



## The Effect of Using SQ4R Technique on Students' Reading Interest and Reading Comprehension at SMAN 1 Pangkalan Kuras Pelalawan

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### Abstract

This research was carried out to find out the categories of students' interest in reading and reading comprehension and the effect of using SQ4R Technique on their reading interest and reading comprehension at SMAN 1 Pangkalan Kuras Pelalawan. It was done based on a quasi-experimental design that requires a pre-test and post-test for a treated and comparison group. Sample of this research consisted of 76 students that were taken from two classes, namely Class XI IPS 1 as an experimental class (treated group) and Class XI IPS 2 as a control class (comparison group). Data were collected by using and questionnaire and reading comprehension test. SQ4R Technique was used as the treatment for the experimental group. The results indicated that there is a significant effect of implementing the treatment on students' reading interest in the experimental group. T-test result was -3.4 and its df was 37, by comparing the significant value. If the probability value is  $> 0.05$ , the null hypothesis ( $H_0$ ) is accepted. If the probability value  $< 0.05$ , the alternative hypothesis ( $H_a$ ) is accepted. Because the p-value was  $0.002 < 0.05$ , thus,  $H_a$  is accepted while  $H_0$  is rejected. In addition, there is a significant effect of using SQ4R technique on the students' reading comprehension. The t-test result was -6273 and its df was 37, by comparing the significant value. If the probability value is  $> 0.05$ ,  $H_0$  is accepted and  $H_a$  is rejected. If the probability value is  $< 0.05$ ,  $H_a$  is accepted and  $H_0$  is rejected. Because the p-value was  $0.000 < 0.05$ , thus,  $H_a$  is accepted and  $H_0$  is rejected.

**Keywords:** *SQ4R Technique, reading interest, reading comprehension*

### INTRODUCTION

English is spoken in the most International events and it is used as the medium of information flow in science, technology, and culture as well. Thus, it

is not surprising that the teaching of English is carried out in many parts of the world. Furniture (1975) states that, language learners should be given insight into the place and function of

various language items and skills in listening, speaking, reading, and writing activities; that is, in real communication situation. Among these skills, reading is the fundamental skill. It is supported by Moats as cited in Westwood (2001) who states that reading is the fundamental skill upon which all formal education depends. Through reading, the students' knowledge will automatically be enriched which eventually can influence their language skills, such as speaking, listening, and writing.

Burns et.al (1996) also states that reading can be a way to share another person's insight, joys, sorrows, or creative endeavours. Reading helps the reader to construct knowledge, share experiences, feeling, ideas, and developing new perspective. It can be said that reading is a tool for expanding reader's knowledge and helping the readers to communicate with other people.

Bond (1979) also states that reading is the ability to draw meaning from the printed page and interpret this information appropriately. Indeed, reading for general comprehension requires rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many processes under much emitted time constraints.

More over, Moats (1999) remarks that : reading is the fundamental skill upon which all formal education depends. Reading is one of the language skills that must be learned

at any level of education. It is an essential part of language instruction at every level because it supports learning in multiple ways. Moreover, Moats points out that reading is the fundamental skill upon which all formal education depends. So, it is clear to say that having reading activity is very important for students at any level of education because it can help them to get much information in their learning process.

In reading activity, a reader should be able to understand what she or he reads about. Without knowing the content of the reading material, the reading activity becomes inadequate. Moreillon (2007:10) also points out that reading is making meaning from print and from visual information. Furthermore, Harmer (2011) states that reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages. Therefore, the brain has an important role since it processes what has been read to be interpreted and concluded.

It also can be inferred that reading is an active activity. Grellet (1981) states that reading is an active skill that constantly involves guessing, predicting, checking, and asking one self questions. Before the readers read the text, they have to suppose what the readers will talk about by seeing the title, pictures, clues, or the first and last paragraph. Therefore, in reading, the readers do not only read the printed words, but they also must understand what is the message that conveyed by the writer.

Moreover, Dillyana D. Sungatullina, Eka Terina O. Zalyaeva, and Yuliya W. Gorelova (2015: 2) state that Language skills : Listening, Reading, Speaking, and writing. Reading comprehension section being one of the largest and complex, includes a variety of text types as well as various task designs. Success in passing the reading subtest depends widely on the vocabulary size.

Furthermore, they also state that Reading comprehension itself is the interpretation of the information in the text, reading comprehension is also the centre of reading. That is why; reading comprehension is the final stage that should be gained by the students as the essence of reading activity. the majority of tasks are concentrated on the following purposes: reading to find information, reading for basic comprehension, reading to learn, reading to integrate information across multiple texts. Therefore, not the context knowledge itself, but the ability of test-takers to use the clues, which underlie any context is of a primary and detailed research.

Considering the important of reading, it is crucial that reading should be given the greatest attention in any level of education, especially in senior high School level as a bridge to link the students to university. As we know that, in majority questions that are always tested in examination wether Mid Test, Semester Test untill national examination are about discourse or Genre so it is considered that reading skill needs great attention to make

students comprehend the reading text. It means that a student who doesn't learn the basic reading early, he/she is unlikely to learn them at all. Any student who doesn't learn to read early, will not easily master other skills and knowledge, and is unlikely to ever flourish in university or in life. In teaching reading comprehension the teacher has to have a goal to minimize reading difficulties and to maximize comprehension by providing culturally relevant information. What the students read must be relevant to their need and interest and they must be ready, willing and able to read it.

However, as cited from The Jakarta Post (September 16th, 2009), reading interest of in Indonesia people in general is relatively low compared with young people in neighboring countries like Singapore and Malaysia. The problem of reading has been found in young students. As reported in The Jakarta Post (July 4th, 2014), based on a recent nation wide survey conducted by the United States Agency for International Development (USAID) in cooperation with the Education Ministry, Religious Affairs Ministry and Myriad Research, the reading ability of primary school students in Indonesia was 69 percent. It is found that many students are not able to read (31%). If the primary students have a reading problem in their first language, undoubtedly university students also have difficulties in reading, especially for English text, the survey also states that Indonesian peoples' reading interest is number 64 of 65 countries in the

world. Furthermore, UNESCO Survey as cited by Java Post (Thursday, May, 19 2016) stated that reading interest of Indonesia people is 0,001 %. It means that from 1000 persons of Indonesian people only one of them who has reading interest. Moreover, the head office of communication for society service (BKLM) KEMENDIKBUD Asianto Sinambela stated that literacy reading interest of Indonesian people is left behind from other countries in the world. The rank of Indonesia country is number 60 from 61 countries. It shows that Indonesian people's reading interest is similar to South Africa. That's why Indonesia Government publish (PERMENDIKBUD) No. 23, year 2015 about the emergence of character: by implementing 15 minutes reading obligatory before the class lasting, especially for School Students: Elementary, Junior high School and Senior high school.

Moreover, Anderson (1982) ; Hidi, Baird, & Hildyard, (1982) there is increasing evidence that interest plays a critical role in determining what students learn and remember from their expository reading. Further more, Anderson, Shircy, Wilson, and Fielding (1987) revealed that interest accounted approximately the same amount of variance in recall as did standart reading scores on reading performance. Besides, Schank (1979,1982) Students can become bored and uninterested in learning if left unchallenged to reach beyond these comfortable awareness of knowledge and thought this is boredom

and lack of interest is often seen in students' textbook reading behaviors.

In learning reading, the teacher way or strategy has an important role to the students in comprehending the text. Besides that, a good interaction to students and guide them to get the point of text is very important. The statement above is also supported by Simon and Miler (2006: 64) they said that, successful in classroom involved two ways of interaction between students and lecturer. Classroom life is what teacher/lecturer and learners make it. Moreover, they state that at the same time, classroom life is what they make of it, and what it makes them. These apparently simple observations capture both the inherent contradictions of classroom life and its complex systemic nature. Students' enthusiasm, involvement, and willingness to participate affect the quality of classroom activity as an opportunity for learning.

Based on the preliminary study and interview conducted on March, 17, 2016 to an English Teacher of SMAN 1 Pangkalan Kuras, the teacher said that " several strategies and methods have been implemented in teaching English. But, they still could not make all the students engaged in the teaching and learning process and improve their reading comprehension significantly. Some of the students looked passive and got nothing after reading. It could be seen from the score of the students; only 20 % of the students could answer the questions given by the Teacher. The implementation of jigsaw, just made the

students confused because they could not find the ideas of the reading text. The students were just busy with themselves and some of them looked bored. Whereas in jigsaw, the students should be able to develop their creativity, actively share their idea to one another and extract the information from the text, then share it to other group and then to share it back to their group. Some students have been observed in this research, the fact revealed that some students were still passive and bored while teaching and learning process was lasting. They were reluctant to speak up, or take a part in learning activity. Some of them were just busy by themselves and did not pay attention to the lesson. They frequently felt sleepy in the classroom. Furthermore, they were not able to construct the coherent meaning from the text and making sense of it although, they know some of the words. In the other words, teaching and learning process can not run well.

In consequence, when the teacher gave them some questions the students could not answer it well. They did not comprehend the texts, they got nothing after their reading. "They got difficulties to find the, genre, topic, main idea, factual information from the texts, they could not identify the purpose of the texts, they got difficulty in identifying the references of certain pronoun, and they could not infer what they have read well."

Hence, to comprehend the content of the text, students should not only have good mastery of English, but

also need an appropriate reading comprehension technique. To control how the students learn and to help the students become more effective language learners, the teacher needs an appropriate technique. It means that the use of technique in the teaching and learning process makes the students think uniquely to obtain information.

In this case, it can be assumed that whether the teacher applies Survey, Question, read, recite, review and reflect (SQ4R) technique as an appropriate one in teaching reading is a wise consideration. Robinson, F. (1961) states that survey, question, read, recite, review and reflect (SQ4R) Technique will increase their interest in the subject, and provide expectations to meet while they read. Moreover, he says that : by applying the technique once they have interest and expectations, they have better chance of reading more effectively and efficiently. Besides, he also states that the steps in Survey, question, read, recite, review, and reflect (SQ4R) technique engages their curiosity and aids in comprehension. Furthermore, Robinson (1996) suggests that through these activities the students *will increase their interest* in the subject, and provide expectations to meet while they read and they have a better chance of reading more effectively and efficiently.

Richardson and Morgan, (1997) state that Survey, Question, Read, Recite, Review and Reflect (SQ4R) provides students with opportunities to stimulate their prior knowledge, to make predictions, and then to confirm

or to refute their predictions. Furthermore, they also say what reader aids are included in the text : read all the titles and subtitles. Read captions under pictures, charts, graphs, or maps. Read the questions at the end of chapter. If there is the a summary read it. Get an overview of what the chapter is about. This condition makes the students more active and involved in the teaching and learning process. In short, the use of Survey, question, read, ricite, review, and reflect (SQ4R) technique can stimulate their thinking ability and teach them reading good habit.

Thus, based on its benefits for English learning and other good values of the use SQ4R technique this study is proposed to increase the students' participation and to improve their interest and reading comprehension. Hence, it is necessary to carry out a reasearch entitled : "THE EFFECT OF SQ4R TECHNIQUE ON STUDENTS' READING INTEREST AND READING COMPREHENSION AT SMAN 1 PANGKALAN KURAS PELALAWAN".

## **METHODOLOGY**

The design of this research is an experimental research. Gay and Airasian (2000:367) argue that experimental research is the type of research that can test hypothesis to establish cause-and effect relationships. The design of this research is a quasi-experimental design which is focused on the non-equivalent control group. Gay and Airasian (2000:395) tell that the non-equivalent control group design

involves random assignment of intact groups to treatments; two or more treatment groups are pre-tested, administered a treatment, and post tested. In conducting the research, 2 classes of the second year students were involved. The first class was an experimental class and the second class was a control class.

In this research, there are three variables. The first variable is SQ4R technique as variable X. The second and third variables are students' reading interest students' and reading comprehension as (Y1 and Y2). This research aims to find out whether there is any significant effect of using SQ4R Technique on students' reading interest and their reading comprehensionn at SMAN 1 Pangkalan Kuras Pelalawan.

## **CONCLUSION**

1. Based on Independent T-test analysis for pre-questionnaire of experimental group, it showed that the interest pre-questionnaire mean scores of the experimental group is categorized as good the percentage is 76,3%. Meanwhile the control group participation pre-questionnaire mean score is also good it is 84.2%. The result showed that the mean scores did not differ much between both groups and the effect size of the first hypothesis is categorized as low effect by using eta-squared formula. It could be determined that the subjects in both groups were equivalent before giving the treatment. In short, the first hypothesis of this research shows

that  $H_{a1}$  is accepted and  $H_{01}$  is rejected, so it can be concluded that "There is significant difference of students' reading interest before being taught by using SQ4R technique for experimental group and non-treatment of SQ4R technique of the second semester students at SMAN 1 Pangkalan Kuras Pelalawan. In another words it can be said that there is improvement of students' mean score interest. The students' pre-questionnaire mean of control group is 10%, meanwhile, for experimental group is 23%. It also can be conclude that the level of both experimental and control groups meanscore of reading interest is good.

2. Based on Independent T-test analysis for post-test reading comprehension of experimental and control groups, it showed that the reading comprehension post-test mean scores of the experimental group is 36.8% Meanwhile the control groups post-test mean score 60.5%. It could be determined that "there is significant effect of students reading comprehension after being taught by SQ4R technique for experimental group and non-treatment of SQ4R technique of the second semester students at SMAN Pangkalin Kuras Pelalawan.
3. Based on paired sample T-test analysis for pre-test and post-test reading comprehension for experimental group, it showed that the t-test result was the t-test result is -6.273, its df is 37, by comparing number of significance. If

probability $>0.05$ , null hypothesis ( $H_0$ ) is accepted. If probability $<0.05$  alternative hypothesis ( $H_a$ ) is accepted. Because the significance is  $0.000 < 0.05$ , thus,  $H_a$  is accepted while  $H_0$  is rejected. The students' mean score in pre-test is categorized poor (78.9%). while in post-test, the level of students' score is in mediocre level (36.8%) It means that there is a significant effect of using SQ4R technique on students reading comprehension after the treatment given to experimental group.

4. Based on paired sample T-test analysis for pre-test and post-test reading comprehension for control group, the output of paired sample t-test shows that the t-test result is -3.122, its df is 37, by comparing number of significance. If probability $>0.05$ , null hypothesis ( $H_0$ ) is accepted. If probability $<0.05$  alternative hypothesis ( $H_a$ ) is accepted. Because the significance is  $0.003 < 0.05$ , thus,  $H_a$  is accepted while  $H_0$  is rejected. It means that there is a significant different between pre-test and post-test reading comprehension for control group. The students' score in pre-test is in category poor (92.1%), and in post-test the students' score is also categorized in to poor (60.5%).

Related for this study, by using SQ4R technique can make the students easily predict and delimit the topic discussed or informed in the text after they read and answer the questions. In the other words, the using of SQ4R

technique ditributes significant effect on students' reading interest and their reading comprehension.