

**TEACHING READING COMPREHENSION BY USING SQ3R STRATEGY
IN THE EIGHTH GRADE STUDENS OF SMP NAHDLATUL ULAMA
PALEMBANG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
2023**

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PALEMBANG**

THESIS

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Menyatakan bahwa skripsi berjudul:

Teaching Reading by Using SQ3R Strategy in the Eighth Grade Students of SMP Nahdlatul Ulama Palembang, beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, April 2023

Yang menyatakan,



Annisa Faniakoti

372019009

MOTTO AND DEDICATION

Motto:

“Learn from the past, live for today and plan for tomorrow.”

Dedication:

This thesis is dedicated to:

1. My beloved parents, Mr. Fauzul Nizam S.H and Mrs. Amriyati. Thank you so much for your boundless love, support, and prayers. There were no words which can describe my biggest thanks for you.
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ABSTRACT

Faniakoti, Annisa, 2023. *Teaching Reading Comprehension by using SQ3R strategy in the Eighth Grade Students of SMP Nahdlatul Ulama Palembang.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Advisors: (1) Asti Gumartifa, S.Pd., M.Pd. (2) Dian Septarini, S.Pd., M.Pd.

Keywords: *Reading Comprehension, Narrative Text, SQ3R Strategy.*

The objective of this research was to find out whether teaching narrative text using SQ3R strategy in reading comprehension skill effective or not. The method used in this research was true experimental method. The population of this research was all the eighth grade students of SMP Nahdlatul Ulama Palembang. The total number of populations was 177 students. The samples took out were 60 students from 177 students by using random sampling method. They divided into the experimental and control group. The data were collected by using written test, those were pretest and posttest. The result of the test was analyzed by independent sample t-test. The analyses provide that teaching narrative text using SQ3R strategy on reading comprehension skill help students in understanding narrative text better. The mean in posttest of experimental group was 84.53, it was higher than the mean posttest of the control group which was 80.67. The result of T-Test obtained significance (sig. 2 tailed) was 0.032, which less or lower than 0.05. Since the sig. 2 tailed was less than 0.05, so the null hypothesis H_0 was rejected and the alternative hypothesis H_a was accepted. It means that it was effective to teaching reading comprehension by using SQ3R strategy.

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The researcher realizes that this thesis is far from being perfect. There are still many weaknesses that need to be improved in this thesis. The researcher accepts any kind of criticism, comments, suggestion and advice. Last but not least, the researcher hopes that this thesis will be useful for the university and the next researcher in the future.

Palembang, April 2023

The researcher,

AF

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CHAPTER I

INTRODUCTION

This chapter presents: (1) Background of the study, (2) Formulation of the study, (3) Limitation of the study. (4) Objective of the study, (5) Significance of the study, (6) Hypotheses of the study.

A. Background of the study

Today, English has increasingly become a global language because the number of speakers learning English as foreign language is growing rapidly (Barber, Beal, & Shaw, 2009, p. 243). According to Sugianto (2016, p. 32), english as international language is learned by some countries such as Indonesia. Furthermore, Denizer (2017) stated that in Indonesia, english is learned as a foreign language and it has been learned by many students from elementary schools up to university level. In addition, Khaki (2014), stated that second language reading comprehension is the most important skill for the students in foreign language context. Based on Institutional Curriculum for junior high school in 2006, in learning English, students are expected to master four English skills which include listening, speaking, reading and writing (Sadiku, 2015). Those four skills should be taught in order to enable the students to use English language well. This is supported by Uma and Ponnambala (2001) who state that mastering language skills will determine the students' communicative competence in the target language.

As mentioned above, reading is one of the important skills that should be taught to the students in English language learning besides three other skills, listening, speaking and also writing. Goodman in Burt, Peyton, and Adam (2003: 33) states that it is important to learn reading since it helps people learn to think new language, helps people build better vocabulary, helps people more comfortable with written English. According to Harmer (2007) reading is an activity centered on sight and the brain. In addition, Nunan (2020) claimed that reading is a continuous process in which readers examine information offered

in a text as well as their past knowledge to deduce the content of the words. Reading also as a vital skill (Li, Chen, Fan, & Huang, 2014). According to Zare & Othman (2013), define reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. Furthermore, Harmer (2007) argues that getting students to read English texts is an important part of the English teacher's job due to two reasons. First, many students need to be able to read English texts for further study or for future career. Second, reading is regarded as a second language who divides problems and questions in reading ability which students are take information in the text and then take conclusions of text that students read. In addition, by reading students obtain many information and gain knowledge about the text.

Reading is more challenging than simply removing the words from the paper. A text, words, and phrases are interpreted by the reader. Aside from that, readers derive meaning from the concepts, experiences, and information evoked by those words and phrases, as well as through activities that involve a sophisticated problem-solving process (Gumartifa & Adawiyah, 2022, p. 30-31).

Reading comprehension is the process of making meaning from the text (Woolley, 2011). The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from difficult words or sentences. According to Robert (2017, p. 111), "Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enable the reader to create a mental representation of the text". Comprehension depends not only on characteristic of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, sensitivity to text structure, inferencing, and motivation. Reading comprehension is defines as the ability of students to read, recognize, and understand the text. It also reflects the author's purpose for reading the text (Ramos, 2018, p. 611). Deborah & Santi (2015) state "that reading comprehension as a process in which the reader the reader constructs meaning from text-based information." By reading comprehension, we got many benefits such as

we can gain new knowledge, information and increase our vocabularies especially in English language.

Based on a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019, that Indonesia ranks 62 out of 70 countries, or is the bottom 10 countries with low literacy levels. Unfortunately, the students getting bored with reading the text and students feel reading is very difficult work because they do not understand how to comprehend a reading material (Ghazo, 2015). According to Hasibuan (2018, p. 132) stated that students still have difficulties to get the information from the text and there was some reason why students unable in reading comprehension achievement because some reasons as lack of vocabulary, lack of catch the main idea, difficult to pronounce, and uninterested to read and they were still difficult to get reading comprehension before. Those troubles can take place because the pupils do not pay attention much to the course of study, have a lack of vocabulary mastery and not disciplined.

According to the research conducted from Biringkanae (2018), the researcher interview with one of the teacher (2015), who taught English subject at SMPN 2 Saluputti, a crucial problem was found in relation to comprehension of a text. When the researcher taught reading comprehension, the researcher found that the students did not understand what they read and the students did not answer the questions from the text. It is supported by Joseph (2001) says that students exhibit difficulty understanding and deriving meaning from text, the explicit instruction on comprehending needs to be provided. Difficulties understanding text can be derived from not knowing meanings of words or concepts, not capturing factual information, and not inferring about content. Therefore, the students have difficulties understanding, meaning of word or concepts and inferring information.

Furthermore, based on the interview between the researcher and teacher of english in the eighth grade students of SMP Nahdlatul Ulama Palembang, the students have difficulties in understanding a text especially in

narrative text. The researcher found some problems of the students in reading comprehension. First, most students did not know the meaning of many words found in the text. Second, students weren't familiar with the text. It made them difficult to determine the important information such as topic, main ideas, stated and unstated details, and references. Third, the students lazy to read. And fourth, students did not know the way to read. They were not taught reading strategies to comprehend the text effectively. It is supported by Ghazo (2015), stated that found some problems in reading comprehension such as : (1). they were unable to understand the complex reading text because they do not interact with the text that they read. (2). they are not able to comprehend what they read fully.

Therefore, the teacher should provide students with the reliable and interesting technique to improve their comprehension. One of the strategies in teaching reading comprehension is SQ3R (survey, question, read, recite, and review). The SQ3R method is perhaps one of the oldest and most widely used methods (Rahyana, Kasyulita, & Rasyidah, 2016). According to Davis & Davey (2014), "SQ3R is a reading comprehension method that can help students build a framework to understand a text. This method can be helpful to students because it helps readers develop a mental framework in which to fit what they read". Furthermore, Brandon & Brandon (2014) define SQ3R as a comprehensive reading system that will give you both perspective and understanding.

A previous study conducted by Syuhendono (2020) with the research title *The effect of survey, question, read, recite, and review (SQ3R) method on students reading comprehension at the tenth grade of MAN Pinrang*. showed that the result of SQ3R strategy gave significant effect for teachers and students in learning English especially in reading skill to improve students' reading comprehension. In addition, the previous research conducted by Aprilia (2018) with the title *Improving the Eighth grade students reading comprehension through SQ3R strategy technique in MTSN 1 Bandar Lampung*, the result of this

research was showed that the implementation of the SQ3R technique gave positive improvement to improve the students' reading comprehension.

Based on the explanation above, as the researcher was interested to conduct research with entitles "Teaching Reading Comprehension by Using SQ3R Strategy in the Eighth Grade Students of SMP Nahdlatul Ulama Palembang".

B. Formulation of the Problem

The writer formulates the problem as follows:

"Was it effective to teach reading comprehension by using SQ3R strategy in the Eighth-grade students of SMP Nahdlatul Ulama Palembang?".

C. Limitation of the study

The limitation of the research was focused on teaching reading comprehension on the narrative text by using SQ3R strategy in the Eighth-grade students of SMP Nahdlatul Ulama Palembang.

D. Objective of the study

The objective of the study was to find out whether or not it was effectiveness to teach reading comprehension by using SQ3R strategy in the Eighth grade students of SMP Nahdlatul Ulama Palembang.

E. Significance of the study

Significance of the study as follows:

1. For the writer

The writer to be able to enhance her knowledge and has good experiences about teaching reading comprehension.

2. For the teacher

This study can be used for reference the teachers of English to improve their teaching skills on reading text to the student in the classroom activity.

3. For the students

The research can be useful to improve the students' interest and their skill in reading comprehension by using SQ3R strategy and to help students solving problem in reading comprehension activities.

4. For other researcher

Hopefully, it can be reference of strategy that used in teaching reading comprehension for the next researchers.

F. Hypotheses of the Study

The hypotheses of this study are in form alternative hypotheses (Ha) and null hypotheses (Ho):

1. The alternative hypothesis (Ha):

It was effective to teach reading comprehension by using SQ3R strategy in the Eighth Grade Students of SMP Nahdlatul Ulama Palembang.

2. The Null hypothesis (Ho):

It was not effective to teach reading comprehension by using SQ3R strategy in the Eighth Grade Students of SMP Nahdlatul Ulama Palembang.

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