IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH SQ3R STRATEGY AT THE FIRST GRADE OF SMAN 1 JATI AGUNG

(A Script)

By
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2019

ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH SQ3R STRATEGY AT THE FISRT GRADE OF SMAN 1 JATI AGUNG

May Linda Ayu Pratami

The objectives of this research were to find out whether there was an improvement of students' reading comprehension of narrative text after the implementation of SQ3R strategy and to investigate their responses after the implementation of the strategy. This study was conducted through both quantitative and qualitative approaches, with a total of 34 first-grade students at SMAN 1 Jati Agung. Data were collected by using a reading test and questionnaire. Data were analysed by using *Paired Sample t-test and Descriptive Analysis*.

The result showed that there was a significant improvement in the students' reading comprehension of pretest (51.12) to posttest (65.82) in which t-value>t-table (9.799>2.034) or sig p<0.05 (0.000<0.05) and specific information received the highest improvement and reference received the least.

Moreover, the result showed that the students under investigation also stated that they strongly agree that they had high interest in using SQ3R strategy (89.27%). In other words, their response was positive. Based on the result, it can be concluded that SQ3R strategy is effective to improve students' reading comprehension.

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A Script

**Submitted in a Partial Fulfillment of
the Requirement for S-1 Degree**

**in
the Department of Language and Arts Education
the Faculty of Teacher Training and Education**

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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2019**

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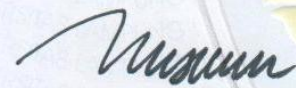
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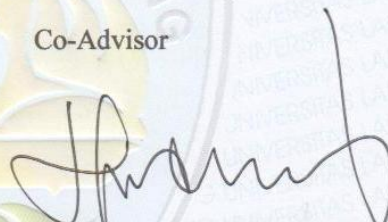
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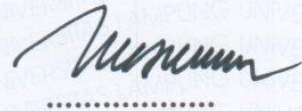The Department of Language and Arts Education

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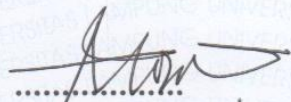NIP 19640106 198803 1 001
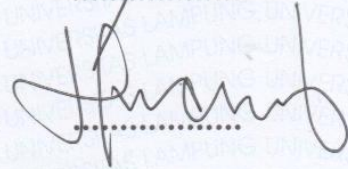
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Judul Skripsi   : Improving Students' Reading Comprehension of Narrative Text through SQ3R Strategy at the First Grade of SMAN 1 Jati Agung

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 20 Agustus 2019
Penulis

May Linda Ayu Pratami

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CURRICULUM VITAE

The writer's name is May Linda Ayu Pratami. She was born on May 01st 1998 in Margomulyo village, Jati Agung, Lampung Selatan. She is the first child of Sutriyono and Sumiyati. She has two brothers and one sister, Pandu Aditya, Panca Andhika, and also Mayla Ayu Pratiwi.

She started her study at Al-Azhar 14 Kindergarten and graduated in 2003. After that she continued her study at SDN 1 Margomulyo and graduated in 2009. Next, she continued at SMPN 2 Jati Agung and graduated in 2012. Finally, she registered in Senior High School at SMAN 1 Jati Agung and graduated on 2015.

She successfully passed SNMPTN program and was accepted as a student of English Education Study Program Department of Language and Arts Education Faculty of Teacher Training and Education University of Lampung in 2015. From July to August 2018, she did KKN in Sumber Marga village, Lampung Timur and she conducted PPL at SMPN 3 Way Jepara.

DEDICATION

This paper is fully dedicated to my beloved mother, father, my younger brothers and my younger sister who always pray for my success and give positive encouragement to this completion of this paper.

My beloved friends in English Department 2015

My almamater, University of Lampung

MOTTO

If you do good, you do good for yourself

(QS. Al-Isra': 7)

ACKNOWLEDGEMENTS

14. The writer's seniors in English Department 2014, for their kindness, supports and helps.

15. The writer's best friends and all friends of English Education Study Program 2015. Thank you for the beautiful moments which had been experienced together. Anyone who cannot be mentioned directly who has contributed to the completion of this work.

Finally, the writer would like to thank everybody who was important to the successful realization of this work. This work is far from perfection there might be weaknesses in this research, but it is expected that it will be useful not only for the researcher, but also for the readers.

Thus, comments, critics, and suggestions are always welcome for better research. The writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung,

The Writer

May Linda Ayu Pratami

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I.   INTRODUCTION

This chapter discusses the introduction based on the research which compresses of several points i.e., the background of the problem, research questions, objectives of the research, uses of the research, scope of the research, definition of terms that are used in this research.

1.1. Background of the Problem

English, which is a foreign language in Indonesia, is learned from primary school to university. In learning English, students are expected to master four English skills which include listening, speaking, reading and writing.

One of the most important skills to master is reading. Reading is a process that involves recognizing words, leading to the development of comprehension. According to Kennedy (1982), reading can be defined as the ability of an individual to recognize a visual form: associate the form with sound. In other words, reading involves translating text into sounds like spoken words. According to Spratt et.al (2005), can defined reading as a process of responding to, making sense a text being read and connecting it with the reader's prior knowledge. In making sense of information, readers connect new knowledge obtained from the text with the known knowledge and they know already. It is believed that relating to the reader's prior knowledge will make readers memorize the new knowledge longer. Therefore, a reading activity is an interaction between

the reader's mind and the text. In the words of Davies (1995) reading comprehension is a process of analysis of receiving a message from a written text. According to Grabe (2009), reading is a strategic process that a number of the skills and processes are needed on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals.

In line with one of the purposes of teaching English in Curriculum 2013, the teachers have to grow awareness of the importance of English as a foreign language to become a tool of learning. In the reading aspect, the competence that should be mastered by the students is in understanding the various meanings (interpersonal, ideational, textual) in a variety of written texts, interactional and monologue, especially in the forms of descriptive, narrative, spoof/recount, procedures, reports, news items, anecdotes, exposition, explanation, discussion, commentary, and reviews are needed.

On the other hand, based on the researcher's experience during a field practice program in SMP N 3 Way Jepara, the students had difficulties in understanding a text. The factor was they had lack of vocabulary so it made them hard to understand the whole text and it made the researcher help them to translate the words one by one of the words to understand the meaning of the text.

Besides, before the researcher conducted this research, a short interview with the teacher of SMAN 1 Jati Agung was conducted. There were the same problems in students' reading comprehension. They also had limited vocabulary and in identifying aspects of reading such as a main idea, specific information, inference, reference, and vocabulary.

Thus, based on the interview above, the problem is related to the reading strategy of the teaching and learning process. There are various strategies that teachers can use in teaching, especially in reading to make the students more active and creative in learning reading. One of them is SQ3R. The researcher chose the SQ3R (survey, question, read, recite, and review) to be applied in that school to help and simplify students in understanding a reading well and regularly. The SQ3R strategy has several stages in the implementation to realize reading comprehension to students. The stages in SQ3R strategy are a survey, question, read, recite and review.

The SQ3R strategy was found by Robinson (1941). Robinson (1941) states that SQ3R is one of the reading strategies which provides students with a systematic approach presenting a detailed step by step outline of what readers should complete and accomplish while reading. Besides, this strategy is also supported by Nuttall (1989) and Brown (2001). First, Nuttall (1989) states that SQ3R makes students responsible for guiding themselves in reading texts, and also it promotes purposeful and active involvement to students in reading texts. Second, Brown (2001) states that SQ3R is one of the principles for designing interactive reading techniques.

It is also supported by several studies stated by Prawono (2013) who states that SQ3R could increase students' test results and assisted the teacher in finding a good way to teach reading. Yenisa (2017) states that SQ3R was more effective than teaching reading of hortatory exposition text without using SQ3R. Furthermore, Puteri (2016) states that SQ3R could improve the students' reading comprehension. In addition, Aswinda (2016) states that SQ3R had a significant effect on the students' reading comprehension. Moreover, Falenti (2012) states that by using SQ3R, the process of her study could run effectively.

Based on the empirical and theoretical explanations above, the SQ3R strategy helped the students to improve the students' reading comprehension of narrative text. Therefore, the researcher was interested to use this strategy which was aimed at finding out a significant improvement before and after the implementation of SQ3R strategy and to investigate the students' responses after the implementation of this strategy.

1.2. Research Questions

Based on the background above, the researcher formulated some questions as follows:

1. Is there any significant improvement of students' reading comprehension before and after the implementation of SQ3R strategy at the first grade of SMAN 1 Jati Agung?
2. What are the students' responses after the implementation of SQ3R strategy at the first grade of SMAN 1 Jati Agung?

1.3. Objectives of the Research

The objectives of the research are:

1. to find out if there is any significant improvement of the students' reading comprehension at the first grade of SMAN 1 Jati Agung before and after the implementation of SQ3R strategy.
2. to find out the students' response after the implementation of the SQ3R strategy at the first grade of SMAN 1 Jati Agung.

1.4. Uses of the Research

Theoretically, this study is beneficial as a reference for those who intend to conduct research in the English teaching process by using SQ3R strategy. This

research will also be useful for supporting the theory of SQ3R strategy to help students or readers comprehend a text well.

Practically, this study is beneficial for English teaching and learning process. Teachers can implement the SQ3R strategy in their classroom so that students can use the new strategy as a learning process to comprehend a text. By using the SQ3R strategy, the students can answer the questions correctly even they can understand the whole text better.

1.5. Scope of the Research

This research focused on teaching students' reading comprehension through the implementation of the SQ3R strategy. In addition, this study also investigated students' responses to the implementation of the strategy. The text used in this study was narrative text, in which the emphasis was on aspects of reading such as a main idea, specific information, inference, reference, and vocabulary. To investigate students' responses, a questionnaire was used after the implementation of the strategy was finished in which the emphasis was on the comprehension related to the aspects of reading and the students' interest.

1.6. Definition of Terms

In order to avoid the ambiguity, there are some terms in this research comprehensively defined, they are:

1. Reading

   Kennedy (1982) defines reading can be defined as the ability of an individual to recognize a visual form: associate the form with sound. In other words, reading involves translating text into sounds like spoken words.

2. Reading Comprehension

   Davies (1995) reading comprehension is a process of analysis of receiving a message from a written text.

3. Narrative Text

   According to Anderson (2003), narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. The series of events in the story depends on the writer in writing narrative text but the climax of the story has usually happened in the middle of the story.

4. SQ3R Strategy

   According to Robinson (1941), SQ3R is one of the reading strategies which provides students with a systematic approach presenting a detailed step by step outline of what readers should complete and accomplish.

Based on the statement above, this chapter has reviewed the introduction of the research. Including the explanation of the background of the problem, research questions, objectives of the research, scope of the research, and definition of terms were discussed in this chapter.

II.   LITERATURE REVIEW

This chapter discusses literature review which compresses of several points i.e., previous studies, reading, teaching reading, aspects of reading, narrative text, teaching reading through SQ3R strategy, procedures of teaching through SQ3R strategy, advantages and disadvantages of SQ3R strategy, students' response to the SQ3R strategy, theoretical assumption, and also the hypothesis.

2.1. Previous Studies

There are several previous studies that are used to support this present study, as follows.

Prawono (2013) focused on improving students' reading comprehension through SQ3R of SMK Andalus. The main aim of his research was to determine whether the students' reading comprehension in SMK Andalus could be enhanced through the SQ3R method. The study began with the teacher's interview and classroom's observation. The total samples were 45 students. The writer adhered to Kennis and Taggart's models, which was using four instruments (pretest and posttest), interview and observation. The results showed that there was an increase in the average score of the students' test results. Then, based on the result of the observation, the students were also more bounded and more interactive with the

reading material. Finally, the results of the interview showed that SQ3R assisted the teacher in finding a good way to teach reading.

In another research, Yenisa (2017) focused on the effectiveness of using the SQ3R technique in students reading comprehension of hortatory exposition text (A quasi-experimental study at the eleventh-grade students of SMA Annajah. Rumpin, Bogor). The aim of this research was to see the students' knowledge and to understand the material before the teacher explained. Based on the result of the data analysis, it showed that there was a significant different result of using SQ3R in teaching reading hortatory exposition text. This means the teaching of hortatory exposition text by using SQ3R was more effective than teaching reading of hortatory exposition text without using SQ3R.

Furthermore, Puteri (2016) focused on improving students' reading comprehension of report text through the SQ3R technique of SMAN 1 Parung. The aim of this research was to know the significant improvement before and after applying the SQ3R technique. Interview, observation, and test were used as data collecting techniques of this study. Based on the observation result, it showed that the students could comprehend the text and also found specific information easily after implementing the SQ3R technique during reading activity. Besides that, based on the interview, it could be concluded that the use of the SQ3R technique could improve their reading comprehension. The SQ3R technique helped them to get the gist from the text. There were differences between the mean scores of pretest and posttest, thereby it can be concluded that using the SQ3R technique could improve students' reading comprehension especially report text.

In addition, Aswinda (2016) focused on the effectiveness of teaching reading comprehension using SQ3R to the tenth-grade students at SMK Kartanegara

Kediri. The aim of this research was to know the significant difference before and after giving the treatment by using the SQ3R technique, it was measured by using a T-test formula. The result of the data analysis showed that the students' scores of reading comprehension before getting the treatment were low. It was different from the students' scores of reading comprehension after getting the treatment, there was an increase in the score of students. In this case, the treatment was teaching using the SQ3R technique. Based on the result of data analysis, it can be concluded that SQ3R had a significant effect on the students' reading comprehension. It can also be seen in the statistical computation using the t-test formula shown that the null hypothesis is rejected or the alternative hypothesis is accepted. Thus, it can be concluded that by using SQ3R can improve students reading comprehension well.

Moreover, Falenti (2012) focused on improving students' reading comprehension using the SQ3R method of SMP N 01 Surakarta. The aim of this research was to identify whether the use of the SQ3R method could improve students' reading comprehension and also to describe what happened during the implementation of the SQ3R method in improving students' reading comprehension. In collecting the data, the researcher used observation, questionnaires, interviews, and test. The tests were conducted before the action (a pretest) and after the action (a postest). 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 analyzed by using category analysis. Meanwhile, the quantitative method was used to analyze the data from the scores of pretest and posttest. The students' reading comprehension improvement was also justified by the result of the tests scores computation. By using the SQ3R strategy, the process of this study can run effectively and the

students will not be bored. Automatically the teaching and learning process can be achieved.

Thus, in this research, the researcher focused on the SQ3R strategy. The differences between the previous researchers and this research were in terms of the type of text, participants, and location of this research. Therefore, this research is entitled "Improving Students' Reading Comprehension of Narrative Text through SQ3R strategy".

2.2. Reading

Anderson et al. (1985) defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. According to Wixson., et.al (1987), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. Grabe (1991 as cited in Alyousef 2005) defined reading as an interactive process between readers and texts that result in reading fluency. Gilakjani and Ahmadi (2011) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.

According to RAND (Research and Department) Reading Study Group (2002), reading comprehension is the process of simultaneously extracting meaning and constructing meaning through interaction and involvement with written language. In addition, Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with a text through the combination of prior knowledge and previous experience, the information in the text, and the views of readers related to the text. Kintsch (1998) and van Dijk and Kintsch (1983) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from

individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge. This model defines what has been learned (RAND Reading and Study Group, 2002).

Keenan, Betjemann, and Olson (2008) expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher-level processes and skills. Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers. Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.

Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas, and viewpoints. So, reading is a process where the students read a text at once to get the idea or the information contained in the text. Besides that, when the students start to read a text, the students learn to comprehend the whole of the text and they can understand the meaning of the text directly.

2.3. Teaching Reading

According to Westwood (2011) in Izmalia (2018) argues that teaching reading is encouraged as a thinking process, with an emphasis on understanding. It implies that a comprehension skill is needed in reading.

The goal of teaching reading is helping the students to be able to make sense of ideas conveyed in the text. Hedge (2003) states that any reading component of an English language teaching may include a set of learning goals for:

1. Being able to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside the EFL/ESL classroom.

2. Building knowledge of the language that will facilitate reading ability.

3. Building schematic knowledge.

4. Being able to adapt the reading technique according to reading purpose (i.e., jigsaw, SQ3R,etc.).

5. Developing an awareness of the structure of written texts in English.

6. Taking critical thinking to the contents of the text.

It is important to build up students' ability to adapt the reading strategy according to reading purpose as a goal in teaching reading. There are five steps of the reading process by Tompkins (2014):

1. Prereading

   Prereading is using strategies to help students to set purposes, connect to past personal experiences, connect to prior knowledge experiences, connect to thematic units or special interests, make predictions, preview the test and consult the index to locate information. It also has the goal to build connections and make the text more comprehensible.

2. Reading

   Reading is a process to make predictions, apply skills and strategies, read independently; with a partner, using shared reading or guided reading, or listen to the text read aloud. Then, read the illustrations, charts, and diagrams. Read the entire text from beginning to end, read one or more section of text to learn specific information and take notes. Mainly, the goal is to encourage student-initiated reading.

3. Responding

   Responding is how to write in reading the log, and participate in a grand conversation or instructional conversation. The goal is to encourage self-regulatory actions that can be used to facilitate comprehension.

4. Exploring

   Exploring is reread and think more deeply about the text, make connections with personal experiences, make connections with other literary experiences, examine the author's craft, identify memorable quotes, learn new vocabulary words, participate in mini-lessons on reading procedures, concepts, strategies, and skills.

5. Applying

   Applying is to construct projects, use information in thematic units, connect with related books, reflect on their interpretation, and value of the reading experience. The goal is to help students integrate learning into their own schema.

The aim of teaching reading is to develop students' skill so that they can read English text effectively and efficiently. The readers should have a particular purpose in their mind before they interact with the texts. Effective and efficient reading is always purposeful of reading is implemented into the development of different reading strategy: scanning, skimming, teaching.

The conclusion of the statements above, teaching reading is a process of how to teach the students in the understanding of the text. The teacher has to provide a good strategy to make the students enjoy in the class and understanding what they have learned especially in the mastering of reading comprehension. There are five steps of reading, they are prereading, reading, responding, exploring and applying.

2.4. Aspects of Reading

Suparman (2012) states that there are several aspects of reading comprehension skills that should be mastered by the reader to comprehend the text in order to get the information that is written, including identifying the main idea, finding specific information, finding reference, finding inference and discovering the meaning of vocabularies in the reading texts. These aspects are explained below:

1. Main Idea

The main idea is called the topic sentence (Mc. Whother, 1986). It tells the content of the paragraph. In other word, the main idea is the important ideas that are developed by the writer throughout paragraph and sometimes are available in keywords and explicit or implicit message.

2. Specific Information

Specific information or supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is related to the topic sentence. There is some information that covers the specific information that develops the topic sentence. They are definition, example, facts, comparison, analogy, because, and effect statistics and quotation (Mc. Whother, 1986).

3. Reference

According to Latulippe (1986) reference is the words or phrases that are used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronoun.

4. Inference

Mc. Whother and Kathleen (1986) state that inference is an educated guess or prediction about something unknown based on available facts and information. It is the logical connection the reader draws between what he does not know.

5. Vocabulary

Wallace (in Agustina, 2012) says that vocabulary is the stock of word used by people. It means that vocabulary is a fundamental thing for everyone who wants to speak or produce utterance for reading. In reading comprehension, the readers should be able to understand vocabulary. It means that the readers have to comprehend the meaning of the word in order to understand the text deeper.

2.5. Narrative Text

The narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of a narrative text is the narrative mode, the set of methods are used to communicate the narrative through a process narration. Then, the purpose of the narrative text is to amuse or to entertain the reader with a story.

According to Anderson (2003), narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. The series of events in the story depends on the writer in writing narrative text but the climax of the story has usually happened in the middle of the story.

Here is the example of narrative text and its language features and also generic structures:

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in the sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy," said Sura. Then, they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

(Source:https://freeenglishcourse.info/contoh-example-of-narrative-text-the-legend-of-sura-and-baya/)

The Generic Structures of the Text are:

1. Orientation: Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story. (The orientation is Sura and Baya as the participants of the story). Remember a participant can be a character in another term.

2. Complication: Tells the beginning of the problems which leads to the crisis (climax) of the main participants. (There is a confrontation scene among the participants. It is the fighting between Sura and Baya). The fight for food happen several times and they determine the plot of the story as a whole.

3. Resolution: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending. (Baya is happy because Sura give up in the last fighting).

Language Features of the Text are:

1. Past tense: (saw, lived, etc)

2. Adverb of time: (A long time ago, one day, etc)

3. Time conjunction: (when, then, suddenly, etc)

4. Specific character. The character of the story is specific, not general: (Sura, Baya, etc)

5. Action verbs. A verb that shows an action: (fought, bit, etc)

6. Direct speech. It is to make the story lively: ("Yummy, this is my lunch," said Baya). Direct speech uses the present tense.

The conclusion is the researcher chooses a narrative text as an example to see the students' ability in comprehending a text because a narrative text is one kind of story that closed in the environment as it can tell about experiences in the past or another story in life. In the narrative, there is the organization in there such as generic structure and also about language features of the narrative text.

2.6. Teaching Reading through SQ3R Strategy

According to Robinson (1941), SQ3R is one of the reading strategies which provides students with a systematic approach presenting a detailed step by step outline of what readers should complete and accomplish.

In addition, Robinson (1941) states that SQ3R is a smooth and efficient strategy that should result in the students' reading faster, picking out the important points, and fixing them in memory. It is a strategy of teaching reading that has complex, comprehension, and varied steps to make students read faster and get a comprehension the whole of the text. The strategy is suitable for study purpose, especially in English reading teaching and learning process.

This strategy includes the following five steps (Nuttall, 1982):

1. Survey: Go through the text rapidly (skim) to make sure it is relevant and to get an overview of its main points.

2. Question: Pause to ask yourself the questions you want the text to answer; beginners could usefully write them down.

3. Read: Now read carefully, looking for the answers to your questions and also making sure you have not overlooked anything else that is relevant.

4. Recite: This is not reciting the text, but the answers to your questions. Speaking the answers aloud to yourself is recommended because the effort involved will help to fix them in your mind; writing them down would also be effective.

5. Review: Remind yourself again what you have learned, but this time organizes the information in your mind, consider its implications for other things you know, assess its importance and so on. At this stage, your aim is to process the information in a useful form and to integrate it with your

previous knowledge or experience. This stage may with advantage take place sometime later, rather than immediately after stage (recite) to provide reinforcement and revision.

These five steps, when applied to textbook assignments, will help the students in making their study time more efficient and effective. While this method will take time and practice to master, once it is learned and applied, it will no longer be necessary to re-read textbook chapters. The added benefit of using the SQ3R strategy is that often the students will find their questions on a test. Because many instructors use the textbook as an outline for their courses, test questions will be coming from the same source as yours. As the students review their notes and texts, they will be able to predict and prepare the answers for many exam questions.

2.7. Procedures of Teaching Reading through SQ3R Strategy

There are some steps of teaching reading through SQ3R strategy. Nuttall (1982) has prescribed the procedure of teaching reading through the SQ3R for a group as follows:

1. Survey: Go through the text rapidly (skim) to make sure it is relevant and to get an overview of its main points.
2. Question: Pause to ask yourself the questions you want the text to answer; beginners could usefully write them down.
3. Read: Now read carefully, looking for the answers to your questions and also making sure you have not overlooked anything else that is relevant.
4. Recite: This is not reciting the text, but the answers to your questions. Speaking the answers aloud to yourself is recommended because the effort

involved will help to fix them in your mind; writing them down would also be effective.

5. Review: Remind yourself again what you have learned, but this time organizes the information in your mind, consider its implications for other things you know, assess its importance and so on. At this stage, your aim is to process the information in a useful form and to integrate it with your previous knowledge or experience. This stage may with advantage take place sometime later, rather than immediately after stage (recite) to provide reinforcement and revision.

From Nuttall's procedure of teaching reading through the SQ3R strategy, the researcher modifies the procedure as follows:

a. Pre-activity
   - Teacher greets the students.
   - The students are given the brainstorming of the material based on their background knowledge.
   - The students are informed about the material they are going to learn, the goals of the learning, and the reading technique that will be used.

b. While-activity
   - The teacher explains about a narrative text.
   - The teacher gives the text like "The Legend of Toba Lake" as the material.
   - The teacher introduces SQ3R strategy to the students; tells the procedures and how to learn the lesson through its procedures.
   - The students are divided into groups. Each group consists of 3 or 4 students.
   - The students begin the procedures of the SQ3R strategy.

1. Survey: the students are asked to skim the text for about five minutes, it aims the students can find some points of a text such as a title, the character, the place, the main idea, specific information, inference, reference, and vocabulary, some generic structures and also language features.

2. Question: the students are asked to make five questions based on the keywords and main idea acquired in the previous step.

3. Read: the students are asked to read the whole text carefully. Then, the teacher should guide the students to get detailed information from the text, reminding them to get the answer to their questions, and not to let them write notes doing this step.

4. Recite: the students answer their own questions and not to let them open the text again.

5. Review: the students are asked to retell the content of the text. The leader from some group comes in front of the class read the answer to his group.

c. Post-activity

   - The teacher checks the students' work.

   - The teacher gives the response toward the students' answer by giving revision or additional information that the students have not conveyed yet and also lead the discussion into a conclusion.

   - The students ask their difficulties related to the topic.

   - The teacher infers what the students have just already learned.

   - Closing the meeting.

2.8. Advantages and Disadvantages of SQ3R Strategy

2.8.1. Advantages of SQ3R Strategy

There are advantages to be gained by the students while implementing the SQ3R strategy as a reading strategy as follows:

1. The strategy of SQ3R can be a useful way of approaching a text in a systematic and enquiring manner (Fairbairn and Winch, 1996). It infers that SQ3R provides the process of inquiring that make students become active readers so that they will be more aware of what they read.

2. SQ3R involves students to become more active readers during the process of comprehending texts (Hennings, 1997). It can be inferred that the systematic ways of SQ3R in getting the idea of texts can help the students easier in getting and understanding the writer's message. As a result, the students are more enthusiastic in joining the reading activity.

3. The SQ3R strategy makes the students easier to remember and to make reference simpler to the text (Robinson, 1941).

2.8.2. Disadvantages of SQ3R Strategy

There are disadvantages to the SQ3R strategy:

1. Less communication between teacher and students. It is because the time rocks in reading and the material or the text of reading were limited usage in teaching reading the students with lower proficient in vocabulary faced difficulty in understanding the meaning of the word (Kurniasih, 2008).

2. Difficulties associated with the SQ3R strategy is the complexity of the process, particularly for students experiencing the reading problem. (Kholifah, 2015).

3. The strategy provides many steps, therefore, it needs much time and gives a complex process. Furthermore, the level of the students' reading ability is different (Kholifah, 2015).

According to Kholifah (2015), to anticipate this problem to occur, the researcher should manage the time effectively during the implementation of the action. Besides, the researcher should give clear instruction of each step in order to avoid misunderstanding among the students. Moreover, there must be a distinct rule for the students who disturb the teaching-learning process, so that they can be more discipline in the class. In summary, arranging the time well, giving clear instruction and implementing a distinct rule should be done to prevent the occurrence of the obstacles while applying the SQ3R strategy in the process of reading and learning.

2.9. Students' Response to the SQ3R Strategy

The success of learning can be measured by looking at students learning outcomes and responses. Responses can be defined as react to treatment, reaction, and answer (KBBI, 2017). The response is a coordinated movement by someone's perception towards any events in society (Hamalik, 2011). Response in learning is important because it has a relationship with learning outcomes or learning objectives to be obtained by students, as stated by Febrianti et al. (2015) that there is a relationship between students' response and the task received. It means that, after the students are given some tasks from the teacher, automatically they got information and they have some responses what they have got is good or not and useful or useless to them.

According to Hapsari (2011), there are four ways to get students' response data: observation sheet, teaching journal, questionnaire, and the guide interview. In this

study, the researcher uses a questionnaire as the instrument to know the students'
response to the SQ3R strategy. The researcher provides 10 statements to draw
about the students' responses related to the SQ3R strategy. The questionnaire was
made by considering Gaither's theory about the purpose of questions. The
researcher took one aspect from the theory and also one aspect was as additional
data to support the first research question which was about the improvement of
students' reading comprehension. In that questionnaire was categorized into
students' interest and reading comprehension. Suparman (2012) states that there
are several aspects of reading comprehension skills that should be mastered by the
reader to comprehend the text in order to get the information that is written,
including identifying the main idea, finding specific information, finding
reference, finding inference and discovering the meaning of vocabularies in the
reading texts. According to Belloni and Jongsma's (1978), the students
comprehend better when they are interested in what they are reading.

2.10. Theoretical Assumption

The theoretical assumption in this study refers to the improvement of students'
reading comprehension after the implementation of the SQ3R strategy. This
research used SQ3R strategy to investigate the improvement of students' reading
comprehension and to find out the students' responses by using SQ3R strategy.
Based on the previous studies, it can be concluded that SQ3R is an effective
strategy to teach narrative text because the students can train their reading ability
to think critically about the text. The students not only read a text, but the students
can understand the meaning of the whole text regularly. It is regularly because this
strategy has some steps to do it. By using SQ3R strategy, it makes the students
understand the text more easily and to develop all aspects of narrative reading
such as a main idea, specific information, inference, reference, vocabulary. It aims
to increase their vocabulary that is often faced by the students in learning reading.

2.11. Hypothesis

Based on the theoretical assumption above, the researcher will make hypothesis as follows:

H_0 : There is no significant improvement in students' reading comprehension before and after the implementation of the SQ3R strategy.

H_1 : There is a significant improvement in students' reading comprehension before and after the implementation of the SQ3R strategy.

In brief, this chapter is the elaboration of the previous chapter. This chapter has discussed reading, teaching reading, aspects of reading, narrative text, teaching through SQ3R strategy, advantages and disadvantages of SQ3R strategy, procedures of teaching reading through SQ3R strategy, theoretical assumption, and also the hypotheses. Then, the next chapter will discuss the design of the research.

III. METHODS

This chapter discusses methods based on the research with several points i.e., design, population and sample, data collecting techniques, research procedures, instruments, tryout of the instrument, scoring system, data analysis, and hypothesis testing.

3.1. Design

This research is a quantitative and qualitative approach. The objectives of this research were to find out (1) whether there were a significant improvement before and after the implementation of the SQ3R strategy and (2) to investigate the students' responses after the implementation of the SQ3R strategy. To answer the first research question, the researcher used a quantitative approach with a one-group pretest-posttest design. The design is illustrated as follows according to Setiyadi (2006):

$$T1 \quad X \quad T2$$

T1 refers to pretest

X denotes SQ3R Strategy

T2 means posttest

The pretest was conducted to know the students' reading comprehension before the implementation of SQ3R. After a pretest, then the researcher gave treatments

to teach the student. After the treatments, the researcher gave a posttest to see the students' ability whether there was progress or not.

Then, to answer the second research question, the researcher used a qualitative approach by using a questionnaire.

After distributing a questionnaire, the researcher was able to learn the students' response on the implementation of SQ3R strategy. The researcher provided 10 statements in the questionnaire related to two types of information. The first refers to students' reading comprehension and the second refers to students' interest.

The procedure in this study applied in this study as follows:

1. Adminestering a pretest before applying SQ3R strategy. It aimed to investigate whether there was an improvement in students' reading comprehension of narrative text by using SQ3R strategy.
2. Applying the treatments by using SQ3R strategy of narrative text.
3. Adminestering a posttest after applying the treatment by using SQ3R strategy to measure the students' improvement.
4. Adminestering a questionnaire after applying a posttest. It measured students' response after learning by using the SQ3R strategy.

3.2. Population and Sample

The population of this research was the first grade of SMA N 1 Jati Agung. There were five classes of the first grade and each class consisted of 33-35 students. Based on the population above, the researcher took one class. The researcher used one class as the experimental class and another class as a try out class. The researcher used one class by using random sampling through the lottery. Random sampling was used for this research because a member of the population had the

same chance to be selected as a sample. The students were given a pretest before treatments and they were given a posttest after treatments.

3.3. Data Collecting Techniques

To collect the data, the researcher gave a pretest and a posttest, then questionnaires.

a. Pretest

A pretest was conducted to know the students' ability before the treatment. The test consists of 50 multiple choices related to the narrative text and five aspects of reading. The students had to choose one of the options between a, b, c, d, or e as the correct answer.

b. Posttest

After the treatment, the researcher conducted a posttest. The aim of the posttest was to know the increase in the students' scores after treatment. This test was given after the treatment by using the SQ3R strategy related to the narrative text and aspects of reading. In the posttest, the researcher also provided the multiple choices test consists of 50 items.

c. Questionnaire

The questionnaire was given after the implementation of the SQ3R strategy. The questionnaire contains 10 statements related to two categories of the questionnaire. Those are comprehension and interest, each of categories consists of five statements. It was given at the end of the last meeting or after applying a posttest.

3.4. Research Procedures

There are some procedures that are used in this research. They are as follows:

1. **Determining research instruments**

    The researcher used a reading test by using multiple-choices. In the multiple choice tests, there is the options form of (a,b,c,d, and e), and some passages related to the narrative text. In multiple choices tests, there are several questions containing aspects of reading, i.e., main idea, inferences, references, specific information, and vocabulary. Besides that, there was a questionnaire to know the students' response after the implementation of the SQ3R strategy.

2. **Administering Tryout of the instrument**

    It was given before the pretest and posttest. The aim of try out of the instrument was to investigate the quality of multiple-choice items whether the test appropriate or not for the students. The test that was given to the students consists of 60 multiple choices.

3. **Administering a pretest**

    It was given to know how far the students' ability before the treatment. The test consists of 50 multiple choices related to narrative text and aspects of reading.

4. **Conducting treatments**

    After giving the pretest, the researcher conducted the treatments. In each treatment, there were some tests related to the narrative text and aspects of reading by applying the SQ3R strategy.

5. **Administering a posttest**

    After the treatment, the researcher gave a posttest. The aim of the posttest was to know the increase in the students' scores after treatments. In the posttest, the researcher also provided 50 items with the material of narrative text and aspects of reading.

6. **Administering the questionnaire**

    It was given after the students finishing during the posttest, and the questionnaire was given for the students consist of 10 statements. It included two categories, those are comprehension and interest. The aim of a questionnaire was to know the students' response after the implementation of the SQ3R strategy by using narrative text.

3.5. Instruments

There were two research instruments that were used to collect the data in this study, they were reading test and also a questionnaire. The researcher provided some questions such as multiple choices as a test to know students' reading comprehension. In the reading test by using multiple choices item, the material based on the aspects of reading such as a main idea, specific information, reference, inference, and vocabulary. This test includes some texts of narrative text especially about the legend as the material. The question of try out consists of 60 items in 90 minutes. The students were asked to choose the correct answer from the options between a, b, c, d, or e. Before the researcher started to give the students material, the students were given some questions first as a pretest. It helped to know the students' problem before treatment. Then, after they got the pretest, the researcher provided the treatment to teach them and to solve the students' problem in reading comprehension.

Besides that, after the students received the treatment, they got the posttest to see progress during the teaching and learning process. After giving the posttest, the researcher prepared 10 statements of the questionnaire by using Likert Scale. Likert scale is a scale that is used to measure perceptions, attitudes or opinions of a person or group regarding an event or social phenomenon based on the operational definition by the researcher. Likert scale is designed to examine how strongly subjects agree or disagree with a statement on a 4 points scale. The

students were asked to choose one of the options by using √ code in a column such as 4 *(sangat setuju/strongly agree)*, 3 *(setuju/agree)*, 2 *(tidak setuju/disagree)*, 1 *(sangat tidak setuju/strongly disagree)*. In the questionnaire statements, the researcher included some aspects of reading such as a main idea, specific information, inference, reference, vocabulary and also interest.

Table 3.1. Specification of the Try Out Test

No.	Skills of Reading	Items Numbers	Total	Percentage
1.	Main Idea	1, 10, 16, 21, 22, 30, 31, 36, 37, 46, 54, 55	12	20%
2.	Specific Information	2, 3, 12, 17, 18, 25, 28, 34, 39, 41, 56, 57	12	20%
3.	Inference	4, 7, 8, 11, 13, 23, 38, 45, 48, 49, 51, 59	12	20%
4.	Reference	5, 9, 14, 19, 20, 26, 32, 35, 42, 44, 50, 52	12	20%
5.	Vocabulary	6, 15, 24, 27, 29, 33, 40, 43, 47, 53, 58, 60	12	20%
Total			60	100%

Table 3.2. Specification of Questionnaire

No.	Aspects	Items Numbers	Total	Percentage
1.	Reading comprehension	1, 2, 3, 4, 5	5	50%
2.	Interest	6, 7, 8, 9, 10	5	50%
Total			10	100%

3.6. Try Out of the Instrument

The aim of trying out a test is to find the quality of items whether the tests appropriate or not for the students. For measuring the test, there are validity and reliability.

3.6.1 Validity

Validity is defined as the extent to which a concept is accurately measured in a quantitative study. For measuring the test has good quality, it can be analyzed by content validity and construct validity.

3.6.1.1 Content Validity

The first category is content validity. Content validity means that the test is a good reflection of what has been taught and the knowledge which the teacher wants the students to know (Shohamy, 1985). To get the validity, the material should be based on the standard competence in the syllabus for the first grade of Senior High School.

3.6.1.2. Construct Validity

Construct validity is concerned about whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985). It means that the test items really test the students to measure the students' reading comprehension.

Basically, the construct and content validity is representative of the material from the subject. In line with Nuttal (1985) the relation of the instruments refers to construct validity in which the question represents the reading skills, i.e., determining the main idea, finding specific information, finding the reference, finding inference and understanding vocabulary.

3.6.2. Reliability

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score is (Hach and Farhady, 1982). In line with (Setiyadi, 2006) who states that reliability defines as a progression refers to the extent of progression, it can generate an equal measure although it is done

in the different condition. To measure the reliability of this test, the researcher used Pearson Product Moment Formula which measures the correlation coefficient of the reliability between odd and even number in the following formula:

The formula is: $r_{xy} = \dfrac{\sum xy}{\sqrt{(\sum x2)(\sum y2)}}$

Notes:

r_{xy}: coefficient of reliability between odd and even numbers item

x: odd number

y: even number

$\sum x^2$: total score of odd number items

$\sum y^2$: total score of even number items

$\sum xy$: total score of odd and even number

After getting the reliability of the test, the researcher used Spearman Browns Prophecy formula (Hatch and Farhady, 1982).

The formula is: $r_k = \dfrac{2\ rxy}{1 + rxy}$

Notes:

r_x : the reliability of the whole tests

r_{xy} : the reliability of half tests

The criteria of reliability as follows:

0.90 – 1.00   = high

0.50 – 0.89   = moderate

0.00– 0.49   = low

(Hatch and Farhady, 1982)

The result of the reliability test was 0.98 (Appendix 8). Based on the criteria of reliability proposed by Hatch and Farhady (1982), it showed that the test had high criteria. It was 0.98 in range 0.90-1.00. It indicated that the test would be used to test students' reading comprehension.

3.6.3. Questionnaire

The questionnaire was in close-ended to investigate the students' response after the implementation of the SQ3R strategy in narrative text. The questionnaire consists of 10 statements. In order to avoid misunderstanding to the students, the questionnaire was written in two languages, those are *Bahasa Inggris* and *Bahasa Indonesia.* The result of the questionnaire was counted by using a Likert scale with range is 1 to 4. Likert scale is a scale that is used to measure perceptions, attitudes or opinions of a person or group regarding an event or social phenomenon based on the operational definition by the researcher.

Likert scale is designed to examine how strongly subjects agree or disagree with a statement on a 4 points scale. In the questionnaire used two categories, those are interest and comprehension related to the aspects of reading (main idea, specific information, reference, inference, and vocabulary). To measure the consistency of items in the questionnaire, the researcher will use Cronbach Alpha Coefficient. Having analyzed the items, the computation showed that the reliability coefficient of the questionnaire was 0.941. It indicated that the questionnaire items were reliable. The higher the alpha, the more reliable the questionnaire is.

The percentage result of the questionnaire was proposed by Riduwan and Akon (2007) as follow:

Table 3.3. The Percentage Criterion of the Questionnaire

Percentage (%)	Criterion
81-100	Very High
61-80	High
41-60	Average
21-40	Low
0-20	Very Low

3.6.4. Level of Difficulty

Level of difficulty relates to how easy or difficult the item taken from the point of view of the students who take the test. It is important since test items which are too easy (that all students get right) can tell us nothing about differences within the test population (Shohamy, 1985). Moreover, the difficulty level of an item shows how easy or difficult that particular item is done by the participants (Heaton, 1975).

It is calculated by the following formula:

$$LD = \frac{U+L}{N}$$

Notes:

LD: level of difficulty

U: the number of the upper group who answer correctly

L: the number of the lower group who answer correctly

N: the total number of students in upper and lower groups

The criteria are as follows:

<0.03: difficult

0.03 – 0.07: average

> 0.07: easy

(Shohamy, 1985)

The steps to do Level of Difficulty in Microsoft Excel as follows:

1. Inputting the data to the Microsoft Excel
2. Finding the proportion of upper group students who answer correctly, the proportion of lower group students who answer correctly and the total number of students
3. Processing the data using the formula by (Shohamy, 1985)
4. Deciding the data already found with the criteria by (Shohamy, 1985)
5. Dropping the data if the criteria are very difficult or very easy

3.6.5. Discrimination Power

Discrimination Power refers to the extent to which the items are able to differentiate between high and low-level students on that test. Discrimination power used to differentiate between the students who have high ability and those who have the low ability. The discrimination power is calculated by this following formula:

$$\text{DP} = \frac{U - L}{\frac{1}{2}N}$$

Notes :

DP: discrimination power

U: the number of students from the upper who answer correctly

L: the number of students from the lower who answer correctly

N: the number of students

The criteria are:

DP: 0.00 - 0.19   = Poor items

DP: 0.20 - 0.39   = Satisfactory items

DP: 0.40 - 0.69   = Good items

DP: 0.70 - 1.00   = Excellent items

DP: - (Negative)   = Bad items, should be omitted

(Heaton, 1975)

The steps to do Discrimination Power in Microsoft Excel as follows:

1. Inputing the data in Microsoft Excel
2. Finding the proportion of upper group students who answer correctly, the proportion of lower group students who answer correctly and the total number of students
3. Processing the data using the formula by (Shohamy, 1985)
4. Deciding the data already found with the criteria of discrimination by (Shohamy, 1985)
5. Dropping the data if the criteria is a poor and bad item

Based on the tryout, it was found that 7 items were poor, 3 items were bad items, 21 items were good, 29 items were satisfactory.

Based on the result of level difficulty and discrimination power, there were 10 items that were suggested to be dropped. Those item numbers were 4, 22, 23, 34, 37, 40, 42, 47, 56, and 59. (see appendix 9).

3.7. Scoring System

In scoring the students' result of pretest and posttest, the formula by Arikunto (1997:212):

$$S = \frac{R}{N} \text{ X } 100$$

Notes:

S= score of the test

R= the right answer

N= the total item

3.8. Data Analysis

In order to know the improvement of students' reading comprehension of narrative text through SQ3R strategy. The researcher computed the students' scores by doing activities. In order to get the results of this research, the researcher analyzes the data using some steps as follows:

1. Scoring the pretest and posttest.
2. Scoring the questionnaire of students' responses
3. Tabulating the result of the test and calculating the mean of pretest and postest.
4. Drawing a conclusion from the tabulated results of the test given, by statistically analyzing the data using statistical computerization i.e., paired t-test of Statistical Package for Social Science (SPSS).

In order to know the students' responses after the implementation by using the SQ3R strategy, the researcher examined the data by using the following steps:

1. Finding out the students' answer from the questionnaire will be descriptively analyzed and also by using Likert Scale.

2. Describing the students' responses after the implementation of the SQ3R strategy.

3.9. Hypothesis Testing

After collecting the data, the researcher analyzed the data by using *Paired Sample t-test* in order to find out whether there is a significant improvement of students' reading comprehension before and after the implementation of the SQ3R strategy. The researcher used the level of significance 0.05 in which the hypothesis was approved if sign<p. It meant that the probability of error in the hypothesis was only 5%.

Hypothesis of this research:

H_0 : There is no significant improvement in students' reading comprehension before and after the implementation of the SQ3R strategy.

H_1 : There is a significant improvement in students' reading comprehension before and after the implementation of the SQ3R strategy.

The criteria for accepting the hypothesis are:

1. H_0 is accepted if the significant value is higher than 0.05.
2. H_1 is rejected if the significance value is lower than 0.05.

Those are the explanations of this chapter after about a method of the research. They are design, population and sample, data collecting technique, research procedures, instruments, try-out of the instrument, scoring system, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusions of the results in the research and suggestions which are elaboarated in the following section

5.1. Conclusions

This section discusses to answer the two research questions in this chapter, as follows:

1. There is a significant improvement of students' reading comprehension after the implementation of SQ3R strategy. SQ3R strategy is effective to improve students' reading comprehension. This strategy makes students understand the whole text because the can recall the material easily. Moreover, specific information received the highest improvement and reference received the least.

2. The students' response after the implementation of narrative text through SQ3R strategy was very positive related to the two categories, comprehension and interest. It can be stated that the students' response toward SQ3R strategy positive in each statement. The majority of the students got the high score of comprehension category and also the majority of the students got the high score of interest category. While, interest category is higher than comprehension category. The students strongly agree that they had more interes because they had read the text by using SQ3R regularly and when they had more interest it will affect their reading comprehension of the text.

5.2. Suggestions

Referring to the conclusion above, the researcher would like to propose some suggestions as follows:

Suggestions for English Teachers:

1. The obstacle of the research by using SQ3R strategy was about time allocation, because it took much time to do it. Then, for the teachers had to prepare well before implementing the strategy in the class. The strategy was regularly, so the teacher should consider the time well and gave the students a good instruction before using SQ3R strategy.

2. Before beginnning the treatment class, the teacher should give a good explanation about the strategy and how to do it in a text, beacuse many students did not understand in each of steps or they did not know how to use SQ3R strategy.

3. In teaching reading, many students did not finish to make question in questionning step, because the time is over. Thus, the teacher should control the students' activity and the teacher should guide and help them to make question regularly or systematically.

Suggestions for Further Researchers:

1. The future researcher can apply SQ3R (Survey, Question, Recite and Review) strategy in different level of students, i.e., for the second and the third grade of senior high school, junior high school and perhaps for university level.

2. This research used questionnaire instrument to know the students' response after the implementation of SQ3R strategy. Thus, for the future researchers should give an observation sheet in order to find out the students' problem during the implementation of SQ3R strategy.

3. Implementing the SQ3R strategy consists of five steps, it took much time to do it. It is suggested to prepare the time allocation well and give the students explanation about the time allocation in each of steps clearly.

4. This questionnaire only discusses about SQ3R in general so for the future researcher should discuss about students' responses in each step.

Those are the conclusion of the research findings and the suggestions for English teachers and for future researchers who want to apply this strategy.

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