

TEACHING READING NARRATIVE TEXT BY IMPLEMENTING SURVEY, QUESTION, READ, RECITE, AND REVIEW (SQ3R) TECHNIQUE TO THE TENTH GRADERS OF SMAN 1 KREMBUNG

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Ari Mega Wati

English Education, Languages and Arts Faculty, State University of Surabaya
arimegawati24@gmail.com

Dr. Oikurema Purwati, M. Appl

English Education, Languages and Arts Faculty, State University of Surabaya

Abstrak

Membaca merupakan bagian dari komunikasi yang terdiri dari aktivitas komunikasi dan menjadi pusat untuk menstimulasi berpikir pemahaman (Rayner, 1998). Untuk memahami sebuah teks, guru harus mengetahui suatu teknik dalam pengajaran membaca agar siswa dapat menangkap ide utama dan menjawab pertanyaan dari teks. Oleh karena itu, hal ini penting bagi seorang guru Bahasa Inggris untuk menciptakan cara yang sesuai selama proses pembelajaran. Guru harus menemukan suatu teknik yang sesuai dan menarik dalam pengajaran membaca, khususnya memahami teks yang bertujuan untuk mencapai tujuan pembelajaran. Dalam penelitian ini, *survey, question, read, recite, and review (SQ3R)* adalah teknik yang dapat membantu siswa menjadi lebih aktif selama proses pembelajaran. Penelitian ini bertujuan untuk menginvestigasi penerapan teknik *survey, question, read, recite, and review (SQ3R)* dalam pengajaran membaca teks naratif kepada siswa kelas X dari SMAN 1 Krembung.

Penelitian ini merupakan penelitian *descriptive qualitative*. Subyek dari penelitian ini adalah siswa kelas X dari SMAN 1 Krembung di kelas X-MIA-1 pada semester dua. Data dari penelitian ini adalah hasil observasi, tugas membaca siswa, dan interview. Observasi dilakukan sebanyak tiga kali. Tugas membaca siswa diberikan setiap pertemuan. Kemudian, interview diberikan pada akhir penelitian. Data- data dianalisa secara deskriptif untuk menjawab ketiga pertanyaan penelitian. Ini menunjukkan teknik *survey, question, read, recite, and review (SQ3R)* dapat mendorong siswa menjadi lebih aktif dalam proses pembelajaran.

SQ3R terdiri dari 5 langkah. Frank et al (2006) mengatakan bahwa kelima langkah tersebut adalah *survey, question, read, recite, and review*. Guru memulai dengan langkah pertama, *surveying*, meminta siswa untuk meninjau *chapter title, headings, subheadings, words, phrases, special type, pictures, diagrams, illustrations, charts, and graphs*. Langkah kedua adalah *questioning*. Di langkah ini, guru meminta siswa untuk memperhatikan pokok utama dari materi membaca agar mereka dapat menciptakan pertanyaan sendiri dari judul dan gambar. Langkah ketiga adalah *reading*. Di langkah ini, guru meminta siswa membaca teks secara perlahan yang bertujuan untuk mencari ide dan informasi yang dibutuhkan untuk menjawab pertanyaan. Langkah keempat adalah *reciting*. Di langkah ini, guru meminta siswa untuk menjawab pertanyaan yang telah mereka buat untuk mengingat informasi yang telah mereka pelajari dari teks. Kemudian, langkah terakhir adalah *reviewing*. Di langkah ini, guru meminta siswa untuk melihat ulang dan merefleksi materi bacaan dengan cara melengkapi ide- ide yang tercantum di teks. Mereka juga merangkum dengan cara mengambil informasi penting dan mengabaikan informasi yang kurang penting.

Guru dapat menerapkan teknik *survey, question, read, recite, and review (SQ3R)* menurut teori yang disarankan oleh Frank et al (2006). Hasil dari penelitian menunjukkan bahwa guru telah menerapkan teknik *survey, question, read, recite, and review (SQ3R)* dalam pengajaran membaca teks naratif dengan baik. Dalam kesempatan ini, guru sudah cukup baik ketika memimpin dan memfasilitasi siswa untuk menerapkan teknik *survey, question, read, recite, and review (SQ3R)* dalam pengajaran membaca teks naratif. Sementara itu, hasil dari tugas membaca yang diberikan kepada siswa menunjukkan bahwa mereka berada pada tiga tingkatan membaca dengan penerapan teknik *survey, question, read, recite, and review (SQ3R)*. Tingkatan tersebut adalah *acceptable, good, dan best*. Ditambah lagi, hasil interview yang diberikan kepada siswa menunjukkan bahwa kebanyakan siswa antusias dalam mengikuti proses belajar mengajar dengan menerapkan *survey, question, read, recite, and review (SQ3R)* yang dilakukan oleh guru. Disudut pandang mereka, pengajaran membaca dengan menerapkan teknik *survey, question, read, recite, and review (SQ3R)* dapat membuat mereka menjadi lebih aktif karena guru mendorong mereka untuk belajar secara mandiri dengan menciptakan beberapa pertanyaan sendiri. Disamping itu, teknik ini dapat membuat proses belajar mengajar lebih menarik.

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Kesimpulannya, *survey, question, read, recite, and review (SQ3R)* adalah teknik yang baik untuk mengajar membaca teks naratif, khususnya pengajaran membaca teks naratif kepada siswa kelas X dari SMAN 1 Krembung.

Kata kunci: Membaca, TeksNaratif, Teknik SQ3R.

Abstract

Reading is a kind of communication which consists of communicative activity and become the center to stimulate thinking for comprehension (Rayner, 1998). To comprehend a text, teachers have to know a technique in teaching reading so the students can catch up the main idea and answer the following questions from the text. Therefore, it is important for an English teacher to create a proper way during teaching and learning process. The teacher should be able to find an appropriate and interesting technique in teaching reading, particularly comprehending the text in order to reach the goal of learning. In this study, survey, question, read, recite, and review (SQ3R) is a technique that helps the students become more active in teaching and learning process. This research aims to investigate the implementation of survey, question, read, recite, and review (SQ3R) technique in teaching reading narrative text to the tenth graders of SMAN 1 Krembung.

This research is descriptive qualitative research. The subject of this research is the tenth graders of SMAN 1 Krembung at class X-MIA-1 on the second semester. The data in this research are the result of observation, students' reading task and interview. The observations were conducted three times. The students' reading task were given in every meetings. Then, the interview was given at the end of the observation. The data were analyzed descriptively to answer those three research questions. It clearly showed that survey, question, read, recite, and review (SQ3R) technique can encourage the students become more active in the teaching and learning process.

SQ3R has five steps. Frank et al (2006) state that those five steps are survey, question, read, recite and review. The teacher starts with the first step, surveying, by asking the students to check out chapter title, headings, subheadings, words, phrases, special type, pictures, diagrams, illustrations, charts, and graphs. The second step is questioning. In this step, the teacher asks the students to focus on the main points of reading material so they can create questions from the title and picture for themselves. The third step is reading. In this step, the teacher asks the students to read the reading passage carefully to search of ideas and information in order to help answer the questions raised. The fourth step is reciting. In this step, the teacher asks the students to answer their questions that they have made in order to remember the information that they have learned from the text. Then, the last step is reviewing. In this step, the teacher asks the students to review and reflect on material by organizing and elaborating on ideas encountered in text. They also summarize by taking the important information and ignoring the unimportant information.

The teacher could implement survey, question, read, recite, and review (SQ3R) technique properly according to framework suggested by Frank et al (2006). The result of observations also show that the teacher had already implemented survey, question, read, recite, and review (SQ3R) technique in teaching reading narrative text well. In this case, the teacher was quite good when guiding and facilitating the students to implement survey, question, read, recite, and review (SQ3R) technique in teaching reading narrative text. Meanwhile, the result of students' reading task given to the students shows that they were in three levels of reading by implementing survey, question, read, recite, and review (SQ3R) technique. Those levels are acceptable, good and best level. In addition, the result of interview given to the students shows that most of the students were enthusiastic followed the teaching and learning process implementing survey, question, read, recite, and review (SQ3R) technique conducted by the teacher. In their point of view, teaching reading by implementing survey, question, read, recite, and review (SQ3R) technique can make them to be more active because the teacher encouraged them to learn independently by creating some questions by themselves. Besides, it can make the teaching and learning process more interesting.

In conclusion, survey, question, read, recite, and review (SQ3R) is a good technique to teach reading narrative text, especially teaching reading narrative text to the tenth graders of SMAN 1 Krembung.

Key words: Reading, Narrative Text, SQ3R Technique.

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INTRODUCTION

Learning English is important for the students to make students able to communicate with other people. Now, English has become one of the compulsory subjects in Indonesian schools, especially in Senior High School. Being successful in learning English is the important factor that the students should pay attention, especially in reading activities. Marini (2014) states that reading is similar to listening in which it is a receptive skill. However, it involves students' interaction in the form of visual input of language. Interaction means that reading is most definitely an active process where the students should be active in reading the text; they will predict and get the points of the text. Actually, there should be connection between the readers' knowledge and their prediction with the text.

Actually, reading is a kind of communication which consists of communicative activity and become the center to stimulate thinking for comprehension (Rayner, 1998). To comprehend a text, students have to know a strategy in reading so they can catch up the main idea and answer the following questions from the text. In reading comprehension, the message is delivered in the written form which must be identified by the students in order to reach the primary aim of reading.

Pangestu (2012) states that reading is an essential skill to be mastered by the student to ensure success in learning English. It means that reading becomes an important skill because it influences the success of students in learning English. Through reading, they can obtain many kinds of information which can expand students' knowledge. Without reading, the students will not know how to use words, form the sentences and comprehend the text. Reading teaches many aspects for the students that will become useful in writing. Because of those cases, teaching reading to the students is very important.

To master reading skill, the students need more practice. However, for several students, reading is not exciting. They feel that reading is a boring activity in the classroom. One of factors is the teacher usually conducts reading activity monotonously. Therefore, it is important for an English teacher to create a proper way during teaching and learning process. The teacher should be able to find an appropriate and interesting technique in teaching reading, particularly comprehending the text in order to reach the goal of learning.

According to Curriculum 2013, tenth graders are expected to be able to comprehend texts. One of them is narrative text. This text is nearly a story form, sequencing characters in time and place and setting up one or more problems, which must eventually find a way to be

resolved. Learning narrative text is important for the students. It gives benefits for them both in their personal and educational life. Narrative text is used to entertain and amuse the students and as media to develop their imagination. In this case, the teachers are indeed to activate the students' motivation in reading text. To reach the goals, the teachers should use an appropriate and interesting technique in teaching reading. They should give more chances to the students to read so that they can be more active to find the information by themselves. By having more chances to read, it means that they have more chances to develop their reading skill.

Considering the importance of reading narrative text, the teachers should have a proper way during teaching and learning process to enrich students' reading comprehension. One of the ways that can guide the students' comprehension in reading narrative text is by implementing SQ3R technique. According to Lipson & Wixson (2003), the learning process will be done in five steps. They are survey, question, read, recite, and review in reading. It helps the students to organize the structure of a subject in their mind, to set study goals and to separate important information. The main point of this strategy is the students will have high motivation because they are given a chance to be active in teaching and learning process. According to Frank et al (2006), in implementing this technique, the teachers teach the students five steps study procedure. The first step is survey. In this step, students check out chapter title, headings, subheadings, words, phrases, special type, pictures, diagrams, illustrations, charts, and graphs. The second step is question. In this step, students create questions that reflected the important information. The third step is read. In this step, students read the whole text. The fourth step is recite. In this step, students answer their own questions that they have made. The last step is review. In this step, students summarize the text based on their questions and take the most important information from the text and ignore unimportant information.

According to the explanation above, it is clearly showed that SQ3R can be used as an appropriate technique in teaching reading text. Through the implementation of SQ3R technique, the students are expected to be able to understand narrative text well, because they learn it by themselves and teachers' guidance. Besides, they will use their own experience in their learning. It is hoped that their understanding will stay longer in their brain. The teachers are also expected to give the students more opportunities in reading, so they can develop their skill.

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Additionally, many studies about survey, question, read, recite, and review (SQ3R) had been conducted. The study belongs to Marini (2014) entitled *"The Implementation of SQ3R Technique to Improve Reading Comprehension of the Eighth Grade Students of SMPN 1 Mengwi In Academic Year 2013/2014"*. She explained that SQ3R technique could make the subjects more active in their reading ability especially in comprehending a text.

The second research is done by Kurniawati (2015) who does the same research entitled *"The Implementation of SQ3R (Survey, Question, Read, Recite and Review) Strategy in Teaching Reading Narrative to Eight Grader Students of SMP Negeri 1 Peterongan"*. She explained that the use of SQ3R in teaching reading narrative text was useful in the classroom.

Furthermore, the researcher has found that there is a teacher in SMAN 1 Krembung who has been implementing SQ3R technique in teaching reading narrative text for one year. Therefore, the researcher would like to observe how the teacher implement SQ3R technique in teaching reading narrative text, the students' reading narrative text after implementing SQ3R technique and the students' responses during teaching reading narrative text by implementing SQ3R technique. Then, the researcher will represent it into descriptive detail. Thus, many teachers will understand the correct phases in using SQ3R technique and will see the students' reading narrative text after the teacher implemented this technique.

Finally, according to the background of study above, it can be simplified to discuss between two three research problems in implementing SQ3R technique:

1. How is teaching reading narrative text by implementing survey, question, read, recite, and review (SQ3R) technique to the tenth graders of SMAN 1 Krembung?
2. How is the students' reading ability after implementing survey, question, read, recite, and review (SQ3R) technique to the tenth graders of SMAN 1 Krembung?
3. How are the students' responses toward teaching reading narrative text by implementing survey, question, read, recite, and review (SQ3R) technique to the tenth graders of SMAN 1 Krembung?

RESEARCH METHOD

This study was conducted by using descriptive qualitative research. According to Ary et al. (2010: 39), qualitative research focused on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants. In qualitative

research, the researcher sought to establish the meaning of a phenomenon from the views of participants (Cresswell, 2009: 16). This research was conducted to describe the process of teaching reading by implementing SQ3R technique. In this study, the researcher used non participant observation because the researcher was not involved in the teaching and learning process. Moreover, the researcher observed student's reading ability and student's responses toward the implementation of SQ3R technique in teaching reading narrative text. The result of this research would be in the form of description and explanation of some phenomena which occurred during the observation.

The subjects of the present study was the X-MIA-1 of senior high school in SMAN 1 Krembung in academic year 2014/2015 on the second semester. There were 3 male students and 30 female students in this class. The researcher chose this class as the subject of this study because the English teacher in this class had implemented survey, question, read, recite, and review (SQ3R) technique in teaching reading for one year. So, the researcher believed that she could implement this technique well. The researcher conducted observation three times in the classroom. There were three meetings which were observed by the researcher. The first was held on Friday January 30th 2015, the second was held on Thursday February 5th 2015, and the third was held on February 12th 2015. Field note was used to get the data of the implementation of SQ3R strategy in teaching reading narrative text. The focus of the study was in the teaching and learning process. Then, the researcher described the process happened using words according to the objectives in the study. The data was reported the classroom activity from beginning until the end of the class.

In order to give more information in searching the answer of research question, the researcher gave students' reading task and conducted interview to the students. Here, the teacher distributed three different narrative texts for each meeting. Moreover, the researcher analyzed the students' reading task based on SQ3R rubric was adopted from Reason System (2015). They were survey, question, read, information (recite), and review. Then, every narrative text given was followed by five comprehension questions. Those questions consisted of 5W+1H questions. It would be scored by using the rubric of reading comprehension adapted from marking guide open-ended question by Heaton (1988). These tasks were given to the students in order to describe the students' reading ability after implementing SQ3R technique. Then, the researcher conducted semi-structured interview. It consisted of nine questions which was given in Indonesia language. The researcher conducted face-to-face with eight students in formal condition. Interview

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were given to the students order to describe students' responses toward the implementation of SQ3R technique. The researcher asked them about the use of SQ3R strategy and the material.

In conducting the study, the researcher collected the data through three ways, the field note, students' reading task and interview. The field notes were conducted three times inside the class. In this study, the researcher only observed the teaching and learning activity was conducted by the teacher. The researcher afterwards wrote everything happened in the classroom on field note. Then, students' reading task was used to know the students' ability in reading narrative text and understand the material which was given by the teacher by implementing survey, question, read, recite, and review (SQ3R) technique in the class. So, the researcher assessing the reading activity in the class used task in each meeting. The researcher conducted the task by giving a narrative text, a template of SQ3R and five questions to the students related the material about narrative text. Furthermore, the interviews were administered in order to find out the students' responses toward in teaching reading narrative text by implementing survey, question, read, recite, and review (SQ3R) technique in the end of this research. In finding detail information, the researcher gave semi-structured interview to eight students. The researcher used hand-written note to record the students' answer while they were interviewed. This note used to help the researcher analyzes the data easier.

In analyzing the data, this study was conducted qualitatively. According to Creswell (2009), there were three stages as approaches for analyzing the qualitative data. Those stages were familiarizing and organizing; coding and reducing; and interpreting and representing.

RESULT OF THE STUDY

The researcher noted that survey, question, read, recite, and review (SQ3R) technique was implemented by the teacher for teaching reading narrative text in three meetings, on Friday January 30th2015, Thursday February 5th2015, and Thursday February 12th 2015. In those three meetings, the teacher acted as a teacher and the researcher acted as an observer. So, the researcher did not take part in teaching and learning process. The researcher only sat on the back row of the classroom and observed the classroom activities during teaching reading narrative text by implementing SQ3R technique.

The Result of Observation

Before starting the lesson, the teacher always greeted, checked students' attendance, conditioned the class, explained the aim of learning process and basic

competences that would be raised and motivated them to be more active during reading activities in the classroom.

The first obseravtion was conducted on Friday January 30th2015. Here, the teacher asked the students to mention kinds of narrative text (legend) that they had ever read in English. After that, the teacher showed some pictures to motivate them in the next discussion. One of them was about the legend of Rawa Pening. The teacher gave explanation to the students step by step. The teacher also wrote the procedure of SQ3R technique on the white board to make them clearer. In slide, the teacher gave an example of narrative text for the students entitled "The Legend of Malin Kundang". Then, the teacher began to model those steps one by one.

In surveying stage, the teacher modeled how to survey the text from title and picture. She explained how to guess the content of the text from the title and picture. In questioning stage, the teacher modeled how to make a question that reflected the important information. In reading stage, the teacher asked the students to read the whole text. In reciting stage, the teacher asked the students to answer their own questions. Then, in reviewing stage, the teacher asked the students to take the most important information from the text and ignore unimportant information.

After paying attention to the teacher's example, the students clarified that they could understand the instruction well. The teacher distributed a narrative text entitled "The Legend of Rawa Pening" told them that they had 45 minutes to finish the assignment.

The activity began. The teacher instructed the students to make a group of six. All of students worked in their group. They seemed enthusiastic to read the text. During the discussion, the teacher walked from one group to another group. She not only helped students who got difficulty, but also identified the learning process. Then, the teacher asked one group to present their assignemnt in front of the class. After that, the teacher also delivered moral value that they could get after reading the text. Finally, the teacher closed the teaching and learning process. However, before leaving the classroom, she explained what they would learn in the next meeting.

The second observation was conducted on February 5th, 2015. Since this was the second meeting and the students had already known about to survey, question, read, recite, and review (SQ3R) technique, the teacher did not guide them in detail like the first meeting. The teacher gave a game to the students. It was called 'The Creative Story'. In this game, the students who got board marker had to continue the story at least 2 sentences. It was about the legend of Banyuwangi.

Then, the teacher reviewed the students' comprehension by asking some questions related to the

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SQ3R technique. Later, the teacher distributed the second narrative text entitled “The Legend of Laut Tawar Lake”, the template of SQ3R and five following questions.

All of students worked individually. As the previous meeting, the teacher walked from one student to another student to help the students who got difficulty and identify the learning process.

Then the teacher instructed the students to finish the assignment and asked the leader of the class to collect the students’ worksheet. The teacher, then discuss moral value that they could get after reading the text. Finally, the teacher closed the teaching and learning process. However, before leaving the classroom, she explained what they would learn in the next meeting.

The third observation was conducted on February 12th, 2015. It was the last meeting. As usual, the teacher greeted the students and checked the attendance list. The teacher reviewed the steps in SQ3R one by one. The researcher viewed the students had understood the rule well. Later, the teacher distributed the third narrative text entitled “The Legend of Tangkuban Perahu”, the template of SQ3R and five following questions.

The activity began. All of students worked in their group. They seemed enthusiastic to read the text. During the discussion, the teacher walked from one group to another group. She not only helped students who got difficulty, but also identified the learning process.

Later, the teacher asked for help to a student to prepare the LCD projector. The teacher asked the first group to present their assignment in front of the class and submit their reading task.

The teacher then discussed moral value that they could get after reading the text. Finally, the teacher closed the teaching and learning process. However, before leaving the classroom, the teacher gave permission to the researcher to interview the students.

The Result of Students’ Reading Task

In describing the students’ reading task in implementing SQ3R technique, the researcher used rubric for SQ3R which was adopted from Reason System (2015) and also rubric of reading comprehension was adopted from marking guide for open- ended question by Heaton (1988).

The SQ3R rubric had five components. They were survey, question, read, information (recite), and review. From survey component, the students got *best* if they could list all text features properly within assigned pages. The students got *good* if they could list many text features properly within assigned pages. The students got *acceptable* if they could list several text features properly within assigned pages. The students got *needs improvement* if they could list very few or no text

features properly within assigned pages. From question component, the students got *best* if they could list four good questions per section. The students got *good* if they could list three good questions per section. The students got *acceptable* if they could list two good questions per section. The students got *needs improvement* if they could list one good question per section. From read component, the students got *best* if they had responsibility to read the text. The students got *good* if they had quite responsibility to read the text. The students got *acceptable* if they did not have responsibility to read the text. The students got *needs improvement* if they did not have responsibility to read the text at all. From information (recite) component, the students got *best* if they could list four good notes from the reading. The students got *good* if they could list three good notes from the reading. The students got *acceptable* if they could list two good notes from the reading. The students got *needs improvement* if they could list one good note from the reading. From review component, the students got *best* if they could review through stating, in their own words, four interesting facts from the reading. The students got *good* if they could review through stating, in their own words, three interesting facts from the reading. The students got *acceptable* if they could review through stating, in their own words, two interesting facts from the reading. The students got *needs improvement* if they could review through stating, in their own words, one interesting facts from the reading.

Every narrative text given would be followed by five comprehension questions related to the text that they had read. Those questions consisted of 5W+1H questions. It would be scored by using the rubric of reading comprehension adapted from marking guide open- ended question by Heaton (1988).

Based on the students’ reading result in the first observation, it could be seen that there were two groups who had best criteria since they listed all steps of SQ3R well. They also answered correctly and grammatically for all questions that the teacher given. On the other hand, there were four groups who had good criteria because they listed all steps of SQ3R good enough and they had made mistake in conducting one of those steps. They also answered correctly in sentence containing one or two minor and few grammatical errors for the questions that the teacher given.

Based on the students’ reading result in the second observation, it could be seen that there were four students who had best criteria since they listed all steps of SQ3R well. They also answered correctly and grammatically for all questions that the teacher given. On the other hand, there were four students who had good

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criteria because they listed all steps of SQ3R good enough and they had made mistake in conducting some of those steps. For the questions that the teacher given, they also answered correctly in sentence containing one or two minor errors but causing difficulty in understanding.

Based on the students' reading result in the third observation, it could be seen that there were three groups who had best criteria since they listed all steps of SQ3R very well. Those three groups could elaborate their review very well by using conjunction. They also answered correctly and grammatically for all questions that the teacher given. On the other hand, there was a group who had good criteria because they listed all steps of SQ3R good enough. For the questions that the teacher given, they also answered correctly and grammatically. Meanwhile, there were two groups who had good criteria because they listed all steps of SQ3R good enough. For the questions that the teacher given, they also answered correctly and grammatically for four questions and they answered incorrect for one question.

The Result of Interview

The result of interview given to the students showed that most of the students were enthusiastic followed the teaching and learning process by implementing SQ3R technique conducted by the teacher. They paid attention and gave good responses for each activity. In their point of view, SQ3R could make them to be more active, because in this technique, the teacher encouraged them to learn independently. In addition, the meaning of learning itself was the students not only listened to the teacher's explanation but also learned to develop new concept by themselves. They had to create some questions and answer those questions that they have made, found important information and tried to understand the text by themselves. The students stated that there was no obstacle that they found during the implementation of SQ3R because they could use dictionary to find the meaning of difficult word. However, all of them agreed that SQ3R was used as technique to teach reading narrative text.

For all those reasons, this study agreed that survey, question, read, recite, and review (SQ3R) was a good technique to teach reading narrative text. It made the students become more active, encouraged them to learn independently and helped them to comprehend the text. By implementing this technique, the teacher gave an opportunity to the students to comprehend the text by creating some questions and answer those questions that they had made by themselves. The teacher also allowed the students to create different questions. What the

teacher did can make the teaching and learning process more interesting by conducting discussion. Thus, teaching reading narrative text by implementing survey, question, read, recite, and review (SQ3R) technique could work well, especially teaching reading narrative text to the tenth graders of SMAN 1 Krembung.

CONCLUSION

Based on the result of the study conducted by the resarcher in three meetings, it could be concluded that:

Survey, question, read, recite, and review (SQ3R) technique is one of the techniques that can be used by teachers to teach reading narrative text, particularly to the tenth graders of SMAN 1 Krembung. The teacher could implement SQ3R technique in three meetings properly according to framework suggested by Frank et al (2006). In surveying, students were asked to check out the title, pictures, and any illustrations in the text. In questioning, students were asked to focus on the main points of reading material. Then, they created some questions for themselves. In reading, students were asked to read the reading passage carefully to search of ideas and information in order to help answer the questions raised. In reciting, students were asked to answer the questions that they made. In reviewing, students were asked to summarize by taking the important information and ignoring the unimportant information. The researcher makes conclusion that teaching reading narrative text by implementing survey, question, read, recite, and review (SQ3R) technique could encourage the tenth graders become more active in the teaching and learning process.

The students shows that they are in three levels of reading by implementing SQ3R. Those levels are acceptable, good and best level. The students' reading task were analyzed by SQ3R rubric proposed by Reazon System (2015) which consists of several components, those are survey, question, recite and review.

The result of interview given to the students shows that most of the students were enthusiastic followed the teaching and learning process by implementing SQ3R technique conducted by the teacher. In their point of view, teaching reading narrative text by implementing SQ3R technique can make them to be more active, because by implementing this technique, the teacher encouraged them to learn independently by creating some questions by themselves. Besides, this can make the teaching and learning process more interesting. Thus, based on the researcher' finding, it can be concluded that survey, question, read, recite and review (SQ3R) is a good technique to teach reading narrative text, especially teaching reading narrative text to the tenth graders of SMAN 1 Krembung.

TEACHING READING NARRATIVE TEXT BY IMPLEMENTING SURVEY, QUESTION, READ, RECITE, AND REVIEW (SQ3R) TECHNIQUE TO THE TENTH GRADERS OF SMAN 1 KREMBUNG

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