

The Implementation Of SQ3R Strategy To Teach Reading News Item Text To Tenth Grade Students Of Senior High School

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Abstract

English has been the language of the world. Many countries in this world have used English as their first or second language. In our country, Indonesia, English is now considered as the second language. We can see advertisements or shows using not only Bahasa Indonesia but also English as well. In order to be able to use English well, there are four skills we need to master, they are: reading, writing, listening and speaking skill. For the students, reading skill considered as the most difficult skill to handle. Because in reading, students not only have to read a text carefully and thoroughly but also they need to comprehend the content. Comprehending the content of a text is not an easy job, it needs plan or strategy. Reading strategy is very important to help students comprehending text so that they not only read a text but also understand about the content. There are so many reading strategies available to be used, one of them are SQ3R. SQ3R is a useful strategy to read articles, book, tabloid chapter, nonfiction text, etc. This strategy will motivate the students to focus and concentrate on the text with its 5 different phase.

SQ3R strategy has 5 phases. Every phases has different role and activities to support the students in comprehending the content of the text. In survey phase, the students pre-read the primary source text by skimming headings, sub-headings, title, pictures, caption, bold faced type, concluding paragraphs, charts and key vocabulary. In addition, students should make prediction from this phase. The second phase is question. The students are asked to create questions related to the content of the text (turn headings and/or sub-headings into questions). Later they will have to answer the questions. In read phase, the students are asked to read the text carefully to find details and main idea of the text. In recite phase, students are asked to answer their questions and also asked to orally retell the text with their own words. The last step is review. In this phase, the students once again are asked to review the text to strengthen their understanding about the text. They are also asked to summarize the text to remember the informations from the text. Using news item text in this learning process is appropriate because news item text is one of nonfiction text and it also learnt in the tenth grade of senior high school students.

This study is a descriptive qualitative research and this research aims to describe the use of SQ3R as a strategy in teaching reading news item text, the students reading comprehension after using SQ3R and also students' responses toward the strategy. For the research instrument, the researcher uses observation checklist with the help of field notes, students' task and also questionnaire. The data obtained in this research will be served in the form of sentences.

After the observation, the researcher found that SQ3R 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. The students also agreed that by using SQ3R in learning reading was very useful in the classroom. The researcher would like to suggest English teacher to use SQ3R as an alternative strategy in teaching reading. It is important because reading comprehension is essential and this strategy could help students to achieve it.

Key Words: SQ3R (Survey, Question, Read, Recite, Review), strategy, teaching reading, news item text.

Abstrak

Bahasa Inggris telah menjadi bahasa yang mendunia. Banyak negara telah menggunakan bahasa Inggris sebagai bahasa pertama ataupun kedua. Di negara kita, Indonesia, bahasa Inggris telah dianggap menjadi bahasa kedua. Kita bisa melihat banyak iklan yang tak hanya menggunakan bahasa Indonesia namun juga menggunakan bahasa Inggris. Untuk dapat menggunakan bahasa Inggris dengan benar, ada 4 (empat) kemampuan dasar yang harus dikuasai, yaitu: membaca, menulis, mendengar dan berbicara. Untuk para siswa, kemampuan membaca dianggap sebagai kemampuan yang paling sulit untuk dikuasai. Karena dalam membaca, siswa tidak hanya dituntut untuk membaca dengan seksama dan hati-hati tetapi juga dituntut untuk memahami isi dari bacaan tersebut. Untuk memahami suatu bacaan bukanlah hal yang

mudah namun membutuhkan rencana atau strategi. Strategi dalam membaca sangatlah penting untuk membantu siswa dalam memahami sebuah teks jadi mereka tidak hanya membaca suatu teks namun juga paham akan isinya. Ada sangat banyak strategi membaca yang dapat digunakan, salah satunya adalah SQ3R. SQ3R adalah sebuah strategi yang tepat untuk digunakan membaca artikel, buku, tabloid, karya nonfiksi, dll. Strategi ini akan memotivasi siswa untuk fokus berkonsentrasi melalui 5 fase yang berbeda.

Strategi SQ3R memiliki 5 fase. Setiap fase memiliki kegunaan dan aktifitas yang berbeda untuk membantu siswa dalam memahami isi dari sebuah teks. Dalam fase *Survey*, siswa melakukan ulasan singkat dengan cara membaca judul, sub judul, gambar, tabel, paragraf kesimpulan, dll. Sebagai tambahan, siswa diminta untuk membuat prediksi tentang teks yang akan dibaca. Fase kedua adalah *question*. Siswa diminta untuk membuat pertanyaan sesuai dengan isi dari teks (mengubah judul/sub judul menjadi pertanyaan), yang kemudian akan mereka jawab nantinya. Di faseketiga yaitu *read*, siswa diminta untuk membaca dengan hati-hati dan menemukan topik utama dari teks tersebut. Di fase *recite*, siswa diminta untuk menjawab pertanyaan yang telah mereka buat dan diminta untuk menceritakan ulang teks yang telah mereka baca menggunakan kata-kata mereka sendiri. Fase terakhir adalah *review*. Dalam fase ini siswa diminta kembali untuk membaca ulang teks tersebut untuk memperdalam pemahaman mereka. Mereka juga diminta untuk membuat rangkuman teks tersebut untuk membantu dalam mengingat informasi yang terkandung dalam teks. Menggunakan teks *news item* dalam proses pembelajaran ini merupakan hal yang tepat karena teks *news item* merupakan salah satu dari banyak karya nonfiksi dan teks tersebut juga digunakan dalam pembelajaran dan juga dipakai dalam pembelajaran di kelas 10 (sepuluh) SMA.

Penelitian ini merupakan penelitian *descriptive qualitative* dan penelitian ini bertujuan untuk mendeskripsikan penggunaan SQ3R sebagai strategi dalam pembelajaran membaca teks *news item*, mengetahui sejauh mana pemahaman siswa setelah penggunaan SQ3R dan juga respon siswa terhadap penggunaan SQ3R. Instrumen dari penelitian ini, peneliti menggunakan *obsevation checklist* dengan bantuan *field notes*, tugas siswa dan *questionnaire*. Data yang didapat dalam penelitian ini akan disajikan dalam bentuk kalimat.

Setelah melakukan observasi, peneliti menemukan fakta bahwa SQ3R sangat membantu siswa dalam memahami teks *news item*. Hasil dari tugas siswa menunjukkan bahwa kemampuan siswa dalam membaca telah meningkat. Siswa juga setuju bahwa penggunaan SQ3R dalam pembelajaran membaca sangatlah membantu. Peneliti menganjurkan para guru bahasa Inggris untuk menggunakan SQ3R sebagai alternatif strategi dalam kegiatan membaca. Hal ini sangat penting karena pemahaman dalam membaca adalah hal vital.

Kata Kunci: SQ3R (Survey, Question, Read, Recite, Review), strategi, pengajaran membaca, teks *news item*.

INTRODUCTION

Ezra Pound, an American poet artist in late 18th century, once stated in his poet that we should read for power and a man who makes reading as his habitual activity is a man intensely alive. This fragment of poem from the past shows that reading is an activity considered to be important and up to this modern world reading is still the bridge between men and knowledge. And the ability to read properly is important to gain essential knowledge. Not least for the students, the ability to read is important. Students should have good reading skills to comprehend and understand a text. Reading skills in English can be the basis to master other skills. Chastain (1989) stated that reading can serve as a vehicle for entering into the bellesletters of the country's present and past civilization. As Nunan (2003) said in Sri Resti Riyanjaya (2011) , as a second language learners

reading is an essential skill to be mastered by students to ensure success in learning English.

The basis of reading, that probably everyone knows, is read a text from first paragraph until last paragraph, but to comprehend or to understand a text is a completely different matter, that takes more than that to be able to master a text. In order to gain viscous, better and important information, to read intensively is a must. Obtaining such objectives is not enough only by doing regular reading. By reading, students find many kinds of sentences and new information inside the text which can improve their knowledge. As Nababan said reading is a complicated or complex activity, that is why teachers need to give an alternative strategy to help their students comprehend the text. A good comprehension is the most important goal of any reading assignment as stated by Nunan (2003:68), the goal of reading is comprehension. According to above explanations, we

can conclude that reading comprehension is a very complex and essential process. It is important to understand every sentence meaning by observing, thinking, and understanding the material.

Research findings indicate that more than two third of students fail to read their text prior to lecture, with almost one third of students failing to read the text prior to an exam (Clump, Bauer, & Bradley, 2004). Clearly, some students are unmotivated to read their text. Reading is probably easy but to comprehend the meaning of the material probably is too challenging, moreover for those who use english as second language. Without comprehension, reading is just an activity to read text with no understanding. What the students need to comprehend is not the meaning of each sentence but the message from the writer. So, in reading activity, the students are expected to be able to comprehend the text well in order that they can accurately understand the message and the information from the writer. Obviously, for most students this sounds very challenging but fortunately, there are various ways to help students comprehend and improve their reading ability.

As matter of fact, in the senior high school, reading is considered as one of the difficult skills by the students. Wrong procedures of teaching, unsuitable task or the wrong task may result to unmotivated and difficulties toward students. Unfamiliar sentences and words might also the reason why students are not able to comprehend a text well as expected by teacher. Therefore, an appropriate reading strategy is needed at the time to solve all those problems. We can use pre-reading activities to help students in comprehending a text. Pre-reading activity is a fundamental way that is used to attract the interest and knowledge of the students to read the text further. Mayer stated, studies of pre-reading activities for native speakers have demonstrated the facilitative effects of activating reader's prior knowledge relevant to understanding of the new text (Mayer 2003). The statement of Mayer above means that pre-reading activity is important to reactivate knowledge that had been previously owned by students or readers (prior knowledge) which will then be used to help students in understanding the text that is going to be studied. Prior knowledge is useful, it will help students understand what they read easier and faster. It is like memorizing something and recall it when we need it. Hansen (1981) also stated that the pre-reading activities are used to reactivate students' knowledge that has been previously owned and then used as a bridge for understanding the text that is going to be

studied. Hansen said that reading a text will be easier and enjoyable by using pre-reading activities. Therefore, reactivate students' prior knowledge and help them to comprehend text is essential in order to grasp useful information. and more fun if we use pre-reading activities.

The Survey, Question, Read, Recite, and Review (SQ3R) strategy is a systematic reading process and one of so many reading strategies that demands us to have relational thinking and is a good way to have effective and intensive reading habitual (Soedarso 2002). The SQ3R strategy applies most to textbooks and formal reading assignments in which readers are required to consume main points from text and can be taught in small group, large group and even individually. This strategy helps students in constructing meaning while they are reading a text. With the help of 5 phases in this strategy, every paragraph of a text will be analyzed thoroughly in easy and meaningful way. This strategy is first introduced by Francis Pleasant Robinson in his book *Effective Study* by the year 1946. He strongly advised this strategy to be used on academic purposes, although it can also be used outside academic coverage.

The SQ3R strategy is very useful when used orally during a shared nonfiction text (book) because it helps students verbalize what they already know before reading and trying to understand new material (Scoot, 1994). It is useful when it is used to read academic material such as textbooks, articles, research studies or manuals that can increase the students' comprehension of what they are reading. Many studies about SQ3R had been conducted since Francis P. Robinson acknowledges this strategy. For example, Donald compared SQ3R to traditional classroom instruction (group work, oral and written reports, silent and oral reading, answering questions) in two seventh grade social studies classes (Donald October 1967). Standardized pre and posttest showed no significant differences between the two equivalent groups. Teacher-made test did show a significant difference for the SQ3R group. However, the SQ3R group receives more motivational attention than the control group: teachers read positive articles on the study strategy to the class and asked students to respond to a questionnaire on their opinions on the strategy. Other research was conducted by Rahmat Husein, I Wayan Dirgayasa, Marlina Tobing, Simarmata, dan Khairiah in *Penelitian untuk Peningkatan Kualitas Pembelajaran (PPKP) Dikti* on 2006 which entitled "Upaya Meningkatkan Kemampuan Penguasaan Membaca Pemahaman

Siswa Kelas III SLTP Negeri 27 Medan Melalui Metode SQ3R” (unpublished research). This research revealed that the use of SQ3R on teaching reading makes students have creative and critical thinking. They have to relate the background of the text, their knowledge about the text on pre-reading stage and repeating important parts at the end of the text. This whole phase made students more efficient and effective readers. Diggs compared SQ3R to a mechanized approach to teaching remedial reading in college (Diggs 1972). Standardized reading test and formal test in English, science and social studies were used to evaluate results. SQ3R were judged superior to both the mechanized approach and to using no study strategy, but no significant differences were noted. McNamara compared SQ3R to the cloze procedure and lecture-discussion (McNamara 1977). A counterbalanced design was used so that each of the 308 secondary students studied under each strategy. Each of the three units was seven school days in length, including pre and posttest time. An analysis of variance showed no significant differences between SQ3R and either of the two other strategies.

SQ3R is an appropriate strategy to be applied because before directly reading the text, students or readers conduct preliminary observations to determine an overview of the text, in this case is news item text. That is one of 5 stages in SQ3R, it is called Survey. Second stage is Question, students compiling a list of questions based on their survey. This will made them more motivated to read the text. Third stage is Read. In this stage students are asked to read the whole text. With the help from the question stage, in this stage students can be focus in reading because they have already made a list of question consisting of any important information they should gain from the text. Recite is the fourth stage. This stage allows students to remember informations longer because in this stage students’ will have to recite important information they have got. Review is the last stage of this strategy. In this stage, students reviewing the text to gain more information they probably missed during the four stages before.

Considering the explanations of SQ3R strategy above, the researcher chooses news item text to be studied because one of the nonfiction text is news item text which is learnt in the tenth grade students of Senior High School. It means that news item text will be suitable for the implementation of SQ3R strategy in teaching reading. News item text is a text which is telling about events of the day which considered newsworthy or important. The purpose of

news item text is to inform readers about events of the day.

Based on explanations and previous studies above, the writer is challenged to describe the implementation of SQ3R strategy in reading news item text to tenth grade students of senior high school. Besides, the researcher wants to know the students’ reading comprehension after the implementation of SQ3R and the students’ responses toward the implementation of SQ3R strategy. Considering those reasons, the researcher would like to conduct a descriptive qualitative research dealing with the teaching of reading news item text with SQ3R strategy to tenth grade students of senior high school.

METHOD

This study was a descriptive qualitative study. It is to describe the situations and events happened in the class during the teaching process in the form of sentences. According to Ary et al (1985:322) explains that descriptive study is designed to obtain information concerning the current status of phenomena. In addition, Krathwohl (1993:740) in Wiersma (1995:12) states that qualitative research is a research that describes phenomena during the teaching learning process in the form of words rather than numbers.

The participants of this study were the students of X5 class in SMA Negeri 4 Bangkalan and an English teacher of the class. During the research, the researcher sat down in the back of the class and observe while taking notes on how the teacher taught the students. The researcher chose this class because based on the English teacher, this class have a good ability in English and news item text is also taught in the first year of SMA students. This class consists of 35 students, males and females. Even though the teacher told that the class is good in English but it is still a heterogeneous class, which means that the academic levels vary from the highest to the lowest.

This study used observation checklist with the help of field notes, students’ task and questionnaire. The data of this study was the results of the observation about how the teacher implement SQ3R in teaching reading news item text, the result of students’ task and the result of questionnaire.

Firstly, the data obtained from observation checklist with the help of field note were analyzed according to the fact and the researcher’s interpretation. The researcher analyzed the data got from the observation naturally based on the

phenomenon that had happened in the writing class during the implementation SQ3R in teaching reading news item text.

Secondly, the researcher analyzed the students' task. In order to get information about the students ability in reading, the researcher analyze the students task that had been given by the teacher. The task is in the form of multiple choice and also writing summary of the text. The element of these tasks were the students' understanding about the content and the students' understanding about the vocabulary in the text.

Thirdly, the researcher analyze the result of questionnaire. The questionnaire consist of questions related to SQ3R strategy and its implementaion in teaching reading news item text. By analyzing the result, the researcher would get the students' responses toward the strategy and its implementation.

FINDINGS

This research used three meetings and in each meeting the researcher only act as observer without interrupting the teaching and learning process. In the first meeting, the teacher gave deep explanation about the use of SQ3R. Thorough explanation of SQ3R is important because it will determine the student' ability in this research or further teaching and learning process. The teacher explained one by one each phase of SQ3R. The teacher also gave quick example in every phase. Each time finished explaining each phase, the teacher asked for the students' understanding. After fully explained SQ3R, the teacher explained news item text. Firstly, the teacher showd how news item text look like and then gave thoroug explanation about it. After all had been explained the teacher gve exercise because it was the first day the student taught about SQ3R and news item text, the teacher gave medium task difficulty, it is important to strengthen the students' understanding toward SQ3R and news item text. h n this study the teacher used three meetings.

In the second meeting, firstly the teacher asked whether the students still remembered about SQ3R and news item text. This is called brainstorming, used to activate the students prior knowledge to be used later in teaching and learning activity. In the second meeting, the teacher gave another news item text to be analyzed using SQ3R by the students. The text in the second meeting is more difficult than the previous text. In case if the students are unable to find the meaning of difficult words, the teacher asked them to borrow dictionariesfrom the library. Dictionaries are tools that help students a lot in increasing their

vocabulary daabse and also help them in finding meaning of difficult words. When asked to retell the text in front of the class, the students were allowed to bring their notes too. It is important only to avoid probability they forgot about what they wrote.

In the third meeting before beginning the teaching and learning process, as usual the teacher asked the students about previous meeting. If they forgot about the previous the material in the previous meeting, the teacher gave simple question to help them recall their memory. The news item text in third meeting was considered the hardest of all it consists of more new words and more complex text content. An escalating difficulty like this is important for students to make them more motivated in learning and also make them more being a critical reader.

Based on the observation, the students' responses in every meeting were great. They showed much appreciation toward the implementation. Although there were still students making noise during the teaching progress, the teacher still culd handle them well. The result of the students tasks were also quite satisfying, most of them got the score above average and few got below average. The result of the questionnaire showed that the students' responses toward SQ3R were great. They agreed that by using SQ3R, learning reading is more conceptual and more informing.

DISCUSSION

The students' comprehension were analyzed from the result of studens; task which are multiple questions and the result from reciting the text. From the result of multiple choices task, the students got above average score. The multiple choices task consist of questions which asked them to understand the generic structure, the main idea, and the vocabuary of the text. Most of the students got the score above averge it means that they understand the geeric structure, the main idea of the text and the vocabulary meanings in the text. After analyzing the students task in multiple choice, the researcher anayze the result of the summary the students had made. From the result of the students' summary of the text, it can be concluded that the students had understand the whole text. their writings showed that they were already knew the content of the text.

The students' responses were analyzed through the result of questionnaire. Questionnaire was given in the end of the third meeting and in the third meeting 35 or the whole students attending the class. According to the result of the questionnaire by 35 students, the implementation of SQ3R was widely

appreciated. They agreed that by using SQ3R, reading is more easier and meaningful. The questionnaire itself consist of 15 questions and divided into three parts. The first part, question 1 to 7, is about the material which was given by the teacher. In this part, the researcher tried to find out the students' responses toward the material. The second part, question 8 to 11, is about the technique used in the teaching of news item text. In this case, the technique used in the teaching of news item text is SQ3R. The third part of the questionnaire is about the reading skills of the students. The researcher tried to find out the students' reading skill through question number 12 to 15.

The result of the first part is that the students of X5 class agreed tht the material which was given by the teacher are so helpful for their future learning of English. Variety of new vocabulary within the text improve their skill in reading skill and can also improve their writing and speaking skill and even their listening skill can be improved because students tend to understand words which they already know.

The result of the second part of the questionnaire is that the the students were agreed that the use of SQ3R in learning new item text is very helpful. Through SQ3R, the learning activity become easier and purposeful. The students were also agreed that SQ3R helped them in finding the main idea of the text.

In the third part, students were asked about the effect of using SQ3R in learning reading news item text. They agreed that their reading skill significantly increased. Their knowledge about reading technique is also increased since that was the first time they used SQ3R.

The results above is the main result of the whole class. Not every students gave positive answer to the questions, some of them also have their own opinion about the implementation of SQ3R in teaching reading news item text. For more detailed result of questionnaire, we can see it in the table of questionnaire.

CONCLUSION

Based on the data analysis on the previous chapter, during the implementation of SQ3R strategy in teaching reading news item text, the teacher sets up the activity into five phases, they are: Survey, Question, Read, Recite, and Review. In Survey phase, the students tried to pre-read the primary source of the text by skimming headings, subheadings, title, pictures, captions, and etc. In addition, they also made predictions about the main idea of the text. In Question phase, the students were asked to create

questions based on the previous survey. They were free to create questions with their own words. In Read phase, the students read the text carefully to comprehend the text. In Recite phase, the students were asked to answer the questions they had made. In Review, the students were asked to view back the text and created a summary of the text. This is very useful to help them comprehending he text.

The class condition from the first until the last meeting was quite stable. Although there were always noisy students, the teacher could handle them well. Afterall, the class situation was handled well by the teacher and the students also cooperated positively.

The students' reading comprehension increased after the implementation of SQ3R in reading activity. From the data of students' task above, it can be said that most of the students' reading comprehension were increasing. Although the difficulty of the texts were increasing each meeting, the students' score were still tolerated or still above the passing grade. Although the difficulty level of the text and the task were increasing, the students' score were still satisfying. Their motivation and enthusiasm helped them in completing and comprhending every text.

The students gave good responses during the implementation of SQ3R strategy in learning reading news item text. The students said that SQ3R strategy helped them to concentrate on the material in comprehending the content of the text. In addition, most of the students agreed that SQ3R strategy made the learning process fun and meaningful. Therefore, it can be concluded that the use of SQ3R strategy in teaching reading news item text was very useful in the classroom.

SUGGESTION

Based on the conclusion above, SQ3R strategy can be used as the alternative way to increase the students' reading ability and help the students' difficulties in comprehending the text. The 5 easy steps in SQ3R made teaching-learning reading more challenging and less monotonous. The students have to use their very basic knowledge or prior knowledge until their recently obtained knowledge in order to succesfully using SQ3R. This strategy can also help the teacher in giving variety of exercises so the teaching and learning process will not be monotonous anymore. From the scores that had been obtained by the researcher as the result of the observation, it shows that there is significant differences of the students' reading comprehension after taught by SQ3R strategy. The students' score did not decrease although the difficulty level of the text and the test

were increased. Thus, it can be said that teaching reading news item text by using SQ3R strategy can give solution for the students to increase their reading ability and also help them in comprehending any text.

For the teacher, it is important that when explaining about SQ3R for the first time to be clear and simple. Give as clear and simple as possible explanation about SQ3R to your students. This step is very important for the students because if they could understand the meaning and the implementation of SQ3R a good comprehension of any text would likely to follow. For the students, it is important to listen to every explanation from the teacher. SQ3R is a simple and easy to apply strategy but if you do not understand about its basic concept, you will likely to misunderstanding about its usage and unsatisfying reading score could be the end result.

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ACKNOWLEDGEMENT

This study would not finish without support by:

1. My advisor (Dra. Hj. Syukriah Abdullah)
2. My examiners (Dra. Theresia Kumalarini, M.Pd & Him'mawan Adi N., S.Pd., M.Pd)
3. Participants of study (The English teacher and the students of class X-5 in SMAN 4 Bangkalan).