

## THE EFFECT OF SQ3R METHOD ON THE EIGHTH-GRADE STUDENTS READING SKILL IN RECOUNT TEXT AT SMP AL-ITQON BALARAJA

Muhammad Ricky Al-Faroby, Welliam Hammer, Dhafid Wahyu Utomo,  
Sutrisno Sadji Evenddy

[mrickyalfaroby@gmail.com](mailto:mrickyalfaroby@gmail.com)

### ABSTRACT

Reading is one of the most important skills which should be mastered by the students. Teacher, as an educator is required to help students to acquire their reading skills by selecting appropriate techniques to accelerate their reading process especially in the vocabulary and grammar knowledge of students. The objective of this research was to find out whether there is a significant effect of students reading skill in recount text by using the SQ3R method. This research used a quasi-experimental method with experimental design. The population in this research was the eighth-grade students of SMP AL – ITQON Balaraja academic year 2019/2020, the total number of populations in this research was 90 students which distributed in eighth grade students. It was conducted in two classes, they were Class VIII C (32 students) as the experimental class and Class VIII B (32 students) as the control class. So, the total number of samples taken in this research was 64 students from the eighth grade. To collect the data, the researcher used the test as the research instrument in which analyzed by the t-test. The formula by using SPSS v.22. The result was calculated by independent sample t-test showed that sig. (2-tailed) was lower than significance level ( $0.00 < 0.05$ ). it indicated that the null hypothesis ( $H_0$ ) was rejected or the alternative hypothesis ( $H_a$ ) was accepted. It can be concluded that there is a significant difference effect who taught by using SQ3R method on students reading skill in recount text at eighth-grade of SMP AL ITQON Balaraja.

**Key Words:** *Reading Skill, SQ3R, Recount Text*

### INTRODUCTION

There are four language skills in teaching English (listening, speaking, reading and writing). according to Feral (2012) states, receptive skills are listening and reading, productive skills are speaking and writing. one of skills that must be mastered by students are reading. In addition, Reis (2009: 45) defined that reading is a learned skill and the ability to read is acquired differently and in different time sequences by different children. It means when students begin to read fluently they move beyond the process of learning to read and achieve the goal of reading to learn. The Reading process requires an interest because if students have a high interest in reading, they will be able to read the words

or text easily and interesting. that will make students easily to understand the content text.

At the time, learning process of reading only focus on the text read by teachers and students based on the text in the book of LKS. Then most of the students do not understand the meaning of the text. According to observation result and the interview with English teacher of eighth-grade students at SMP Al-Itqon Balaraja, there were a lot of students got under Criterion of Minimum Completeness (KKM) score for the English lesson. A lot of students are not interested in learning English and think English is not important because it is affected from the environment. There are several factors that make students are not interested in learning English. The first, the teacher only gives interaction to the students to read the text and answer the question on the text. The second, Media that teachers use to teach only the books provided in school and laptop or learning strategies and the teacher did not involve questions relating to the material being studied. So that, students did not participate actively in the learning process that is supposed to be in K13 curriculum students play an active role in the classroom. As a result, the students only listen to the teacher while explaining and they do not understand what is being explained by the teacher. The teacher does not give feedback after explaining it. Then, less interest of students in reading because the teacher does not attract students to read well, and the students are lack of knowledge of English vocabulary that makes students difficult in reading text.

There are many text types taught in junior high school. each text has different social functions, schematic structures and language features. One of the texts taught for the Eighth-Grade Students of Junior High School is recount text.

An effective way to teach reading on student junior high school is using learning methods it will interest the students to read. SQ3R method is the possible to use, in SQ3R method survey, question, read, recite, review. In "Survey" asks students to survey the text they are about to read. Based on pre-reading, students should create "Questions" that they expect might be answered in reading. Then, "Read" students read the text, "Recite" means that students should stop to reflect on what they have read. then, "Review" students perform a post reading review and summary. The researcher formulated the problem as follow: Is there any effect of students reading skill in recount text by using SQ3R method in eighth grade of SMP Al-Itqon Balaraja?

This research used a quasi-experimental method with experimental design. The population in this research was the eighth-grade students of SMP AL – ITQON Balaraja academic year 2019/2020, the total number of populations in this research was 90 students which distributed in eighth grade students. It was conducted in two classes, they were Class 8 C (32

students) as the experimental class and Class 8 B (32 students) as the control class. So, the total number of samples taken in this research was 64 students from the eighth grade. The purpose of this research was to find out the significant effect of students reading skill in recount text by using SQ3R method.

## **LITERATURE REVIEW**

### **Reading**

As one of the important skill in language learning, according to Reis (2009: 45), "Reading is learned skill, the ability to read is acquired differently and in different time sequences by different children. the students begin to read fluently, they move beyond the process of learning to read and achieve the goal of reading to learn". It is concluded that reading is a language skill that has every students' different abilities in reading, the achievement of the reading goal can be seen from students who can read fluently and can understand the contents of the reading. According to Nation (2009: 49) reading is a source of learning and a source of enjoyment. it can be a goal in its own right and a way of teaching other goals. As a source of learning, reading establish previously learned vocabulary and grammar, and through success in language use it can encourage learners to learn more and continue with their language study. It means reading is a source of learning with reading the vocabulary knowledge of students can increase as well as give a new vocabulary that has never been studied and grammar so that students know the language feature on the text. The increased vocabulary knowledge of students can make it easier for students to understand the read by enjoying it. From those statements above, the researcher agrees with Nation that reading is the source of learning with reading the vocabulary knowledge of students will increase along with a new vocabulary and grammar. It can motivate the students in learning to read and make it students easier to understand the text. reading is a process of understanding the meaning of word or text and can tell about what has been read and provide information to others. There are several factors that can make students successful to learn reading, such as qualified teachers, facilities like books for students to read and strategies. or methods these are appropriate to the learning materials.

### **SQ3R**

According to Sagala (2013: 59), SQ3R is a systematic technique strategy for studying textbook, developed by Francis P Robinson, a psychologist from Ohio University. He stated that "SQ3R is an effective reading system that has been successfully used by many students". The researcher concluded the SQ3R method is a method designed for the ability to read a text, this method can be applied in various learning

approaches for all subjects. This method helped students to understand the text, find out the main idea and comprehend the text. SQ3R is a reading strategy that can be used when students are expected to read and remember the content material. It means SQ3R one systematic method in the implementation there are five steps of survey, question, read, recite, review. Furthermore, the SQ3R method is a useful technique to get information from the complete the text and effective method for reading skills. This method, students not only read the text but, with five procedures consist of survey, question, read, recite, review. This method can teach students to read systematically and help teachers to motivate students in learning to read and teach critical thinking students.

### **Recount Text**

According to Emilia (2017: 1), "Recount is a type of text that retells past events or experience". It means retelling an event according to the sequence of events. Furthermore, Siahaan and Shinoda (2008: 57) said that "Recount is to tell what happened. A recount text has a social function, the purpose of social is to retell an event with a purpose to inform or entertain the readers". The researcher concluded recount text is to tell what happened, give information and entertain the reader as the main purpose.

From those statements above, the researcher agrees with Siahaan and Shinoda recount text is a kind of genre that has a social function to retell event the purpose of informing and entertaining with telling events in the past. In recount text not only tell about the personal experience but, the incident report and police report.

### **RESULT AND DISCUSSION**

The research was conducted in SMP AL-ITQON Balaraja Academic Year 2019/2020. The researcher chose two classes, 8C class as the experimental class and 8B class as the control class. The researcher got the data from pre-test and post-test, pre-test was given before the researcher gave a treatment to the students, and post-tests was given after the researcher gave a treatment to the students. the test consisted of 20 multiple choice questions and the time allocation for each test was 80 minutes. The researcher conducted the research in two classes, they were experimental class and control class. Each class consisted of 32 students. The research was conducted on 21 January until 21 February on the second semester in Academic Year 2019/2020. The data were collected in four meetings. the first meeting the researcher conducted the pre-test, the second and third meetings the researcher conducted the treatments and the last meeting the researcher conducted the post-test. The researcher calculated and analyzed the data in quantitative form. The result of the test can be looked in the following table:

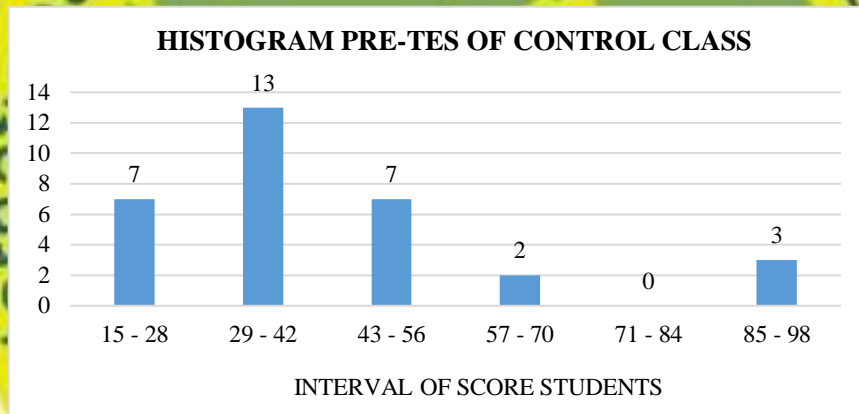
Table 1 The Score of the Test

Class	Total of pre-test	Total of post-test	Mean of pre-test	Mean of post-test	S.D. pre-test	S.D. post-test
Control	1360	1940	42.5	60.6	20.12	18.305
Experiment	1785	2495	55.78	77.97	15.46	16.649

Based on the result of pre-test and post-test from the control class, it showed that the Mean score of post-test 60.6 was higher than pre-test 42.5. Furthermore, in the experimental class the Mean score of post-test 77.97 was higher than pre-test 55.78. Before the instrument was distributed, the researcher conducted try out test to know the validity and reliability of the test. There were 50 numbers of questions gave to the 26 students of VIII Ir. Soekarno class of SMP AL ITQON Balaraja.

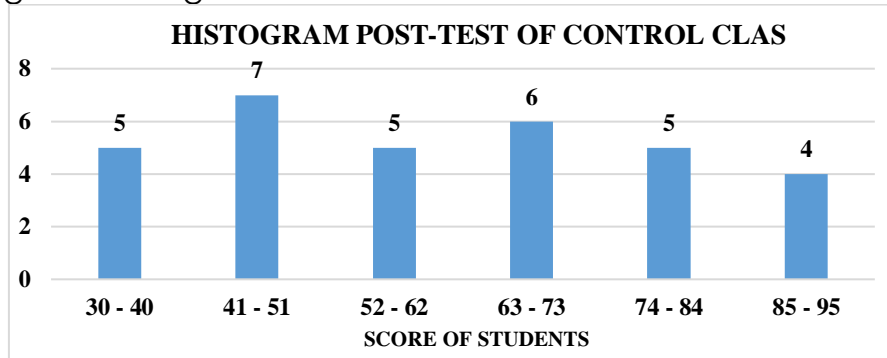
**1. The Description of Data Pre-Test and Post-Test**

Figure 1 Histogram of Students Pre-Test Score in Control Class



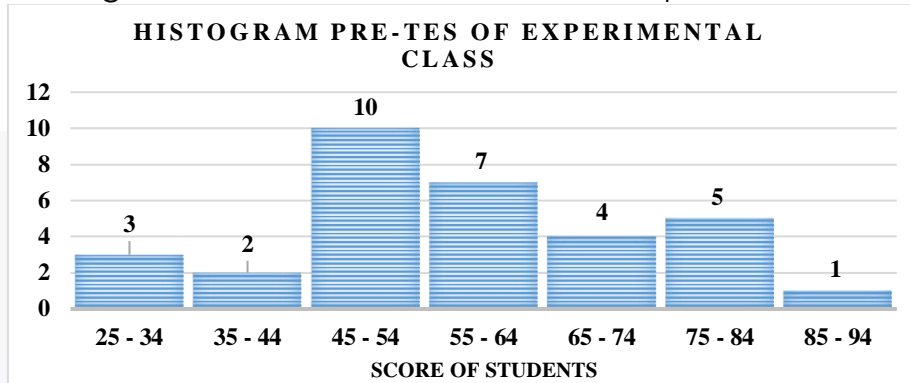
Based on the data above, it could be seen that the number of the students who got the score in interval 15 – 28 was 7 students, in interval 29 – 42 was 13 students, in interval 43 – 56 was 7 students, in interval 57 – 70 was 2 students, in interval 71 – 84 was 0 student, and in interval 85 – 98 was 3 students.

Figure 2 Histogram of Students Post-Test Score in Control Class



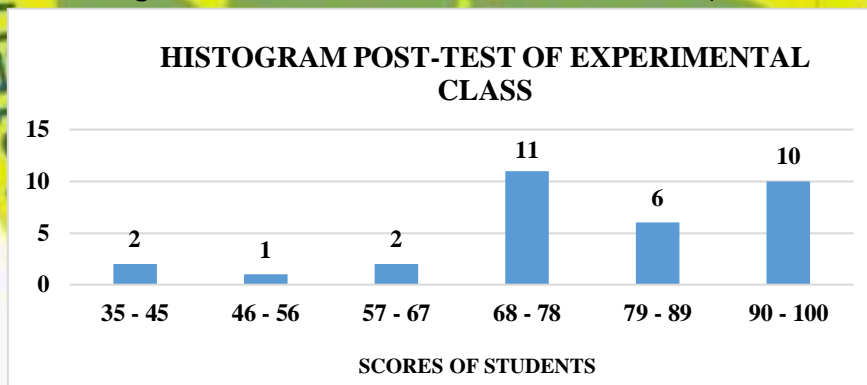
Based on the data above, it could be seen that the number of the students who got the score in interval 30 – 40 was 5 students, in interval 41 – 51 was 7 students, in interval 52 – 62 was 5 students, in interval 63 – 73 was 5 students, in interval 74 – 84 was 5 students, and in interval 85 – 95 was 4 students.

Figure 3 Histogram of Students Pre-Test Score in Experimental Class



Based on the data above, it could be seen that the number of the students who got the score in interval 25 – 34 was 3 students, in interval 35 – 44 was 2 students, in interval 45 – 54 was 10 students, in interval 55 – 64 was 7 students, in interval 65 – 74 was 4 students, in interval 75 – 84 was 5 students, and in interval 85 – 94 was 1 student.

Figure 4 Histogram of Students Post-Test Score in Experimental Class



Based on the data above, it could be seen that the number of the students who got the score in interval 35 – 45 was 2 students, in interval 46 – 56 was 1 student, in interval 57 – 67 was 2 students, in interval 68 – 78 was 11 students, in interval 79 – 89 was 6 students, and in interval 90 – 100 was 10 students.

## 2. The Data Analysis

The data of this research has analyzed by using statistical computation. Based on the computation normality on pre-test, it showed that the pre-test score experimental was 0,200 and control was 0,14. By using the level significance 0,05, those values were higher than 0,05 or  $(0,200 > 0,05)$   $(0,14 > 0,05)$ . It means that the null hypothesis ( $H_0$ ) was

accepted or the pre-test of experimental and control class were normally distributed. Whereas, based on the computation of normality on post-test, it showed that the post-test score of experimental was 0,37 and control class was 0,200. By using the level significance 0,05, those values were higher than 0,05 or ( $0,37 > 0,05$ ) ( $0,200 > 0,05$ ). It can be concluded that the null hypothesis ( $H_0$ ) was accepted or the post-test of experimental and control class were normally distributed.

In variance homogeneity test on pre-test and post-test score of both group, the result showed the pre-test score of both group were higher than the level of significance ( $0,357 > 0,05$ ) and post-test score of both group were also higher than the level of significance ( $0,360 > 0,05$ ). From those dates, the researcher assumed that the two classes were homogenous, it means that the null hypothesis ( $H_0$ ) was accepted.

The final computation was testing hypothesis. To know whether using SQ3R method can effect students' reading skill in recount text, the researcher used t-test formula in the level of significance 0,05. The result showed that sig. (2-tailed) was lower than significance level ( $0,000 < 0,05$ ). It can be concluded that the null hypothesis ( $H_0$ ) was refused or the alternative hypothesis was accepted.

The researcher can conclude that there was significant effect of study reading skill in recount text which used SQ3R method. In the other words, the students who had been given treatment SQ3R method on reading skill in recount text were better than students who are taught using another method. In addition, by using SQ3R method more effective on reading skill in recount text on the eighth grade students at SMP AL ITQON Balaraja.

## **CONCLUSION**

Based on the result, it showed that there was significant difference of mean score on post-test between both of groups. It can be proven from the result of hypothesis testing which shows that sig. (2-tailed) was lower than the level of significance ( $0,000 < 0,05$ ). it can be concluded that the null hypothesis ( $H_0$ ) was rejected or the alternative hypothesis ( $H_a$ ) was accepted. As a result, with accepted ( $H_a$ ) and ( $H_0$ ) rejected. It can be concluded that there was significant difference effect who thought by using SQ3R method on students reading skill in recount text. The researcher can conclude that there was significant effect of study reading skill in recount text which used SQ3R method. In the other words, the students who had been given treatment SQ3R method on reading skill in recount text were better than students who are taught using another method. In addition, by using SQ3R method more effective on reading skill in recount text on the eighth-grade students at SMP AL ITQON Balaraja.

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