THE IMPLEMENTATION OF SQ3R STRATEGY IN TEACHING READING COMPREHENSION AT SMAN 2 PONOROGO

THESIS

By

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ABSTRACT

YULIANA, ANDIKA LIA. 2022. *The Implementation of SQ3R Strategy in Teaching Reading Comprehension at SMAN 2 Ponorogo.* Thesis, English Education Departement, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor: Dr. Tintin Susilowati, M.Pd.

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Reading comprehension does not only involve motor skills in the form of eye movements but involves the mind to find information conveyed by the author. The reader must activate the prior knowledge and match it with the information they have obtained to achieve comprehension in reading. Many students think that reading is a tiring and difficult activity. The condition makes the students are not interested in reading.

The aims of this research were to describe how to use the SQ3R strategy in reading class and find the advantages of SQ3R strategies in reading class at SMAN 2 Ponorogo.

The research applied qualitative approach with descriptive qualitative design. It was conducted to the tenth-grade students of MIPA-2 in academic year 2021/2022. The data were collected by interview, observation, and documentation. The researcher used interview to find out the advantages SQ3R strategies in reading class. The researcher also used observation to observe the teacher and students' activities during teaching and learning reading and used documentation to gets additional data. The data were analyze used Miles and Huberman's techniques namely data reduction, data display, and verification.

The result of this research found, *firstly*, the implementation of the SQ3R strategy consisted of five stages that must be implemented appropriately, sequentially, and structed namely survey, question, read, recite, and review. Then s*econdly*, four benefits were found, namely a) increase the vocabulary, b) Practice speaking skills, c) Increase the level of reading accuracy, and d) Practice to asking question.

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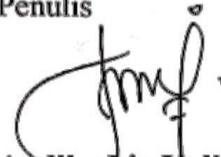
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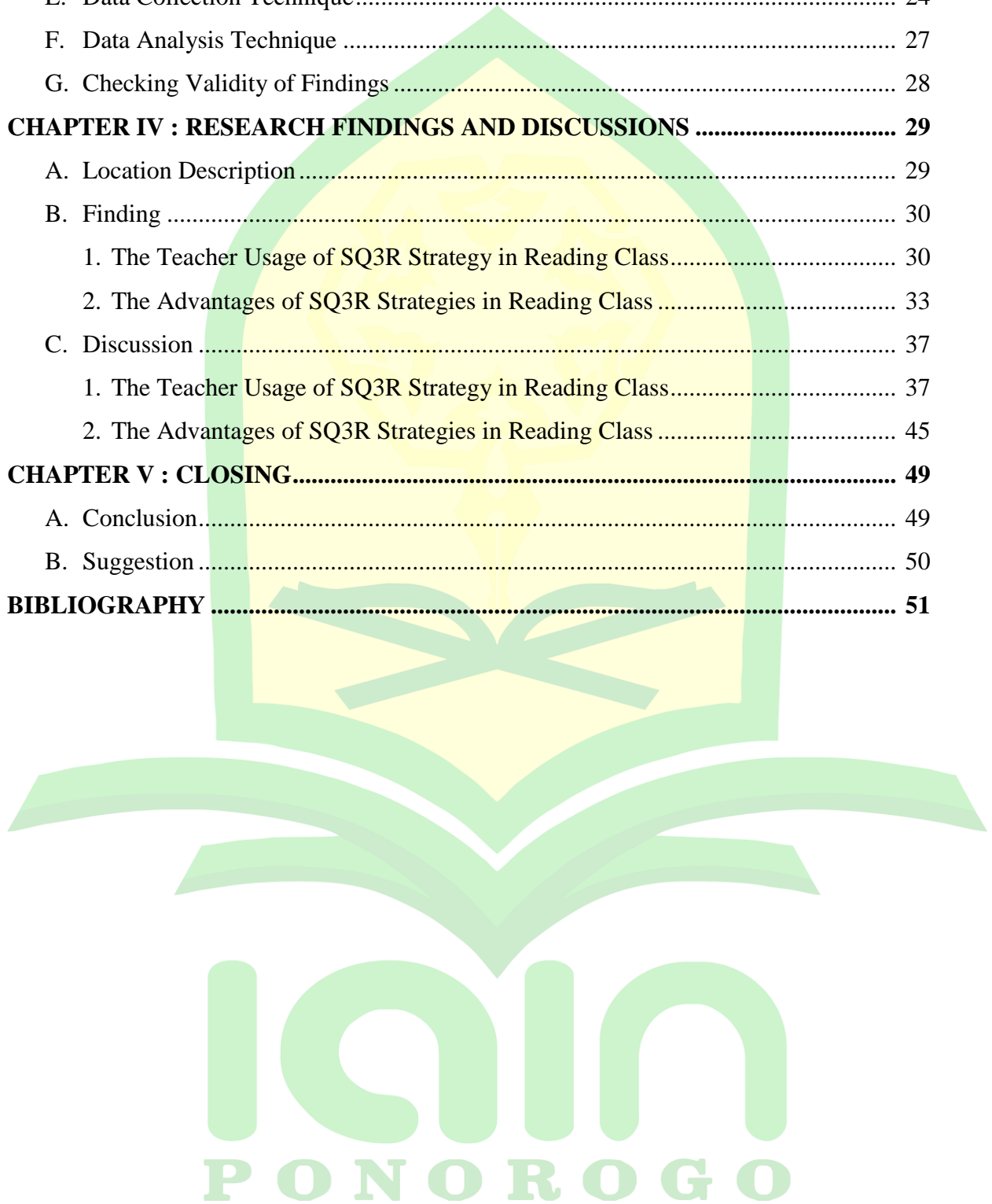Ponorogo, 13 Mei 2022

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TABLE OF CONTENT

CHAPTER I

INTRODUCTION

This chapter consists of the general background of the study, research focus, research questions, research objectives, the significances of the study and the organization of the research. The background of the study discusses the general and presents the reason for choosing the topic.

A. Background of the Study

Reading is one of skill that can be used throughout life. For students, reading is a basic skill in learning. Therefore, it enable us to gain new or significant information that has not been presented by teachers or others. It makes the activity or reading skills the center of the learning process and plays a key role in the educational process.[1]

Moreover, reading is a purposeful activity. In a sense, someone does a reading activity to verify existing knowledge, increase knowledge, criticize ideas, and even find pleasure or entertainment. For that matter, it calls for a definite approach to reading comprehension. It is because, reading is an interactive process between the reader and the text that describes the code or symbol to build and acquire meaning, with resulting insight.[2]

However, learning English requires four categories of basic skills that must be mastered. It includes reading, listening, writing, and speaking. From it's four basic skills are divided into two categories: productive skills and receptive skills.[3] Productive skills included among writing and speaking. The productive skills are often called active skills. In which, the students are more directed to produce language.[4] While, Receptive skills included among reading and listening. The receptive skills are often called passive skills. Therefore, reading

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[1] Diani Syahputri *Et All,* "Improving Students' Achievement in Reading Comprehension by Applying Contextual Teaching and Learning (CTL)," *Budapest International Research and Critics in Linguistics and Education (BIrLe) Journal,* 2, (August 2019), 58.

[2] Sheeba *Et All,* "Teaching Reading: Goals and Techniques", *Majmaah University*, (2018), 2.

[3] Harits Masduqi, "Integrating Receptive Skills And Productive Skills Into A Reading Lesson," *International Coference On Teacher Training and Education Sebelas Maret University*, 1 (2016), 507.

[4] Ibid., 508.

and listening are often considered boring subjects. It is because, the students did not need to produce language and were directed to receive and understand [5].

Furthermore, many students think that reading is a tiring and difficult activity. they must activate the prior knowledge and match it with the information they have obtained to achieve comprehension in reading.[6] According to Dhinuk stated that, reading comprehension involves many processing skills, not only motor skills in eye movements but also involves the mind to find information and comprehend the content conveyed by the author.[7] Without comprehending, reading becomes an activity to decode or print material.

Oriented to the function of learning reading comprehension activity in English subjects includes the following objectives (1) Developing the ability to communicate in language either orally or writing, (2) Growing awareness of the nature and importance of English as a foreign language in learning, and (3) Developing an understanding of language and culture.[8] Therefore, understanding the text is not just an activity that asks students to read a certain text and can answer the questions.

It can not be said as a strategy in teaching reading but as an activity to give a test to the students. Whereas, according to Rivers in Hasanudin, a person is said to understand if he can conclude the text that he had been reading.[9] It is the duty of the teacher to determine the appropriate strategy for the learning objectives. As Lamb and Arnold's opinion in Suparman stated, the motivation, experience, and strategies used in the learning process can affect students' understanding.[10]

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[5] Harits Masduqi, "Integrating Receptive Skills And Productive Skills Into A Reading Lesson," *International Coference On Teacher Training and Education Sebelas Maret University*, 1 (2016), 508.

[6] Fenty Andriani, "Teaching The Less-Skilled Comprehenders By Using The Fab Four," *ELTALL,* 2 (2020), 67.

[7] Dhinuk Puspita Kirana. *Teaching Extensice Reading By Using Authentic Materials,* (Ponorogo : STAIN Ponorogo Press, 2014), 4.

[8] Wachyu Sundayana, "Material Development Pedoman Guru Bahasa Inggris SMA", *Jurnal Pendidikan Bahasa Inggris*, 1.

[9] Hasanudin. *Teaching English As A Foreign Language,* (Yogyakarta : Deepublish, 2014), 112.

[10] Ujang Suparman. *Developing Reading Comprehension Skills and Strategies,* (Bandung: CV. Arfino Raya, 2010), ix.

Based on the results of the preliminary interview of the English teacher at SMAN 2 Ponorogo, it was stated that the students' reading comprehension scores had met the average. However, many students are not interested in reading. It can be seen from students' enthusiasm when taking reading lessons and the lack of vocabulary that students have, especially the tenth-grade students of MIPA-2.

For this reason, the teacher implements the SQ3R strategy to teach reading comprehension. The SQ3R strategy consists of a five-step process: Survey, Question, Read, Recite, and Review. According to Huda, the SQ3R strategy is designed to understand the text because it helps the reader remember and conclude the content of the reading.[11]

In each procedures of SQ3R strategy had its function.[12] For example, in the Survey step, the students read the text or the reading to get the initial meaning of the title, the writings in bold and the charts. In the Question step, the students begin to make questions about their reading from the first survey results. In the Read step, the students start to reading, and look for the answers to the questions they have formulated. In the Recite step, the students repeat the answers to their questions and make notes of their answers for further study. In the Review step, the students should review the text to answer the following questions by recalling their previously answered questions.

From the usefulness of each stage, the SQ3R strategy has several advantages that attract the interest of teachers to implement it. The advantages of the SQ3R strategy include making the students to active readers and directing the essence of reading, either implied or expressed.[13] Thus, a coherent process of stages helps the students to remember the task's context in the long term. It can be seen from previous research conducted by Ahmad Surya Dharma in 2018 with the research title *The Implementation of SQ3R to Teach Reading News Items Text to Tenth Grade Students of Senior High School* found the fact that SQ3R helps the

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[11] Miftahul Huda. *Model-Model Pengajaran dan pembelajaran,* (Yogyakarta: Pustaka Belajar, 2013), 244.
[12] Ibid., 245.
[13] Sobri, "Strategi SQ3R dalam upaya peningkatakn pemahaman bacaan siswa", *Journal of Language Learning and Research.* 1 (2018), 5.

students in understanding text news items. In addition, the research conducted by M. Nur Faqih in 2016 with the title *The Effect of Teaching Reading Using SQ3R Strategy on the Eight Grade Students' Reading Comprehension Achievement at SMPN 2 Arjasa Situbondo* resulted in the use of SQ3R strategies very effective in achieving understanding in students' reading comprehension.

Therefore, the English teacher at SMAN 2 Ponorogo uses this strategy to help the students to enhance students' reading comprehension. In addition, using this strategy, the teacher hopes that students can read and understand actively.

From the explanation above, the researcher explains and describes the implementation of the SQ3R strategy in reading comprehension. In addition, the researcher analyzed the benefits students felt after learning to use the SQ3R strategy.

Therefore, this is the reason why the researcher raised the title *"THE IMPLEMENTATION OF SQ3R STRATEGY IN TEACHING READING COMPREHENSION AT SMAN 2 PONOROGO."*

B. Research Focus

Based on the background of the problem above, this research restricted it to the following problems:

1. Analyze the usage and advantages of the SQ3R strategy in reading comprehension.

2. The ability to read and understand English subjects in recount text material.

3. This research was conducted in class X MIPA-2 SMAN 2 Ponorogo in the academic year 2021/2022.

C. Statement of the Problems

1. How does the teacher implement the SQ3R strategy in reading class?

2. What are the advantages of SQ3R strategy in reading class?

D. Objectives of the Study

1. To describe how to usage the SQ3R strategy in reading class.

2. To determine the advantages of SQ3R strategy in reading comprehension.

E. Significances of the Study

This research is expected to be useful and provide a good contribution to all parties related to English language education. There are several hopes to be achieved from this research :

1. For the institution

   Provide options or suggestions on effective learning strategies to school institutions to improve the quality of teaching and learning process quality.

2. For English language teachers

   Help find effective learning strategies and solve problems students face, especially in learning reading comprehension, to achieve learning goals.

3. For the students

   Provide motivation and enthusiasm for students to read often to increase their reading comprehension skills.

4. For further researchers

   The results of this study can be used to add references to readers or further researchers in conducting research related to reading comprehension.

F. Organization of the Study

The organization of the study is to make the readers know and understand the content of the research easily. Those are :

Chapter I is the introduction which confirms the background of the study, research focus, statement of the problems, objectives of the study, the significances of the study, and organization of the thesis.

Chapter II is the literature review and previous study consisting of several explanations based on the title. Finally, it concludes the description of reading, teaching reading, and SQ3R strategy.

Chapter III is the research method consisting of several explanations about the procedure. It concludes with research approach and design, researcher's role, research setting, data and data source, data collection technique, data analysis technique, and checking data's validity.

Chapter IV is the research findings and discussions loaded with data presentation and research findings. This chapter is important because the researcher analyzes and describes the data obtained. So, the data are going to appear in this chapter.

Chapter V is the research conclusion and suggestions for further researchers to do better research.
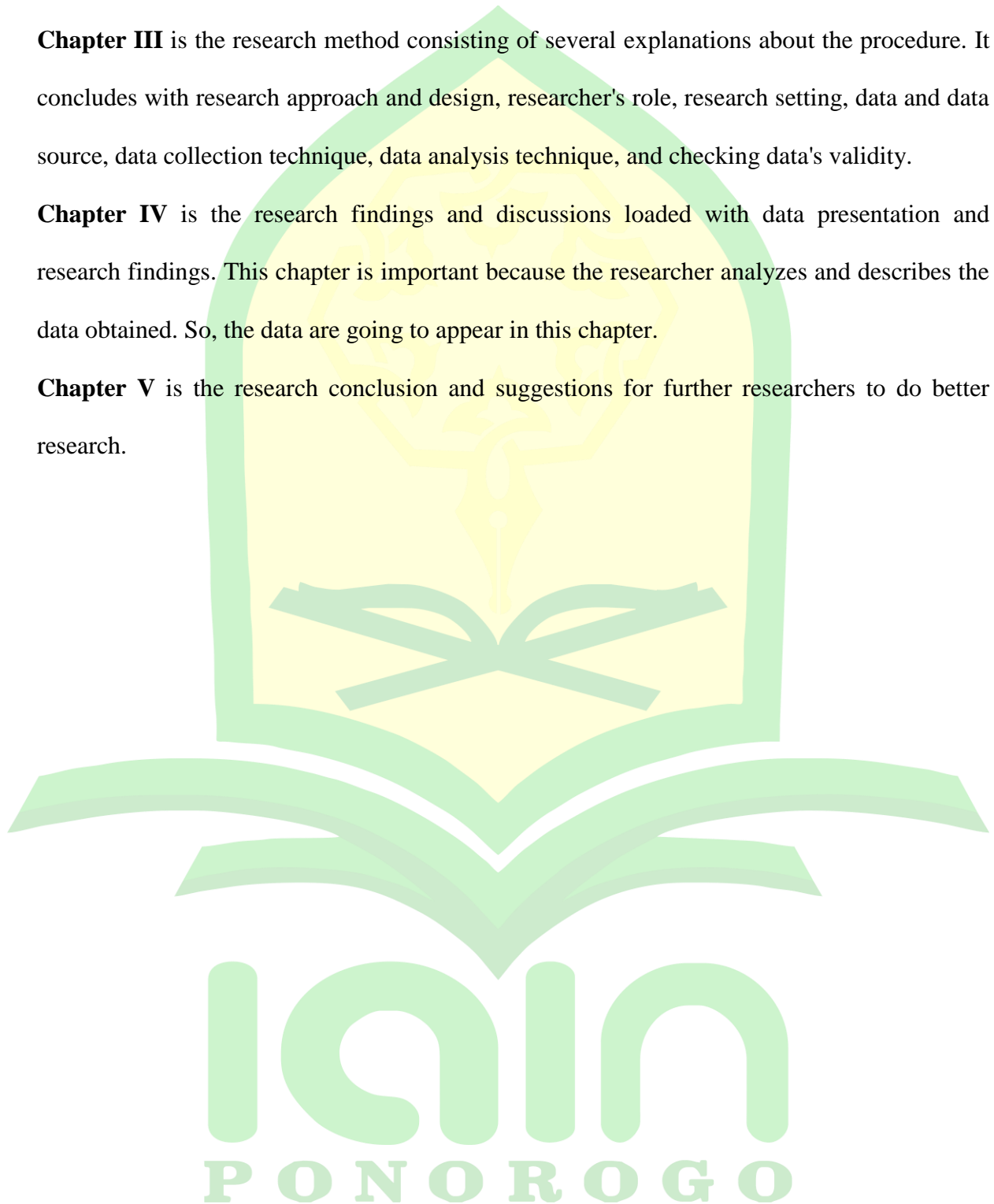
CHAPTER II

LITERATURE REVIEW AND PREVIOUS STUDY

In this chapter, the researcher presents an overview of the literature review and previous research studies. The literature review refers to the use of relevant theories about instructional strategy, SQ3R strategy, reading comprehension, and recount text.

A. Literature Review

1. Reading

a. Definition of Reading

Reading is one of the language skills that hold an important role in the educational process. In simple terms, Iskandarwassid states that reading is a learning process to get meaning from a text that has been written.[14] However, reading is the process of processing a reading critically and creatively in order to get an understanding of the values contained in the reading. Therefore, learning to read is not only for the students to be able to read what written form is about, but the students involve all the abilities of the mind to understand, criticize, and reproduce a written discourse.

In addition, reading is an activity that has many purposes.[15] In a sense, reading to obtain information or verify existing knowledge, even to criticize an idea or writing style of an author. Moreover, a person performs activities for pleasure or to increase their knowledge.

Reading is very necessary to broaden the horizons and understanding of foreign cultures. The students need to master reading skills because it supports their ability to

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[14] Iskandarwassid. *Strategi Pembelajaran Membaca*, (Bandung: PT Remaja Rosdakarya, 2011), 246.

[15] Hasanuddin. *Teaching English As A Foreign language*, (Yogyakarta: Deepublish, 2014), 112.

initiate skills and express ideas both in writing and orally. According to Patel et al in Nur Faqih, reading is an important activity in life to increase or update knowledge.[16]

The contextual goals and needs in reading can change over time. Therefore, in reading one must also learn to be able to participate in reading behavior that supports one's goals and fulfills one's needs. Roudletge defines reading as a complex communicative behavior to derive meaning from the text that has been read.[17] According to Fitria in Galuh, she argued that reading is related to mastery of vocabulary and grammar.[18] In a sense, the more often you read, the more vocabulary you have.

Therefore, reading can find out what is not yet known. Burt et al in Yulia Enggar et al stated that learning to read is important because (1) it helps to learn and think a new language, (2) build a good vocabulary, (3) make comfortable with written language.[19]

Based on the explanation above, it can be concluded that reading is part of the educational process in developing self-potential to hone the ability to think rationally, academic achievement, and understand the meaning of what has been read.

b. Reading Comprehension

Reading comprehension is the ability to process reading texts and combine it with prior knowledge possessed to find out the intent or purpose of the text. According to Chapman and Czerniewska in Sobri, that in order to gain understanding when reading, preliminary knowledge related to language and reading topics is needed.[20] Thus, to gain an understanding not only through writing, but can be obtained through conditions, situations, attention and thoughts while reading.

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[16] Nur Faqih et al, "The Effect of Teaching Reading Using SQ3R Strategy on the Eighth Grade Students" Reading Comprehension Achievement at SMPN 2 Arjasa Situbondo," *EFL Education Journal*, 7, (March, 2016), 505.

[17] Routledge, *Handbook of Research On Learning And Instruction*, (New York: Taylor & Francis Group, 2011), 7.

[18] Muhammad Galuh, "The Implementation of Robinson's Strategy (SQ3R) to enhance the Reading Ability in English Class", *UHAMKA International Conference on ELT and CALL (UICELL),* (December 2020), 221.

[19] Yulia Enggar et al, "An Analysis of English Teachers' Strategies in Teaching Reading Comprehension", *Journal of Applied Linguistics and Literacy (JALL),* 1, (February 2020), 20.

[20] Sobri, "Strategi SQ3R dalam upaya peningkatakn pemahaman bacaan siswa", *Journal of Language Learning and Research.* 1 (2018), 6.

In reading comprehension, there are two main components: word decoding and language comprehension.[21] Comprehension of language is the ability to obtain the meaning of written words, understand the organization of the text, and derive meaning from a broader unit. So, it is not only word decoding but can ask questions, make conclusions, and determine important points of the text.

Turner in Samsu Somadayo stated that a reader is said to have understanding of a reading text if the reader is able to:[22]

1) Recognize the words and know the meaning of each sentence.

There are some words which when interpreted each word will cause ambiguous meaning. So, the meaning of each word will be different from the meaning stored in one complete sentence.

2) Connect every meaning in the reading.

One paragraph consists of 3-6 sentences, each of paragraph contains the main idea and other supporting sentences. In order to be a complete and unambiguous paragraph, it must be able to combine every meaning in the reading.

3) Understand the whole contextually.

Understanding the reading cannot be represented by reading in one sentence or paragraph. But, it is must be read as a whole contextually.

4) Be able to make consideration of the content of the reading.

It is said to understand if it can make a sequence of oraganizing the contents and evaluate and respond to the explicit or implied meaning in the text.

In a sense, understanding is a process of someone's ability in a context from what they have been read and interpret from the text.

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[21] J. Oakhill, et al, *Understanding and teaching reading comprehension* (New York: Routledge, 2015), 110.
[22] Samsu Somadayo, *Strategi dan Teknik Pembelajaran Membaca*, (Yogyakarta: Graha Ilmu, 2011), 35.

In addition, there are several indicators related to reading comprehension, includes :[23]

1) Finding the main idea or main idea of the paragraph from the readings he reads.

   Each paragraph must have a main idea that is stored in it. Either at the beginning, at the end or in the middle of the paragraph.

2) Composing questions and answering about the content of the reading.

   After knowing the main idea, reading theme, or other keywords, several questions arise so that readers will be interested in reading in detail.

3) Restating the contents of the reading with use their own words and sentences in writing and orally.

   The highest level of understanding is being able to retell or make a summary using one's own language.

4) Answering questions related to content all readings can be covered.

   In addition to tell and summarize, every reading there must be some questions that have been provided to assess students' understanding of the reading text.

Thus, reading comprehension is a reading activity that requires full concentration in order to achieve an understanding. A person is said to have understanding of a reading or text if the reader is able to catch all the meanings inside and outside the text.

2. Teaching Reading

a. The Concept of Teaching Reading

Teaching is a process to transfer knowledge. The purpose of teaching reading is not only teaching reading, but more than that. Understanding the text well is one of the goals of reading. Teaching reading for English teachers can be the main lesson to help the students how to understand English texts easily. In the process of teaching reading, the teacher must pay attention to the principles of teaching reading.

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[23] Ibid., 40.

These principles can be used as standards to limit the teachers when they teach reading. The principles of teaching reading are including :[24]

1) Motivate the students to read often and convince students that reading is not a passive activity.

   Motivate with giving students' assignments one day one book and then asking them to do other things such as looking for the main idea or underline an important sentence, and others. After that, allow the students to tell what they have been read.

2) Engage the students with the text they are about to read

   Provide opportunities and time for the students to read the texts or books them like. Read individually without interference from the teacher.

3) Encourage students to respond to the content of the text.

   Explore their feelings about it. Do not just concentrate on the language used in the reading.

4) Match the assignments with the topics.

   A good assignment is an assignment that is in accordance with the topic or material being studied. Then, the teacher should consider choosing or creating the right assignments for the students.

5) Master all of the reading text.

   Before the reading text is given to the students, the teacher should master the text first. This is to guard if the students ask questions or if there are other obstacles.

Therefore, the teaching reading requires sufficient knowledge and skills. It is not just a theory, but to achieve complex linguistics. For some students, reading is considered boring. Thus, students' interest in reading must be stimulated through exposure to interesting books, on a regular basis, and through discussions to respond to various texts.

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[24] William Grabe and Fredrica L. Stoller, *Teaching and Researching Reading: Second Edition*, (New York: Routledge, 2013), 7.

b. Strategies in Teaching Reading Comprehension

To attract the students' interest in reading, not only about the type of text. However, the selection of strategies for learning reading comprehension must also attract the attention and enthusiasm of students in reading. There are several strategies in teaching reading comprehension according to Vacca in Yulia Ade et al, as follows:[25]

1) Scaffolding

Convey some instructions by creating a scaffold for the text. It is used in content literacy of all learners especially students from various backgrounds.

2) Think-Aloud

This strategies helps the students in remembering significant of information from the text given by the teacher.

3) Reciprocal Teaching

This strategy asks the teacher and the students to share roles. In a sense, the teacher provides opportunities for students to discuss about the reading given. It is divided into five stages, namely predicting, generating, questioning, summarizing, and clarifying.

4) SQ3R

The systematic of reading strategies to assist the students in organizing the reading process into more specialized units. It consists of five steps: survey, asking, reading, reciting, and reviewing.

5) QARS (Question-Answer Relationship)

The types of questions asked in this strategy are to guide the students in understanding and seeking information from the reading text. Therefore, the teachers should help the students to be aware of sources of information when responding to questions.

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[25] Yulia Ade Saputri et al, "An Analysis On Cnglish Teacher Strategies In Teaching Reading Comprehension", *Journal of Develompment and Innovation in Language and Literature Education (Jadila),* 3, (2021), 355.

From several types of instructional strategies for reading comprehension above, the researcher chose the SQ3R strategy to teach students' reading comprehension. The strategy is applied in reading recount text.

3. SQ3R Strategy

a. Definition of SQ3R Strategy

The use of a strategy in teaching and learning activities is very important and highly recommended. It acts as an intermediary in conveying the material so that it is conveyed properly. In terms of teaching reading comprehension, it also requires the right strategy so that reading activities do not seem boring. There are various learning strategies available for reading comprehension, one of which is the SQ3R strategy.

The acronym of SQ3R is survey, question, read, recite, and review. The SQ3R strategy was introduced first by Francis P. Robinson in 1946 at the University of Uhio, United States.[26] This strategy was created to bridge the traditional approach to a more interactive approach.

In addition, SQ3R is a reading strategy that can be used to understand books, novels, short stories, and the other reading context. Where, the reading consists of material which is hard to read and hard to understand by the reader. Using this strategy helps readers to get the keywords of the text for the first time they have been read the text. This is in accordance with the opinion of Syah, that this strategy is designed to understand the text, help remember what the essence of reading and conclude the contents of the reading.[27]

Therefore, the use of SQ3R strategies in reading comprehension classes greatly helps students to understand and remember these readings and make reading activities more interesting.

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[26] R James Tierney, *Reading Strategies and Practices a Compendium Third Edition*. (Boston: Allyn and Bacon, 1996), 250.

[27] Muhibbin Syah, *Psikologi Pendidikan Suatu Pendekatan Baru*, (Bandung: Remaja Rosdakarya, 2014), 128.

b. **The Procedures of SQ3R Strategy**

The implementation of this strategy is an integrated study plan to understand and master the reading content. Therefore, Robinson explains the steps of the SQ3R strategy, including:[28]

1) Survey

The students read the text or the reading to get the initial meaning of the title, the writings in bold and the charts.

2) Question

The students begin to make questions about their reading from the results of the first survey.

3) Read

When the students read, they must look for answers to the questions they have formulated when previewing the text before. These questions, which are based on the structure of the text, will help the students to concentrate and focus on the reading.

4) Recite

As the students are going through of the text, they should read and repeat the answers to their questions and make notes of their answers for further study.

5) Review

After reading, the students should review the text to answer the following questions by recalling the questions they had previously answered.

From the five steps above there are general steps for implementing SQ3R in reading comprehension. Therefore, the teachers can adjust or design according to they learning context and what the learning objectives to be achieved.

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[28] Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2013), 244.

c. **The Advantages of SQ3R Strategy**

As a professional teacher, you must be wise in choosing the strategies that used in the classroom later. This policy can be done by considering the advantages of the strategy we have chosen. The advantages that exist in a strategy play a role in achieving learning and teaching goals. The advantages of SQ3R strategy on the learning include :[29]

1) Provide a broad understanding of the subject matter contained in the textbook.

A coherent process of stages supports the students to explore deeper understanding. That way, learning to use these strategies provides long-term understanding.

2) Make students more be active in the class.

This strategy is designed to conduct student-centred learning. So, each stage has its own function, which refers students to be active in the class.

3) Make a direct focus on the essence or main contents of the material that is implied and stated in the text.

From the five stages of the process in this strategy, the students are directed to focus on the text being studied. So, It helps the students to understand the text as a whole.

As for other advantages, which were put forward by Aris Shoimin, as follows:[30]

1) Increase students' learning motivation

The existence of a survey stage at the beginning of learning, arouses students' curiosity regarding the material being studied. So, the students will be motivated when learning.

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[29] Sobri, "Strategi Belajar SQ3R (Survey, Question, Read, Recite, Review) Dalam Upaya Peningkatan Pemahaman Bacaan Siswa", *Journal of Language Learning and Research*, 1, (2018), 20.

[30] Aris Shoimin, 68 Model Pembelajaran Inovatif dalam Kurikulum 2013, (Yogyakarta: Ar-Ruzz Media, 2020), 194.

2) Encourage the students to think critically

With this strategy, students are given time and opportunity to practice asking questions and providing answers to their own questions. Thus, the students will be active and try to criticize the text.

3) Remember in the long term

With the five stages implemented sequentially, students understand the text and remember the material studied over a long period of time.

From some of the advantages above, it can be used as a consideration for choosing this strategy as a strategy in teaching. This advantage will change according to the conditions and situations of the learning environment, teachers, students and time.

d. **The Disadvantages of SQ3R Strategy**

Apart from the advantages, there must be disadvantages. It's the same with this strategy. So that, it does not rule out the possibility of achieving an effective learning process according to the expected goals. While, the shortcomings of SQ3R strategy include :[31]

1) Lack of study time.

There are five stages contained in the SQ3R strategy, namely survey, question, read, recite and review. Which, each stage must be carried out in an orderly and detailed manner. In general, each stage is given 2-5 minutes. However, it can change according to the text or reading used. Therefore, it takes a long time to estimate so that the implementation of SQ3R can be maximized. Lack of time duration makes the objectives of implementing this strategy can not to be achieved properly.

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[31] Ibid., 21.

2) Difficulty in making questions in a foreign language.

In general, the time given to students to conduct a survey is relatively short. That is because, at the stage of survey, the students were asked to take some keywords from the text that had been given and look at them at a glance. Therefore, to develop and convert the accepted keywords into several questions in English is quite difficult. In addition, there are several rules that must be considered in compiling interrogative sentences in English.

Aris Shoimin also stated other shortcomings, as follows:[32]

1) Can not be applied to all subjects

There are some lessons that understanding is not enough by reading, but there is a practical part. For example, mathematics, physics, or others.

2) Prepare appropriate reading books

Not all students have reading books. So, the teacher must be ready to prepare reading books..

From the disadvantages viewpoints, the implementation of SQ3R strategy can be change at any time depending on the conditions of the teacher, the students, and the learning environment.

B. Previous Related Study

On this previous study, the researcher confirm previous research which ever conducted by other researchers before :

The first, a thesis research entitled *"The Effectiveness of SQ3R Strategies on Reading Comprehension at Eight Grade Students of SMP Ma'arif 1 Ponorogo"* was written by Fajar

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[32] Aris Shoimin. 68 Model Pembelajaran Inovatif dalam Kurikulum 2013, (Yogyakarta: Ar-Ruzz Media, 2020), 195.

Ari Pratama from Faculty of Teacher Training and Education State Institute of Islamic Studies Ponorogo in year 2020. The result of this research is showed that there is a significant different between students who are taught by using SQ3R Strategies and students who aren't taught by using SQ3R Strategies at the Eight Grade Students of SMP Ma'arif 1 Ponorogo in Academic Year 2019/2020. It can be seen from the value of t-test is 13.851. The result computation using t-test formula of 5% signification level is 2,00. It means that 13,851 > 2,00, so that Ha is accepted and Ho is rejected.

The similarities of this research are the writer and the researcher use the same learning strategies on the students' reading comprehension that is SQ3R strategy. The difference of this research is the writer using quantitative approach and used the quasi experimental design in teaching reading of narrative text, while the researcher uses qualitative approach and uses descriptive qualitative design in teaching reading comprehension of recount text.

The second, a thesis research entitled *"Improving the Eight Grade Students' Reading Comprehension Through SQ3R Technique in MTsN 1 Bandar Lampung in the Academic year 2017/2018"* was written by Anggita Aprilia from Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung in year 2018. The result of this research is showed that the implementation of the SQ3R technique is successful to improve the students' reading comprehension. It can be seen from 80% of students got score 75 it assume that using SQ3R technique in teaching learning improved students' reading comprehension. Based on the score results, it was found that the students' reading comprehension is improved from 43.3% of students passed in first cycle to 83.3% of students passed in second cycle.

The similarities of this research are the writer and the researcher use the same learning strategies on the students' reading comprehension that is SQ3R strategy in recount text. The difference of this research is the writer using classroom action research design, while the researcher uses qualitative approach and uses descriptive qualitative design.

The third, a thesis research entitled *"The Effect of SQ3R Technique in Students'
Reading Comprehension of Spoof texts"* was written by Rani Risdianti from Faculty of
Educational Sciences Syarif Hidayatullah State Islamic University of Jakarta in year 2020.
The result of this research is showed that there was the effect of SQ3R technique on students'
reading comprehension of spoof text. It is supported by the result of the average score of post-
test in experimental class was 76.43, while the average score of control class was 71.86. Then,
the result of the statistical hypothesis testing by using independent sample t-test showed that
on degree of significance 5% ($\alpha = 0.05$), t-value was 2.611 while t-table was 2.000. Therefore,
alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected.

The similarities of this research are the writer and the researcher use the same learning
strategies on the students' reading comprehension that is SQ3R strategy. The difference of
this research is the writer using quantitative method and quasi-experimental design in
teaching reading comprehension of spoof text, while the researcher uses qualitative approach
and uses descriptive qualitative design in teaching reading comprehension of recount text.

The fourth, a journal research entitled *"The Implementation of SQ3R Strategy to Teach
Reading News Item Text to Tenth Grade Students of Senior High School"* was written by
Ahmad Surya Dharma from English Education, Faculty of Language and Art, State
University of Surabaya in year 2018. The result of this researched is showed that SQ3R
strategy was really helpful for the students to comprehend the text and also increased their
reading ability. The result of the students' tasks indicated that the students' reading
comprehension increased, and the students also agreed that by using SQ3R in learning reading
was very useful in the classroom.

The similarities of this research are the writer and the researcher use the same learning
strategies on the students' reading comprehension that is SQ3R strategy. The difference of
this research is the writer using SQ3R strategy to teach reading news item, while the
researcher uses SQ3R strategy to teach recount text.

The fifth, a journal research entitled *"The Effect of Teaching Reading Using SQ3R Strategy on the Eighth Grade Students" Reading Comprehension Achievement at SMPN 2 Arjasa Situbondo"* was written by M. Nur Faqih Farisi Etall from FKIP, the University of Jember in year 2016. The result of this research is showed that the mean score of the experimental group was 72 and the mean score of the control group was 66. The computation of the t-test result showed that the value of t-test was higher than that of t-table (2.77 > 2.01) or the mean scores of both groups were different. Thus, both groups were different. In conclusion, the use of SQ3R strategy gave an effect on the eighth grade students' reading comprehension achievement at SMPN 2 Arjasa Situbondo.

The similarities of this research are the writer and the researcher use the same learning strategies on the students' reading comprehension that is SQ3R strategy in recount text. The difference of this research is the writer using quasi-experimental design, while the researcher uses qualitative approach and uses descriptive qualitative design.

From some of the explanations previous study above, the researcher has identified which areas need further research. That is examining how the use and benefits of the SQ3R strategy in the tenth grade students of MIPA-2 at SMAN 2 Ponorogo to enhance the students' reading comprehension on recount text material.

CHAPTER III

RESEARCH METHODS

In this chapter, the researcher explained the research methods of this research. It was begin by outlining the research approach and design used for this study. Then, it followed by research's role, research setting, data and data source, data collection technique, data analysis technique, checking validity of findings, and research procedure.

A. Research Approach and Design

In this study, the researcher used a qualitative research approach with a descriptive research design. The researcher described the usage of SQ3R strategy and analyzed the benefits of SQ3R strategy in reading comprehension. In addition, it is to described the situations in the class during the teaching process using SQ3R strategy.

The researcher assumes that using this method and approach is able to answer the problems that have been described in the previous chapter. It is because, qualitative research is a research method based on the philosophy of postpositivism which is used to examine an object where the researcher is the key of instrument.[33] It can be seen that qualitative research is a study that tends to use analysis. Whereas, every process and meaning that is in accordance with the subject's perspective is highlighted. In essence, qualitative research observes people in their environment, who interact with them, trying to understand language and interpret the surrounding events.

Description research is the most basic research that aims to describe a phenomenon, both natural and artificial phenomena. Descriptive research is an action that studies the forms, activities, characters, relationships, changes, differences and similarities with other phenomena.[34] This descriptive qualitative research provides an overview of factual situations and events systematically by collecting data and facts. According to Sukardi stated that

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[33] Sugiyono. *Metode Penelitiaan: Kualitatif, Kuantitatif, dan R & D*. (Bandung: Alfabeta, 2015), 298.
[34] Ibid., 300.

descriptive qualitative research is a research that describes and strengthens a phenomenon that applies to the basics obtained from the research location.

Therefore, the researcher attempted to record, analyze, describe and conclude the data obtained from the results of observations, interviews, and documentation that had been carried out. The researcher was able to provide a careful, systematic and accurate description and analyzed regarding to the usage of SQ3R strategy in reading comprehension at SMAN 2 Ponorogo.

B. Researcher's Role

In this study, the researcher is the key of instrument. As an instrument, the researcher determined the overall scenario. The researcher decides each step of the research and determines the data needed while in the research place. The presence of a researcher in the field was essential. Therefore, the researcher was conducted as the interviewer, observer and data collector.

In this case, the researcher's position was an observer. It is done to prevent the researcher to giving the effects in the classroom. Therefore, the researcher was in the class when the teacher is teaching and at the same time saw and observed the activities of the students and the teacher during teaching and learning process. Therefore, the observations obtained are absolute.

C. Research Setting

The researcher conducted this study on the tenth-grade students of MIPA-2 at SMAN 2 Ponorogo, located on Pacar street, Tonatan District, Ponorogo Regency. The researcher chose this school because the researcher had previously done real teaching practice and found problems when learning reading comprehension. Any students looks uninterested in reading. It can be seen from students' enthusiasm when taking reading lessons and them lack of vocabulary. Afterward, the teacher gave advice to conducted the research in the tenth-grade students of MIPA-2.

It attracted the researcher's attention to find out more in-depth information about the students' reading comprehension level and the instructional strategies used by the teacher. Therefore, before the study, the researcher conducted a preliminary interview to find out some information. From the interview results, the teacher said that for teaching reading comprehension used SQ3R strategy. Therefore, the researcher conducted the research related to using the SQ3R strategy at SMAN 2 Ponorogo.

Table 1.1 Outline of in-depth interview results

No.	Questions	Answers
1.	What is the strategies had you used in teaching reading comprehension?	During pandemic more often used Triple P strategy. But, in normal condition used game, pairwork, simulation and discussion. For reading, already used SQ3R and series of pre-, while, and post reading.
2.	How is the level of enthusiasm for students' reading?	Most of the students' reading interest was less. So that, it affected their enthusiasm to take this lessons.
3.	How is the reading comprehension level of the students?	Enough. But, the problem was the lack of vocabulary.

D. Data and Data Source

1. Data

The data were collections of information that had been obtained in the form of symbols, numbers, properties and others. It is in accordance with Houghton's opinion in Moleong's book that the data is something that was known to be considered.[35] In a sense, the data had been done it turns into a fact or evidence of research.

In this study, the researcher presented the data related to implementing the SQ3R strategy in students' reading comprehension at the tenth-grade students of MIPA-2 at SMAN 2 Ponorogo. The data provided an overview of how the teacher implemend the SQ3R strategy could enhance students' reading comprehension and explained the benefits

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[35] Lexy J. Moleong. *Metodologi Penelitian Kualitatif.* (Bandung: PT Remaja Rosdakarya, 2017), 157.

of after used SQ3R strategy. Therefore, the researcher presented the data in written form in a description. So that, it was clearer and more detailed.

2. Data Source

In this study, the researcher used premiere data and secondary data sources. The researcher conducted observation and interviews which were used as premiere data of sources. For secondary data used documentation.

The data sources in qualitative research are words, actions, documents and others.[36] The observations were made by researcher during the teaching and learning process, and filled the observation instruments that had been prepared previously. These observations relate to the teacher and students' activities during the teaching and learning process. In addition, the researcher conducted interviews with the teacher who teach English in the tenth grade of MIPA-2 and interviews with the tenth grade students of MIPA-2.

For secondary data sources, the researcher used documentation in the form of photos observations, interviews, lesson plan, the students' score, or other relevant documentation and should answer the research question of this research. In addition, school data, educator data, student data or other data related to the research focus were included as secondary data.

E. Data Collection Technique

In this research, the researcher interacted intensively with respondents. For this reason, the researchers collected data using interview, observation and documentation techniques. It's technique is used by the researcher because the phenomenon in the field could be understood well if the researcher interacted directly with the research subject.

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[36] Lexy J. Moleong. *Metodologi Penelitian Kualitatif.* (Bandung: PT Remaja Rosdakarya, 2017), 157.

1. Observation

In this study, the researcher used complete observer. Complete observer is the researcher just observe without inviting sttention.[37] Then, the researcher as an observer during teaching and learning English activities in the classroom. The researcher did the observation by joining the class when the teacher taught the students. The researcher used cameras to take documentation and observation sheet.

The researcher chose that observation because the researcher wants to see the teacher and students' activities during learning reading comprehension in recount text usage of SQ3R strategy. Therefore, during the teacher taught the students, the researcher gave the sign on the observation sheet while taking notes. The observation sheet consists of 16 statements for the teacher activities and 10 statements for the students' activities. There are two ways for answer the statements. It is "YES" for statement that match activities in the class and "NO" for statement that do not match the activities in the class.

2. Interview

In this study, the researcher used semi-structured interview techniques. Semi-structured interview is an interview process that uses a guide or interview question guidelines developed from the research focus. Meanwhile, according to another opinion, this type of interview was a form of interview that began with questions prepared and then deepened with random questions to obtain additional data.[38] So, the researcher could ask core questions that had been systematically arranged and ask additional questions to get more in-depth data.

According to the respondent's point of view, the researcher chose interview to dig up information about instructional strategies and reading comprehension. In which, could

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[37] John W. Creswell. *30 Ketrampilan Esensial Untuk Peneliti Kualitatif,* (Yogyakarta: Pustaka Pelajar, 2018), 243.

[38] Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rhineka Cipta, 2010), 270.

obtained information quickly, discussed problems that arise directly and help identify problems that respondents have.

Therefore, the researcher interviewed English teachers in pra-research and the students after implementing the SQ3R strategy in teaching and learning reading comprehension. It is intended to people who correlate with the research focus. The researcher chose the respondents used purposive sampling techniques. Which one, it's based on the consideration of researcher which considered the respondents could represent a population.[39]

The questions for the teacher's interview consisted of 11 questions. The questions were related to instructional strategies implemend by the teacher and students' reading comprehension levels. For the students' interview consisted of 10 questions. The questions were related to the SQ3R strategy in reading comprehension for recount text material. In addition, the researcher used a recorder and noted for taking notes.

3. Documentation

In this study, the researcher took photos of each research activity that would be attached to the research results. For example, photos of learning activities in the class, photos during interviews, and photos during observations. In addition, the researcher used teacher' lesson plan and the students' scores were taken during learning in the class. Likewise Donald's statement that documentation is a record of events that have passed, which can be in the form of writing, pictures, or other works of art.[40]

The researcher chose documentation that was used as a secondary data source to support the data obtained from observations and interviews. It could fill the needs of the researcher regarding existing data.

[39] Lexy J. Moleong. *Metodoligi Penelitian Kualitatif.* (Bandung: PT. Remaja Rosdakarya, 2017), 186.
[40] Donald Ary. *Introduction to Research in Education*. (USA: Wadswoth, 2010), 442.

F. Data Analysis Technique

In this study, the researcher used Miles and Huberman's analytical model, namely the interactive model analysis technique. Data analysis is carried out interactively and continues until it is complete until the data is saturated.[41] This analysis consists of three processes, there are:

1. Data Reduction

   In this process, the results of the data obtained from the field were arranged systematically and highlight the data that were considered important, therefore needing to be recorded carefully and thoroughgoing. This process was carried out since the data collection began with making summaries, coding, tracing themes, and writing memos, to set aside irrelevant data or information. So that, it could provide a clear picture and made it easier for the researcher to analyzing the further data.

2. Data Display

   After reducing the data, the next process was to present the data. This process could be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. The majority of data presentation in qualitative research is in the form of recount text. This made it easier for the researcher to understand and plan the next process.

3. Verification

   The last process was concluding. The conclusion was the answer to the research problem. Therefore, there was a need for verification to re-prove whether the conclusions made were true or not and whether or not they were following reality.

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[41] Sugiyono. *Metode Penelitiaan: Kualitatif, Kuantitatif, dan R & D*. (Bandung: Alfabeta, 2015), 338.

G. Checking Validity of Findings

To check the validity of research data, the researcher used triangulation. Triangulation is a technique to checking data validity by using something else.[42] The researcher chose triangulation because the data sources collected and analyzed were valid and reliable. They are supported and trusted by other sources.

In this study, the researcher used source triangulation. Where, the researcher compared the observation result with the interview result. If the data produced was so different, the researcher conducted further discussions with the relevant data sources to ensure the correct data.

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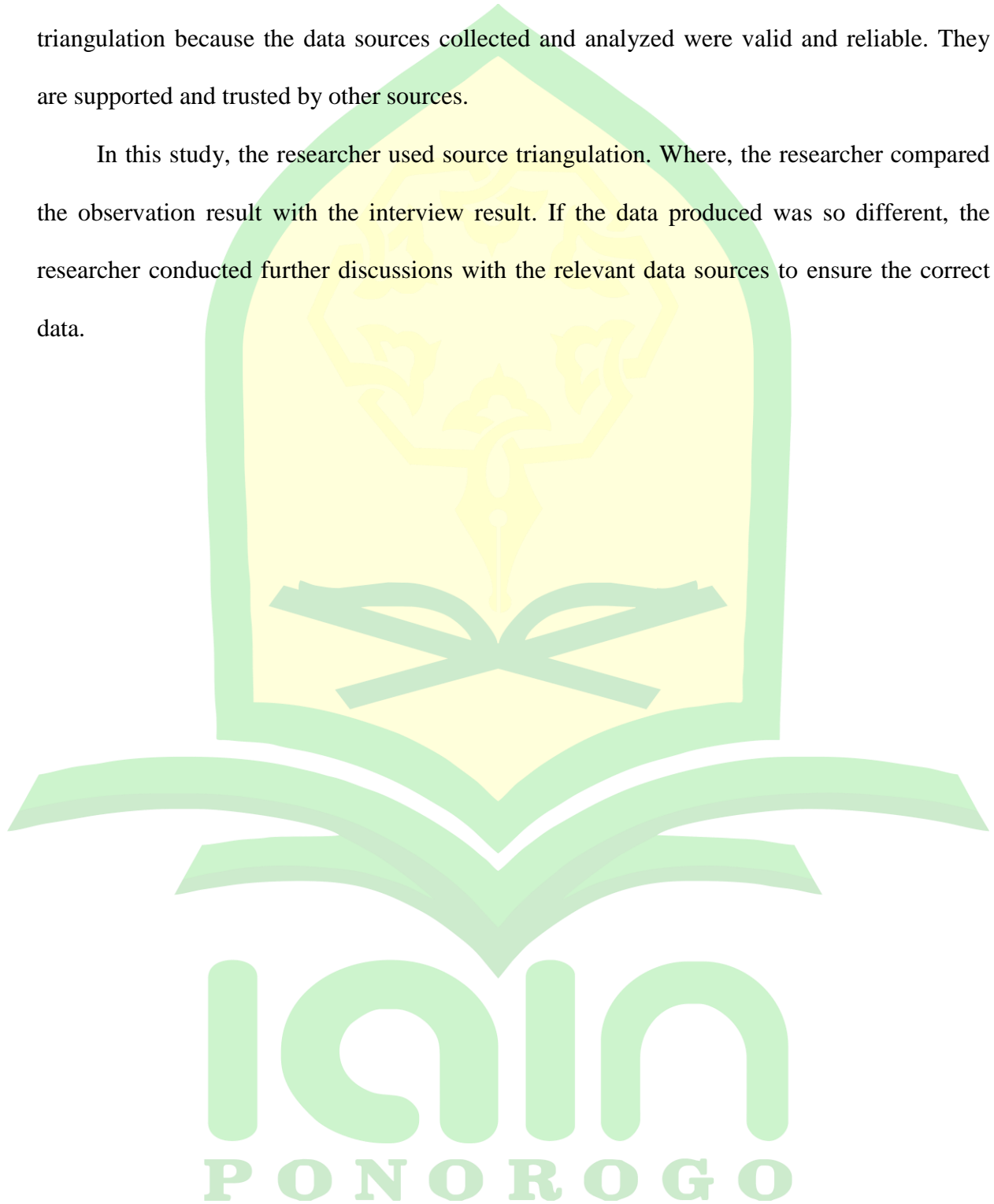
[42] Sugiyono. *Memahami Penelitian Kualitatif.* (Bandung: CV. Alfabeta, 2017), 268.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher explains the research finding and discussion after the research was done. That consists of the general research data, specific data of results, and discussion.

A. Location Description

This research was conducted at SMAN 2 Ponorogo, which is located on Pacar street No. 24, Tonatan District, Ponorogo Regency. This school is one of the favorite schools in the city of Ponorogo. In which, was implemented the 2013 curriculum and had been accredited "A". At SMAN 2 Ponorogo there are 55 teachers and 1.064 students divided into 30 class groups with 2 majors, namely natural science and social science. The researcher took a research sample at the ten grade students of MIPA for the academic year 2021/2022, which focused on ten grade students of MIPA-2 consisting of 34 students.

In the tenth grade of MIPA-2, English subject is taught by Mr. Daryanto, S. Pd. From the results of the preliminary interview on 9th February 2022 in front of the teacher's office, it was stated that he had taught English at SMAN 2 Ponorogo for 4 years and taught 10 study groups for tenth and twelfth grade. During this time, he had been quite experienced in teaching, especially in English language subjects. Learning resources were completed and learning strategies were various. However, SMAN 2 Ponorogo doing a 50% learning system in which one class is divided into two shifts and uses Google Classroom for learning media. Therefore, the teacher uses the Triple P (Presentation, Practice, and Production) learning method in the class. Meanwhile, to teach reading skills, the teacher used SQ3R strategy.

There were no obstacles for the teacher in implementing SQ3R strategies in practice. Overall, the students' reading comprehension scores had met the average. However, many

students are not interested in reading. It can be seen from students' enthusiasm when taking reading lessons and the lack of vocabulary that students have. The teacher more often shared the reading text in Google classroom and gave the assignment. In the class directly discussed the text briefly, and then discussed the assignment. So that, the students not fell bored, the teacher implemend the SQ3R strategy to made the students become active reader.

Thus, the researcher's presence at SMAN 2 Ponorogo was to decribe and analyze the SQ3R strategy that implement by the teacher. Especially, to enhance students' reading comprehension at the tenth-grade students of MIPA2 in recount text materials.

B. Finding

The research findings are data analysis obtained from the results of field research following the question and focus of the problem. That obtained from the results of interviews, observations and documents.

1. The Teacher Usage of SQ3R Strategy in Reading Class

Based on the results of observations on the teacher activities and the student activities during learning activity in the class, analyzed the lesson plan, and analyzed of students' scores that the teacher has conducted in four meetings from February 14 until March 14, 2022. The researcher found that implementing the SQ3R strategy is divided into five stages. The results of data regarding the usage of SQ3R strategy in reading class :

a. Survey

In this stage, the teacher first gave some clues to provoke students' prior knowledge of the text studied on that day.[43] After that, the students were directed to see and read the title of the reading text that showed in projector screen at a glance. Each meeting the teacher gave a different text. The first meeting discussed the types of

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[43] The results of the analyzed of observations teacher activity during 4 meetings on Tuesday, 15 March 2022 08.00 p.m

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personal recount text, the second discussed factual or historical recount text, the third and fourth discussed biographical recount text.

b. Question

In this stage, the teacher were gave the time for the students to made at least one question related to the text that has been showed to the students.[44] From the results of the student worksheets, various kinds of questions could be found.[45] For the first type of the text about personal recount text "My Traumatic Day" found ten questions, the second type of text about factual or historical recount text "Supersemar" 13 questions, the third type of text about biographical recount text "R.A Kartini" 14 questions, and the fourth type of text about biographical recount text "Thomas Alva Edison" 18 questions.

c. Read

In this stage, the teacher were showed the text in long term, then directed and gave the time for the students to read the entire text.[46] Which one, the students did the reading stage and they were required to look for the main idea of each paragraph and interpret the underlined vocabulary.[47]

d. Recite

In this stage, the teacher were given exercises related to the shared text. the students started for doing the exercises. The students' exercises were in the form of questions with short answers. Each reading text has ten questions divided into several indicators to check the students' reading comprehension of the text. It can be seen in table 2.1 :

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[44] The results of the analyzed of observations teacher activity during 4 meetings on Tuesday, 15 March 2022, 08.00 p.m.

[45] The results of the analyzed document of students exercise score on Wednesday, 16 March 2022, 08.00 p.m.

[46] The results of the analyzed document of lesson plan on Friday, 11 February 2022,08.00 p.m.

[47] The results of the analyzed of observations teacher activity during 4 meetings.

Table 2.1 Analysis of the Exercise Indicators

No.	The Types of Text (The title)	Indicator	Question Number
1.	Personal recount text (My Traumatic Day)	- Determine the reading theme	1
		- Determine the main idea of each paragraph	3
		- Identify the content of reading	4, 5
		- Find information in the text	2, 6, 7, 8, 9, 10
2.	Factual/Historical recount text (Supersemar)	- Determine the reading theme	1
		- Determine the main idea of each paragraph	10
		- Identify the content of reading	5, 9
		- Find information in the text	2, 3, 4, 6, 7, 8
3.	Biographical recount text (R.A Kartini)	- Determine the reading theme	1
		- Determine the main idea of each paragraph	8
		- Identify the content of reading	3, 4, 6, 10
		- Find information in the text	2, 5, 7, 9
4.	Biographical recount text (Thomas Alva Edison)	- Determine the reading theme	1
		- Determine the main idea of each paragraph	3
		- Identify the content of reading	8, 5
		- Find information in the text	2, 4, 6, 7, 9, 10

In addition, the teacher were directed the students to write a question that had been made at the question stage and added the answer.[48] From the results of the students' exercises, it can be seen that the students' reading comprehension was enhanced. It was proven that there were enhanced in the value of students' exercises.[49] The enhancement can be seen in table 3.2 :

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[48] The results of the analyzed of observations teacher activity during 4 meetings on Tuesday, 15 March 2022, 08.00 p.m.

[49] The results of the analyzed document of students exercise score on Wednesday, 16 March 2022, 08.00 p.m.

Tabel 2.2 Enhancement the Students' Reading Comprehension in Doing Exercises

No.	Meeting	< 75	>75	Mean	Percentage
1.	I	15	19	72,94	0%
2.	II	10	24	77,94	6,05%
3.	III	9	25	82,05	6,08%
4.	IV	0	34	91,17	11,11%

From the table, the results of the students' exercises score can be seen that the level of students reading comprehension in each meeting had increased.

e. Review

In this stage, the teacher were designate the students randomly to give a question that had been made to other friends.[50] After that, it was continued by designate the students randomly to retell the text's content about what they had learned to other friends.

2. The Advantages of SQ3R Strategy in Reading Class

Based on the results of students' interviews conducted by the researcher on February 23, 2022, in a classroom of the tenth-grade students of MIPA-2 at SMAN 2 Ponorogo, the researcher found that the SQ3R strategy was not only helpful in enhancing the students' reading comprehension levels. However, several other benefits are felt by the tenth-grade students of MIPA-2 after learning English subjects using the SQ3R strategy. The results of the data regarding several other benefits of using the SQ3R strategy in English subject :

a. Increase the vocabulary

The analysis of the results of students' interviews said that the SQ3R strategy also helped increase the vocabulary knowledge possessed by the students. There were directions at the reading stage, which usually the students were asked to read in this study. Additional directions were given. Besides that, the students were asked to look

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[50] The results of the analyzed of observations teacher activity during 4 meetings on Tuesday, 15 March 2022 08.00 p.m.

for the meaning of the vocabulary marked with an underline and memorize it the next meeting. That was triggered the students to be more creative in reading learning. It can be seen from the results of the fifth respondent interview (Filzah Immadiani Nahdah) which stated that :

> "The directions for interpreting by providing the special mark on a particular vocabulary made the reading activities not boring and made the discussions with our classmates more exciting because it helped digest the text's meaning." (Appendix 6)

That was supported by a statement from the results of the third respondent interview (Amru Hasan Nafisa Karim), which stated that:

> "Which is more challenging is that after knowing the meaning, they were asked to remember the vocabulary that had been interpreted and learned in the previous meeting and continues to be tested at the next meeting." (Appendix 4)

In addition, the sixth respondent (Hasyidan Hawali Bastian) also said that:

> "Memorizing English vocabulary is more exciting because the wrong writing produces the wrong meaning. So, it requires me to memorize creatively, Miss. It is used to help the students to memorize the meaning and the letter as well." (Appendix 7)

From the three respondents' statements above already represent other respondents. It could be concluded that the read stage in the SQ3R strategy helped students increase their vocabulary.

b. Practice speaking skills

The SQ3R strategy is not only able to enhance students' reading comprehension, it can also train students' speaking skills. It was found in the review stage, where students are directed to retell the contents of the text at this stage. It could be proven in the results of interviews the third respondent (Amru Hasan Nafisa Karim), who said that:

> "That's an interesting strategy, Miss, because, at the time, the part of the review was done together. But in this strategy, the review was individual. So, I can practice my public speaking." (Appendix 4)

The results of interviews with the second respondent (Aldhino Eka Fathulloh) stated that:

> "This strategy makes me confident to tell stories in English because I already know the vocabulary that must be used to tell stories, and I just need to change it with my own English language." (Appendix 3)

In addition, the above statement is also supported by the results of interviews with the tenth respondent (Reva Irmaliyanti), who argued that:

> "It is an effective strategy to learn reading comprehension. So, apart from improving my understanding about the texts .I also practiced and learned how to tell stories in English." (Appendix 11)

From several statements from interviews with students, it could be concluded that the students did not only understand to answer the given exercises but could be transfer information or conclusions from reading texts to others by retelling the contents of reading texts using their own language.

c. Increase the level of reading accuracy

The five stages in the SQ3R strategy, namely survey, question, read, recite, and review, make the students more thorough in reading the texts. It can be seen in the results of interviews with the fourth respondent (Diah Anggita Rini), who stated that:

> "The SQ3R strategy includes a detailed strategy. The teacher was given a clue first, then read and looked for the main idea and interpreted the vocabulary. There were exercises and parts to retell. So, inaccuracy in reading part makes lose several points for retelling." (Appendix 5)

The statement above is also supported by the information of the interview with the seventh respondent (M. Daffa Alhakim), who argued that:

> "in the reading stage, the teacher reads the text as usual. But, at the moment, we are reading the text individually. The teacher gives directions to find the main idea of each paragraph. So, we are careful in reading the text. So that when the teacher or the other friends asked me, I could answer it." (Appendix 8)

In addition, the first respondent (Afril Daffa Muhtarom) also said that:

> "The stages in SQ3R are complete, Miss. I read it more carefully. When I got a question from another friend, I could answer it." (Appendix 2)

The results of the three interviews with these respondents have represented other respondents. Which was can be concluded that the SQ3R strategy prepared detailed and sequential stages. It could increase students' accuracy in reading. So, the students can enhance their reading comprehension to the text was well.

d. Practice to asking question

Asking questions is one of the stages that helped them understand the text's content. So, learning using this SQ3R strategy was able to practice question. It was one of the supporting factors to enhance reading comprehension. It could be seen from the results of interviews with the ninth respondent (Zarra Kartika Putri), who argued that:

> "The teacher usually conducts the question stage. The teacher asks some questions to the students. Now each individual must prepare questions. So, we practice criticizing the texts. Therefore, it can come up to ask questions and make us having an understanding of the subject." (Appendix 10)

In addition, the statement above is also supported by statements from the results of interviews with the eighth respondent (Nienda Elsa Sabrina), who said that:

> "Previously, the teacher asked the question more often than the students. Recently, the students have done it. It is because the teacher instructs the students to make questions during the learning process to activate learning. So, from that stage, I know how to make questions and comprehend the essence of the reading." (Appendix 9)

From the statement above, it can be concluded that` making questions at the question stage trains the students to be skilled in asking questions. In which, it supports students' reading comprehension.

C. Discussion

The data found and presented in the finding sub-chapter was discussed in this sub-chapter. The following is an explanation and discussion in detail.

1. The Teacher Usage of SQ3R Strategy in Reading Class

After conducting the research related to analyzing the implementation of the SQ3R strategy to enhance the students' reading comprehension of the tenth-grade students of MIPA-2 at SMAN 2 Ponorogo, the teaching and learning directions can be seen in following the five stages. The explanation is as follows :

a. Survey

At this stage, Robinson in Huda explained that during the survey stage, the students read the text, which begins with reading the title, bold print, and charts to get the initial meaning.[51] However, in the lesson plan, it analyzed that in the survey stage, the teacher displays the reading text related to the recount text on the screen projector.

It is began with the teacher gave a clue in the first regarding the text to be studied so that the students already get the initial information even though they do not know the text. After all the students understood the theme of the text that be discussed, the teacher began to showed the text and directed the students to see it at a glance in the estimated time that had been determined by the teacher, which is for 2 minutes.

As the lesson plan had been analyzed, the tenth-grade students of MIPA-2 learned to use the SQ3R strategy to recount text material for four meetings. At the first meeting, the basic competency 3.7 was adjusted, which is telling personal experiences. Therefore, the recount text used is a personal recount text type entitled "My Traumatic Day". The teacher gave a clue by asking the question, "Do you have trauma about something or anything else?". These questions, it pushed the students to tell the stories

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[51] Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2013), 244.

about their respective experiences. Therefore, the teacher related the learning interaction to the text to be studied.

At the second meeting, the basic competency 3.7 was adjusted, telling historical events. Therefore, the recount text used is factual or historical recount text entitled "Supersemar". The teacher gave a clue by writing "March 11, 1996" on the blackboard and then asking the question, "Anyone knows what happened on this date?". These questions push the students to think and help the students in prior knowledge. After that, the teacher related the students' opinions to the text to be studied.

At the third and fourth meetings, the basic competence 3.7 was adjusted to tell someone's biography. Therefore, the recount text used is a biographical recount text entitled "R.A Kartini" and "Thomas Alva Edison". The text entitled "R.A Kartini" was given at the third meeting. The teacher gave a clue by giving the parable sentence "When I say 21st April," then asking the question, "What do you think about it?, Anyone knows what happened on this date?". These questions pushed the students to think and help the students in prior knowledge. Therefore, the teacher related the students' opinions to the text to be studied.

Meanwhile, the teacher gave a text entitled "Thomas Alva Edison" at the fourth meeting. The teacher gave a clue by asking the question, "What do you think when you see a light bulb?". These questions push the students to think about their point of view. Therefore, the teacher related the students' opinions to the text to be studied.

The selection of the text used is in accordance with the basic competencies and learning objectives. In each meeting, using the different texts to practice enhancing students' reading comprehension. It was started with a superficial text level to a high level.

b. Question

At this stage, Robinson in Huda explained when the question stage, the students started to make questions from the results of the text survey they did the first time.[52] However, in the lesson plan, it had been analyzed that the teacher gave the time and opportunity fot the students to made one question from the information given and the results of the text survey they had done.

For this stage, the teacher gave an estimated time of one minute to make one question. In this stage, the students began to look actively for asking how to formulate questions in English. The teacher directed the students by reminding the essential things that must be considered in developing questions, that is, the tenses used in the text.

From the results of the data obtained exposure, the student makes one question in each meeting. The following table of the results of the analysis of questions in each session:

Table 3.1 The Results of Questions Analyzed in the First Meeting

No.	Questions
1.	Why did the writer traumatic?
2.	What did happen to the writer?
3.	When did the writer have trauma?
4.	How many paragraphs are in the text?
5.	What did you tell about in the first paragraph?
6.	What the main idea is in the second paragraph?
7.	How did the writer's condition?
8.	Did the writer have trauma?
9.	When did the earthquake happen?
10.	Did the writer in good condition?

From the table above, it can be seen that in the first meeting, there were ten different questions. Those questions take from 34 students in one class. The following table of questions in the second meeting :

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[52] Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2013), 244.

Table 3.2 The Results of Questions Analyzed in the Second Meeting

No.	Questions
1.	Who is signed Supersemar?
2.	What is the passage about?
3.	When Supersemar sign?
4.	How many paragraphs are in the text?
5.	What is Supersemar?
6.	What is an abbreviation of Supersemar?
7.	How the situation occurs in a Supersemar?
8.	What the main idea is in the first paragraph?
9.	What is the conctent of Supersemar?
10.	Who received Supersemar?
11.	What is the reason for choosing Semar?
12.	What is the purpose of Supersemar?
13.	Did Supersemar important?

From the table above, it can be seen that in the second meeting, there were 13 different questions. Those questions take from 34 students in one class. The following is a table of questions from the third meeting :

Table 3.3 The Results of Questions Analyzed in the Third Meeting

No.	Questions
1.	What is the name of RA Kartini's father?
2.	When is R.A Kartini's birthday?
3.	What is the collection of Kartini's letters?
4.	Where place Kartini's born?
5.	When is Kartini getting married?
6.	How many paragraphs are in the text?
7.	Who are Kartini's parents?
8.	When Kartini pass away?
9.	Did Kartini get married?
10.	How many children does Kartini have?
11.	What is the main idea in the second paragraph?
12.	Did Kartini have children?
13.	Did Kartini pass away?
14.	How old did Kartini get married?

From the table above, it can be seen that in the third meeting, there were 14 different questions. Those questions take from 34 students in one class. The following is a table of questions from the fourth meeting :

Table 3.4 The Results of Question Analyzed in the Fourth Meeting

No.	Questions
1.	When was Thomas Alva Edison born?
2.	Did Thomas Alva Edison born on 11th February?
3.	Who is Thomas Edison's father?
4.	Where was Thomas Alva Edison born?
5.	What is the profession of Thomas Alva's parents?
6.	When Thomas pass away?
7.	Did Alva Edison an inventor?
8.	Did Thomas have children?
9.	Why did Thomas Alva pass away?
10.	How many paragraphs are in the text?
11.	What kinds of Thomas's findings?
12.	Did Edison find the blub lamp?
13.	What is the main idea in the first paragraph?
14.	Who is Thomas Alva Edison?
15.	Did Thomas get married?
16.	How old did Edison pass away?
17.	Did Thomas an expert?
18.	Where did Thomas Alva Edison pass away?

From the table above, it can be seen that in the third meeting, there were 18 different questions. That questions take from 34 students in one class.

All of the tables above, from tables 3.1 to 3.4 showed that in every meeting, students' creativity in critiquing the texts, developing ideas, and generating questions have changed. That is indicated by the increase of questions at each meeting.

c. Read

At this stage, Robinson in Huda explained that during the reading stage, the students start reading and look for answers to the questions formulated at the question stage.[53] It is different in the lesson plan analyzed and teacher procedures that in the reading stage, the teacher directed the students to read the text as a whole, assign them to find the main idea of each paragraph, and interpret the underlined vocabulary. The teacher gave an estimated time of fifteen minutes for this stage.

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[53] Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2013), 244.

Picture 1.1 Reading Activity   **Picture 1.2** Discussion

From the pictures above, the students seem to focus on reading which is marked by the students starting to discuss for understand the text together and start using their gadgets to look for the meaning of unfamiliar vocabulary.

d. Recite

At this stage, Robinson in Huda explained that during the recite stage, the students make notes regarding the answers to the questions formulated.[54] However, in the lesson plan and teacher procedures, it analyzed that the teacher giving exercises to the students and directing them to write questions formulated at the question stage and their answers. The students looked severe and focused on working, marked by the class atmosphere turning silent. It colud be seen from the following images :

Picture 2.1 The Students Doing
the Exercise

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[54] Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2013), 244.

The teacher gave an estimate of the time for doing the exercise in fifteen minutes and allowed the students to ask the questions if they had difficulty with said, "if you find it difficult, you can ask me". The class became active again after some of the students asked some difficult questions to understand. The students began to ask many questions while working on the text exercise entitled "Supersemar". That is in question number six with the question "What is the implicit meaning for the abbreviation?" and question number seven, "What is the special purpose for choosing the name of Semar?". The teacher explained the purpose of the question by inviting the students to interpret the questions together. However, ten students out of 34 students still did not answer correctly.

e. Review

At this stage, Robinson in Huda explained during the review stage to recall questions answered previously.[55] However, in the lesson plan and teacher procedures, it analyzed that in the review stage, randomly appointed the students to give the questions made to other friends and selected randomly again to retell the contents of the text individually. The students looked enthusiastic and excited to ask the other friends during the session.

In the retelling session, the students in conveying or telling stories seemed less confident. It is indicated by the presence of the students who asked to tell the stories but still used the text and read it. That was different from the second review at the next meeting. The students seemed to have mastered the text marked by retelling it without using the text and converting it into their own language. It colud be seen from the following images :

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[55] Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2013), 244.

Picture 3.1 Retelling with Reading the Text   **Picture 3.2** Retelling without Text

From the five stages described above, it can be concluded that the way of learning in implementing the SQ3R strategy is the student-centered. Therefore, the students were more active when teaching and learning reading comprehension.

Huda's opinion stated that the SQ3R strategy is the right strategy for reading comprehension, remembering the essence of the reading and concluding the lesson.[56] Implementing the five stages in SQ3R cannot be divided or eliminated by one component. Therefore, the performance at each step of the SQ3R strategy is not just conducting a survey, questioning, reading, reciting, and reviewing.

However, each stage has a specific direction and plays an important role in enhancing students' reading comprehension. The students' thinking is built and formed at first survey stage. In the question stage, the students were trained to criticize and develop the initial ideas they catch. Next, they open their horizons at the reading stage, test deep comprehending at the recite stage, and provide conclusions or tell stories in the review stage.

Therefore, using a detailed and structured SQ3R strategy can help remember and comprehend the reading content. So, it can be used as a reading strategy to recount text material. In which, recount text is a text that tells of past events. Therefore, for

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[56] Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Belajar, 2013), 244.

information, messages, or entertainment to be conveyed to readers, they must understand the text.

2. The Benefits of Using SQ3R Strategy to Enhance The Students' Reading Comprehension

After conducting the research related to analyzing the implementation of the SQ3R strategy, the benefits obtained by the students not only increased their understanding of reading. According to Sobri, the benefit of using the SQ3R strategy is that the students become active readers, focused directly on the subject of reading, and provided a broad understanding of the material.[57] However, after doing the research, it can be seen that there are several other benefits after using the SQ3R strategy in the tenth grade students of MIPA-2 at SMAN 2 Ponorogo in recount text material. The explanation is as follows :

a. Increase the vocabulary

Based on the results of interviews that have been presented in the finding, the direction at the read stage, the increase in vocabulary knowledge possessed by the students in the learning process that is implemend in the SQ3R strategy. That is, looking for the meaning of the underlined vocabulary. After that, a test is held at the beginning of the lesson to check the memory of the vocabulary they have learned. Vocabulary interpreted at the first meeting will be tested at the second meeting and so on until the last meeting.[58]

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[57] Sobri, "Strategi Belajar SQ3R Dalam Upaya Peningkatan Pemahaman Bacaan Siswa", *Journal of Language Learning and Research*, 1, (2018), 20.

[58] The results of the analyzed of observations teacher and students activity during 4 meetings.

Picture 4.1 The First Vocabulary Test   **Picture 4.2** The Last Vocabulary Test

In accordance with Turner's opinion in Samsu Somadayo, the readers who understand his reading if he knows or recognizes the vocabulary contained in the text.[59] By recognizing the vocabulary, the reader knows the meaning of each sentence. Thus, knowledge in students' vocabulary can help students enhance reading comprehension for recount text material.

b. Practice speaking skills

Checking the students' memory about vocabulary is not only contained in written form. However, it is also checked verbally through the review stages of the SQ3R strategy. Actually, at the review stage, it is used as a facility to recall previously answered, such as explained in the finding. However, in the results of the analysis of observations in teacher and students' activities, the review stage was used as a facility to carry out in retell the contents of the text to other friends in their own language.[60]

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[59] Samsu Somadayo, Strategi dan Teknik Pembelajaran Membaca, (Yogyakarta: Graha Ilmu, 2011), 35.
[60] The results of the analyzed of observations teacher and students activity during 4 meetings.

Picture 5.1 Retell Activity

The reader can is said to understand the reading text if he can retell the story to others. As Wawan Krismanto said that the highest level of understanding is being able to tell stories or take conclusions using their own language.[61] However, in review stage for retelling the tenth-grade students of MIPA-2 had difficulty in pronunciation. It can be seen in the results of the analysis of student interviews that in reading English texts they have difficulty in pronunciation, but this has no impact on students' comprehension

c. Increase the level of reading accuracy

Based on the results of the interviews that have been presented in finding that the stages applied during the learning process in the SQ3R strategy are obvious, detailed, and sequential. Which one, the students were directed to focus on the subject of reading.

Picture 6.1 and 6.2 Reading Activity

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[61] Samsu Somadayo, *Strategi dan Teknik Pembelajaran Membaca*, (Yogyakarta: Graha Ilmu, 2011), 40.

Thus, the SQ3R strategy provides an opportunity for the students to adjust their reading speed. In which, the students can slow down their reading tempo if they find new things in the text to understand them. That way, the students read the text carefully and thoroughly to unify the meaning of the words to form the importance of each complete sentence and be able to determine the idea of the paragraph. Therefore, students' accuracy in reading increases. It is characterized by the students' ability to complete the given task well.[62]

d. Practice to asking question

In preparing questions, creativity is needed because, a session to ask questions, it makes the reader be more critical of the text. Following the data exposure that has been presented in the finding chapter. It's strategy provides specific learning stages for the students to formulate questions.

Picture 7.1 The Students Make a Question

The question stage in SQ3R strategy provides an opportunity for the students to develop the ideas that the students have to formulate questions.

From the discussion above, it can be concluded that the survey, question, read, recite, and review stages in the SQ3R strategy provide even more specific benefits. Which, it can used to bridge the students' enhancement on students' reading comprehension.

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[62] The results of the analyzed of observations teacher and students activity during 4 meetings

CHAPTER V

CLOSING

This chapter contains conclusions and suggestions. The conclusion briefly explains the research results that have been found and discussed in the previous chapter. The suggestions explains the input or opinion of the researcher regarding the research for the reader.

A. Conclusion

The conclusions in this study based on the research findings regarding the implementation of the SQ3R strategy in reading comprehension at SMAN 2 Ponorogo. In which, it was answered the research questions in the first chapter and had been discussed in fourth chapter. The conclusions can be explained as follows :

1. The Usag of SQ3R strategy had been proven can enhance students' reading comprehension of the tenth grade students of MIPA-2 at SMAN 2 Ponorogo. The implementation consists of 5 stages, that are survey, question, read, recite, and review. It is can makes this strategy to enhance students' reading comprehension by its implementation must be appropriately, sequentially, and structured. Thus, this strategy can be used to help remember and comprehend the material or the content of reading.

2. The implementing of SQ3R strategy in teaching and learning activities not only provide the benefits and the aimed to simply comprehend. However, in the implementing of SQ3R strategy in tenth-grade students of MIPA2 at SMAN 2 Ponorogo managed to find other benefits, including: a) increase the vocabulary, b) Practice speaking skills, c) Increase the level of reading accuracy, d) Practice to asking question. From some of the benefits that had been found, it can be used to bridge the students enhancement on students' reading comprehension.

B. Suggestion

Based on the findings and the conclusions that had been described, the researcher would like to provide some suggestions for various parties, as follows :

1. For the schools principles, should hold seminars or briefings for the teachers related to the types of methods and learning strategies that are more innovative and focused on achieving learning objectives.

2. To the English teachers, to be more creative and innovative in the implementing predetermined strategies to deliver the material.

3. For further researchers, especially those who are interested in SQ3R strategy, it can be used as a reference. In addition, it is recommended for further researchers, who wish to conduct research in the same school, can provide the latest and more innovative solutions to overcome the pronunciation difficulties experienced by the students.
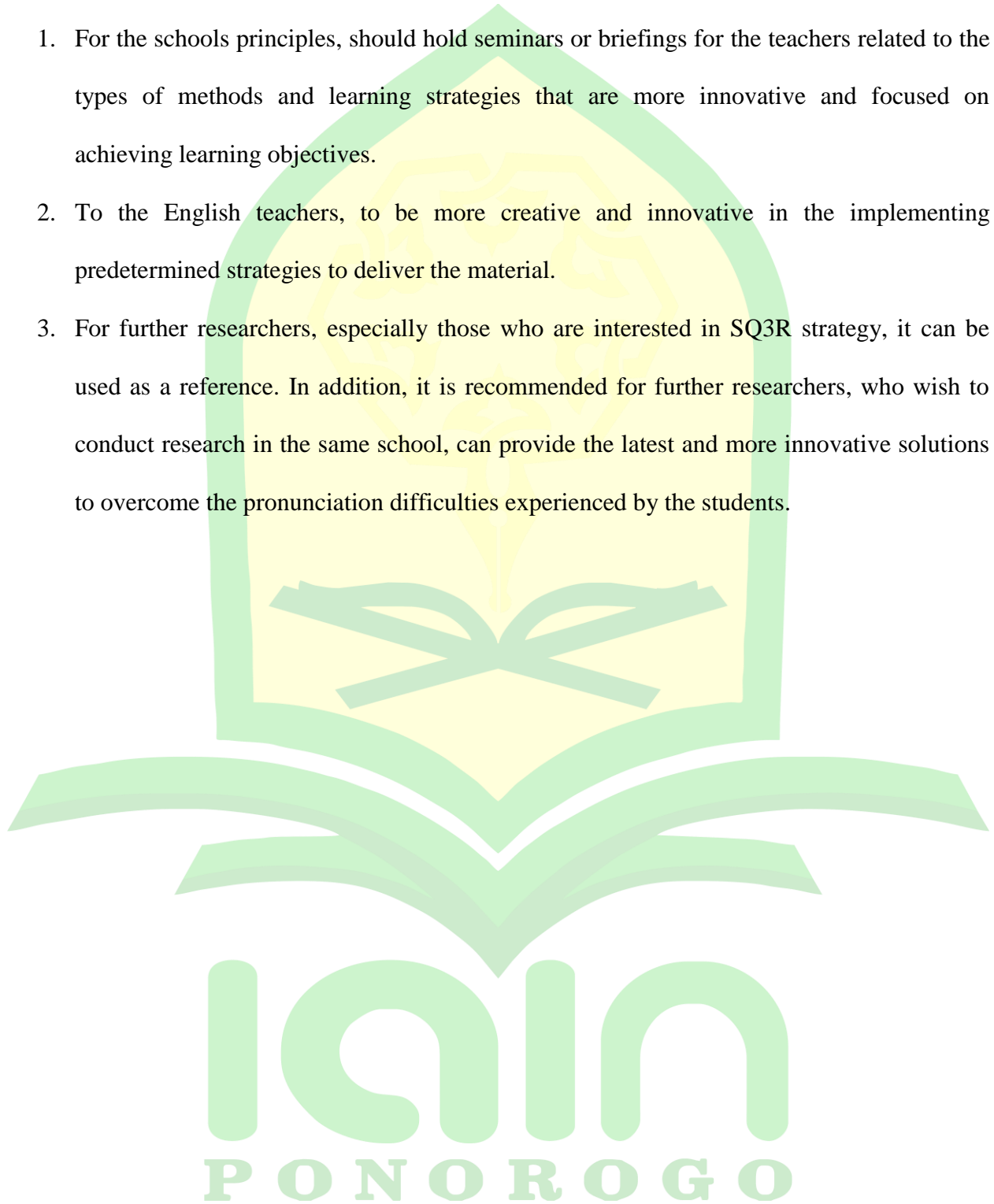
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