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PEDOMAN TRANSLITERASI ARAB-LATIN

I. KONSONAN

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ’
ذ = dz	غ = gh	ي = y
ر = r	ف = f	ت = t

II. VOKAL PENDEK

ـَ = u
ـِ = i
ـُ = a

III. VOKAL PANJANG

ـُū = ū
ـِī = ī
ـَā = ā

IV. DIFTONG

ـَو = au
ـَي = ai

V. PEMBAURAN

اَل = al
اَلْـس = al-Sy.
و اَل = wa al

IMPROVING THE FIRST YEAR STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING SQ3R TECHNIQUE AT SMA NEGERI 1 JEMBER

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Abstract

Penelitian ini bertujuan untuk meningkatkan kemampuan membaca siswa kelas satu SMA Negeri 1 Jember dengan mengimplementasikan teknik SQ3R terutama dalam teks narasi.

Untuk mencapai tujuan tersebut, penelitian tindakan kelas berkolaborasi dengan guru bahasa Inggris kelas satu dengan mengikuti beberapa tahapan: perencanaan, implementasi, observasi dan refleksi. Penelitian diimplementasikan dalam dua siklus dimana tiap siklus mencakup empat pertemuan. Teknik SQ3R terdiri dari lima tahapan; survey, question, read, recite dan review. Tahap survey dan question diimplementasikan di pre-learning, tahap membaca diimplementasikan di whilst-learning dan recite maupun review diimplementasikan di post-learning.

Key Words: SQ3R technique, Reading Comprehension Achievement

INTRODUCTION

In Senior High School, all of the language skills need to be developed in order to increase the students' ability and or the materials' quality, or even to overcome the problems appearing in teaching learning activity. In other words, they are expected to master four language skills namely: listening, speaking, reading and writing. The teachers should teach the four language skills integratively, focusing on reading comprehension¹. Reading is a basic skill of communication, it is used most effectively when it supplements and enriches the material gained in other ways². So, it can be concluded that reading is the most important thing to get some in-

formation from different types of material and for different purposes.

Comprehension means constructing meaning to the text³. We read in order to gain meaning from the text⁴. Based on the explanation above, it can be concluded that reading comprehension is the process of interaction between the written information and the reader by understanding the written language associated with the readers' language skills and their acquired knowledge.

Thus, the basic comprehension units in reading are words, sentence, and paragraph⁵. In other words, students should comprehend the word, sentence, and

¹ Depdikbud. *Penyempurnaan/Penyesuaian Kurikulum 1994. (Suplemen GBPP) SMA*. (Jakarta: Depdikbud, 1999).

² Hennings, D. C. *Communication in Action: Teaching Literature-Based Language Arts (Sixth Edition)*. (Boston: Houghton Mifflin Company, 1997), 4

³ *Ibid*, 245

⁴ Fairbairn and Winch, *Reading, Writing and Reasoning: A Guide for Students (Second Edition)*. (Philadelphia: Open University Press, 1996), 8

⁵ Hennings, D. C. *Communication in Action: Teaching Literature-Based Language Arts (Sixth Edition)*. (Boston: Houghton Mifflin Company), 269

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paragraph to gain meaning from the text. In reality, however, any students do not know how to read the printed materials comprehensively. They may be able to read faster but they do not understand the passage nor can they get the message from the material very well.

Furthermore, reading as one of those language skills being the problem faced by the most students needs to be improved. To identify the problems of reading which occurred in the reading class, the researcher conducted a preliminary study. Based on the interview in the preliminary study that was done with the English teacher of SMA Negeri 1 Jember, the school used the Contextual Teaching and Learning (CTL) with lecturing and Question-Answer method in teaching reading. Some students are able to comprehend the text well but some still have difficult time in comprehending the reading text. The teacher only used textbook as their media in teaching reading. That is why, some students may get bored in their reading class activities and it affected their comprehension of the text given and their capability in solving reading exercises. Then, it was found that the students of grade X-4 face some difficulties in mastering reading comprehension. There were 22 students out of 34 students who got low average score of reading comprehension (less than 75 as the minimum of passing grade) in their reading comprehension pre-test with 65.82 as the average score. It happened because they did not have any strategy to comprehend the reading text and they had limited vocabularies.

Based on those reasons, the researcher tries to offer applying SQ3R as a teaching technique in improving the students' reading comprehension achievement at the tenth year students of SMA Negeri 1 Jember.

In line with finding the alternative approaches and methods to improve students' reading comprehension, SQ3R is a reading technique that was developed by Francis P. Robinson in 1941. SQ3R

stands for Survey, Question, Read, Recite, and Review. SQ3R is an effective active reading strategy to better understand written content. It is also a great way to empower students who struggle concentrating on text. It is also a great method to use when struggling with memory retention and boredom. SQ3R is a technique to help students understand the information from a reading text⁶. It means that SQ3R is an appropriate technique that can be used by the students in comprehending a reading text. SQ3R has more strength to be applied in the reading class.⁷ It is a five steps strategy for studying a passage in which students use the sub-headings to develop questions that provide a framework for reading. The SQ3R technique and all the other reading techniques share a basic organization. They include pre-reading activities, whilst reading activities, and post-reading activities. They all describe certain activities students can do before they read, while they are reading, and after they read.

In relation to the above background, the statement of the research problem is:

"How can the use of SQ3R technique improve the first year students' reading comprehension achievement at SMA Negeri 1 Jember in the 2011/2012 academic year?"

Based on the problem to be solved, the objective of the research is to describe how SQ3R technique can improve the first year students' reading comprehension achievement at SMA Negeri 1 Jember in the 2011/2012 academic year. This research is to investigate how SQ3R technique in improvement in English reading class.

RESEARCH METHODOLOGY

Research Design

The design of this study is classroom action research done in class X-4 at SMA Negeri Jember. It begins with the

⁶ *Ibid*, 274

⁷ J.A. Huber. A Closer Look at SQ3R. (*Journal Article*. 41(4): 2004), 210-222

problem faced by the students in reading ability and the questions about classroom experiences, and about how to improve students' reading comprehension achievement through SQ3R technique. It is reflective process which helps the researcher to explore and examine aspects of teaching and learning and to take action to change and improve.

This research was conducted collaboratively with the English teacher of SMA Negeri 1 Jember at class X-4. Collaboration is defined as the cooperation of sharing ideas to take action in order to solve the problem. Furthermore, this action research was conducted in cycles in which each cycle consists of four stages activities. They were planning of the action, implementing the action, the classroom observation, evaluation and the reflection of the action. Each cycle was conducted in four meetings, in which each meeting was done in 90 minutes.

Setting and the Subject of the Research

This classroom action research was carried out in SMA Negeri 1 Jember. This subject of this research is the students of tenth year students of SMA Negeri 1 Jember in the 2011/2012 academic year. The number of the students learning English classroom are 34 students. The area of this research was determined purposively by considering three considerations as follow: (1) SQ3R technique has never been used by the English teacher in the teaching reading. (2) The students still have problems with reading comprehension or their reading achievement is still low. (3) The Principal and the English teacher give the permission to the researcher to conduct the classroom action research.

Research Procedures

In conducting this research, the researcher employed a series of stages; (1) planning, (2) implementing, (3) observing and ended with (4) reflecting. This one cycle is preceded by the result of preliminary

study which forced and led to conduct some actions to apply a certain method.

Preliminary Study

The preliminary study is conducted prior to real action research in order to get the data about the students' problem in reading. In this step, the data is gained by observing the teaching of reading in the classroom. In addition, the data is also taken from the result of students' pre-test on January 4th, 2012. The result of the test indicates that students had low achievement in reading. There were 22 students out of 34 students who got low of average score of reading comprehension (less than 75 as the minimum passing standard) in their reading comprehension pre-test with 65.82 as the average score. Based on the preliminary study, it is found that there are major problems that need to be solved; it is the less of understanding in reading text. All data from the preliminary study are employed as the basic consideration in planning the action that will be applied.

Planning the Actions

Planning is the step in which a careful preparation is made before doing the action. This part consists of determining the teaching strategy, designing the lesson plan, and setting of criteria of success.

The Teaching Strategy

A model of SQ3R as a teaching technique is applies by the researcher in teaching reading comprehension. In general, the guide line of applying SQ3R technique was used in teaching reading of the narrative text. More specifically, to teach reading through SQ3R procedures follow these stages: **(a) Survey**, it is asks students to survey the text they are about to read. This may include, but is not limited to, anything from identifying text structure and subject headings to previewing illustrations. The first step is done as the *pre-learning*. **(b) Questions**, that is they expect might be answered in the reading. The second step is also done

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as the *pre-learning*. **(c) Reading**, it asks the students to read all the selection in order to answer the questions, which have been formulated. The third step is done as *whilst learning*. **(d) Recite**, it asks the students to remember the main points of reading without reading the text. The fourth step is done as the *post-learning*. And **(e) Review**, it asks the students to reread the reading passage and correct or verify their recite answers and to have the main points of the selection in mind. The fifth step is also done as the *post learning*.

The Lesson Plan

The lesson plans are designed with the purpose of providing the researcher as the teacher with the guidelines of teaching and learning activities. The lesson plan is developed by researcher which includes the following items: (1) the standard competence, (2) the basic competence, (3) the indicators, (4) the objectives of learning, (5) the teaching method/technique, (6) the instructional procedures, (7) the sources, and (8) the evaluation/assessment.

The Criteria of Success

In classroom action research, the criteria of success used to find out how the students' improvement after implementation of the strategy. For this research, the criteria are used to see whether another cycle of the action is needed or not. In this case, the success is determined by the criterion: the average score of the students of the whole class achieve reading test is greater than or equal to 75 of the range that lies from 0-100. The consideration of the score 75 is that has been set by the school as the minimum passing standard.

The formula used to judge the reading score is as follows:

The true item X 5

In additions, the indicators mentioned above are also applied to decide whether the cycle proceeded to the next or needed to be quitted. The students were tested by a set of reading test. It was de-

signed in multiple choice test that consists of 20 items.

Furthermore, the success is also determined by the criterion: the students should achieve at least 4 indicators out of 5 indicators from observation stated in checklist. It means that the requirement of 75% of the students' active participation in the teaching reading by using SQ3R technique should be fulfilled.

Implementing the Actions

Implementation is a realization of some actions that have been planned in advance. The implementation of this research was planned to be done during the school hours. The actions given were teaching reading by using SQ3R technique. It was given to the research subjects in every meeting in each cycle.

The procedures in applying SQ3R technique to improve the reading comprehension achievement of the students grade X-4 at SMA Negeri 1 Jember as follow; First, **survey**, in this step, the teacher asks the students to pay close attention to the title, headings, and subheadings, pictures, charts, graphs, maps, introductory and concluding paragraphs and predict what the passage is about. Second; **question**, in this step, the teacher asks the students to formulate questions that are expected to be answered in reading. The heading may give some clues in formulating questions. Third; **read**, in this step, the teacher asks the students to read carefully through the section, paying attention to everything on the page and to find the answers to their questions. The students connect the supporting ideas with the main ones. Fourth; **recite**, in this step, the teacher asks the students to remember the main points of reading text without reading the text. Restate the main ideas without looking at the text and write them down in their own words. Fifth; **review**, in this step, the teacher asks the students to reread the reading passage. Underline or highlight important points you have just read. Re-summarize the entire article or chapter to

connect supporting ideas with main ones.

The implementation of the action at the first cycle was done on January, 16th, 2012 as the first meeting, on January, 17th, 2012 as the second meeting, on January 18th, 2012 as the third meeting, and January 19th, 2012 as the fourth meeting. It was continued by the reading test on January, 20th, 2012 to measure the increasing of the students' ability, and check whether it was suitable with the criteria of success.

Finding that the increasing of the students' ability on reading still did not match with the criteria of success, the study was continued into the second cycle that was done on January 23rd, 2012 as the first meeting, on January 24th, 2012 as the second meeting, on January 25th, 2012 as the third meeting, and on January, 26th, 2012 as the fourth meeting. The reading test was done again on January 27th, 2012 to measure the increasing of students' ability in reading. Since the researcher found that the criteria of success was fulfilled, the cycle of the action was stopped.

Observing the Action

Observation checklists are used to record the progress in each stage of learning. They are employed to record the students' activities that related the participation during the teaching and learning reading activities. In this case, the researcher filled the observation checklists from the students' responses during the teaching and learning process. Further, observation checklists is also used record the teacher's activities that reflected the implementation of strategy during the teaching reading activities.

The Table of Observation Checklist

NO	Students' Name In Initial	Meeting 1					Active
		1*	2*	3*	4*	5*	
1							
2							
3							

Notes:

1*: Surveying the reading text related to the topic

- 2*: Making some questions related to the topic
- 3*: Reading the reading text carefully
- 4*: Reciting the reading text
- 5*: Reviewing the reading text and doing the reading exercises

The above table indicates the students' active participation in teaching and learning process of reading by using SQ3R. They should achieve at least 4 indicators of observation stated in the checklist.

Reflecting and the Data Analysis

Reflecting became a vital activity to analyze, to synthesize, to interpret and to explain the collected information gathered from different sources of data. The other significance of this section is to compare the result of conducted assessment and the criteria of success predetermined. The conclusion of the reflection is obviously used as fundamental information to hold the following action. If the results in a cycle had achieved the criteria of success, the study was said successful and otherwise if the results did not meet the predetermined criteria of success, it would be necessary to prepare the following cycle by making important revision on the parts of planning, implementing and observing.

The results of the reading comprehension achievement in the form of scores were analyzed quantitatively. The results of the data analysis were classified qualitatively based on the classification of the score levels. The quantitative formulation for analyzing the students' reading achievement in the form of scores is as follows:

$$E = \frac{n}{N} \times 100\%$$

Note:

E : The percentage of the research subjects who reached the targeted score ≥ 75

n : The total number of the research subjects who reached the targeted score ≥ 75

N : The total number of the research subjects who took the test.

RESEARCH FINDINGS

Research Findings of the Actions in Cycle 1

The reading material taught in the first meeting was narrative text entitled "Thumbelina" that was taken from *Look Ahead for Senior High School Grade X*, the reading material taught in the second meeting was also narrative text entitled "The Missing Child" that was taken from *Having Fun with English*, the reading material taught in the third meeting was "Pinocchio" that was taken from "Look Ahead 1, An English Course for Senior High School Students Year X" published by Erlangga, while the title of the text used in the fourth meeting was "The Fox and the Crow" that was taken from *Buku Sekolah Elektronik (BSE) for Senior High Schools*.

In the second meeting, the reading text given was a narrative text entitled "The Missing Child" taken from *Having Fun with English Book*, the third meeting was "Pinocchio" while the fourth meeting was "The Fox and the Crown".

At the end of the first cycle, the reading comprehension test was administered in the fifth meeting (on January 20th, 2012). In the reading test, there were two narrative texts. Both of them were taken from the internet. The title of the reading text in reading comprehension test are "Keong Mas (Golden Snail)", and "The Legend of Surabaya".

The Result of Observation in Cycle 1

The class observation in the fourth meeting showed that 24 students or 70.58% of the students were active in the teaching learning process of reading by using SQ3R technique. This means that the observation results in the first cycle has not been fulfilled yet because they had not achieved the standard requirement in this research. As a result, the actions were continued to the second cycle.

The Results of the Students' Reading Comprehension Test in Cycle 1

The percentage of the students' reading comprehension achievement test score in the first cycle was 67.65% of 34 students who got score ≥ 75 . The action of this research was considered to be successful if 75% of the total number of the students achieved the targeted score that was ≥ 75 . In fact, there were 67.65% (23 students) of the students who reached reading comprehension achievement score ≥ 75 . This means that the targeted percentage of the students gaining the core ≥ 75 had not been achieved.

From the fact above, it can be concluded that action in the first cycle was not successful yet. Therefore, it was necessary to proceed the action to the following cycle.

The Results of the Reflection in Cycle 1

The reflection was done based on the result of reading comprehension test score and the observation. Based on the results of observation, it was found that 24 students or 70.58% of the students were active in the fourth meeting during the teaching learning process of reading. It means that the requirements of 75% of the students active participation in the teaching learning process of reading comprehension by using SQ3R technique was not fulfilled.

Meanwhile, based on the product evaluation, the result of reading comprehension test score in the first cycle showed that the percentage of the students who go reading comprehension score ≥ 75 was 67.65%. Meanwhile, it was targeted that 75% of the total students could achieve the targeted score of reading comprehension at least ≥ 75 . However, there were 67.65 % (23 students) of the total students who could achieve the targeted score required. Therefore, the actions of Cycle 2 were needed to improve the students' reading comprehension achievement.

Research Findings of the Actions in Cycle 2

The actions in Cycle 2 were done because the actions in Cycle 1 had not reached the research objectives yet. The implementation of the action was based on the revised lesson plan made by the researcher collaborated with the English teacher. The researcher expected that after the actions in Cycle 2, the results of the students' reading test would be better than those of the Cycle 1 and as it was expected it could improve the students' reading comprehension achievement through SQ3R technique.

The title of the reading text in meeting 1 of the second cycle was "A beautiful Gift" and "The naughty Brothers" that were taken from internet. The second meeting was "The Cooking that Went Wrong" and "An Accident" that were taken from Creative English Workbook. The third meeting was "My New Hat" and "A Naughty Shepherd Boy" that were taken from Landasan Filosofis and Teoritis Pendidikan Bahasa Inggris: Pembelajaran Teks Naratif. While in the fourth meeting, the title of the reading text was "A Boy, a Saint, and Sweets" and "a White Butterfly" that were taken from internet.

At the end of the second cycle, the reading comprehension test was also administered to measure the students' reading comprehension achievement. It was done in the fifth meeting, on January 27th, 2012. The title of the narrative texts used in the reading comprehension test were "Timun Mas (Golden Snail), and "Snow White", both were taken from the internet.

The Results of Observation in Cycle 2

In Cycle 2, the students were asked to do the activities in groups. Based on the result of observation in the fourth meeting in Cycle 2, it was found that most of the students (31 students or 91.17% of 34 students) were actively involved in the teaching learning process of reading by using SQ3R technique. It means that the

requirement of 75% of the students' active participation in the teaching reading by using SQ3R technique had been fulfilled.

The Results of the Students' Reading Comprehension Test in Cycle 2

The percentage of the students' reading comprehension achievement in Cycle 2 was higher than the percentage of Cycle 1 (from 67.65% to 79.41%). In this cycle, there were 79.41% or 27 students having reading comprehension score ≥ 75 . But, there were 7 students or 20.59% of 34 students who got below of the standard score in the second cycle. From those results, it can be said that in Cycle 2, the percentage of the students who reached the targeted score of 75 or higher could be achieved. It can be concluded that the action of teaching reading comprehension in Cycle 2 had achieved the criteria set before applying the action and it can improve the students' reading comprehension achievement. Consequently, the action was stopped.

The Results of the Reflection in Cycle 2

The improvement of the percentage of the students who got the score of reading comprehension test ≥ 75 happened. It was indicated by the result of the reading test score of Cycle 2, there were 27 students or 79.41% of the students had score ≥ 75 . It was higher than the results in Cycle 1 (67.65%). It means that the percentage targeted that was 75% of the students got the score at least 75 or higher in this research had been achieved. It was also followed by the improvement of the observation result. In Cycle 1, there were only 24 students or 70.58% out of 34 students who actively participated in the teaching learning process of reading. While, in Cycle 2, there were 31 students or 91.17% out of 34 students who actively participated in the lesson. Those results showed that the result of observation also fulfilled the percentage targeted in this research that was 75% of the students actively participated in the teaching learning process. It means that this research had successfully achieved

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the research target criteria. Therefore, the actions of this research were stopped because the research was considered successful.

DISCUSSIONS

Improvement of the Students' Ability from Cycle 1 to Cycle 2

Based on the results of the implementation of the actions in cycles, in general the students' reading comprehension achievement and participation can be described as follows:

In the first cycle, the students' reading comprehension achievement had not achieved the criteria successes of this research. Besides, from the observation results, the students still experienced difficulties in the teaching learning process of reading in the first time. It could be seen from the results of the observation in Cycle 1. In the first cycle, there were only 70.58% or 24 students out of 34 students who actively participated in the teaching learning process of reading because they had fulfilled at least four out of five indicators being observed. While, 29.41% or 10 students out of 34 students were not active to participate in the teaching learning process because they only fulfilled less than five of the indicators being observed. Concerning the reasons, the researcher and the English teacher revise some necessary aspects that caused the failure in Cycle 1 and applied them in the second cycle.

In the second cycle, the students were given explanation and instruction about SQ3R technique not only in English but also in Indonesia. In this way, the students could get the idea clearer. Then, they could ask questions when the explanation and instruction were not clear in differentiating ideas, because the students were asked to work in pairs. They discussed first which idea was the main idea and which ones belonged to supporting ideas. Then, they were able to identify each idea better. Finally, the students working in pairs were able to finish the tasks; including the answered the reading exercises in shorter

time than when they did it alone. There were 91.17% or 31 students out of 34 students who actively participated in the teaching learning process of reading.

After conducting the actions in the Cycle 2 by revising some necessary aspects, the percentage of the students who reached the standard score requirement of reading comprehension test at least 75 or more increased from 67.65% with 73.23 as the average score (Cycle 1) to 79.41% with 78.82 as the average score (Cycle 2).

The teacher had to believe that SQ3R technique gave benefits to the students in reading comprehension achievement. The finding was in line with Wood (1990:27) who argues that SQ3R technique is an excellent reading and study technique that can be used by the students in comprehending a reading text by applying five steps of activities, namely; surveying, questioning, reading, reciting as well as reviewing. surveying the text and questioning in pre-reading strategies help the students focus their attention, concentrate, generate interest, lower their frustration level, improve their confidence, access their prior knowledge, predict what the author will say, organize the author's ideas, and understand complicated terms and vocabularies. Reading in comprehension strategy help the students get meaning. They include a number of study skills that help them concentrate, think, locate, and understand ideas and concept and how they relate to one another. Finally, reciting as well as reviewing in post-reading strategies help the students focus their attention, to select what is important to remember, and to reorganize and reword it in a form that makes sense to them. It is then easier to commit this new material to memory.

The result of observation and reading comprehension achievement test in Cycle 1 and Cycle 2 indicated that SQ3R technique could be applied as one of the effective techniques in teaching reading comprehension. As a conclusion, the application of SQ3R could improve the abil-

ity of the tenth grade students of SMA Negeri 1 Jember in reading comprehension achievement.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The research results and the discussions show that using SQ3R technique improved the students' reading comprehension achievement. This was proved by the fact that the percentage of the students who got the score of at least 75 increased from 67.65% in Cycle 1 with 73.23 as the average score to 79.41% in Cycle 2 with 78.82 as the average score.

Besides, the use of SQ3R technique also improved the students' active participation in the teaching learning process of reading. This can be seen from the fact that the percentage of the students who are actively participated in classroom activities increased from 70.58% in Cycle 1 to 91.17% in Cycle 2. The results show that the use of SQ3R technique managed to improve the students' reading comprehension achievement and the students' active participation during the teaching and learning process.

Suggestions

By considering the results that the use of SQ3R technique can improve the students' reading comprehension achievement and the students' active participation in the teaching learning process of reading, some suggestions were proposed to the English teacher and the future researchers.

It is suggested that English teacher use SQ3R technique as alternative technique in teaching reading to improve the students' reading comprehension achievement and the students' active participation. As SQ3R technique is a technique which allows the students to survey, to ask some questions, read, recite and review of the text in the teaching learning process of reading.

Thus, the future researchers of the

English teacher who are more likely to experience the similar problems are suggested to conduct further classroom action research dealing with those problems to improve the quality of the students' reading comprehension achievement and the students' active participation during the teaching learning process of reading.

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