have training in outlining will have a better comprehension of what they read and in performance on study materials in other courses. In studying, an alternation of reading and note-taking makes it easier to the student to keep at his lessons and to maintain an attitude of active searching for ideas. Besides, the students will find it helpful to make a preview of the heading and the final summary before starting to read, to ask questions based on the heading as they start to read each headed section, and to write a brief summary phrases after reading each section so as to check their comprehension and to express visually the relationship between the idea.

On the other hand, fact also shows that SQ3R method also has some disadvantages such as; the change of activity in SQ3R method is boring even though one can start each new period with zest. Unfortunately, this system can also overwhelm readers with its complexity. Some think that they are to use old habits of lengthy note-taking where all details are copied from the book, usually as a complete sentence. This technique disrupts the progress of reading that the train of thought is lost. Besides, this strategy requires direct, intensive, and repeated instruction from the teacher. Students can be reluctant to invest in the strategy as the learning of SQ3R requires their commitment to careful study and practice. However, research supports the efficacy of the study skills incorporated into this strategy.

B. Rationale

Teaching reading is essential for the students remembering that the reading is the main skill tested in National Examination (Ujian Nasional). The students are asked to be able to comprehend such text well. Ideally, in reading comprehension the students should be able to find the main idea of the text, find details information in a text, identify the use of reference in a text, guess or understand the meaning of unfamiliar words in the text, and distinguish between literal and implied meaning.

Unfortunately, fact shows that there are still many students who get difficulties in reading comprehension. The problems which arise cover two indicators. They include students' competence and class situation. From students' competence category, the researcher found some indicators dealing with the low students' specific comprehension of the text including literal, sequencing, and summarizing comprehensions. These indicators are: (a) students were unable to find the main idea; (b) the students were unable to find detail information of the text; (c) the students were unable to translate the difficult words; (d) the students were unable to find distinguish between literal and implied information in a text.

From the class climate category, the indicators are: (a) students were bored with the English learning activities, the students were keen at the beginning of the lesson but in the middle and in the end of the lesson their motivation dropped; (b) the students were noisy when the teacher gave an explanation, so the situation in class became noisy and uncomfortable to study; (c) the students were not enthusiastic to read the text or we can call that the students did not have a great of motivation in reading a text; and (d) the students were passively involved in teaching and learning process, they rarely delivered their ideas.

These unpleasant situations occur because most of the students were bored with the teaching and learning process. The way the teacher taught was not interesting enough. The teacher had no motivation to change the technique used. The teacher constantly applied the same conventional technique which leads to a boredom condition on the students

Related to such problems, the researcher intends to overcome the problems to improve students' reading comprehension by using SQ3R method. As mentioned before that one of the effective ways in improving students' reading comprehension is through SQ3R method. SQ3R is one of the methods that can make the students comprehend more in reading skill. SQ3R is one of the methods that can make the students to be an active and effective reader. This method is designed to make the students can read faster and get knowledge or information as much as they can. SQ3R

contribute as the method to help the teacher convey the material easily and expected to the students being easily in receiving the material too.

SQ3R is a useful technique for fully absorbing written information. It helps the students to create a good mental framework of a subject, into which the reader can fit fact correctly. SQ3R method helps the students to set study goals. It also prompts the students to use the review techniques that will help to fix information in their mind.

By using SQ3R method to actively reading a document, the students can get the maximum benefit from their reading time. On the plus side, this multi-step plan of SQ3R method makes sense because it combines before, during, and after reading activities to help students become actively involved in reading to comprehend.

This method is suitable to improve the students' basic competences of reading comprehension that haven't been reached yet, such as finding the main idea of the text. By using SQ3R method especially in the first step of this method, *Survey*, the students are asked to glance through the topic headings and try to get an overview of the reading to get an idea of where the chapter is going. This step will help the students' mind prepare for the subject at hand, and it also lets the students know what the text will be about.

The second indicator of successful reading is the students should be able to find detail information in the text. SQ3R method offers such good and easy way in finding detail information of the text by turning the heading or the title of the text into questions that directs the students' reading so that the students can find the details and examples that support major points of the text through next step of SQ3R method called *Reading*. In addition, as we know that the better the questions, the better readers' comprehension will be.

Besides, the third and the fourth indicators of reading comprehension is the students should be able to translate unknown words which is used in a text. This indicator often becomes the major obstacle in students' reading comprehension that leads the students to become unmotivated to continue their reading. The third step of SQ3R method, *Reading*, suggests the students to infer the unknown word from the context and do not skip this unfamiliar word in the text. If the students cannot infer unfamiliar word meanings from context, SQ3R method suggests the students to look them up and be sure to reread the sentence in which each new word appears to ensure the students understand it. Moreover, in this step the students can also identify the use of reference in a text. When the students can't infer the use of references in the text, the students should look them up and be sure to reread not only where the sentence in which the reference appears but also the sentence which precede it to ensure the students understand it.

In addition, to fulfill the basic competences of reading comprehension the students are also asked to be able to find implied information. In the last step of SQ3R method, *Review*, the students are asked to create a one page of hierarchical summary of the entire chapter and to consider how the material fits with what the students know from the course, experience, and other classes. In doing this step the teacher can use questions such as, What is the material's significance?; What are the implications or applications of this material?; and What questions are you left with?. When the students can absorb the writer's idea then review or summarize the points of the text by using their own words it means that they are able to find the implied information of the text.

In addition, the use of SQ3R method can make the students who are not enthusiastic to read the text become active involved in the reading process as the expert says that the multi-step plan of SQ3R method makes sense because it combines before, during, and after reading activities to help students become actively involved in reading to comprehend.

C. Hypothesis

Based on the review of the literature review and the rationale, the hypothesis of this study can be formulated as follows that SQ3R method can improve students' reading comprehension.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

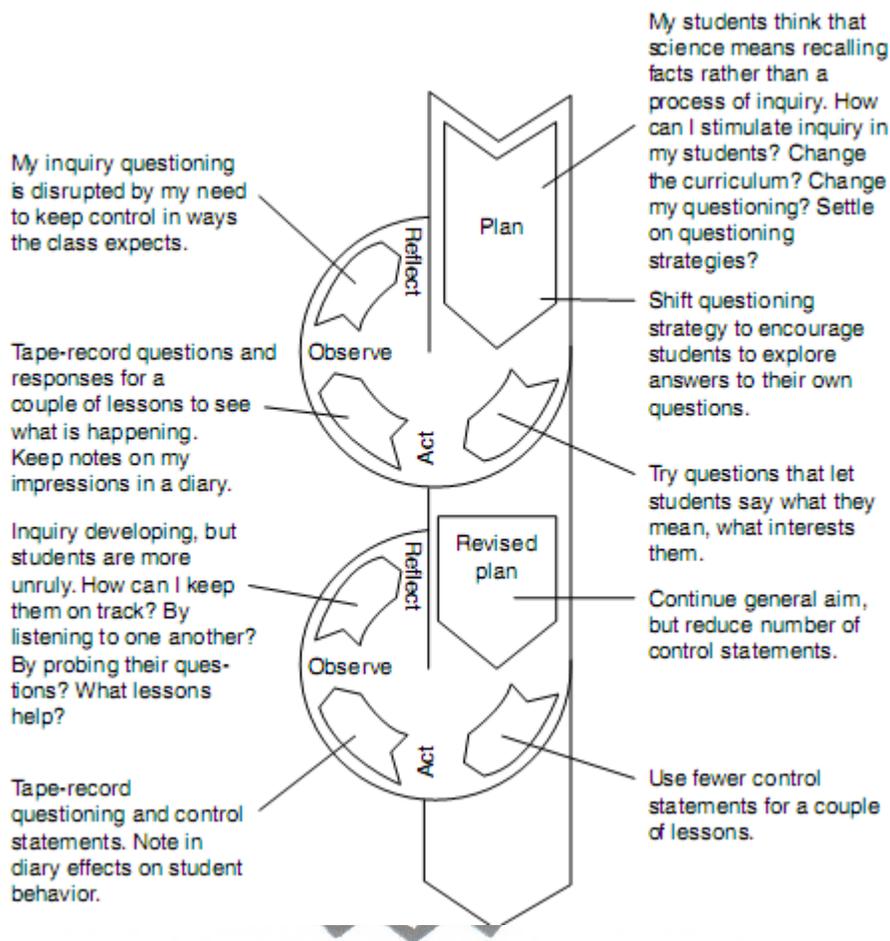
Research method that is used in conducting this study is CAR (Classroom Action Research). Ebbutt (in Hopkins, 1993: 45) states that action research is a systematic study that attempts to improve educational practice by group or participant and by means of own reflection upon the effect of these actions.

Besides, Mills defines action research as systematic inquiry done by the teachers or other individuals in teaching or learning environment to gather information about and subsequently improve to ways their particular school operate, how they teach and how well their students learn (2006: 6). According to Hopkins (1993: 1), classroom research is an act undertaken by teacher, to enhance their own or a colleague's teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole school priorities.

Kemmis (in Hopkins, 1993: 44) defines action research as a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices; (b) their understanding of these practices; and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with 'outsiders'. In education, action research has been employed in school-based curriculum development, school improvement programs, and systems planning and policy development.

Action here used the model developed by Kemmis and McTaggart (1988) where a sequential program for teachers intending to engage in action research is outlined in some detail. He summarizes his approach to action research in the model shown below:

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In this case, the writer used action research method because the research was done in the class so the method that was used was classroom Action Research or we call CAR.

B. Place and Time of Study

This study was conducted at the third grade students of SMP Negeri 05 Surakarta which is located at Diponegoro Street 45, Surakarta. The research was done at the first semester of 2011/2012 for four months.

C. Subject of the Study

The subject of this research is the third grade (Class B) of SMP Negeri 05 Surakarta in the academic year of 2011/2012. This class consists of 31 students.

D. The Procedure of Action Research

To get better understanding about the procedure of this action research, the detailed information is given as follows:

1. Identifying the problem

In this stage the researcher identified the students' problems in reading. In identifying the problems, the researcher used some techniques such as: interview, questionnaire, and observation. The problems which arose covered two indicators. They included students' competence and class situation. From students' competence category, the researcher found some indicators dealing with the low of students' specific comprehension of the text including literal, sequencing and summarizing comprehensions. These indicators were: (a) students were unable to find the main idea; (b) the students were unable to find detail information of the text; (c) the students were unable to translate the difficult words; and (d) the students were unable to distinguish between literal and implied information in a text.

From the class climate category, the indicators were: (a) students were bored with the English learning activities, the students were keen at the beginning of the lesson but in the middle and in the end of the lesson their motivation dropped; (b) the students were noisy when the teacher gave an explanation, so the situation in class became noisy and uncomfortable to study; (c) the students were not enthusiastic to read the text or the students did not have a great of motivation in reading a text; and (d) the students were passively involved in teaching and learning process, they rarely delivered their ideas, if their teacher asked them a question, they would not answer the question spontaneously but they waited their teacher to point them out.

2. Carrying out the real Action Research

a. Planning

In this step the researcher prepared everything related to the action research to be implemented.

In this step the researcher made a lesson plan about a certain topic, material, media, instruments, time, and schedule for observation. The topic of Reading Comprehension was based on the syllabus in curriculum.

b. Action

Here the researcher implemented the teaching reading comprehension through SQ3R method. Each cycle consisted of three to four meeting and each meeting took 40 to 80 minutes. The step of implementation stages was divided into three sections. These were opening, main activity that consisted of pre-reading, while-reading, and post-reading, and closing.

c. Observation

In this step the researcher and her collaborator observed all the teaching and learning activities such as: students' understanding, participation, activity and comprehension during the teaching learning process. Observation was one of the techniques which are used in collecting the data. The result of the observation was recorded as the data.

d. Reflection

After carrying out the teaching process using SQ3R method, the researcher made an analysis on what she had observed to find out the strengths and weaknesses of the teaching activity already carried out. The result of this step would be the basis of the next activity or cycle and also would answer the hypothesis that had been proposed by the writer before the action was carried out.

3. Doing Evaluation

After the whole of teaching learning activities had been done, the students were given a test to measure the students' achievement in reading comprehension. The researcher analyzed the test result and found out the mean score to know whether there was an improvement of the students' reading comprehension or not.

E. Techniques of Collecting the Data

The collection of data is an important step in deciding what action needs to be taken. Multiple sources of data are used to better understand the scope of happenings in the classroom or school. According Hopkins (1993: 113) there are some techniques to collect the data such as observation, interview, field notes, questionnaires, and daily journals.

In collecting the data the writer used qualitative and quantitative techniques. The qualitative technique was done by using observation, interview, and questionnaire. Questionnaire was used to gather the data about the students' attitude and opinion on some aspects of the teaching learning process and classroom climate. Questionnaires have the advantage of being easier to construct and score, they also have their disadvantages. One is never sure what students are actually thinking when they check one of the response categories. It is also difficult to write good questionnaire items that explore issues in any depth. Because of that, the writer also used interview as an alternative way to collect information about both students' and teacher's opinions. Besides, the researcher also took careful notes or kept a diary or journal as another way of collecting information about classroom events, teaching learning process or the students' behavior. Notes and journals are particularly helpful for collecting information when the focus of inquiry is a particular student. They were also a good way to systematically study aspects of teaching that were not amenable to observation.

Besides, in in collecting the quantitative data, the writer used pre-test and post-test. These tests were used to take standardization in demonstrating students' mastery and achievement in reading comprehension. The researcher used the scores gotten from these tests to examine the effects of the implementation of the method that was proposed to use in a school.

In order to make sure that the instrument that was used is valid and reliable, the researcher tried out this instrument to the external sample first. The result of this try out was analyzed to get the valid item by using:

$$r = \frac{\overline{X}_i - \overline{X}_t}{s_t} \sqrt{\frac{p_i}{q_i}}$$

After finding the valid item, then the instrument were analyzed to get whether it is reliable or not by using:

$$r_{kk} = \frac{k}{k-1} \left(1 - \frac{\sum pq}{s_t^2} \right)$$

From the result of this try out the researcher got the valid and reliable item of test that was used to do pre-test and post-test to the sample.

F. Techniques of Analyzing the Data

The data that had been collected above were analyzed through qualitative and quantitative technique. For qualitative data which were gotten from the observation, interviews, and questionnaires such as description, interpretation, reflection toward what was happening in the teaching and learning process, they were analyzed by using categorizing analysis in which these steps are as follow:

6. Gather together all the data which are required.
7. Read the data over several times to get a good feel for what is there.
8. Take a section of the data and give a label to the main idea or theme that is being expressed (e.g. *the role of the teacher, learning strategy, feeling,*

emotion, and so on) – this will provide the researcher with an initial category. Look for other things in later sections of the data that could also go under that label (for example, are the same words mentioned over and over again?).

9. Keep doing this until the researcher has developed a number of different labels for the ideas in the data that group together. The researcher may find some statements don't fit neatly into any categories. The researcher can put these into a 'miscellaneous' category in meantime. Go back over them later to see if the form categories already developed. By the time the researcher has finished the first round of categorizing, the researcher is likely to have a better idea of where some of the miscellaneous ones might fit.
10. Make a list of the researcher different categories on a sheet of paper or on a computer.
11. Now look back over the researcher's broad categories and see whether the researcher can group them more into sub-categories that all relate to the main category label. Keep doing this until the researcher satisfied that the researcher has identified all the ideas that cluster together.
12. Make a note on the researcher category list (see point 5) of where the sub-categories fit in.
13. Show the researcher categories to a colleague and see whether they agree with the way we have grouped them. Discuss the ones where we have difference of opinion and decide how best to categories them. Asking someone else to look over our analysis can give us more confidence that we have come up with some reliable categories(Burn, 2010: 106-109).

Quantitative method was used to analyze the data from the scores of pre-test and post-test. The result of analyzing quantitative data was used to compare the students' ability before and after this research done. These were used to find out whether there were any improvements between the students' achievement before and

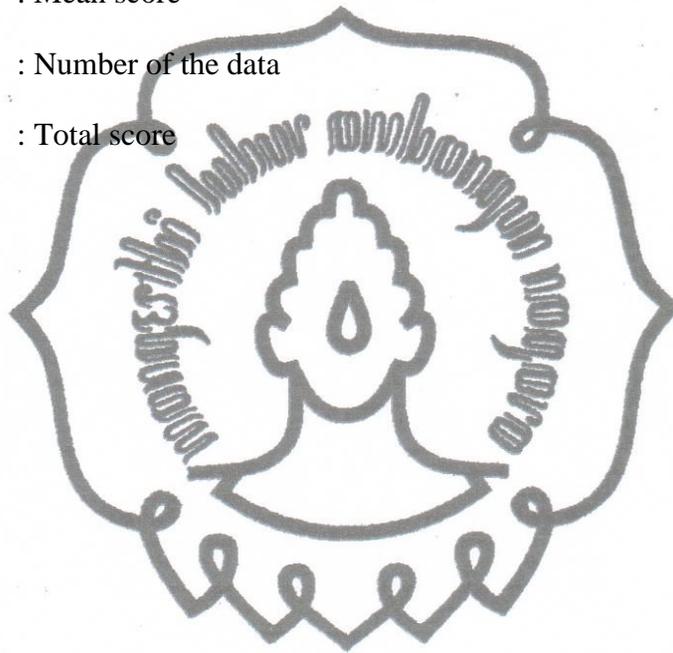
after the study. In analyzing the data the researcher used the mean score of pre-test and post-test by using:

$$\bar{X} = \frac{\sum X}{n}$$

\bar{X} : Mean score

n : Number of the data

$\sum X$: Total score



CHAPTER IV

The Result of the Study

In this chapter, the writer would like to present research findings as the answer for the problems which have been stated in the first chapter. There are two sections in this chapter: section A and section B. Section A is introduction while section B is the research finding and discussion. Section A consists of introduction and the process of the research including cycle 1 and cycle 2 which consists of planning the action, implementing the action and observing, reflecting the result of the observation, and revising the plan for the following step. There is a post-test after doing some treatments to the students. The second cycle is applied based on the result of the first cycle. In short, the overall process of the research can be seen in table below.

Table 4.1. The Overall Process of Research

1. Pre- research	Observing teaching and learning process	
	Giving questionnaire	
	Interviewing students and teacher	
	Conducting pre-test	
2. Research Implementation	Cycle one	Meeting 1,2,3 : explaining, modeling
		Meeting 4 : conducting post-test 1
	Cycle two	Meeting 1,2 3 : explaining, modeling
		Meeting 4 : conducting post-test 2
3. Summary of findings during the Research		

A. Introduction

Reading is the process of bringing a concept to the text and relating it with the meaning got from the text including understanding the material and giving interpretation of this process. Reading becomes one of the most important skills of learning language that should be mastered by the students. Teaching reading is essential for the students remembering that the reading is the main skill tested in National Examination (Ujian Nasional). The students

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are asked to be able to comprehend such text well. Ideally, in reading comprehension the students should be able to find the main idea of the text, find details information in a text, identify the use of reference in a text, guess or understand the meaning of unfamiliar words in the text, and distinguish between literal and implied meaning.

Before implementing the classroom action research of improving students' reading comprehension using SQ3R method, the writer conducted a preliminary observation. It was conducted to gain base-line data on the condition before the research was implemented. Besides, it was to identify the problems on teaching and learning English, especially on reading class. The preliminary observation was conducted from September 2011 to October 2011. It consisted of four activities. They were interviewing the teacher and students, observing the teaching and learning process, conducting questionnaire, and giving a pre-test. The summary of Situation Prior to Action Research Implementation can be seen in table below.

Table 4.2. The Students' Problems and The Causes

Students' Problems		The Causes		
In Reading	In Class	From the teacher	From the students	From the class situation (teaching learning activity)
<ol style="list-style-type: none"> 1. Students were unable to find the main idea. 2. The students were unable to find detail information of the text. 3. The students were unable to translate the difficult words. 4. The students were unable to understand the use of reference in the text. 5. The students were unable to distinguish between literal and implied information in a text. 	<ol style="list-style-type: none"> 1. Students were bored with the English learning activities. 2. The students were noisy when the teacher gave an explanation. 3. The students did not have a great of motivation in reading a text. 4. The students were passively involved in teaching and learning process. 	<ol style="list-style-type: none"> 1. The teacher did not use certain method or technique in her teaching 2. She also never made variation in the way she taught. 3. The way of the teacher taught was not interesting enough. 4. The teacher used most of the time to talk while the students only listened and sometimes did some exercises if the teacher asked them to do it 	<ol style="list-style-type: none"> 1. The result of the students' achievement was not good enough because there were still many students who could not reach the KKM 2. Most of the students had low motivation in reading when they knew that this text was so long, uninteresting topic and there were many unfamiliar words. 3. Students still faced some difficulties in their reading in the different proportions. 4. Most of the students faced difficulty in understanding unfamiliar words and identifying the use of reference. 	<ol style="list-style-type: none"> 1. Their class condition either noisy nor convulsively. 2. The class condition which was noisy and disorganized often disturbed them in their study. 3. Most of the students were bored with the monotonously of the teaching and learning process.

From the preliminary observation conducted by the writer, it was found that many problems emerged when reading activity was implemented. Actually, the English teachers in SMP Negeri 5 Surakarta did not use certain technique or method in her teaching to overcome that problem. However, most of the students still got low achievement in reading comprehension. The students found some difficulties in English reading comprehension such as: difficulty in finding main idea, detail information, understanding unfamiliar words, identifying the use of reference, and finding implied information. When the students were asked to do an exercise related with those indicators, the students just did it without knowing the effective and right way to find out the answer. Therefore, it made them difficult to comprehend such text effectively.

Besides, fact also showed that the students' achievement in reading has not reached the standard (KKM). Based on the result of pre-test of this research, the students' mean score was 60.6 and the KKM is 75. Besides, the mean score of each indicator of reading was still lower than that KKM. The mean score of finding the main idea was 66.1, 56.5 for finding detail information, 51.6 for understanding unfamiliar words, and 44.6 for identifying the use of reference.

Having realized that most of the students in SMP Negeri 5 Surakarta were facing with difficulties dealing with English reading comprehension, the writer were eager to prove whether the problems that were stated in the previous explanation were true or not. She gave a pretest to know the students' prior English competence. It was conducted to reinforce the problems which are stated before. The aim of the pretest was to know the prior competence of the students' English reading comprehension.

Based on the result of pre-test of this research, the students' mean score was 60.6 and the KKM is 71. It is clear that the students' ability in reading comprehension should be improved in order to get better achievement. Besides, the mean score of each indicator of reading was still

lower than that KKM. The highest score was 76.7 and the lowest score was 50.0.

In brief it is shown in the following table.

Table 4.3 Pre-test average score

No	Explanation	Score
1.	Highest score	76.7
2.	Lowest score	50.0
3.	Average score	60.6

Furthermore, those students' mean scores are analyzed in more detail into five indicators of reading comprehension. They are scored of the ability of finding main idea, finding detail information, identifying the use of reference and finding implied information of the text. The result of the analysis is shown in the following table.

Table 4.4 Pre-test score of reading elements

No	Indicators	Score
1.	Finding main idea	66.13
2.	Finding detail information	56.45
3.	Understanding unfamiliar word	51.61
4.	Understanding the use of reference	44.62
5.	Finding implied meaning	70.00

The above table indicates that the students were still weak in reading comprehension. Besides, they still had a problem in almost of the indicators of reading which is proven with the achievement of those indicators and the mean score which was still lower than the KKM (71).

Besides, there were also some problems which encountered from the teaching learning activities and the class situation, such as: (a) students were bored with the English learning activities, the students were keen at the beginning of the lesson but in the middle and in the end of the lesson their

motivation dropped; (b) the students were noisy when the teacher gave an explanation, so the situation in class became noisy and uncomfortable to study; (c) the students were not enthusiastic to read the text or the students did not have a great of motivation in reading a text; and (d) the students were passively involved in teaching and learning process, they rarely delivered their ideas, if their teacher asked them a question, they would not answer the question spontaneously but they waited their teacher to point them out.

These unpleasant situations were derived from the teacher herself. In this case the students felt bored with the teacher's way of teaching. It means that the way of teacher's teaching was not interesting. The teacher taught the students monotonously. The teacher did not use any media and apply creative technique to make the teaching and learning process more interesting. The teacher just explained the material of the lesson without thinking of the students' need. She took the material from a text book or a students' worksheet and gave no improvisation to this. This condition made the students lazy to listen and pay attention to what teacher taught. Some of the students talked to each other. Some others were busy with their own activity and the class became disorganized and noisy. Moreover, most of the students had low motivation in reading when they knew the text was neither so long nor there were a lot of unfamiliar words.

Having analyzed the previous fact findings, the writer believes that the students really get difficulties in English reading comprehension. Therefore she is eager to help them by giving solution by implementing SQ3R method to teach reading comprehension. It is one of teaching method to improve the students' reading comprehension. The expected targets of the implementation SQ3R method are as follows:

- a) Students were able to comprehend such text effectively.
- b) Students were able to find out the main idea of a text.
- c) Students were able to find out detail information of the text.

- d) Students were able to understanding and guessing the meaning of unfamiliar words in the text.
- e) Students were able to identifying the use of reference in the text.
- f) Students were able to find out the implied information of the text.
- g) Students were motivated to join the English lesson in case that they paid full attention to the teacher's explanation and actively involved in the teaching and learning process.

However, it was difficult for the students to achieve the perfect target. Therefore, the researcher hoped that all students could achieve the score at least the passing grade of English. For the students' participation, the writer hoped that the students who often did not concentrate to the lesson could join the lesson and take part in the process.

1. Research Implementation

This Classroom Action Research was conducted in two cycles. Every cycle consist of three meetings and one meeting for doing a test to measure the students' achievement. The steps of each cycle were: (1) planning the action; (2) implementing the action; (3) observing the action (4) reflecting the action (5) revising the plan. In the first cycle, the writer introduced SQ3R method in teaching reading comprehension and how the students could use it to improve their ability in reading comprehension. The first cycle was done from the 27th October 2011 up to 13th November 2011, while the second cycle was done from 13th November 2011 up to 30th November 2011.

The implementation of the research in each cycle is described in following section:

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1. Cycle 1

The process of cycle 1 is as follows:

a. Planning

Before implementing the action, the researcher did observation and gave a pre-test to the students. The test was aimed to know the prior of the students' ability in reading comprehension. Having identified the students' problems, the indicators and the cause of those problems, the researcher implemented her research to improve students' reading comprehension through SQ3R method.

In conducting the research, the writer had 5 meetings. Before the real action, she prepared what activities should be done by the students, teacher and collaborator in cycle one. There would be three meetings in cycle one out of the pretest and posttest.

b. Action

The researcher carried out the action of cycle one in three meeting and one meeting for doing post-test. The activities of that research were presenting the material, explaining the way how to comprehend such text effectively by using SQ3R method, doing an exercise, discussing the result of the students' work, and then reflecting what they have done in that meeting. In brief it is shown as follow:

1. First meeting

It was Tuesday November 1st, 2011. At 09.15 a.m. the bell rang. The teacher and her collaborator came into class IX B but there were only small numbers of students in the classroom. Most of them were girls while the boys were only four. The teacher asked them about the other students' attendance. One of the students named FZ answered that the other students were still in the school canteen. They were there because they had no break at the previous lesson. The previous lesson was Physical exercise. The Physics teacher

ordered them to have exercise without having any break to prepare themselves for the next meeting. After the lesson they were very tired so they used English period to have a rest for a while. This always happened every Tuesday.

The teacher tried to understand the exhausted students but the lesson must begin as soon as possible. Then, she asked one of the students to call them. After about ten minutes, they came. They said sorry for their lateness. The teacher told them that in the next meeting, they were not allowed to do the same thing.

After all students showed their readiness to study, the writer greeted them. The teacher did all the opening activities. The students answered the writer's greeting but their answer was different from what they did usually. They answered in low voice. It showed that they had no spirit to join the class. The writer then greeted them again. This time, she spoke louder. The students then answered the greeting louder too.

After that, she told them that they would have different activity that day. They asked her what they would have that day. The teacher then told them that that day's activity reading using SQ3R. They looked enthusiastic, they wanted to know what they would do. In this case the motivation or the students' spirit increased.

The researcher began to tell the students what they would do by delivering the topic of that day 'Kangaroo' but before it the researcher explained the ways or the steps in SQ3R first. Next, the researcher just told the title of the text and then asked the students to glance over the heading or guess the material. Firstly, the students looked confused and they answered the teacher's command in their mother tongue. Then, the researcher guided them to explain the idea into a good sentence in English. After finding the idea of that text,

the teacher delivered the whole text to the students and asked them to turn that title into some questions that directed them in their reading. In making those questions, the researcher guided the students in order to make the qualified questions. The question should cover the five indicators of reading comprehension proposed before. In this case the class became noisy because the students delivered their idea loudly. The researcher tried to make them organized by giving them an opportunity one by one. After the questions were proposed, they teacher asked them to read the text but in the different way. Usually, the students read the text just to answer one question, but in this case the teacher asked them to read the text while looking for and underlining the important information they could find to answer the questions proposed before. In the middle of their reading, there were some students who asked the teacher about the meaning of the difficult word. The teacher did not give them the meaning of that word directly but she told them how to understand and guess the meaning of that. Firstly, the students looked disappointed, they tried to look for that meaning in their electronic dictionary. The students became very confused and the teacher told the way how to understand unfamiliar word without using dictionary. The researcher asked the students to reread the sentence which contains difficult word then asked them to try guessing the meaning of that word. Later, they came to the question about reference, they looked confused and they made a mistake in answering that question. Then, the researcher reminded them to reread not only the sentence in which the reference appears but also the sentence which precedes it to ensure the students understood it. The researcher led the students to discuss their result while correcting if there were students' mistakes made. Having finished the discussion of finding literal

information, the researcher asked the students to close their hand out and recite their answer in their own words.

At the last activity, the researcher guided the students to sum up the text. The researcher asked the students to guess what the text mainly discussed (concluding) and find the implied meaning of the text such as the purpose of text.

This activity ran for almost 65 minutes. When the time was almost up, she summarized that day activities by asking YN what she had learned that day and she also gave an opportunity to the students who still got difficulties and wanted to ask some questions related to the material. She did a reflection toward the lesson that day by asking a question ‘How do they feel after studying that material?’ to the students. She also asked them to study that material again at home. She said good bye and left the class.

2. Second meeting

It was Wednesday, November 2nd 2011. The researcher and her collaborator entered the class. It was bright morning, the students were ready to have the class because they had an additional lesson to prepare their final examination before. Before starting the lesson, the researcher greeted the students, checked the students’ attendance and reviewed last material. The researcher asked the students about what they had learnt before. After that, the researcher began the lesson by telling them the topic they would have today. It was the report text about ‘The Liberty Statue’. The researcher asked some questions related to the topic to build their knowledge of the field. The students seemed enthusiastic giving feedback to their teacher.

After the researcher felt that the students’ motivation and interest was built, the researcher distributed a text entitled ‘The Statue of Liberty’ completed by some exercises below the text. There

were three tasks related to the text. The researcher told the students what they had to do with this text, but the researcher retold the steps of effective way to comprehend a text through SQ3R firstly. The students began to do their tasks, they analyzed the text, then read the questions and started to read the text while underlining the important information. However, there were some students who were still confused and asked the teacher the mechanism to answer such question by using SQ3R method. Due to that condition there were also some students who did not do their works and kept busy with their own business. The researcher warned them and asked them to do their tasks and join the discussion of the class next. There were still some clever students who dominated the discussion.

After finishing the discussion, the researcher asked the students to close their hand out and recite what they have learnt. Here, some of the students were still opened their hand out. When the time was almost up, the writer with her students reviewed the text and found out the purpose of the text as the part of implied information. Togetherness with the students, the writer summed up the lesson and made a reflection of the lesson that day by asking them what went well and what went wrong today. She also asked them to study that material again at home. She closed the class, said good bye and left the class.

3. The third meeting

It was Friday morning. The class started at 8. 20 a.m. The writer would hold the third meeting today. She came to the classroom with her collaborator. The collaborator sat behind the students. She started observing the teaching learning activity. All students of class IX B were there in the classroom although they did not sit on their own chairs. Some students like *BD* and *DS* moved from their chairs to

their friend's seat and had a conversation and sung with them. Some others were busy with themselves. They did not realize the writer's coming into the classroom. They knew it when the writer stood in front of the classroom and greeted them. Realizing the writer's presence, the students came back to their own seat. They answered the writer's greeting. The writer then checked the students' attendance. All students came that day.

As usual, before starting the lesson, the writer guided the students to review their last material. After that the writer delivered the topic that would be learnt that day. It was about 'Eclipses'. The students seemed interesting. They wanted to know what an eclipse is. Then, the writer asked them to guess what would the text about. The students want to answer the writer's question but they still did not know what an eclipse is. In solving that matter, the writer distributed the whole of reading material then asked the students to read the first sentence of that text in order to make the students being familiar to understand the meaning of difficult word by guessing it through the context. Actually, it was success, the students could understand the meaning of that word by guessing it. They said, "oo..itu kayak gerhanaitu to miss?" and the writer appreciated her students' achievement.

Having understood about the topic that would be studied today, then, the writer asked the students some questions in order to guess what the text would be about. After the students knew what the topic and the main idea of that text, the writer asked the students to do their assignment by themselves. While controlling her students, the writer also reminded the students about the step and the way of comprehending such indicator of reading by using SQ3R. The writer and her collaborative observed the class condition and the way their

students did that exercise whether they have used the steps of SQ3R method or not. Sometimes, there were some students who asked the researcher about the way how to answer or comprehend such indicator (question in their exercise). In this way the writer should retell the strategies of SQ3R to the students who still confused. Having known that the class became noisy and disorganized, the writer decided to start the discussion of the result of the students' work.

The bell rang. It was time for the writer to close the class that day. She announced to the students that in the next activity they would have a test. Hearing the teacher's announcement, the students shouted protest. They were increasingly noisy and shouting to show their worried.

4. Fourth meeting

It was Saturday November 5th, 2011, at 9.30 a.m. That day, the writer designed a post-test for the students to do objective exercises related to the reading comprehension. The writer gave the students a post-test in order to know the students' achievement and progress in comprehending reading material. There were 28 students who took the post-test because there were three students who were absent that day. She told them to do the test individually based on the instruction given. They were asked to answer some questions from some texts by choosing the correct answer. They were given eighty minutes to finish the test. They were also asked to pay attention to the reading comprehension indicators by using SQ3R method optimally.

c. Observing the action

Observing the action is really important to do because it can be used as one of the indicators to know the students' progress. In

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this case the writer as a researcher and a writer and the collaborator as an observer did both of them during the implementation of the action while the students were doing their activities.

By observing the teaching and learning process in the first cycle, the writer knew the effectiveness of SQ3R method in teaching reading comprehension. In this part, the writer would like to describe about what the collaborator and she herself observed and noticed the teaching and learning process at every meeting.

1. First meeting

In this first meeting, the students looked unmotivated. They had low motivation to join the class. It was because the English class was held after physical class. The students seemed very tired. This could be seen from their coming to the class. Most of the male students were still outside the classroom when the writer came into the class. They came to the class after the chairman called them. This situation happened every Tuesday. This habit was rather difficult to change. It was a barrier on students' attempt to increase their English achievement. Their habit must be changed.

The students' motivation was still low although they had sat in the class room. It could be seen from the students' response to the writer's greeting. She needed to greet them twice. The students' motivation needed to enhance.

This situation changed when the writer told them that they would have different activity in their English class. The students looked very excited. Some students said that they hoped to have an enjoyable situation in their class because they never had it. Their response to the writer's announcement showed that their motivation increased although this fact still needed to be proven during the implementation of the plan.

At the beginning, they took part in all activity and kept focusing on the lesson. They asked questions if they did not understand the material given. This rarely happened in their class that they asked the writer to explain the material once more. Their interest in this activity could also be seen from their attempts to answer the questions given by the writer.

Yet, the students got confused when the writer directly changed the practice. They were confused with the multi-steps of SQ3R method. Having this difficulty, the students were still eager to know more about it. They asked the writer to give more practice and examples so they could understand it deeper.

Two ways of communication really happened between the writer and the students. Both of them listened attentively to each other. It means that when the writer threw questions, the students listened to her attentively and the writer also listened attentively when they gave the answers for the questions. Nevertheless, it was disorganized but did not happen until the end of the lesson. Some students were busy with themselves. They were bored because they thought that the topic of that day was less challenging.

When the teacher was explaining about the way how find main idea of the text, understanding the meaning of unfamiliar word, and so on, and the two students also did not pay attention. They had their own conversation. She needed to warn them and ask them to join the class.

The students met difficulty in applying the use SQ3R in their reading. Some of the students were still confused with the multi-steps of SQ3R and most of them had not been familiar with it. In this meeting, the researcher tried to change the students' behavior in

doing the tasks, answering such question, and comprehending such text.

2. Second meeting

In the second meeting the students seemed more ready to study than before. The researcher started the class by greeting them and checking their attendance. The researcher also reviewed the last material in order to remind them the step of SQ3R to comprehend such text.

In the pre-reading activity the writer delivered the topic to the students and asked some questions to build the students' knowledge of the field. In this case, the writer also gave an opportunity to the students to ask some questions to the teacher so there was two-way communicative between the teacher and her students.

After that, the researcher began distributing the whole reading material to the students and asked them to do these exercises. When the students started doing their exercise, the writer walked around the class while reminding her students who still had difficulty about the step and the way of answering and comprehending the text by using SQ3R. Due to that condition, the researcher could not control her class well and she needed more additional time. Besides, some cleverstudents still dominated the discussion. The other students were still afraid to express their idea, most of them became afraid making a mistake so they prefer keeping silent. In the recite stage, there were many students who still opened their hand out to recite the text.

3. Third meeting

In the beginning of the lesson, there was unpleasant situation happened for the second time. There were some students who did not sit on their own chairs. Some students moved from their chairs to their friend's seat to have a conversation and sung with them. Some others were busy with themselves. The researcher warned the students not to do the unpleasant behavior next time.

Actually, in this meeting there were some students who have been familiar to guess the meaning of unfamiliar word by the context and the result of it was very pleased. However, there were still many students who still used their electronic dictionary to look for its' meaning. The researcher always reminded them to try guessing the meaning of those words through the context first.

In the middle of the lesson, there were still few students who asked the researcher about SQ3R and how to use it in answering such question of reading comprehension even the teacher have explained before. They argued that they forgot it. The researcher should retell it to those students and it made her attention to the other became low so the class was a little noisy.

In the last activity, the researcher told that the next meeting would be a post-test to measure their progress and achievement. In this case the students became worried about that and the researcher tried to motivate them not to be worried and do the best.

4. Fourth meeting

The fourth meeting was the first post-test. It was November 5th, 2011. It was the last activity conducted in the first cycle. It seemed that the students had enough confidence to have post-test since they had enough exercises and experience from the previous

activities. The students did their task seriously. The activity ran smoothly under the writer's guidance. They could ask for the writer's explanation when they got difficulties to understand the task. She walked around the class during the test to avoid the cheating of the students. The result of post-test could be reported as follows.

Table 4.5 Post-test average score

No	Explanation	Score
1.	Highest score	87.0
2.	Lowest score	60.0
3.	Average score	75.0

There were five reading comprehension indicators that were analyzed. They were the ability to: find out the main idea of a text, find detail information from the text, understand and guess the meaning of unfamiliar words, identify the use of reference and find out implied information from the text. The result of the analysis could be seen in table below:

Table 4.6 Post-test 1 score of reading elements

No	Indicators	Score
1.	Finding main idea	83.93
2.	Finding detail information	83.93
3.	Understanding unfamiliar word	70.38
4.	Understanding the use of reference	47.02
5.	Finding implied meaning	77.98

Based on the tables above, it could be concluded that the students still had problems in understanding and guessing the meaning of unfamiliar words and identifying the use of reference, since the average score of them were regarded as poor despite the fact that there was a bit increase on the students' achievement.

d. Reflection

After doing the first cycle of action research about improving students' reading comprehension through SQ3R method in the class, there are some strengths and weaknesses which are found. The strengths and weaknesses are shown as follows:

1. The strengths of cycle 1:

a. The strengths in Reading:

- 1) There is an improvement in students' reading comprehension achievement. The most significant indicators of reading comprehension which improved are finding the main idea, finding detail information, and finding implied information of the text. Those indicators can reach the KKM (71) and those can be shown from the mean score of each indicator which improved such as: the ability of finding the main idea increased from 66.1 up to 83.9; the ability of finding detail information increased from 56.45 up to 83.9, and 71.0 up to 78 for the ability of finding implied information.
- 2) Besides, the students' average scores improved from the 60.6 (pre-test mean score) to 75 (post-test score).

b. The strengths in Teaching learning Activity:

- 1) The students' motivation and involvement in the class improved because this multi-step plan of SQ3R method which is combined before, during, and after reading activities help students become actively involved in reading .
- 2) The SQ3R method can help the students to set study goals so they can read or study effectively.
- 3) The teaching learning activities in a class can run systematically due to the multi-step of SQ3R method.

2. The weaknesses of cycle 1

a. The weaknesses in Reading

There are still two indicators of reading comprehension which have not reached the KKM (71) yet: identifying the use of reference and understanding unfamiliar words. Those can be shown from the mean score that the ability of understanding unfamiliar words is 70.38 and the ability in understanding the use of reference is 47.0 from 44.6. There are only less than 50% students who can answer the questions related with these indicators correctly. For understanding unfamiliar words there are some students who still used their electronic dictionary to translate or understand their meaning even in a test so the researcher would reduce or eliminate that problem by using SQ3R. They have not been familiar with understanding the meaning of unfamiliar word by guessing it from the context as SQ3R method suggests.

b. The weaknesses in Teaching learning Activities

- 1) The class is disorganized and noisy during the activities. There are still some students who do not pay attention and confused due to the complexity of SQ3R method.
- 2) The use SQ3R method consumes much time because the students are still confused with the use of this method so the teacher should repeat the instruction intensively.

e. Revising the plan

In solving the problems which occurred in cycle 1, the researcher revised the plan to eliminate or reduce the weaknesses of the implementation of SQ3R method in the first cycle. It was expected that those weaknesses would not occur anymore.

The plan on the next cycle will be focused on controlling pair work, explaining more on how to understand difficult words through the context and how to identify the use of reference. The students were expected to improve their ability in reading comprehension especially in those indicators which had not reached yet. Besides, the students were also expected to utilize SQ3R method well in improving their reading comprehension.

In solving the problems which occurred in the teaching learning activity, the researcher will explain the way or use of SQ3R method in reading first until the students really understand what they should do first and after, so the students will not be confused anymore and the class will be conducive. The researcher also asks the students to do the task in pairs so they will be more concentrated with his/her partner in doing the exercise. Besides, when the students really understand what they should do, the researcher will not need more time to repeat the instruction intensively.

2. Cycle 2

a. Planning

Based on the weaknesses which were found in the first cycle, the researcher revised the following plans.

1. The researcher focused on those indicators which had not reached the target yet. Here, the researcher would give more explanation about that to solve it and gave more exercise to them.
2. The writer would implement pairs work to the students in order to make them more focused with their partner and were not noisy.
3. The researcher would tell the systematically of using SQ3R method first until they really understood first before beginning the lesson.

The researcher, then, prepared important things to conduct cycle 2 as follows:

a) The time allotment

The time allotment in each meeting was 40 to 80 minutes. There were three meeting in cycle two out of the post-test.

Table. 4.7 The Schedule of Cycle 2

No	Time	Activity
1.	Tuesday, November 15 th 2011	First meeting
2.	Wednesday, November 16 th 2011	Second meeting
3.	Friday, November 18 th 2011	Third meeting
4.	Saturday, November 19 th 2011	Post-test

b) Teaching Material

In order to make cycle run well, the writer prepared some important teaching materials to support the implementation of SQ3R method which were focused on the understanding and guessing the meaning of unfamiliar words and identifying the use of reference. The researcher gave a clear explanation, more models and exercises related to those indicators. The teaching media used were students' worksheet and interesting presentation.

b. Action

1) First meeting

It was Tuesday, November 15th, 2011. The writer entered at classroom at 09.15 a.m. When the writer came into the classroom, most of the students had come. They sat on their seats and chatted with the friends next to them. It was different from what happened in the first cycle that the students were not ready to study when the teacher arrived. The conversation stopped when the writer stood in

front of the class and greeted them. They answered the greeting loudly. It showed their motivation to join the class.

The writer, then, told them that they were going to learn focusing on the ability to find the meaning of unfamiliar words and identifying the use of reference. Then, the researcher delivered the topic of that day and built the student' knowledge of the field by asking what text would actually be about and made a discussion with them. Before starting the main activity of the lesson, the researcher reminded them about the multi steps of SQ3R method, made a clear explanation, gave more examples especially on the indicators which had not reached the KKM. The researcher told the students that in understanding unfamiliar word we did not have to use our dictionary especially electronic dictionary, because over-reliance on a dictionary not only slowed down our reading but might interfere with our comprehension as well. A better strategy is to use the context, the words and the sentences surrounding the unfamiliar word would help us to guess that meaning. She also told them that their guesses would be accurate enough for them to understand what the author's means. Besides, the researcher also made sure that her students understand the way how to find out and understand the use of reference by reminding them to reread the sentence which preceded the sentence where the pronoun took place. She also gave an opportunity to the students who still did not understand or confused to ask a question first.

Next, the writer distributed the whole reading material and confirmed whether the students' guessing were suitable with the text or not. After that, the researcher asked the students to start doing their exercise while reading the text. Therefore, the researcher told the students to do that exercise in pairs. The researcher hoped that by

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implementing the group work in that lesson, the students would be more focused with their partner rather than with the others. During that session, the writer walked around in the class to check her students understanding and make sure that the plan ran smoothly.

Having known that the students had finished their exercise, the researcher began to discuss the result of the students' work. The researcher gave an opportunity to each group to present or deliver their idea. In this stage, the writer guided the students' discussion until they could find the best answer. After finishing the discussion, the writer asked the students to close their hand out and recite their answer directly.

When the time was almost up, the writer guided the students to review what they have learned from the text or the lesson today by asking What is the material's significance?; What are the implications or applications of this material?; and What questions are you left with? Then, she gave an opportunity to who still got difficulties in comprehending reading material of that day. She also made a reflection about the lesson that day and then delivered about the second-coming lesson which would be more concentrated on those indicators which were still low and asked them to study more the lesson that day at home. Finally, the researcher closed the class by saying 'good bye'.

2) Second meeting

It was conducted on Wednesday, 16th November 2011. It was cloudy morning but at 7.00 the students were ready in class waiting for the researcher to have a lesson. Before starting the lesson, the researcher and the students prayed together. Then, the researcher checked their attendance and greeted them warmly. The students replied warmly too and they looked curious about the topic of that

day. In beginning the lesson, the teacher reviewed the previous lesson. She pointed some students out to review their last material.

Having finished that activity, the researcher delivered the topic to the students and made a question and answer with the students for a while to build the students' knowledge of that topic. That topic was about 'Octopus'. Firstly, the students did not know what Octopus is and the researcher delivered the whole the text and asked the students to read the first sentence of the text, then guessed the meaning of Octopus. Here the researcher has started to make the students familiar with the meaning of unfamiliar words by guessing it. Actually, it was almost successful. Besides, the researcher also gave some models how to defeat the indicators which have not been reached yet. She gave an example of finding reference in the text. She guided the students to look for where that reference was stated in the text, then asked them to reread the sentence which preceded it and then make a guesses what that reference actually referred to. Then, the writer gave one more example and asked the students to understand what that reference actually refereed individually. In this case the students began realize how to understand the use of reference in the text well.

Next, before doing the exercises, the researcher pointed out some of the students to review the step of SQ3R method and the effective way to find out the answer in reading comprehension. Here, the students have been familiar with the multi-steps of SQ3R method. Then, the students started to read the text while doing their exercises. The researcher walked around the class and controlled her students in order to keep the class conducive.

Thirty minutes later, the researcher started the discussion of the students' result. The researcher led the discussion and gave an opportunity to each group to deliver their idea. Here, the students

looked enthusiastic involved in that discussion. When the students faced any difficulty, the researcher explained it and gave more model and example to ensure that the students could get the point. The researcher focused on the indicators which have not reached the standard.

Having finished the discussion, the researcher would ask the students to recite and review what they have learnt that day but before it the students have already spoken up about the content of that text (recite). The researcher just smiled and gave a positive feedback about her students' achievement. Here, the students have been familiar with multi-steps of SQ3R so they knew what they had to do next. Then, the researcher guided her students to recite and review what the text actually told about in correct order once more. She gave an opportunity to the students to ask a question if they still got difficulties and made a reflection of the lesson that day. Next, she told the students that the next meeting would be the same as the previous meeting but with minimal guidance from the researcher. They became worried but the researcher motivated them and say good bye to close the class.

3) Third meeting

The third meeting was held on Friday, November 18th 2011. The writer and her collaborator came at 8. 20 a. m. when she came into the class room, all students of IX B sat on their seat. There were few students who had conversation with their friends but it was done in low voice. No more students who stood or walked here and there while waiting for their teacher.

The researcher greeted them and gave a positive feedback to the students' development. The students looked happy with the

researcher's regard. They have motivated and the researcher, soon, started the lesson by reviewed the last material. There were many students who still remembered the material and struggled to obtain the researcher's attention. Finally, to handle the class, the researcher pointed some of students to represent their friends' idea.

After that, the researcher told the students about the topic of that day. It was about 'chameleon'. Obviously, it (chameleon) belonged to the unfamiliar word for them. They asked the researcher to give them the whole of the text in order they could guess the meaning of it by read the text. Then, the researcher distributed the reading material to the students and they started to read and guess it. They said 'itukadal to miss?', then, the researcher guided them to reread more, and finally they said, 'oo..change the color, berartibunglonkan miss?'. The researcher gave a positive feedback to the students' achievement. Then, the researcher asked the students to glance over the title in order to know what the text would actually about.

Before doing the exercises, the researcher asked the students to explain the multi-step of SQ3R and the way to defeat the questions about reference and unfamiliar words. The looked enthusiast to answer the researcher' command. Here, the researcher just guided them and gave the correct one if there were still a mistaken made by the students.

The researcher summed up the students explanation and gave some models and examples to them. The researcher also reminded the students to always understand unfamiliar word through the context by reread the words and the sentences surround that difficult word. She also told that if they faced with the exercise about reference, they should look for where that reference was stated in the text and then reread the sentence which preceded it in order to get the

clues to understand it. Then, the researcher asked them to do their exercises with their partner. The students started to do their exercise with their partner while the researcher controlled the class. When, they finished their work, they asked the researcher to start the discussion. Then, the researcher led the discussion and all of the students involve that discussion so the class activity ran as good as the researcher's hope.

The next activity was reciting the text. The students with the researcher recited the text with their own words and summed up the material of that day. The writer appraised them in order to motivate the students and gave an opportunity to the students to ask a question if they still did not understand or got difficulties related to the material of that day. She, then, made a reflection of the lesson that day and announced the next meeting activity. She asked the students to study at home because they would have a post-test. In this case the students looked more confident to face the test than before. Finally, she closed the class by saying 'good bye' to the students.

4) Fourth meeting

It was Thursday, November 18th, 2011. In this stage, the writer conducted a second post-test for the students as the last activity done in the second cycle. There were 31 students who took the post-test. The post-test was aimed to know the students' achievement and progress in comprehending such text. The researcher entered the class, greeted them warmly, checked their attendance and led them to pray. Then, the researcher told what they would do that day and distributed the test sheet. Before starting the test, the researcher motivated the students that they could do the best. She told them to do the test based on the instruction given and do it individually. They

were asked to answer the objective test which consists 30 questions with some texts. They were given eighty minutes to accomplish their task. They were also asked to give more attention to the reading comprehension's indicators especially which have not reached the standard.

When the time was almost up, the writer asked the students to check their answer before collecting to the writer. In this case, the students seemed more confident in doing their test. They believed that they could do the test well and would get a good score. After collecting the students' work sheet, the researcher said 'thank you' to the students and motivate them to always use SQ3R to comprehend such text. The, she close the class by saying 'good bye'.

c. Observation

1) First meeting

In this cycle, the observation process was carried out during the implementation of the action. In general, the teaching- learning process had changed better than the first cycle.

The first meeting of the second cycle was held on Tuesday. Tuesday was a hard day for the students because they had an additional lesson in the morning and physic for the next two periods. English was held in the third period. It meant that the students had used almost of all their energy. Usually, they only wanted to have fun or relaxed. That was why, every time they had the fourth period on Tuesday they always be unmotivated or busy with their own activity.

When the writer held the first meeting of the second cycle that day, something different happened that day. The students were ready to join the class. They were on their own seats. They waited for the writer. They looked excited when she came. They answered the

teacher's greeting loudly. Usually, when she came to the class, they were in their friends' seat and busy chatting with them or even they were still at school's canteen enjoying their meals.

The student also looked excited with the activity that day. They asked the writer about the activity that would be done that day. It showed the students' excitement to the lesson. It showed the students' motivation had increased compared with the previous lesson.

Before starting the lesson, the researcher told the main goal of that lesson and also reminded the students about the multi-steps of SQ3R method. Here, the researcher repeated her explanation until the students were really understood about what they had to do first and next in order to make the researcher could maximize the time. In this case, the researcher gave an explanation why they should guess the meaning through the context first when they found difficult word in reading before using a dictionary. She also gave some examples about how to understand the use of reference and guided them to understand it.

Besides, the researcher also implemented a group of discussion. They were asked to do their task in pairs in order to make them more concentrated with their partner rather than with the others. This way was successfully implemented. The students no longer wasted time. They did not talk or chat with their friends while the process of doing their exercises.

When the students did their tasks, the researcher walked around the class while reminding the multi-steps of SQ3R. Besides, she also checked the students' works and ensured that they could do their exercise by implementing an effective ways of SQ3R method. Here, almost of the students began to be familiar with the use of SQ3R even there were still two or three students who have not understood.

Having known that the students have finished their tasks, the researcher led the discussion of the students. In this case, the researcher gave an opportunity to each group to present their result so all of the students could express their idea. When they could not find the right answer, the researcher guided them until they could find it and then recited that answer. Here, the students started to be able recite their answer without looked their answer up.

Before closing the class, the researcher asked the students to review what the text actually about and then summed up the material of that day. She also gave an opportunity to whom still got difficulties in applying SQ3R to comprehend such text. Then, she made a reflection of that day's lesson, delivered the next meeting topic and closed the class by saying 'good bye' to the students.

2) Second meeting

In this meeting, the students' competence in reading comprehension was improved well. Students, who often used their electronic dictionary to look for the meaning of unfamiliar words, finally could understand it through guessing it by the context. Students with low level of competence who usually tended to be passive students finally had a courage and chance to take their turn to answer the questions and express their idea in the class.

There was improvement on students' reading comprehension. It could be seen from the students' ability to recognize the use of reference in the text and also unfamiliar word found in the text. When the writer delivered the topic of that day and they did know what the word meant, they asked the researcher to give them the whole of the text to guess the meaning of that word by read that text.

The writer tried to avoid teacher oriented when she taught. She tried to engage the students to participate in the whole teaching and learning process. It was done by including all the students in the discussion. So there were no students who relied on their friends.

The writer tried to control the class as better as possible. She also tried to give the students chance to ask dealing with their difficulties. She tried to help them by walking around the class while observing them. It made them more comfortable to ask a question when the writer came to them. Actually, they were not hesitant to ask for help.

In the second cycle, the students' difficulties seemed decrease. They could express and explore their ideas although it was still in simple sentence and sometimes they open their note book or dictionary. Their vocabulary was improved than before. So, it had changed their study. There was improvement and progress in their achievement.

3) Third meeting

In the third meeting of cycle two, the students were able to be handled easily and the teaching learning activity ran close smoothly. It was proved by the students' behavior when the teacher would enter the class. No more students who stood or walked here and there while waiting for their teacher. Besides, the students' involvement increased than before. Almost all of the students joined the class activity and also in the discussion session. They also asked the researcher to begin the discussion of their result when they have finished their exercises.

Besides, the students' progress in learning reading comprehension through SQ3R method was increased too. When the researcher delivered the topic and they did not know the meaning of

that word, the students asked the researcher to distribute the whole of the text and start to read and guess the meaning of that word. Actually, it was success and they researcher gave them appreciation to motivate them to always used that way. Moreover, when one of their friends had difficulty in answering reference question, the other students reminded her/his friend to reread not only the sentence in which the pronoun occurred but also the sentence preceded it.

In the last activity, the students recited the text first before the researcher asked them. Then, the teacher guided them to re-recite the text in a good order and the summed up the text. She also made a reflection of that day's lesson by asking them what a question still left with.

It can be concluded that almost of the students were have been able comprehending such text trough SQ3R method.

4) Fourth meeting

The fourth meeting was the second post-test. It was November 19th, 2011. It was the last activity conducted in the second cycle. It seemed that the students had enough confidence to have post-test since they had enough exercises and experience from the previous activities. The students did their task seriously. The activity ran smoothly under the writer's guidance. They could ask for the writer's explanation when they got difficulties to understand the task. She walked around the class during the test to avoid the cheating of the students. The result of post-test could be reported as follows.

Table 4.8 The Students' average score of Post-test 2

No	Explanation	Score
1.	Highest score	96.7
2.	Lowest score	56.7
3.	Average score	80.06

There were five reading comprehension indicators which were analyzed. They were the ability to: find out the main idea of a text, find detail information from the text, understand and guess the meaning of unfamiliar words, identify the use of reference and find out implied information from the text. The result of the analysis could be seen in table below:

Table 4.9 Post-test 2 score of reading elements

No	Indicators	Score
1.	Finding main idea	78.5
2.	Finding detail information	83.9
3.	Understanding unfamiliar word	74.7
4.	Understanding the use of reference	72.0
5.	Finding implied meaning	78.5

Based on the tables above, it could be concluded that the students the students had significant improvement compared with the previous cycle. Besides, it could be seen that all of the aspect of reading comprehension's score were able to reach the standard (KKM).

d. Reflection

After doing the second cycle of action research about improving students' reading comprehension through SQ3R method in the class, there are some strengths and weaknesses which are found. The strengths and weaknesses are shown as follows:

1. The strengths of cycle 2:

The strength in cycle two includes some points arising from the cycle one. They are the improvement of reading comprehension achievement (finding detail information, understanding unfamiliar words, identifying the use of reference, and finding implied information), the improvement of students' motivation in reading, and the students' involvement in reading class as well as the class management (the class situation is more conducive, active and organized than before).

a. The strengths in Reading:

- 1) There is an improvement in students' reading comprehension achievement. All of the indicators of reading comprehension can reach the KKM (71). Besides, there are some indicators which their scores could reach more than the KKM. The most significant indicators of reading comprehension which improved are finding the main idea, finding detail information, and finding implied information of the text. Those can be shown from the mean score of each indicator which improved such as: the ability of finding the main idea increased from 66.1 up to 78.5; the ability of finding detail information increased from 56.45 up to 83.9; the ability of understanding the meaning of unfamiliar words increased from 51.61 up to 7.47; the ability of identifying the use of reference

increased from 44.62 up to 72.00, and 71.0 up to 78.5 for the ability of finding implied information.

- 2) Besides, the students' average scores improved from the 60.6 (pre-test mean score) to 80.06 (post-test 2 score).

b. The strengths in Teaching learning Activity:

- 1) The students' motivation and involvement in the class improved because the researcher also implemented the small group discussion and this multi-step plan of SQ3R method which is combined before, during, and after reading activities help students become actively involved in reading.
 - 2) The SQ3R method can help the students to set study goals so they can read or study effectively.
 - 3) The teaching learning activities in a class can run systematically due to the multi-step of SQ3R method.
2. The weaknesses of cycle 2

a. The weaknesses in Reading

There is one indicator whose mean score is the same as the mean score of post-test 1 but the score is still above the KKM. Besides, there is also one indicator whose the mean score decreases from the post-test 1 to post-test 2 but it is above the KKM.

b. The weaknesses in Teaching learning Activities

Generally, it was not easy to organize a big class especially when the students had heterogeneous achievements. It was not easy to find the activity that covered the need of both students of high and low level in English ability. Some clever students felt that the activity was easy and they were easy to get bored while some slow students felt that the activity was difficult and they need more guidance in conducting that activity.

e. Final Reflection

Having implemented the research in two cycles, the researcher and her collaborator had a discussion in making a final reflection of the research. Based on the result of the observation and the test, there were some improvement in the students' reading comprehension ability. The improvement could be recognized from the improvement from cycle one to cycle two. Using SQ3R method, the students could comprehend such text effectively that covered the major indicators of reading comprehension such as: finding the main idea and detail information of the text, understanding and guessing the meaning of unfamiliar words, identifying the use reference and finding implied information of the text. Regarding to the fact happening to the students, it can be concluded that the students' ability in reading comprehension increased.

Besides, the class condition was more alive, organized and enjoyable in the final phase. It was indicated by the increase of students' involvement during the lesson and the discussion, and the increase of the students' confidence in delivering their idea.

B. Research Finding and Discussion

1. Research Finding

Having analyzed the data in cycle 2, the writer found several findings to answer the problems of the research. There are two major points in the research findings in cycle 2 related to the improvements of students' reading comprehension, students' reading achievement, and reading class condition. The findings are summarized on table below.

Table 4.10 The Summary of Research Findings

Research Findings	Before action research	After Action Research
Improvements of students'	The students' reading comprehension was low	The students' ability in reading comprehension was improved

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reading comprehension	(almost of the students had difficulties in comprehending such text)	(almost of the students could comprehend such text effectively)
Improvement on students' reading achievement	The mean score of pre-test: 60.61 The highest score : 76.7 The lowest score : 5.00	The mean score of post-test 1: 7.50 The highest score : 87.00 The lowest score : 6.00 The mean score of post-test 2: 80.06 The highest score : 96.7 The lowest score : 56.7
Improvement on reading class condition	1. The writing class was not alive (teacher centered) 2. Students were not active in discussion 3. Students were bored in reading class 4. Teacher was not innovative 5. The class was disorganized	1. The writing class was more alive 2. Students were active in discussion. They express their ideas and ask questions 3. Students enjoy the lesson. 4. The class was more organized. 5. Teacher was innovative and creative

1) Improvement on students' reading comprehension

The findings of the study showed that the use of SQ3R method improves students' reading comprehension. Their ability was improved from cycle to cycle. In fact, they did know how to comprehend such text and also they had many difficulties in comprehending text, but they could implement SQ3R method to comprehend such text effectively in post-test. Besides, they could minimize the mistakes they had before. The comparison of average scores of each indicators of reading comprehension between pre-test and post-test 1 and post-test 2 can be shown in the table below.

Table 4.11 The Comparison of Average Score of Each Reading Elements of Pre-test, Post-test 1, and Post-test 2

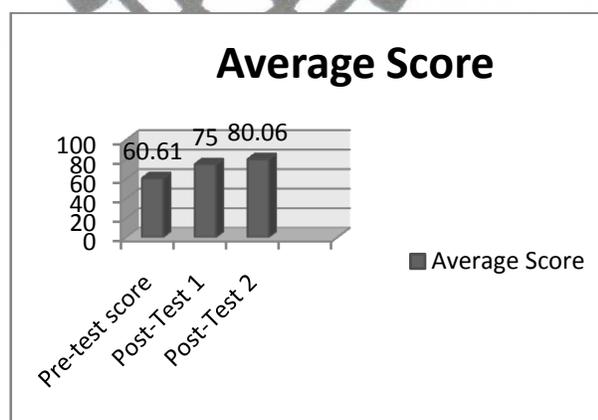
No.	The indicators of reading comprehension	Pre-test	Post-test 1	Post-test 2
1.	Finding main idea	66.13	83.93	78.5
2.	Finding detail information	56.45	83.93	83.93

3.	Understanding unfamiliar words	51.61	70.38	74.7
4.	Identifying the use of reference	44.62	47.02	72.00
5.	Finding implied information	70.9	77.98	78.5

The improvement of the students' reading comprehension score could be analyzed from the result of pre-test and post-test scores. Pre-test was conducted before the action while post-test was taken after each cycle. The students' reading comprehension score was improved after the implementation of SQ3R method in teaching reading comprehension. The improvement of students' reading comprehension achievement can be seen in table below

Table. 4.11 The Comparison of Average Score from Pre-test, Post-test 1, and Post-test 2

No.	Explanations	Pre-test	Post-test 1	Post-test2
1.	The highest score	76.7	87.00	96.7
2.	The lowest score	5.00	60.00	5.67
3.	The mean score	60.61	75.00	80.06



2) Class Situation

The findings of class situation on teaching and learning process when implementing SQ3R method showed that the reading class situation was more alive. The students were motivated in joining the lesson. It was no longer a teacher centered process. They were active in reading activity, discussing and expressing ideas. They were active to discuss with their partner.

The findings of teaching and learning process showed that the teacher was more innovative and used certain technique in her teaching. Besides, she was also active to guide the students in doing their task and motivate them to be active. Those helped the students to improve their reading comprehension.

Moreover, the researcher conducted a small group discussion using SQ3R method. Those made students more active to participate in discussion. The students were not shy to express their idea and their concentration was focused on their group or partner. They were not afraid to make mistake since they were in a small group.

2. Discussion

The research to improve students' reading comprehension through SQ3R method brought satisfying result both in terms of improving students' reading comprehension and class situation. Then, the findings can be categorized into two major points as follows: (1) SQ3R method can improve the students' reading comprehension; and (2) SQ3R method can improve reading class condition. The discussion is described in the following section.

1) SQ3R method can improve the students' reading comprehension

The findings of the study showed that the use of SQ3R method improves students' reading comprehension. Their ability improves from cycle to cycle. It can be seen through the improvement of all reading

aspects or indicators, namely the ability of finding main idea, detail information of the text, understanding the meaning of unfamiliar words, identifying the use of reference, and the ability of finding implied information of the text. The students' ability in comprehending such text improved because they were taught with effective ways, namely SQ3R method. In fact, they did know how to comprehend such text and also they had many difficulties in comprehending text, but actually, they could implement SQ3R method to comprehend such text effectively in post-test. Besides, they could minimize the mistakes they had before.

The enhancement of reading comprehension improves because of SQ3R method. SQ3R is one of the methods that can make the students comprehend more in reading skill. SQ3R is one of the methods that can make the students active and effective readers. This method is designed to make the students can read faster and get knowledge or information as much as they can. SQ3R contributes as the method to help the teacher convey the material easily and makes the students easy in receiving the material too.

SQ3R is a useful technique for fully absorbing written information. It helps the students to create a good mental framework of a subject, into which the reader can fit fact correctly. SQ3R method helps the students to set study goals. It also prompts the students to use the review techniques that will help to fix information in their mind.

By using SQ3R method especially in the first step of this method, *Survey*, the students are asked to glance through the topic headings and try to get an overview of the reading to get an idea of where the chapter is going. This step will help the students' mind prepare for the subject at hand, and it also lets the students know what the text will be about. As we know that title is not reliable indicators of content, but it is a reasonable

starting point in helping the readers to locate information or predict what the text contains.

According to Robinson (1941: 17-27), a quick overview of the text, *survey*, will orient the readers and allow them to comprehend, at least partially, what is to come. With this preview they can then comprehend the selection more rapidly. Besides, several studies indicate that a quick preview of the heading or a look at the summary is of help in reading chapter.

It is also in line with Walberg (2003: 13) who states that in order to know what the text is actually about, the teacher should ask her/his students to tell everything they know about a topic. It is a useful way to begin to get the students to activate their prior knowledge. The actions include: asking questions about a text while reading; identifying main ideas; using prior knowledge to make predictions.

Similarly, Abraham (2002: 6) states that an interactive approach “demands that the teachers activate the students’ schema” during the pre-reading phase by helping “students recognize the knowledge that they already have about the topic of a text” , i.e. through discussion of titles, subheadings, photographs, identifying text structure, previewing, etc. Such activities are called “pre-reading strategies”. (thearabiknight@gmail.com)

SQ3R method has such good and easy way in finding detail information of the text by turning the heading or the title of the text into questions first (in this case the question can be from the teacher or the students) that directs the students’ reading so that the students can find the details and examples that support major points of the text through next step of SQ3R method called *Reading*. In addition, as we know that the better the questions, the better readers’ comprehension will be. Besides, the students were also asked to read the text effectively, once reading while looking for

and underlining the important information than can be used to answer the questions proposed before.

Because the students have stated their reading goal first and while they are reading they will know what they should do (finding the answer of detail information question) so the reading activity can be effective. As the expert says that the first thing that the students should do before they read a text is knowing what they want to get out of their reading. The first requirement for efficient reading is to know what the readers want. The readers can specify what they want from their reading.

Besides, Pressley in Klingner (2007: 108) states that the teacher can ask some questions before and during their reading to guide and focus their reading to look for detail information. Besides, he also states that the answers to the literal questions can be found in one sentence in the text. So, to find out the detail information of the text, the reader should read the text first.

It is in line with Klingner (2007: 107) who states that the most effective strategies for students with reading problems to learn to apply both during and after reading are (1) questioning and (2) formulating main idea and summarizing.

SQ3R method is the solution to enhance the students' mastery of vocabulary. The lack of vocabulary led students in to a situation in which they often get stuck to continue their reading. In the third step of SQ3R method, *Reading*, the students are asked to infer the unknown word from the context and do not skip this unfamiliar word in the text. If the students cannot infer unfamiliar word meanings from context, SQ3R method asks the students to look them up and be sure to reread the sentence in which each new word appears to ensure the students understand it.

When the students encounter unfamiliar word in their reading and they bring out their dictionary to look up that word, they will spend precious

moments looking through all the definitions to decide which one fits. Sometimes, the students ever finally decided on a definition only to realize that they have forgotten what they were reading and must begin the sentence or paragraph all over again.

Besides, over-reliance on a dictionary not only slows down the readers' reading but also may interfere with their comprehension as well. A better strategy is to use the context, the word and the sentence surrounding that difficult word to help the readers guess that word's meaning. Usually, the guesses the reader make will be accurate enough for them to understand the author's idea.

It is in line with Brown (1994: 290) who states that the meaning of a good many unknown words can be predicted from their context and the overall meaning of a sentence or paragraph is nevertheless still clear. Besides, he also states that the better strategy to convey the meaning of unfamiliar words in the text is to use the context. The words and sentences surrounding a particular word will help the readers guess that word's meaning. Usually, the guesses the readers make will be accurate enough for the readers to understand the author's ideas.

Moreover, in this step the students can also identify the use of reference in a text. When the students can't infer the use of references in the text, the students should look them up and be sure to reread not only the sentence in which the reference appears but also the sentence which precedes it to ensure the students understand it. The students can identify the use of references in the text. By looking them up and rereading not only the sentence in which the reference appears but also the sentence which precedes it to ensure the students understand it, they can identify or understand to whom the pronoun refers to.

As we know that reference is the first term in a proportion to which succeeding terms relate or the relationship between a grammatical unit that

refers to (stand in for) another grammatical unit usually, pronouns and a noun. Pronouns reference usually refers to other words, called their antecedents because they should come before the pronoun. From the explanation above, it is clear that in understanding the use of reference in a text the readers should look for where the pronouns take place first and then reread the sentence which preceded it to make sure to whom the pronouns refers to.

It is in line with Klingner, Vaughn, Dimino, Schumm, and Bryant who argue that in understanding the unfamiliar word including the use of reference in the text, the students are taught to employ such strategies as rereading the sentence and looking for clues or rereading the sentence before and after the unknown word (Klingner, Vaughn, Dimino, Schumm, and Bryant, 2001 in).

Similarly, Klingner (2007: 10) states that as the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses are referred to as integrative processing. Sub skills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence.

The students' difficulty to find the implied information of the text can be solved. In the last steps of SQ3R method the students are asked to summarize the entire chapter and to consider how the material fits with what the students know from the course, experience, and other classes. When the students can absorb the writer's idea then review or summarize the points of the text by using their own words, it means that they are able to find the implied information of the text.

Implied information is information which is not explicitly stated in the text. Implied information usually has to be derived from processing pragmatic information. So, when the readers would like to find out the implied information of the text, they should understand what the text is about and what the author want to deliver to the reader first. Therefore, the readers should summarize the content of the text and understand the author's idea first in order to find out the implied information of the text.

It is in line with Klingner (2007: 107) who states that the most effective strategies for students with reading problems to learn to apply both during and after reading are (1) questioning and (2) formulating main idea and summarizing.

Similarly, Raphael in Klingner et al. (2007: 110-111) states that to answer a question where the answer is not stated in the text require students to connect information from the text to what they have already learned and may require students to consider their own experiences and opinions or to extend what they have learned. For this question type, students are told that some of the information needed to answer the questions come from the text, but other information comes from things you already know.

SQ3R method successfully helps the students improve their reading comprehension. SQ3R method which the teacher implemented could improve the students' reading comprehension. This finding is supported by the research result stated in pre-test and post-test 2, that the students' average scores of each indicator improved. The proofs of this action research are as follows:

- a. The students' ability to find the main idea of the text. The average score increased from 66.1 to 78.5

- b. The students' ability to find detail information of the text improved. It improved because the students could read the text effectively. The average score of that indicator increased from 56.45 to 83.9.
- c. The students' ability to understand unfamiliar words increased. The average score of that indicator increased from 70.38 to 74.7.
- d. The students' ability to identify the use of reference improved. The average score of that indicator increased from 44.6 to 72.00.
- e. The ability to find implied information of the text improved. The average score of that indicator increased from 70.9 to 78.5.

2) SQ3R method can improve reading class condition

The students' behavior changes after the research. It is stated before that most students have low motivation to study English and no interest on English lesson. The changing of students' behavior can be seen from their activity during the lesson. They become active. They always try to involve in the discussion and answer some questions during the lesson. They discuss the tasks given with their friends.

The use of SQ3R method can make the students who are not enthusiastic to read the text become actively involved in the reading process as the expert says that the multi-step plan of SQ3R method makes sense because it combines before, during, and after reading activities to help students become actively involved in reading to comprehend.

When the students are taught by their teacher with the series of activities that involve the students in the lesson, it will make them become aware what they should do first and after. Besides, the students will always keep their mind to concentrate on the lesson and they do not have any time to make a joke. So, the students' involvement can be maximized and the processes of reading teaching learning activity can run well.

It is in line with Brown (1994: 299-300) who states that a good rubric to try to keep in mind for teaching reading and to improve the students

motivation and involvement is the teacher should consider the subdividing the technique into pre-reading, during-reading, and after-reading phases.

The finding shows that the students and teachers made reading class more active. Both teacher and students kept various interesting activities in the class. Students take part in all activities and keep focus on the lesson. They try to answer all questions given by their teacher. They also express their idea during the process. Teacher always monitors their activities. She is ready to help whenever they need it. They ask questions if they do not understand the material given.

Here, the researcher tries to implement such teaching reading strategy which has not been implemented before. The students seemed interested with the new activities while they have reading class because they never had a variation in their learning before. The variation in teaching learning activity is quite important to make the teaching learning activity runs well and effectively.

Similarly, Walberg (2003: 14) states that teaching a combination of different strategies is better than focusing on one or even none.

The other findings show that through small group discussion in implementing of SQ3r method, the students were more active to participate in discussion to get better knowledge. They can improve their reading comprehension and would be a better effective reader. Because of their reading improvement, they were motivated in reading and discussing.

When the students work in pairs they will be more confident than if they should work individually. Besides, the students who work in pair will concentrate with their partner rather than the other and each of them has responsibility to finish their assignment. So, they will not have more time to have a joke with the other.

It is in line with Fuchs, Mathes, and Simmons in Klingner (2007: 118) who state that working together in partners to read and process text increases engagement, active learning, and task persistence.

The teaching and learning process had enhanced better than before the action research. It could be seen from the teaching- learning activity which changed to be more conducive. The students become more enthusiastic and serious than before. They pay attention to the teacher's explanation. It seems that they try to understand the lesson.

The implementation of SQ3R helps the students to comprehend such text through an enjoyable situation. They feel motivated in joining the teaching and learning process. They feel very happy especially with the activity that they had never done before. They did not feel under pressure. They can share their idea with their friends. In the teaching-learning process, the writer can bring the situation of learning become more alive.

SQ3R method improves students' motivation to read English material. They want the SQ3R implementation to be continued in the next teaching and learning activities, especially in reading class. They realize that there are many advantages of SQ3R so that they are more interested and enjoy reading and comprehending such English texts. They want to improve their English reading comprehension continually.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESSTIONS

A. Conclusion

The action research carried out in SMP Negeri 5 Surakarta shows that teaching reading using SQ3R method could significantly improve students' reading comprehension. Before the research, the students' ability in comprehending such texts was still low. Therefore, the researcher implemented a different technique i.e. using SQ3R method to overcome the root of the problem so that students' reading comprehension can be improved.

Most importantly from the teacher's observation and some exercises conducted during the research, the students' reading comprehension was improved from cycle to cycle. They did fewer mistakes in answering reading comprehension question. They also knew the effective way to comprehend text and answer questions related to the indicators of reading comprehension. The students' reading achievement also improved from the pre-test to post-test.

The students' reading comprehension improvement is also justified by the result of the tests scores computation. The mean score between the pre-test and post-test 1 improves from 60.61 to 75. It improves again in cycle 2, the mean score of the post-test 2 improves to 80.06. It means taking the course teaching reading comprehension using SQ3R method can improve the students' reading comprehension. Therefore, the writer concluded that using or implementing SQ3R method can improve the students' reading comprehension.

Besides, they had lack of motivation primarily because of the teacher technique which did not promote students active learning. The teacher did not consider her students characteristics in her teaching. The students' low reading comprehension was closely related to this problem. By using the new and effective technique, the students seemed to be more motivated and actively involved in the lesson.

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B. Implication

The result of the research shows that the use of SQ3R method in teaching reading comprehension is proven to be an effective way to improve students' reading comprehension. It is worth to note that teaching reading comprehension is effective and efficient if the activity in the teaching and learning process involves the students and using such effective technique.

Significant improvement is achieved by the students during the implementation of SQ3R method in teaching reading comprehension. There are many benefits when SQ3R method is implemented in the teaching and learning process to comprehend a text. It implies that SQ3R method is very helpful for the students to comprehend such text effectively.

Besides, the class condition during the teaching learning was more alive when SQ3R method is implemented. Most of the students become more active in the lesson. The students' motivation and involvement also increase during the implementation of SQ3R method in the teaching learning activities. It implies that SQ3R method is suitable and useful method to improve not only the students' competence in reading comprehension but also the students' motivation in reading class.

C. Suggestions

After carrying out the study and obtaining the conclusion of the study, some suggestions can be put forward as follows:

1. To the Teachers

The teachers should learn how to enhance their ability in teaching English and to establish a good atmosphere in the class, so that the students feel at ease and comfortable in their class. They must also be creative to use various techniques in teaching reading so the students are interested and actively involved in teaching and learning process. There are many kinds of techniques that can be used in teaching writing such as using SQ3R method, KWL chart, *commit to user*

bottom-up and top-down strategies, scanning, skimming, and summarizing technique, etc. Appropriate teaching technique and teaching aids can facilitate teacher to attain instructional objective. In selecting the technique, a consideration on the students' characters and interest should be taken into account.

Besides, for the English teachers who it is suggested that they implement SQ3R strategy to improve the students' reading comprehension achievement. They should make a good preparation before implementing SQ3R strategy. They are also suggested to keep giving help and guidance during the implementation of SQ3R strategy, and give a clear instruction to the students in every step of SQ3R to avoid misunderstanding on the instruction given.

2. To the Students

The students who study foreign language should be creative and active in learning and practicing. They should be more creative to find the easiest way in learning English based on their ability. They should encourage themselves to study more, to ask what they do not know, and to learn as many as possible.

3. To Other Researcher

This research studies the use of SQ3R method in teaching reading comprehension. It is hoped that the result of the study can be used as additional reference for further research in different context that will give contribution in teaching English.