

**THE EFFECT OF SQ4R STRATEGY ON READING COMPREHENSION
AT THE EIGHT GRADE OF SMPN 6 NATAR**

(Undergraduate Thesis)

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2023**

ABSTRACT

THE EFFECT OF SQ4R STRATEGY ON READING COMPREHENSION AT THE EIGHTH GRADE OF SMPN 6 NATAR

By

Berliana Wanissa Putri

The research aimed to determine whether or not there was any a significant effect on students' reading comprehension of recount texts after implementing the SQ4R strategy and what aspect of reading improved the most after implementing the SQ4R strategy. This study used quantitative research involving a sample of 30 grade VIII students at SMP Negeri 6 Natar. The data were collected using a reading test and analyzed using paired sample t-test. The results showed that there was a significant effect in students' reading comprehension from the pretest (47.3) to the posttest (66.4), where the value of $t > t$ table ($8.412 > 2.045$) or $\text{sig } p < 0.05$ ($0.000 < 0.05$). The aspect of reading that improve the most was specific information. SQ4R was likely effective for teaching reading.

Keywords: *SQ4R Strategy, Reading Comprehension, Recount Text.*

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AT THE EIGHT GRADE OF SMPN 6 NATAR**

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BERLIANA WANISSA PUTRI

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**Submitted in a Partial Fulfillment of
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2023**

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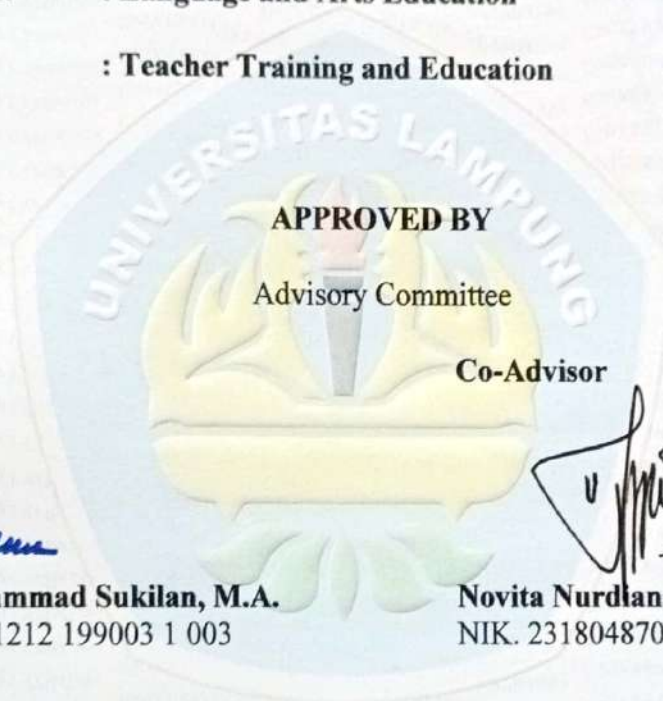
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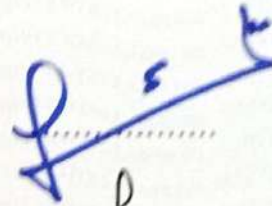
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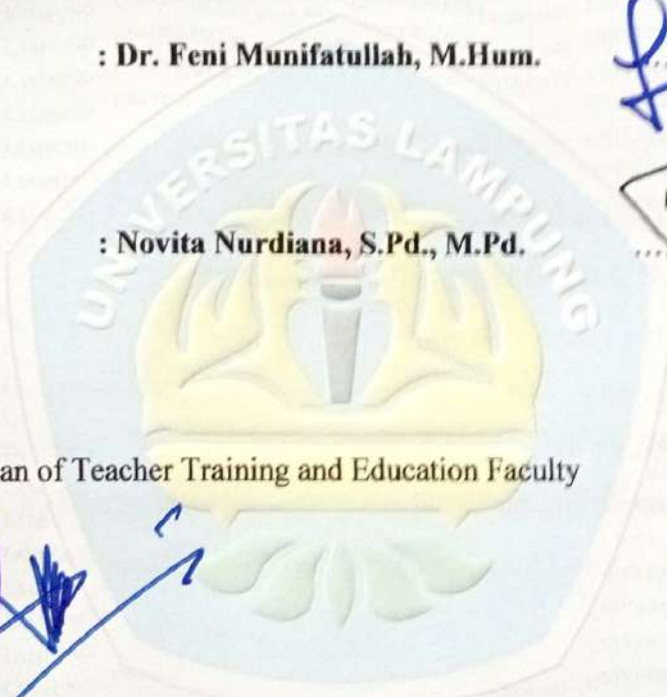
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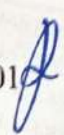
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan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

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CURRICULUM VITAE

The writer's name is Berliana Wanissa Putri. She was born on July 19, 2001, in Natar, South Lampung. She is the youngest child of Drs.Bustomi and Dewi Hayanti S.Pd. She has one older brother Bryan Willy Pratama S.Ak., and one older sister Brina Wanda Pratiwi S.Hut. She started to study in Pre-primary school Tunas Melati II and graduated in 2007. After that, she continued her studies at Elementary School 4 Natar and graduated in 2013, then continued at Junior High School 1 Natar and graduated in 2016. Finally, she enrolled at Senior High School 1 Natar and graduated in 2019. She successfully passed the SMMPTN program and was accepted as a student of the English Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung, in 2019. From June to August 2022, she conducted Community Service (KKN) in Talang Padang Tanggamus Village and conducted Introduction to School Field (PLP) activities at SMPN 6 Natars. She conduct research from January 30, 2023, to February 22, 2023, at SMPN 6 Natar, South Lampung.

DEDICATION

I dedicate this paper to:

The biggest inspiration in my life: My beloved Papa and Mama, Drs. Bustomi and
Dewi Hayanti S.Pd.

My brother and sister: Bryan Willy Pratama S.Ak., and Brina Wanda Pratiwi
S.Hut.

My honorable lecturers of English Education Study Program
My almamater, University of Lampung

MOTTO

Indeed,with hardship (will be) ease. So when you have finished (your duties), then stand up (for worship) and to your Lord direct (your) longing

(QS. Al Insyirah 6-8)

When you focus on you, you grow.

When you focus on shit, shit grows.

-Dwayne Johnson-

There is no success without hard work. There is no success without togetherness.

There is no ease without prayer.

(Ridwan Kamil)

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Finally, the writer believes that her writing still needs improvement. There may be areas for improvement in this research. Therefore, comments, criticisms, and suggestions are always open for better research. However, the writer hopes this research can positively contribute to education development, readers, and those who wish to complete further research.

Bandar Lampung

The Writer

Berliana Wanissa Putri

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I. INTRODUCTION

This chapter discusses the background of the research, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

I.1 Background of the Problem

English is a foreign language in Indonesia, learned from elementary school to university. In learning English, the student should learn four language skills in junior high school English, i.e., listening, speaking, reading, and writing (Depdiknas,2006:307). One of the most important skills to master is reading. Reading is a process that involves the recognition of words, which leads to the development of students reading comprehension. The purpose of teaching reading is to develop students' skills in reading English texts effectively and efficiently. (Suparman,2005; 1) states that whether it is for pleasure or information, reading must be meaningful as well as efficient and effective. In the context of a reading comprehension class, students take on the role of text readers. That is, students must be able to understand reading material that is displayed as written text. Students must know how to develop reading skills to the extent that they use the process when they read and learn what they have acquired. The relevance of skills must be clear. Students must be aware of reading skills (Simanjuntak,1988:13).

In reading there are several important aspects, one of which is reading comprehension. According to Oakhill (2015), reading comprehension is important for understanding texts and broader learning and success in education and work. It's even important to our social life, because of email, text, and social networking sites, according to Davies (1995), reading comprehension is the process of analyzing messages received from written texts. The difficulties experienced by students in understanding reading texts indicate that students need to learn which strategies are suitable for their reading. In line with one of the objectives of the

2013 curriculum, teachers must raise awareness of the importance of English as a foreign language to become a student learning tool. In the aspect of reading, the competencies that students must master to understand various meanings (interpersonal, conceptual, textual) in various written, interactional, and monologue texts, especially those in the form of descriptive, narrative, recount/spoof, procedures, anecdotes, expositions, discussions and reviews needed.

On the other hand, according to researchers, during the Introduction to School Environment program, students experienced difficulties understanding a text. One of the contributing factors is the lack of vocabulary they master, which makes it difficult for them to understand the whole text, and that makes the researcher help them translate words one by one to understand the meaning of the text. Apart from that, the researcher conducted a short interview with the teacher, and it was true that there were problems with students' reading comprehension.

Therefore, teachers must find appropriate strategies to improve their reading skills and achieve reading comprehension. One of the strategies used to help students' problems in reading comprehension is the SQ4R strategy. SQ4R stands for Survey Question Recite Reflect Review Read. SQ4R is one strategy to teach students to understand the text correctly. According to Carolyn (2002), SQ4R is a strategy designed to help students learn more using their textbooks in an effective and productive way. SQ4R is an effective strategy for achieving reading goals by increasing students' understanding. Students can understand the meaning and understand the reading text. This learning strategy can develop students' cognitive skills, namely, assigning students to read the reading material carefully. That matters, according to Shoimin's statement (2014: 190), that in this learning strategy, there is an element of reflection, namely the activity of giving examples of reading material and imagining it with the relevant actual context. Thus the ability of students to think can develop. This strategy is implemented in carrying out reading or learning activities because it is a link in a chain where each part is interrelated so that the reader must traverse it to obtain full understanding.

1.2 Research Question.

1. Is there any significant effect on students reading comprehension achievement being taught through SQ4R at SMPN 6 Natar?
2. Which aspect of reading improves the most after being taught through SQ4R at SMPN 6 Natar?

1.3 Research Objective.

1. To determine whether there is a significant effect on students' reading comprehension achievement using SQ4R or not at SMPN 6 Natar.
2. To find out which aspect of reading improves the most after being taught through SQ4R at SMPN 6 Natar.

1.4 Uses of the Research

The findings of this research were expected to be beneficial for theoretical and practical developments.

1.Theoretically, the result of this research is expected to verify the previous theories dealing with teaching reading using the SQ4R strategy and be used as a reference for further research.

2.Practically, this study benefits the English teaching and learning process. Teachers can implement the SQ4R strategy in their classroom so that students can use the new strategy as a learning process to comprehend a text. Using the SQ4R strategy, the students can answer the questions correctly, even if they understand the whole text better.

1.5 Scope of the Research

This research uses quantitative methods. The research focused on teaching students reading comprehension by implementing the SQ4R strategy. In

addition, this study also investigates what aspect of reading show improvement in students' strategy implementation. The text used in this study is a recount text, emphasizing reading aspects such as the main idea, specific information, reference, inference, and vocabulary. This research was conducted in the second semester of class VIII of SMP Negeri 6 Natar.

1.6 Definition of Terms.

To comprehend the notions underlying the title of this research, some terms were clarified:

1. Reading Comprehension

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

2. Recount Text

According to Anderson (2003), Recount is a text which tells about events happening in the past in a sequence of times.

3. SQ4R Strategy

According to Richardson (1997), SQ4R is a six-step reading strategy (Survey, Question, Read, Reflect, Recite, and Review). It provides a systematic way of understanding the text.

4. Effect

The effect is a direct change caused by action to provide results and conclusions

II. LITERATURE REVIEW

This chapter describes the theories used to support research, which summarizes several things, namely: previous studies, the concept of reading comprehension, aspects of reading comprehension, recount texts, teaching reading through SQ4R strategies, teaching procedures through SQ4R strategies, advantages and disadvantages of SQ4R strategies, theoretical assumptions, as well as a hypothesis.

2.1 Previous studies

Several previous studies were used to support this research, namely as follows:

Sulikhah (2019) focuses on improving and impacting the reading comprehension of third-grade students of Public Elementary Schools through the SQ4R strategy. The number of two samples selected, where 1 group intervened, and the other group as control, was then observed. This study used a questionnaire as a research instrument and used paired t-tests and independent sample t-tests to analyze the data. This study reveals that the SQ4R strategy improves students' reading skills.

In another study, Ryandani (2017) focused on examining the impact of SQ4R on students' reading comprehension in the eighth grade of SMPN 8 Kediri. The sample chosen was Class VIII-I which consisted of 34 students. This study collected and analyzed data, and then the results indicated that the SQ4R strategy positively affected students' reading comprehension abilities. Based on the results of data analysis, it can be seen that students' reading comprehension in recount text before teaching using the SQ4R technique is low, And students' reading comprehension ability after teaching using the SQ4R technique effects, and there was also a significant effect of the SQ4R technique on students' reading comprehension.

Furthermore, Basar and Gürbüz (2017) aim to study the impact of SQ4R on the reading comprehension skills of elementary school students. The sample in this study was 57 students (26 students from the experimental group and 31 from the control group). This study's results indicate a significant difference in supporting students' reading comprehension learning using the SQ4R strategy and observing that the SQ4R technique has a permanent effect on reading comprehension skills.

In another study, Alzu'bi (2020), found that positivity in the SQ4R strategy for improving reading comprehension for the research sample. The SQ4R strategy can improve students' English reading comprehension. This study used a control group pretest-posttest design and 'Preparation Course to the TOFEL Test, Longman" (Phillips 2003), followed by 25 questions. Depending on the three levels of reading comprehension in a reading comprehension test. And there is a difference between the post-test scores of the experimental and control groups in favor of the experimental group using the SQ4R strategy. The sample was composed of 89 EFL students participating in the study at Ajloun College and distributed into an experimental group of 45 students and a control group of 44 students. To achieve the research objectives, researchers applied pre-and post-tests to both groups.

Therefore, in this study, the researchers focused on the objectives of the SQ4R strategy. The difference between previous researchers and this research lies in the type of text, participants or samples, and research location. Therefore, this research is entitled 'The Effect of SQ4R Strategy On Reading Comprehension at the Eight grade'.

2.1 Concept of Reading Comprehension

The main purpose of reading is to understand the text (Pang 2008, Tarigan 2008, and Dechant (1991, 7). According to Wixson et al. (1987), reading is a process of creating meaning that includes: a). existing reading knowledge; B). informational text; and C). they are reading context. According to Coltheart in Snowling and Hulme (2005:6), reading is information processing—turning print into speech or

print into meaning. Anyone who wants to be successful in reading a particular text must be able to grasp the meaning conveyed through a series of words in the text. According to Gilakjani and Ahmadi (2011), the main purpose of reading is to get the correct message from a text that the writer wants to receive. According to Elizabeth et al. (2003), reading is understanding written text. It is a complex activity involving perception and thinking. Reading consists of two interrelated processes: word recognition and comprehension. Word recognition refers to understanding how written symbols fit into one's spoken language. Comprehension is the process of understanding words, sentences, and related texts. Readers usually draw on background knowledge, vocabulary, grammar knowledge, experience with texts, and other strategies to help them understand written texts.

Based on the definition above, reading is an interactive process that involves a transaction between the reader and the text. Readers interact with the text and connect ideas from the text with previous experiences to construct meaning. Then, readers use their sensory perception to identify graphic features in the text, such as the text itself or some attached images. After that, he predicts what the writer conveys through the text. After that, the reader matches his predictions with the contents of the text. This process is known as the understanding process. In the final stage of reading, the reader responds to the text. It can be a comment on the thoughts of the author.

According to Somadyo (2011), reading comprehension means understanding the meaning of the text. According to the RAND (Research and Department) Reading Study Group (2002), reading comprehension is a process of explored and constructed meaning simultaneously through interaction and engagement with written language. The goal of most types of reading is to understand the text. Readers can understand the ideas of the text they read if they know the message of the text. Snow (2002:11) defines reading comprehension as extracting and constructing meaning simultaneously through interaction and engagement with written texts. Rubin (1993:194) states that reading comprehension is a complex intellectual process that involves several abilities. The two main abilities involve

word meaning and verbal reasoning. Without word meaning and verbal reasoning, there can be no reading comprehension; without reading comprehension, there will be no reading. Smith (1982:15) states comprehension in reading is a matter of "understanding" the text, connecting written language with what we already know and want to know. Understanding can be thought of as a condition in which it must exist. We understand when we have no doubts about alternative interpretations or decisions. In addition, Dallman (1982:23) states that reading more than 12 rather than knowing the length of each letter of the alphabet involves more than word recognition; that comprehension is important in reading.

Besides that, Peregoy and Boyle (2005) add another principle to teaching reading comprehension: the need for students to have appropriate strategies for dealing with text. In designing appropriate reading strategies, Nunan (2003) put forward important principles that must be applied in teaching reading, such as "utilizing students' pre-knowledge, building vocabulary, monitoring comprehension, reducing student dependence on dictionaries, building assessments, and encouraging students to use reading strategies and apply them in class." Researchers believe that the main problems with reading comprehension stem from students, teachers, and strategies for teaching and learning reading comprehension. In reading comprehension, the teacher must use appropriate strategies to help students understand the reading material. Referring to the statements above, reading comprehension means students must read texts and interact with printed symbols with their cognitive abilities and knowledge of the world. In the process of understanding, students need skills related to reading and considering questions to concentrate on important points.

2.3 Teaching Reading Comprehension

According to Westwood (2011) in Izmalia (2018), teaching reading is encouraged as a thinking process emphasizing understanding. It implies that comprehension skill is needed in reading. The goal of teaching reading is to help the students to be able to make sense of ideas conveyed in the text.

It is important to build up students' ability to adapt the reading strategy according to the purpose of teaching reading.

There are five steps in the reading process to Tompkins (2014):

1. Pre-reading

Pre Reading involves teaching students techniques to help them create goals, link to prior knowledge, make predictions, preview exams, and connect to thematic units or past personal experiences. Additionally, it aims to create connections and improve text comprehension.

2. Reading

Making predictions, employing skills and methods, reading individually, with a partner, using shared or guided reading, or hearing the material read aloud are all parts of the reading process. Read the text sections to understand more about a topic, and make notes. The main objective is to promote student-initiated reading.

3. Responding

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

4. Exploring

Exploring is rereading and thinking more deeply about the text, connecting with personal experiences, connecting with other literary experiences, examining the author's craft, identifying memorable quotes, learning new vocabulary words, and participating 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 the reading experience.

Teaching reading aims to develop students' skills to 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. Reading is implemented into developing different reading strategies: scanning, skimming, and teaching.

2.4 Aspects of Reading Comprehension

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

2. Main Idea

The main idea is the topic sentence (Mc. Whother, 1986). It tells the content of the paragraph. In other words, the main idea is the important one that the writer develops throughout the paragraph and is sometimes available in keywords and explicit or implicit messages.

2. Specific Information

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

3. Reference

According to Latulippe (1986), reference is the words or phrases used 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 signal the reader to find the meaning elsewhere in the Text or sometimes are called pronouns.

4. Inference

Mc. Whother and Kathleen (1986). 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 words people use. It means that vocabulary is fundamental for everyone who wants to speak or produce utterances for reading. In reading comprehension, the readers should be able to understand vocabulary. It means the readers must comprehend the word's meaning to understand the Text deeper.

2.5 Recount Text

In the aspect of reading, the competency that must be mastered by students in understanding various meanings (interpersonal, conceptual, textual) in various written, interactive, and monologue texts, especially those in the form of descriptive, narrative, recount/spoof, procedure, anecdotes, expositions, discussions, and reviews. In this study, the researcher used recount text as a text to test students' reading comprehension using the SQ4R strategy.

According to Anderson (2003), a recount is a text that tells about past events in a sequence of times. Knapp (2005) also says that recount text is a sequential text that does little more than sequence a series of events. It means that a series of events in the recount text needs to be read clearly within the time shown. A recount text is the simplest type of narrative genre. What makes a recount text different from a narrative text is the problems in the sequence of events. Another different thing is recounting text can be in the form of letters, conversations, newspaper reports, television interviews, or speeches.

It can be concluded that a recount text is a text that tells a sequence of events in a period in the past.

2.5.1 The Generic Structure of Recount Text

It is important to know and understand the structure before reading a certain text to make it well-structured. Each kind of text has its general structure. According to Anderson (2003) , the generic structure in recount texts consists of three parts, they are:

1. Orientation: the opening of the text, the introduction of the topic of the text. It gives background information about who, what, where, and when.
2. Event: It is usually told in paragraphs that retell the events in the order of sequence when they happened.
3. Reorientation: it functions as the closing statement. It is a paragraph that contains a personal comment of the writer.

To make the generic structure explanation of recount text clearer, here is an example of a recount text with the generic structure:

Orientation	<i>Last holiday, I went to Tanggamus Mountain in Tanggamus district, Lampung. I have never climbed it before. I went there with some of my friends. We started climbing at 7 p.m. It was so dark but I felt no worry because all of my friends was professional climbers.</i>
Event	<i>We climbed slowly and enjoyed the moment. After climbing for about 7 hours, we reached the top of the mountain. There was a lot of other climbers who reached that top faster than us. We waited for the sun rose while cooking some food and drinking coffee to get warmed. Others sang some songs together, shared stories or lied on the ground to take a rest. After seeing the sun rose, we prepared tend because we wanted to stay there for three days. We really enjoyed the moment and did so many interesting activities there.</i>

Reorientation	<i>After all, that was my greatest experience I have ever had in my life. It was really tiring but I was very happy.</i>
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2.5.2 The Language Features of Recount Text

Besides generic structure, in recount text, we also need to know the language features used to make a text in the right language standard. According to Boardman (2017), the language features we usually find in a recount text, such as:

1. Use nouns and pronouns to identify people, animals, or things involved.
2. Use of past action verbs to refer to the events.
3. Use past tense to locate events about the speaker`s or researcher`s time.
4. Use conjunctions and time connectives to sequence the event.
5. Use of adverbs and adverbial phrases to indicate place and time.
6. Use of adjectives to describe nouns.

2.6 Teaching Reading through SQ4R Strategy

SQ4R (Survey, Question, Read, Reflect, Recite, Review) is a systematic reading strategy used to improve achievement and metacognitive knowledge in reading text developed by Glynn and Muth (1994).

The SQ4R strategy is an extension of the SQ3R strategy (Survey, Question, Read, Recite, and Review), which is a strategy designed to understand the content of the text developed by Robinson at the Ohio State University of the United States. The SQ4R strategy includes all the steps of the SQ3R strategy and the fourth R, “Reflect,” added by (Applegate et al. 1994).

In short, the steps of the SQ4R strategy were as follows:

- **Survey:** This stage aims to get a general idea of the content by skimming and scanning to hold the details together later.

- **Question:** At this stage, the students develop questions about the text that can be answered by themselves to effect comprehension and attention. The students and the teacher may use “who, what, where, why, and how” to prepare the questions.
- **Read:** The students read the text to answer the post-reading questions verbally or in a written way or summarize the text.
- **Reflect:** This stage aims to provide examples of reading material and imagine the relevant actual context.
- **Recite:** This stage aims to check whether the students understood what they read and encourage them to use their language.
- **Review:** The students summarize the subject, answer the questions they do not understand or do not remember, and make relationships within the text.

When applied to textbook assignments, these six steps will help the students make their study time more efficient and effective. While this method will take time and practice to master, once it is learned and applied, re-reading textbook chapters will no longer be necessary. There were many benefits of this SQ4R strategy because students will often find questions in a test. Because many instructors use textbooks as course outlines, exam questions will emerge from the same source. When students look at their notes and text, they can predict and prepare answers to the exam questions.

2.7 Procedures of Teaching Reading through SQ4R Strategy

There were some steps to teaching reading through the SQ4R strategy. Applegate et al. (1994) have prescribed a procedure of teaching reading through the SQ4R for a group as follows:

- **Survey:** This stage aims to get a general idea of the content by skimming and scanning to hold the details together later.
- **Question:** At this stage, the students develop questions about the text that can be answered by themselves to effect comprehension and attention. The

students and the teacher may use "who, what, where, why, and how" to prepare the questions.

- **Read:** The students read the text to answer the post-reading questions verbally or in a written way or summarize the text.
- **Reflect:** This stage aims to provide examples of reading material and imagine the relevant actual context.
- **Recite:** This stage aims to check whether the students understood what they read and encourage them to use their language.
- **Review:** The students summarize the subject, answer the questions they do not understand or do not remember, and make relationships within the text.

From Applegate et al.(1994) procedure of teaching reading through the SQ4R strategy, the researcher modifies the procedure as follows:

- a. Pre-activity
 - Teacher greets the students.
 - The students were given the brainstorming of the material based on their background knowledge.
 - The students are informed about the material they will learn, the learning goals, and the reading technique used.
- b. While – activity
 - The teacher explains about a recount text.
 - The teacher gives the text as the material
 - The teacher introduces the SQ4R strategy to the students; tells them 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 SQ4R Strategy
 - **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 place, the main idea, specific information, inference, reference, and vocabulary, some generic structures and also language features.

- **Question:** the students are asked to make five questions based on the keywords and main idea acquired in the previous step.
 - **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.
 - **Reflect:** The purpose of this stage is to provide examples of reading material and imagine the relevant actual context.
 - **Recite:** the students answer their questions and do not let them open the text again.
 - **Review:** the students are asked to retell the content of the text. The leader of some groups comes in front of the class and reads the answer to his group.
- c. Post-activity
- The teacher checks the student's work
 - The teacher responds to the student's answer by giving revision or additional information that the students still need to convey and also leads the discussion to a conclusion.
 - The students ask about 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 SQ4R Strategy

2.8.1 Advantages of SQ4R Strategy

Researchers and teachers have used the SQ4R Strategy to teach English with different problems and student levels. Indeed, there were several advantages as well as disadvantages of using this method. The advantages and disadvantages of the SQ4R Strategy were explained below:

1. According to Robinson in Yuliana (2012), there are several advantages to applying the SQ4R Strategy. a). This helps students distinguish

between the main idea and the details underneath the text. b). Make students active in reading and train students by memorizing, concentrating, and thinking critically by testing themselves. Plus, this method takes less time to memorize and helps focus on finding new ideas.

2. According to Walter and Siebert in Blaxter et al. (2006: 115), the advantages of SQ4R are as follows: a. Surveying the text gives the reader an overview of what the text is about and its structural features b. It helps the reader create a framework to make predictions and formulate questions to guide their reading.
3. SQ4R engages the reader during each phase of the reading process and interacts with the reader with text material.

2.8.2 Disadvantages of SQ4R Strategy

There are disadvantages to the SQ4R Strategy:

1. According to Brown (1992), the third is where students answer questions while reading. In this step, students must answer the questions in their own words, not copying answers from the text. This reduces students' understanding of the text and limits their ability to think creatively. Another issue is that it takes time to explain the method to students at the beginning, as six steps need to be detailed for them and explained by the teacher before students can apply the strategy independently.
2. According to Blaxter et al. (2006: 115); (a) It is difficult to change old study habits; (b) It takes more energy to ask questions and develop summaries than it does to let the reader's eyes passively read printed pages.

According to Brown (1992), to anticipate this problem to occur, the researcher must manage time effectively, and also it takes some time to show the method to

the students at the beginning because six steps need to be broken down for them and demonstrated by the instructor before the students can implement the strategy on their own. In short, manage time effectively and efficiently, provide clear explanations, and then apply clear rules that must be followed to prevent obstacles when implementing the SQ4R strategy in the reading comprehension process.

2.9 Theoretical Assumption

Theoretical assumptions in this study refer to the effect of the SQ4R strategy on students' reading comprehension. This study used the SQ4R strategy to investigate the effect of students' reading comprehension and to find out what aspects of reading effected in students using the SQ4R strategy. Based on previous research, SQ4R is useful for teaching recount texts because it helps students develop reading comprehension and critical reading skills. The students often understand the meaning of the entire text beyond just reading it. This is often the case because this method requires multiple steps to complete. With the help of the SQ4R technique, students can understand the text more quickly and develop all parts of the review, including main ideas, specific information, conclusions, references, and vocabulary. This aims to effect the vocabulary students often face when learning to read.

2.10 Hypothesis

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

H0: There is no significant effect on students ' reading comprehension achievement and the implementation of the SQ4R Strategy.

H1: There is a significant effect on students ' reading comprehension before and after implementing the SQ4R strategy.

III. METHODOLOGY

3.1 Research Design

This research was a quantitative study using the paired sample t-test. In this design, the pretest and posttest were meant to find out whether SQ4R can improve students' reading comprehension achievement. Then the pretest and posttest's means (average scores) were compared to determine progress before and after treatment. This design uses one class as an experiment that receives SQ4R treatment. This study gave a pretest (T1) before using SQ4R and measured students' competence before treatment. Then it was given three times using the SQ4R Strategy to improve students' reading comprehension. The posttest (T2) was given after implementing the SQ4R Strategy and measured how far the students had improved after receiving treatment.

The research design can be represented as follows:

T1 X T2

Explanation:

T1: Pretest (before treatment)

X: treatment, three times

T2 : Posttest (after treatment)

(Setiyadi, 2006:131)

The pretest was to determine students' reading comprehension achievement before the treatments. Subsequently, the students got treatments by using the SQ4R strategy. Eventually, a posttest was administered to determine the student's reading comprehension after treatment.

3.2 Population and Sample

The population of this research was the eighth-grade students at SMPN 6 Natar. The researcher was in the same class as the experimental class, which was selected using simple random sampling and drawn by lottery. There is no priority class; it was implemented based on the consideration that each class in the population has the same opportunity to be selected and to avoid subjectivity in research.

3.3 Data Collecting Technique

In collecting the data, the writer used the following steps:

- a. Pre-test
A pre-test was administered to determine the student's reading comprehension achievement before treatment. The test was in the form of multiple-choice questions with 50 items.
- b. Post-test
A post-test was given after the treatment to determine whether there was an improvement in students' reading comprehension achievement. The test was in the form of multiple-choice questions with 50 items.

3.4 Research Procedures

In research there were several procedures :

- a. Finding the issue in the school about students' reading comprehension
- b. Selecting the instrument materials. The instrument materials (reading test) was taken from English textbook, the Internet, and other sources.
- c. Determining research instrument
The materials in this research were based on the school-based curriculum of 2013. The materials were taken from the students' textbooks and the Internet.
- d. Determining the population and the sample

The researcher took one class as the sample or experimental class; it was class VIII in SMPN 6 Natar.

e. Administering the Pre-test

The test aimed to know the input or the state of students' ability in reading comprehension before they were the treatment. The tests were in the form of multiple-choice questions with four alternative answers for each question. One was the key answer, and the rest were distractors.

f. Giving the treatment

There were three treatments during this research.

g. Administering the Post-test

The test aimed to know the output or the state of students' ability in reading comprehension after they were the treatment. The tests were in the form of multiple-choice questions with four alternative answers for each question. One was the key answer, and the rest were distractors.

h. Analyzing the test result(pre-test and post-test)

The data from the post-test was collected and analyzed using SPSS to determine whether there was a significant score difference between the pretest and post-test.

3.5 Instrument

The research instrument used to collect data was the reading test. The researcher provided several questions, such as multiple choice, as a test to determine students' reading comprehension. In the reading test using multiple choice questions, the material was based on reading aspects such as main ideas, specific information, references, inference, and vocabulary. This test includes some recount text. The tryout questions consist of 50 questions within 90 minutes. Students were asked to choose the correct answer from options a, b, c, or d. Before the researcher gave the students the material, they were given a few questions as a pretest. It helps to know the student's problem before treatment. Then, after getting the pretest, the researcher gave treatment to teach them and

solve students' problems in reading comprehension. In addition, students get a post-test to see progress during the teaching and learning process.

Table 3.1 Table of Specification

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

3.6 Try Out of the Instrument

In conducting research and proving whether the test items were applicable, the researcher conducts a try out test via Google Form to determine the validity, reliability, level of difficulty, and discrimination power. This was done to find out whether the 50 items were of good quality before being given for the pretest and posttest.

3.7 Validity

Hatch and Farhady (1982) claim that a test is considered valid if it measures the object to be measured and is suitable for the criteria. They claim that there were two basic types of Validity: content validity and construct Validity.

- **Content Validity**

Content validity deals with learning materials based on the curriculum used. Cohen (2017) states that content validity indicates that the curriculum, teaching materials, and expected learning outcomes make the instrument. The text used in the research was recount text that was appropriate for junior high school students. The text used was based on the basic competence 3.12 Applying text structure and language features to carry out the social function

of recounting text by stating and asking about activities, events, and events, short and simple, according to the context of its use.

4.14 Capturing the meaning of short and simple oral and written recount texts about activities, events, and incidents.

3.7.1 Construct Validity

According to Setiyadi (2006) says that if the instrument measures one aspect, for example, vocabulary, the construct validity can be measured by evaluating all items in the test. If all items have measured vocabulary mastery, this instrument has fulfilled construct validity. Construct validity relates to the process of the test object, which needs to be measured based on the concepts specified in the instrument. This research focuses on reading comprehension, so the instrument should be a reading comprehension test. The reading comprehension test uses a recount text. The reading comprehension test was conducted by answering 50 multiple-choice questions while considering aspects of reading comprehension, main idea, specific information, references, inferences, and vocabulary.

3.8. Reliability

Reliability is a measure of the resulting score's accuracy, consistency, dependability, or fairness. Setiyadi (2006) says that reliability is the consistency of measurements, or how far a measurement can be measured in similar subjects at different times and show the same result. The researcher used Pearson Product-Moment to measure the coefficient of reliability between the odd and even groups. The Pearson product-moment formula as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2) (\sum y^2)}}$$

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

After getting the reliability of Pearson Product Moment . After that use Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982) to determine the reliability of the whole test as follows :

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

The criteria of the reliability are:

0.90-1.00 : High

0.50-0.89 : Moderate

-.49 : Low

3.8.1. Level of Difficulty

To see the level difficulty, the researcher was the following formula:

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

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 number of students who join the test

The Criteria were:

<0.30 : Difficult

0.30-0.70 : Average

>0.70 : Easy

(Shohamy, 1985)

3.8.2. Discrimination Power

The discrimination power was used to discriminate between weak and strong examinees in the tested ability. The students of the tryout class divide into two groups: upper and lower school students. The upper students answer the question correctly, and the lower students were students. To determine the discrimination power, the researcher used the following formula:

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

Where:

DP :discrimination power

U :the proportion of upper group students

L :the proportion of lower group students

N :total number of students

The criteria of discrimination power were:

0.00 – 0.19 : poor

0.20 – 0.39 : satisfactory

0.40 – 0.69 : good

0.70 – 1.00 : excellent

- (negative) : bad items, must be omitted

3.9. Scoring System

Before getting the score, the researcher determined the procedure or technique for scoring the students' work. To do that, the researcher used Arikunto's formula (1989:271). The ideal score is 100. The scores of the pretest and posttest were calculated using the following formula:

$$S = \frac{r}{n} \cdot 100$$

Where:

S: The score of the test

R: The total of right answer

N: the total.

That is the formula of the scoring system that was used in this research.

3.10 Data Analysis

The data were analyzed using quantitative analysis. The paired sample t-test was used to answer research question number 1. The results of the pre-test and post-test gained were analyzed by comparing their means to determine whether there was a significant improvement between the pre-test and post-test mean scores.

Therefore, the researcher would check whether or not the data was compatible with the hypotheses.

V. CONCLUSION AND SUGGESTIONS

This chapter discusses the conclusions drawn from the research results and the suggestions made, which were described in the following sections.

5.1 Conclusion

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

1. There is a significant effect on students' reading comprehension after implementing the SQ4R strategy. The SQ4R strategy is effective in improving students' reading comprehension. This strategy helps students understand the whole text because they can remember the material easily. Additionally, specific information effectd significantly, and references received the least.
2. Based on the research results, the researchers used the SQ4R strategy it greatly improves reading comprehension skills in recounting texts. The result showed that the average score after implementing the SQ4R strategy was 47.33 to 66.40, with a score of 19.07 points. Therefore, this SQ4R strategy can improve students' reading comprehension, especially specific information aspects.

5.2 Suggestions

Referring to the conclusions above, the researcher also wants to make some suggestions as follows:

Suggestions for English Teachers:

1. The obstacle to research using the SQ4R strategy is dividing the time allocation because it takes time. Then, the teachers must prepare well before implementing the strategy in class. Strategies regularly, so the teacher must consider the time well and give instructions to students before using the SQ4R strategy.
2. Before giving the material, the teacher must explain the strategy and how to do it in a text because some students need help understanding every step. Some students still need to complete the question and answer stage in learning to read because time is up. Therefore, the teacher must observe the activity and help some students who need help to ask questions regularly and systematically.

Suggestions for Further Researchers:

1. The next researcher can apply the SQ4R strategy at different student levels, namely grade 3, junior high school, high school, and maybe the university level.
2. SQ4R strategy research, which consists of six steps, takes time. It is recommended to prepare the time allocation very well and sufficiently to provide explanations to the students in each step.

That was the conclusion of the research findings and suggestions for English teachers, students, and future researchers who also wish to implement this strategy.

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