THE EFFECTIVENESS OF USING SQ3R AND DRTA STRATEGIES IN STUDENT'S READING COMPREHENSION AT DARMA NUSANTARA VOCATIONAL HIGH SCHOOL PANDEGLANG

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ABSTRACT

This study was conducted to see the effectiveness of reading strategies in reading comprehension of the students of Darma Nusantara Vocational High School Pandeglang through SQ3R and DRTA strategies. The subjects of the study were X Adper and X TKJ students of Darma Nusantara Vocational High School Pandeglang of the 2017/2018 academic year. This study was implemented to 28 students class experiment and it was conducted in two cycles where each cycle consisted of four meetings for the teaching and learning process and a meeting for a test. The instruments used to collect the data were reading comprehension tests (multiple choices) . The data taken from the two tests were analyzed and presented quantitatively. Meanwhile, the data derived from pretest and posttest were analyzed and presented quantitatively. Based on the findings, these strategies showed the improvement of the students' reading comprehension; it was indicated by both the increasing mean score. The differences mean between two classes is-24.357, t-count = -29.734 and t-table (1.673; 55), with sig. (2 tailed) = 0.000. It indicates that two strategies; SQ3R and DRTA produced different reading comprehension achievement. T test shows that t-count is greater than t-table. Shortly, it can be concluded that the null hypothesis is rejected. It can be seen based on the calculation; it reveals that is different result of the means. The mean of SQ3R class is higher than DRTA class. It means that SQ3R produced better improvement than DRTA.

Key words: SQ3R, DRTA, , Reading Comprehension

INTRODUCTION

English is one of international language. This language is used all over the world. As a result, Indonesian government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia. In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and

learning in a classroom.

Reading is one of the four language skills that should be mastered in language learning. It is usually taught in integration with one of the other language skills (listening, speaking, and writing) in the new trends of language instruction. Generally, the teaching of reading as a foreign language (EFL reading) in Indonesia aims at enabling students to read and comprehend texts and other materials written in English. More specifically, students are expected to master skills in the levels of literal, inferential, and evolutional comprehension. According to Morreilon (2007:19), "reading as transaction among the reader, text and the intention of the author." It is reasonable, since the greatest importance of English for most people is to read

Based on the fact, most students still have reading problems such as having difficulty to understand the texts, lack of vocabulary, low speed of reading, and low habit of reading. It can be seen from investigating directly on daily activities, students reading activities and the result of reading test. Most of students are rarely to read either extensive reading or intensive reading. Besides, the scores of reading test almost lower for all students. The average of students test is 50. Referring to KKM score is 75 (Curriculum 2013), meanwhile in Darma Nusantara Vocational High School Pandeglang is only 70, it can be stated that the score is not pass KKM. These problems could result from many factors. They could appear from the teaching strategy, the students' competence themselves, or the students' socio and economic condition which force them to be lack of school facilities and eventually causes low interest of studying and low scores of English.

Dealing with those problems above, it is assumed that SQ3R and DRTA are the interactive strategies to teach reading. These strategies encourage students to be active and thoughtful readers, enhancing their comprehension.

Therefore, based on the background above, the researcher will conduct the research related to the effect of strategies in teaching reading skill. The researcher would like to investigate the effectiveness of using Survey Question Read Recite Review (SQ3R) and Direct Reading Thinking Activity (DRTA) in student's reading comprehension at Darma Nusantara Vocational High School Pandeglang .

Regarding to the facts above, it can be denied that teacher who has main role in the teaching learning process apply the strategies that encourage students that are relevant with students' needs and interest. As Aljaafreh and Lantolf in Juniardi (2013) suggested

that professor should try to create a supportive learning atmosphere in the classroom, which will be conducive to learning. While, Students have different personalities and learning styles; therefore, professors have to get to know their students and provide feedback selectively.

Related to the description above, there are some problems of the research: 1). is there any significant between SQ3R and DRTA in their effects on the student's reading comprehension? 2). Is the SQ3R strategy effective in student's reading comprehension? 3). Is the DRTA strategy effective in student's reading comprehension? The objective of the research is 1). To know the effectiveness of using SQ3R in student's reading comprehension at Darma Nusantara Vocational High School. To investigate the effectiveness of using DRTA in student's reading comprehension at Darma Nusantara Vocational High School. 3). To know the most effective strategy between SQ3R and DRTA in student's reading comprehension at Darma Nusantara Vocational High School.

THEORITICAL FRAMEWORK

Definition of Reading

There are many experts give explanation about reading. Reading is one of skills that involves in English language learning. Alderson (2000:3) that by reading people can get some information from what they read because while reading, automatically there is a process of interacting between the reader and the text. It is known that the more people read, the more they will get deeper explanation about some information that need to be clarified. It is happen because while reading, there is a process of interacting between the reader and the text on their mind.

It supported by Harmer (2002:199) argue that reading is called receptive skill and receptive skills are the ways in which people extract meaning from the discourse we see or hear and we read a story or a newspaper, listen to the news, or take a part in conversation. Broadly, reading defines as an activity with a purpose and an interactive process where a person may read in order to get information or verify existing knowledge, or in order to critique a writer's ideas or writing style. Besides, reading is an interactive process that goes on between the reader and the text, resulting in comprehension.

Types of Reading

The types of reading could be classified in several kinds of it functions. Brown

(2004:189) argued that reading can be divided into four types, they are:

1)   Perceptive Reading

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except some differing terminology capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse such as letters, word, punctuation and other grapheme symbols.

2)   Selective Reading

This category is largely an artifact of assessment formats. In order to as certain one reading recognition of lexical, grammatical or discourse features of language within a very short stretch language. Certain typical tasks are used. They are pictures cued task, matching, true and false, and multiple choices.

3)   Interactive Reading

This type of reading focus on identifying relevant features such as lexical, symbols, grammatical and discourse. Occasionally, it is short length in text that has objective on retaining information. There are types of genres in interactive reading for example anecdotes, short narrative, descriptive, memos, announcement, directions, etc.

4)   Extensive Reading

Extensive reading requires an understanding from the longer passage. This kind of passage refers to the text that is more than one page including professional articles, essays, short stories and books.

Definition of Reading Comprehension

Klingner et al (2007:2), stated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It is supported by Westwood (2001:10) that reading comprehension is a complex intellectual process involving a number of abilities. It is about the ability in understanding the text, reading comprehension is a complex intellectual process in constructing the meaning. It is supported by Leah (2010:172) Reading comprehension is not static competency; it varies according to the purpose for reading and text that involved when the pre requisite skills are in place, reading becomes an evolving interaction between the text and the background

knowledge reader.

Further, Grabe and Stoller (2002:6), people read for general comprehension (whether for information or for pleasure). Here we might read a novel, a short story, a newspaper article, or a report of some type to understand the information in the text, to be entertained and/or to use the information for a particular purpose. It means that people read not only for general information but also for pleasure, like reading a novel, short story an article.

SQ3R Teaching Strategy

Huber (2004:108) argues that SQ3R is simply a variety of strategies placed together in the hope of gaining a comprehensive effect. She questions whether SQ3R has any positive effect on students and their comprehension of expository texts. Huber further states SQ3R is not comprehensive enough and that it does not address students' lack of prior knowledge and experiences with the idea. The main reason students struggle with expository texts.

The other definition, According to Aquino (2007:119) states SQ3R is are a reading strategy that guides you in developing your study skills .In addition, Urquhartand Frazee(2012:178) give opinion that SQ3R is a versatile strategy because it engages students during each stages of the reading process.

The Procedure of SQ3R

SQ3R has procedures to make the teacher easier apply in teaching process. According to Vandermey at all (2009:4) demonstrates that procedures of SQ3R are:

1. Survey

    The first step in SQ3R is to preview the material. Try to spot main ideas. Pay special attention to headings, chapter titles or illustrations.

2. Questions

    As you survey, begin to ask questions that you hope to answered as you read. Turn the heading or sub headings into questions.

3. Read

    As you encounter facts and ideas, ask these questions: What does this mean? How do the ideas relate to each other and what I know? What's coming next?

4. Recite

   After finishing a page, section, or chapter, recite the key points aloud.

5. Review

   Double-check the questions you posed in the "question" stage of SQ3R

DRTA Teaching Strategy

There are so many information has been written about the Directed Reading-Thinking Activity and its importance for improving reading comprehension in general. Burns, Roe, and Ross in Camp (2000: 404) define the DR-TA as "a general plan for directing the reading of content area reading selections or basal reader stories and for encouraging children to think as they read, to predict, and to check their predictions". Stauffer in Barrera, Liu, Thurlow and Chamberlain (2006:3) states that DR- TA is "a group problem   solving approach to reading that teaches children comprehension skills through making predictions about the text and finding evidence to support or refute those predictions".

The Procedure of DRTA

Direct Thinking Activity is a strategy which has several steps in applying it. According to McKenna and Walpole (2008:166), the steps of using Direct Reading Thinking Activity in the classroom as follows:

1. Develop readiness   for   the   reading selection by introducing vocabulary and providing factual information that the author assumes the students know. Be careful, however, not reveal too much since the students must make predictions.

2. As the students to read to a key point and then stop. They are then to form predictions about how the narrative will end or how the facts will unfold. These predictions maybe generated individually or by collaborative groups.

3. Permit the students to read the remainder of the selection for the purpose of testing their predictions.

4. Lead a discussion,   focusing on the prediction students have made. Were they right or wrong? Why?

5. Provide extension   or   reinforcement activities.

6. The guidelines for helping students apply DRTA in each of the three stages of reading has stated on lesson plan. Besides, the researcher uses some activities as similar as Clark and Ganschow who stated on theirs book from pre-reading until post reading. Some of the important activities on procedure of DRTA are survey the text with the students, looking for clues about the content – clues such as titles, section headings, key words, illustrations. And, the students compare their predictions with the actual content of the text.

METHODOLOGY

This action research was conducted to see to investigate the effectiveness of SQ3R and DRTA strategies in students' attitude Reading comprehension. Creswell (2012) defines that in quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs. The researcher will use quantitative method, which is dealing with quasi experimental research or expose-facto. This research design will use treatment by level 2x2. These methods consist of three variables such as two independent variables and one dependednt variable. The researcher will apply quasi experimental method that will be divided into two classes. The first class is experimental class which given treatment by using SQ3R and DRTA strategies.

Before starting the process, the students were given a pre-test in order to measure their reading ability before the treatments. The researcher took two cycles of the research process which was two treatments in the first cycle and two treatments in the second cycle.

The researcher conducted the research at Darma Nusantara Vocational High School in second semester of academic year 2017/2018 for tenth grade of ADPER and TKJ. Then, the research will conduct in two weeks which consist of four meetings; they are pre-test, two treatments and post-test.

The participants of the research were tenth grade of ADPER and TKJ. Then, the research will conduct in two weeks which consist of four meetings; they are pre-test, two treatments and post-test. There were 20-30 students in the class. This research would be begun on April 09, 2018 and would end on April 23, 2018. The meeting would be done based on the subject schedule.

After all data analysis requirement test found out that the data is feasible to be

further processed, so the next step is to test each proposed hypothesis. Hypothesis test using partial correlation technique, multiple correlations, a simple linear regression and a correlation test both partial and multiple. These will use SPSS 24 program.

RESEARCH FINDING AND DISCUSSION

The data of the research were obtained from two cycle processes. In this research, the pre-test was given to know students' reading skill before they were given the treatments. The result of pre-test showed that more than half of total students in the classroom were poor in all aspects of reading.

The researcher analyze the normality and homogeneity of the test based on the result of pretest and posttest. Normality test is to find out whether the test normality distributed or not, while homogeneity of the test is to know whether students are homogenous or not. Both of the test; normality and homogeneity will consider to the following data.

Table 1. The pretest data from DRTA class and SQ3R Class

		SQ3R	DRTA
N	Valid	28	28
	Missing	0	0
Mean		29,54	29,54
Std. Error of Mean		1,268	1,268
Median		29,00	29,00
Std. Deviation		6,708	6,708
Variance		44,999	44,999
Range		23	23
Minimum		20	20
Maximum		43	43

Based on the data above, it can be seen that the mean of DRTA and SQ3R pretest is 29, 54

Table 2. The posttest data from DRTA Class and SQ3R Class

		SQ3R	DRTA
N	Valid	28	28

Missing	0	0
Mean	55,86	51,93
Std. Error of Mean	1,390	1,454
Median	55,00	50,00
Std. Deviation	7,357	7,693
Variance	54,127	59,180
Range	30	28
Minimum	43	40
Maximum	73	68

According to table above, it can be stated that the mean of SQ3R is 55.86 and DRTA is 51.93. Then, the maximum score of both strategies have differences..

Analysis testing Requirement
The normality and homogeneity are performed on the data description above.

1. Test of Normality and Homogeneity before treatment.

Table 3. Table of normality of pretest

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
SQ3R	,151	28	,102	,939	28	,107
DRTA	,151	28	,102	,939	28	,107

a. Lilliefors Significance Correction

The hypotheses of normality:

Ho: Data is from normal distribution

Ha: Data is not from normal distribution

The criterion for Ho was based on the p-Value is:

If p-Value $<\alpha$, Ho is rejected

If p-Value $>\alpha$, Ho is accepted

It can be seen that table 3 presents that the data distribution is normal. If p-Value $>\alpha$. The result of the data analysis from SQ3R class have p-Value = 0.102 for Kolmogorov-Smirnov test and p-Value = 0.107 for Shapiro-Wilk test. Both p-Values are higher than $\alpha=0.05$. It shows that the data distribution is normal. It means that Ho is accepted.

The data analysis from DRTA class have p-Value = 0.102 for Kolmogorov-Smirnov test and p-Value = 0.107 for Shapiro-Wilk test. Both p-Values are higher than α=0.05. It shows that the data distribution is normal. It means that Ho is accepted.

Shortly, based on the data above it can be concluded that both of distribution are normal and Ho is accepted.

Table 4.4
Table homogeneity of pretest

Test of Homogeneity of Variances

Pretest

Levene Statistic	df1	df2	Sig.
.	7	.	.

Hypothesis of homogeneity:

Ho: Data is from homogenous population

Ha: Data is not from homogenous population

The criterion for Ho was based on the p-Value is:

If p-Value < α, Ho is rejected

If p-Value > α, Ho is accepted

Based on the table above, table 4 presents the mean of p-Value = 0.18, table 4.5 shows of p-Value = 0.24. All of p-Values are higher than α = 0.05. It indicates that DRTA and SQ3R have the same variance. It means that the variance of pretest is homogenous. This implies that Ho is accepted.

2.   Test of Normality and Homogeneity after treatment.

Table. 5 Table of Normality of Posttest

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
SQ3R	,225	28	,001	,921	28	,036
DRTA	,135	28	,200[*]	,947	28	,170

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table above, the test of normality and homogeneity also conducted after treatment. Table 5 shows that the result of the data analysis from SQ3R class p-Value = 0.001 for kolmogorov-Smirnov test and p-Value = 0.036 for Shapiro-Wilk test. The data analysis from DRTA clas p-Value = 0.200 for kolmogorov-Smirnov test and p-Value = 0.170 for Shapiro-Wilk test. Further, the table from test of homogeneity reveals that the result of the data analysis from DRTA class p-Value = 0.170, SQ3R class p-Value = 0.36. The means of those are higher than α = 0.05. Both tables present that the posttest data of two classes were normally distributed and the population was homogeneous.

Table 6 Table of Homogeneity of Post test
Test of Homogeneity of Variances

DRTA

Levene Statistic	df1	df2	Sig.
,628	6	17	,706

Table 7 Table of Homogeneity of Post test

Test of Homogeneity of Variances

SQ3R

Levene Statistic	df1	df2	Sig.
2,460	8	17	,057

Based on the table above, the test of normality and homogeneity also conducted after treatment. Table 6 shows that the result of the data analysis from DRTA class p-Value = 0.706. The data analysis from SQ3R class p-Value = 0.057.Further, the means of those are higher than α = 0.05. Both tables present that the posttest data of two classes were normally distributed and the population was homogeneous.

3. Means of improvement between pretest and posttest of DRTA class

Table8. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	29,54	56	6,647	,888
	Posttest	53,89	56	7,717	1,031

Table 9 Paired difference of pretest and posttest of DRTA class

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-24,357	6,130	,819	-25,999	-22,715	-29,734	55	,000

Based on the calculation of t-test, the different means of the pretest and posttest of DRTA class is 29.54 – 53.89 = -24.357, t = -29.734 and Sig. (2-tailed) = 0.000. The notation to t-test hypotheses are:

Ho: μpre = μpost

Hi: μpre < μpost

Additionally, t-count is -29,734 with df = n-1 = 56 – 1 = 55. The computation has p-value for sig . (2 -tailed) = 0.000. It showed that the result of the p-value for sig. (2 - tailed) is less than α = 0.05. It indicates that the mean of pretest and posttest are different. It show that the result of the mean of posttest higher than the mean of pretest. It indicates that the calculation reject the null hypotheses. It proves that DRTA treatment gave effect on reading comprehension. The table also indicates that the improvement is significant.

From the calculation, it can be concluded that students got improvement on their reading comprehension after they got treatment. Applying DRTA in reading activities such as stimulate students' thinking prior to reading a passage by scanning the title, chapter heading, illustration and think about their prediction. At the end, the students' got the benefit from DRTA strategy.

4. Means of improvement between pretest and posttest of SQ3R class

Table 10. Paired sample statistic of SQ3R class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	29,54	28	6,708	1,268
	posttest	55,86	28	7,357	1,390

Table 11. Paired difference of pretest and posttest of SQ3R class

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest - postest	-26,321	5,327	1,007	-28,387	-24,256	-26,147	27	,000

Based on the calculation of t-test, the different means of the pretest and posttest of SQ3R class is 29.54 – 55.86 = -26.321 t = -26.147 and Sig. (2-tailed) = 0.000. The notation to t-test hypotheses are:

$$Ho : \mu pre = \mu post$$

$$Hi : \mu pre < \mu post$$

Additionally, t-count is -26.147 with df = n-1 = 28 – 1 = 27. The computation has p-value for sig . (2 -tailed) = 0.000. It showed that the result of the p-value for sig . (2 -tailed) is less than $\alpha = 0.05$. It indicates that the mean of pretest and posttest are different. It show that the result of the mean of posttest higher than the mean of pretest. It indicates that the calculation reject the null hypotheses. It proves that SQ3R treatment gave effect on reading comprehension. The table also indicates that the improvement is significant.

From the calculation, it can be concluded that students got improvement on their reading comprehension after they got treatment. Applying SQ3R in reading activities such as stimulate students' thinking prior to reading a passage by survey and make question, outline and any notation. Besides, study briefly the main ideas to keep information. At the end, both of the strategies gave improvement. The students' got improvement on their reading comprehension after they got treatment. The evidence reveals that the effect of SQ3R is more significant than DRTA strategy.

Hypothesis Testing

After all data analysis requirement test found out that the data is feasible to be further processed, so the next step is to test each proposed hypothesis

Table 12. Paired sample statistic of pretest and posttest of SQ3R and DRTA

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	29,54	56	6,647	,888
	Posttest	53,89	56	7,717	1,031

Table.13. Paired differences of pretest and posttest of SQ3R and DRTA

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	-24,357	6,130	,819	-25,999	-22,715	-29,734	55	,000

The table above show that the differences mean between two classes is -24.357, t-count = -29.734 and t-table (1,673; 55), with sig. (2 tailed) = 0.000. It indicates that two strategies; SQ3R and DRTA produced different reading comprehension achievement. T test shows that t-count is greater than t-table. It can be concluded that the null hypothesis is rejected. It means that SQ3R produced better improvement than DRTA. It can be seen based on the calculation; it reveals that is different result of the means. The mean of SQ3R class is higher than DRTA class.

Because of the data show different result of the means. It can be stated clearly, SQ3R is produce better than DRTA.

Discussion

The research finding reveals that among two independent variable (SQ3R and DRTA) both of these strategies have a good effect on the students' reading comprehension. However, based on the analysis, described in the previous chapter, it can be concluded that the two strategies had produced improvement on students' reading comprehension. Besides, based on the finding too, all the students have their own way in solving the difficult words. Words recognition by using dictionary was the best way in comprehending the passage. It happens because of their different skills in English. Moreover, English is a foreign language for them.

The reading activities in the classroom showed that they cannot comprehend the passage without dictionary. The theory of two strategies SQ3R and DRTA described in the previous chapter did not suggest using dictionary. However, based on the fact, these strategies are very useful to engage the students better and made them comprehend the passage.

The study revealed that SQ3R and DRTA had improved students' reading comprehension. The means of the each class was increased in posttest. Further, SQ3R gave the improvement better than DRTA. It was shown by the significant different of the means. Table 4.12 and 4.13 showed the compare means of improvement from pretest and posttest of each class. The mean of pretest and posttest of SQ3R class is 55.86, while the mean of pretest and posttest of DRTA class is 53.89. It implied that SQ3R was more effective for helping students on reading comprehension.

Although both of strategies helped students in improving their reading comprehension ability, the researcher found some things to discuss, in some problems in implementing the strategies in the classroom activities. The major problem from both strategies were students depended much on dictionary in understanding the difficult words by listing the words on the write board based on students finding on those words. The worse thing was they could not develop their vocabulary. This made students made mistake in words choice. Another problem appeared in fourth meeting in which the teacher did not help students on difficult words. The teacher let students to solve their problems in reading comprehension either for SQ3R class or for DRTA class. As the result, the use of dictionary dominated the activities and it took much time. Beside, some students gave some question or asked the teacher about the difficult words. However, students still need explanation on words choice. In this issue, the discussion of the

problem is how can the students are able understanding the text without using dictionary either SQ3R strategy or DRTA strategy.

The activities of both strategies were focused on working autonomously. However, in fact, working autonomously by keeping on role was hard to do. On the first day of the strategies implementation, all students felt confuse about explanation of each words on those strategies. To solve this problem, the teacher explains one by one of those words till they were understood. At the end, when they got what the point, they really happy and interest with the strategy. By giving a reading text as practice, the students applied the strategy and they worked independently and privately. Shortly, both of strategies helped students on comprehending and they really enjoy it.

CONCLUSION

Based on the result and the research findings it can be concluded that:

The two strategies had produced improvement on students' reading comprehension. Besides, based on the finding too, all the students have their own way in solving the difficult words. Words recognition by using dictionary was the best way in comprehending the passage. It happens because of their different skills in English. Moreover, English is a foreign language for them.

The study revealed that SQ3R and DRTA had improved students' reading comprehension. The means of the each class was increased in posttest. Further, SQ3R gave the improvement better than DRTA. It was shown by the significant different of the means. Table 4.12 and 4.13 showed the compare means of improvement from pretest and posttest of each class. The mean of pretest and posttest of SQ3R class is 55.86, while the mean of pretest and posttest of DRTA class is 53.89. It implied that SQ3R was more effective for helping students on reading comprehension.

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