A COMPARISON OF SQ3R STRATEGY AND SCANNING STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 19 PALEMBANG

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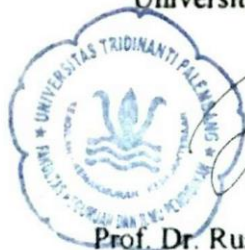
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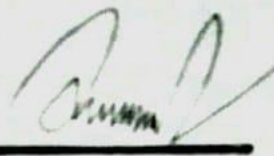Date : 13 March 2020

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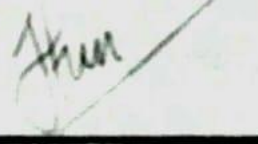
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DEDICATION

This thesis is especially dedicated to:

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MOTTO

💙 *"Always be yourself no matter what they say and never be anyone else even if they look better than you".*

فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ ﴿١٥٩﴾

💙 *"Then when you taken a decision, put your trust in ALLAH SWT, ALLAH love those who put their trust in him".*

(Al-Imran: 159)

SURAT PERNYATAAN

Dengan ini menyatakan bahwa skripsi saya yang berjudul "A Comparison of SQ3R Strategy and Scanning Strategy to Improve the Students' Reading Comprehension of the Eighth Grade Students of SMP Negeri 19 Palembang" adalah hasil karya sendiri. Apabila terbukti bukan merupakan hasil karya saya, saya bersedia diberikan sanksi sesuai dengan pasal 70 Undang-Undang nomor 20 tahun 2003 tentang " sistem Pendidikan Nasional" yang berbunyi "lulusan karya ilmiah yang digunakan untuk mendapat gelar akademis, profesi atau vokasi sebagaimana dimaksud pasal 25 ayat 2 terbukti merupakan jiplakan dipidana penjara paling lama dua tahun atau denda paling banyak Rp. 200.000.000,- (Dua ratus juta rupiah)'.

Demikian surat pernyataan ini saya buat untuk digunakan sebagaimana mestinya.

Palembang, 06 Mei 2020

Yang menyatakan,

Norista Mevianti

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This thesis is submitted to fulfill one of the requirements to gain college degree of English Study Program at University of Tridinanti Palembang.

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Finally, the writer realizes there are unintended errors in writing this thesis. The writer really allows all readers to give their suggestion to improve this thesis contents in order to be made as one of the references for the next thesis.

Palembang, 06 May 2020
The Writer,

Norista Mevianti

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ABSTRACT

The objectives of this study were to find out: (1) To find out whether or not it was significant used improvement of reading comprehension through SQ3R strategy at the eighth grade students of SMP Negeri 19 Palembang. (2) To find out whether or not it was significant used improvement of reading comprehension through scanning strategy at eighth grade students of SMP Negeri 19 Palembang. (3) To find out whether or not it was significant difference of SQ3R strategy and scanning strategy to improve the students reading comprehension of the eighth grade students of SMP Negeri 19 Palembang. The method of this study used was an experimental design. The sample were the eighth grade of SMP N 19 Palembang. The students consisting of 32 students for each class were devided into two groups, experimental and control groups by giving SQ3R strategy and scanning strategy. The result of Paired Sample t-test for experimental showed that SQ3R was effective. It can be seen that $t_{obtained}$ (12.673) was higher than t_{table} (2.039) for experimental group, and $t_{obtained}$ (9.521) was higher than t_{table} (2.039) for control group. To verify the hypothesis, the result of independent sample t-test found that $t_{obtained}$ (4.282) was higher than t_{table} (1.999) with degree of freedom (df-62), and the significant 2-tailed was 0.036. There was any significant difference on reading comprehension of narrative text between taught through SQ3R startegy and scanning strategy to the eighth grade students of SMP Negeri 19 Palembang.

Keyword: reading comprehension, SQ3R strategy, and Scanning strategy.

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CHAPTER 1

INTRODUCTION

In this chapter, the writer discusses: (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) the significances of the study.

1.1   BACKGROUND

English holds the key as an international language for communicating among people in the world to deal with trending, social cultural, science, and technology purposes and academic purposes to increase their career for facing a global competence.

In Indonesia, English as a foreign language is implemented in formal education. Based on the policy of Kemendikbud (2019), English could be taught at all levels of formal education, especially secondary levels. The objective of learning English is fluently in communicating in English both orally and written form in order to be succesful in academic purposes. Thus, the four language skills, speaking, writing, listening and reading, are emphasized to implement during the process of teaching and learning English. Those language skills are closely integrated to each other.

Regarding the curriculum 2013 (K13), the standard of competence for reading skills for eighth grade students is that the students are able to understand the purpose, structure, and linguistics elements of the types of narrative in the form of fables which is short and simple.

The Reading skill becomes very important in the education field (Hermida, 2009, p. 23), students need to be exercised and trained in order to have a good reading skill. With regard to effective ways for improving reading comprehension, a set of recent studies have found that motivational variables are related to accomplishment and success of learner's academic life and especially reading comprehension (Khajavi & Abbasian, 2013, p. 20-22).

However, reading skill in not easy for the students. Reading skill is necessary comprehension. According to Dewey (2002, p. 54-72), comprehension is the very heart and soul of reading. Comprehending what readers read is more than just recognizing and understanding words. True comprehension means making sense of what readers read and connecting the ideas in the text to what the readers already know and also remembering what readers have read.

Based on the current studies, the factors of affecting the lack of students' reading comprehension were: (1) the students were not able recognize unfamiliar words because of insufficient vocabularies, so they did not comprehend the texts well, (2) incomprehensible input because of their lack of prior knowledge, (3) English teachers gave the monotonous strategies in teaching reading and rarely used the various media, such as video, picture, and etc, and (4) the students had low motivation because of the bored materials or unfamiliar topic and uninteresting reading activities (Sari & Okta, 2018; Kartika, 2017; Komang, 2013).

Based on preliminary study at SMP Negeri 19 Palembang, the English teaching and learning has not largely made students to have good reading

comprehension ability. Most of students with reading difficulties have problems in increasing their reading skill. The reasons are that most of students were passive in reading activities, lack of vocabularies and unmotivated and less attracted in involving reading tasks such as determining ideas, making inferences, and identifying the meaning of vocabularies. Furthermore, by implementing effective reading strategies might help the students solve these problems. There are various strategies in teaching reading comprehension. The appropriate strategies used for teaching English skills are SQ3R strategy and Scanning Strategy.

SQ3R is one of effective strategies to help the students comprehend the texts well. According to Baier (2011, p. 7), SQ3R is an effective strategy for improving the students' reading comprehension ability and helps students construct meaning and build comprehension on certain text easier. It is in line with Falenti (2012, p. 85), based on her study, it was found that the use of SQ3R method in teaching reading comprehension is proven to be an effective way to improve students' reading comprehension is effective and efficient.

SQ3R is a useful technique for fully absorbing written information and helps to create a good mental framework of subject and to set study goals and also prompts to use the review techniques that would help to fix information in mind (Nuraeni, 2011, p. 6). In addition, SQ3R saffect the reader's in digging information that more effective and creative in the tasks of learning (Congos. 2011, p. 28). SQ3R is primarily intended for studying information without

considering the unfamiliar words to comprehend the text that is to make the students confused(Ghazao, 2015, p. 2278).

SQ3R technique consists of the following five steps: (a) Survey: skim the text for an overview of main ideas, (b) Question: the reader asks question about what he or she wishes to get out of the text, (c) Read: read the text while looking for answers to the previously formulated questions, (d) Recite: reprocess the silent points of the text through oral and written language, (e) Review: assess the importance of what one has just read and incorporate it into long-term associations(Brown, 2001, p. 315).

Another effective strategy to increase the students reading comprehension is scanning strategy. According to Brown (2001, p. 308), scanning strategy is to help the students to find the specific information in a text quickly while ignoring the broader meaning by searching keywords or idea in a written text. Students that the only are asked to solve a specific problem as quickly as possible which is only possible by means of scanning (Grellet, 2010, p. 19). In other words, Scanning technique can help the students to find out specific information such as name, time, and place in the text without reading the whole text quickly.

Furthermore, scanning strategy could improve the students' reading comprehension and help the students solve their reading tasks. It is proven by Nur'aeni's study (2016, p. 43). The research showed that the scores of the experimental group that was higher than those of the control group (83.1176>77.6417). It was assumed that the use of scanning strategy was appropriate strategy for teaching reading. It is in line with Fauzi's study (2018, p.

8), result of the research shows that the used scanning strategy are effective to improve students' comprehension in the reading tasks. The increase of experimental group given a better result of a control group in improving raeding comprehension. Besides, the experimental group shows more excellent performance in terms of reading speed rates than it is counterpart where is also a significant difference to both group.

Based on the curriculum 13 (K13), the kinds of narrative texts in reading texts are fable and legend that are taught at the eighth graders of SMPN 19 Palembang. Thus, this research focused on the narrative texts in teaching reading comprehension.

On the basis of the discussion above, this study investigated whether or not there was any significant improvement of reading comprehension through SQ3R strategy, whether or not there was any significant improvement of reading comprehension through scanning strategy, and whether or not there was any significant difference of SQ3R strategy and scanning strategy to improve reading comprehension. Therefore, the writer would like to conduct a research entitled "A Comparison of SQ3R Strategy and Scanning Strategy to Improve the Students Reading Comprehension of the Eighth Grade Students of SMP Negeri 19 Palembang.

1.2   The Problem of the Study

1.2.1   Limitation of the Problem

The limitation of the problem in this study was the comparison ofSQ3Rstrategy and Scanning strategy to improve the students reading

comprehension in narrative text of the eighth grade students of SMP Negeri 19 Palembang. Based on, the kinds of narrative text were legend, fable, and fairy tale based on Curriculum 2013.

1.2.2   Formulation of the Problem

The writer formulates the problems as follows:

1) Was there any significant improvement of reading comprehension through SQ3R Strategy at the eighth grade students of SMP Negeri 19 Palembang?

2) Was there any significant improvement of reading comprehension through Scanning Strategy at the eighth grade students of SMP Negeri 19 Palembang?

3) Was there any significant difference of SQ3R Strategy and Scanning Strategy to improve reading comprehension of the eighth grade students of SMP Negeri 19 Palembang?

1.3   Objective of the Study

Dealing with the formulation of the problem, the objectives of the study were as follows:

(1) To find out whether or not it was significant used improvement of reading comprehension through SQ3R strategy at the eighth grade students of SMP Negeri 19 Palembang.

(2) To find out whether or not it was significant used improvement of reading comprehension through scanning strategy at eighth grade students of SMP Negeri 19 Palembang.

(3) To find out whether or not it was significant difference of SQ3R strategy and scanning strategy to improve the students reading comprehension of the eighth grade students of SMP Negeri 19 Palembang.

1.4   Significances of the Study

The writer hopes that the result of study, would be given some contribution for school, teachers, students and writer the herself in order to to increase English teaching and learning activity.

(1) For the students

The process of the research would be useful for the students to increase their reading comprehension. By using SQ3R strategy and Scanning Strategy, students interested would be in reading a narrative text and more comprehending the text well. The students also would be more motivated, active and independent in learning reading by implementing SQ3R strategy, the students could to solve problems of reading skill. Whereas, Scanning strategy increase the students' ability in finding certain information they need in the text without reading the whole of the text.

(2) For the teachers

The result of this study would be useful for the teachers of

English. The teachers could apply new strategies for teaching reading as well as help them to apply the various techniques. Thus, teachers could be more creative in teaching that would be given a good impact to make students more attracted and interested in learning English skills, especially reading skill.

(3) For the writer herself and researcher

The process of the research would be very useful for the writer to improve the writer's teaching performance in the class. The result of this study would also develop the writer's ability in teaching reading. The study would be beneficial for other researchers who would conduct the further studies on reading skill.

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