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# **THE CORRELATION BETWEEN THE APPLICATION OF SQ3R TECHNIQUE IN READING COMPREHENSION WITH STUDENTS' ACHIEVEMENT IN UNDERSTANDING NARRATIVE TEXT AT THE FIRST GRADE OF SMAIT AL MULTAZAM MANIS KIDUL KUNINGAN**

## **A Thesis**

Submitted to English Education Department of Tarbiyah Faculty  
of Syekh Nurjati State Institute for Islamic Studies  
In Partial Fulfillment of the Requirements of Islamic Scholar Degree  
In English Education



By  
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2012**



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## ABSTRACT

### ADE PRASETIA AGP : *“The Correlation between the Application of SQ3R Technique in Reading Comprehension with Students’ Achievement in Understanding Narrative Text at the First Grade of SMAIT Al-Multazam Manis Kidul Kuningan”*

Many students when face books or other reading materials just start reading the first word in first sentence, first paragraph, and the first page. Immediately trace word by word, sentence by sentence. In general, students (who have never received special training) read too slow, much slower than his ability. To understand a reading text they are not enough to just read it once, but students must take strategic steps to master the reading material and remember it longer. Researcher chooses SQ3R technique to be raised in this study to know is there any positive and significant correlation between the application of SQ3R technique in reading comprehension with students’ achievement in understanding narrative text.

In order to do any reading activities can be run effectively and efficiently, presumably required a specific technique. SQ3R reading technique is suggested by Francis P. Robinson in 1941. This technique is an increasingly popular technique used by people. SQ3R is a reading process that consists of five steps, Survey, Question, Read, Recite/Recall, and Review. This method is a plan consists of surveying read the contents, making questions, reading content, recalling the content of reading and reviewing the literature.

The methodology of the research, the writer uses quantitative approach. The technique of collecting data used are interview, test and questionnaire, then the data collected were computed and analyzed by using formula of product moment. The data are obtained and presented by numbers and then interpreted by using statistical analysis.

The analysis of the data, it is known from the result of students’ response of SQ3R technique ( $\sum X$  variable) is **2366** and the result of students’ achievement in understanding narrative text ( $\sum Y$  variable) is **2400**. From the calculation of data above, it is known  $r_{xy}$  is **0.62** it shows positive and significant correlation. Value  $t$  table of product moment is **0.344** by 5% significance and  $t$  count is **5.76**. So  $t$  count is bigger than  $t$  table (**5.76 > 0.344**).

Based on the data above, the writer concludes that hypothesis null ( $H_0$ ) is rejected and hypothesis alternative ( $H_a$ ) is accepted. It means that there is positive and significant correlation between the application of SQ3R technique in reading comprehension with students’ achievement in understanding narrative text.



## PREFACE

In the name of Allah S.W.T most gracious and most merciful. All praises and thankfulness to Allah because of His permission the researcher has been able to finish this thesis. May invocation and safety always be given to the prophet Muhammad, his family, his colleagues, and followers up to the end of the world.

The title of the thesis is **“THE CORRELATION BETWEEN THE APPLICATION OF SQ3R TECHNIQUE IN READING COMPREHENSION WITH STUDENTS’ ACHIEVEMENT IN UNDERSTANDING NARRATIVE TEXT AT THE FIRST GRADE OF SMAT AL-MULTAZAM MANIS KIDUL KUNINGAN ”** is submitted to fulfill one of the requirements for achieving the Islamic Scholar Degree at the English Education Faculty of *Tarbiyah* of The Institute for Islamic Studies *Syekh Nurjati Cirebon*.

In writing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. In this opportunity, the writer would like to express his sincerity and profound thankfulness to:

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7. My family and especially my fiancé supported me.
8. The big family of SMAIT Al-Multazam

The researcher realizes that this thesis is still far from being perfect and there are many mistakes both in the arrangement and content of this thesis. Therefore, he would welcome the comments, and suggestions from the readers.

Finally, the researcher does hope this thesis will be useful to the readers especially, for me and for English Education Faculty of *Tarbiyah* of *IAIN Syekh Nurjati* as a reference in general.

Cirebon, Oktober 2012

The Writer



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## CHAPTER I

### INTRODUCTION

#### A. The Background of The Problem

One of the functions of language is a tool for communication and interaction. Language is used among people to convey a message or information, to entertain, and to express feeling. Every group of people has their own language to be used. As a part of word society, it's better if native students are able to communicate with other people from different country. Thus, they have to learn the target language as medium of creating better communication and interaction in order to build mutual relationship with other society.

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English holds the key as an international language. English is a tool of communication among people of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important in career development, therefore students need to understand and use English to improve their confidence to face global competition.

English is one subject which is given to students. Students learn to show their expressions and ability in English. Students can take advantages from learning English every day. English is designed to develop knowledge and ability of the students to be better in the future. English is given from elementary school until



university commonly has four skills. They are the mastery of receptive skills (reading and listening) and the mastery of productive skills (speaking and writing).

In teaching and learning English in order to get the goal, a teacher should be able to think of an appropriate method and technique to enable the students' ability in studying English. A good teacher must be skillful in dividing time, discipline, the instruction method, understood and mastery English.

Reading is one of skills that should be mastered by students. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement. On the other hand Lado (1964:132) gives the formulation of definition of reading by grasp language patterns from their written representation in a second language, reading is usually taught to students who are already literate in the source language. Reading is a means of language acquisition, of communication, and of sharing information and ideas.

In language teaching, especially in reading, teachers should have a good technique to use. Here, researcher will use the SQ3R technique that will assist students in learning reading to understand a reading text. Since the last fifty years of educational psychologists have been investigating ways to efficiently read and suggested several systems, including:

SQ3R	Survey-Question-Read-Recite-Review
SQ4R	Survey-Question-Read-Recite-“Rite”-Review
POINT	Purpose-Overview-Interpret-Note-Test
OK4R	Overview-Key Ideas-Read-Recite-Review-Reflect
PQRST	Preview-Question-Read-Summarize-Test
RSVP	Review-Study-Verbalize-Preview
EARTH	Explore-Ask-Read-Tell-Harvest
OARWET	Overview-Ask-Read-Evaluate-Test
PANORAMA	Purpose-Adaptability-Need to Question-Overview-Read- Annotate-Memorize-Asses

One of that many people is known and practiced SQ3R. In general, system proposed by the experts that use the same approach that makes us an active and purposeful in the face of literature. The techniques given are meant to find the main idea and important details that support the main idea and remember it longer. In discovering the important points that we need to master a little guidance provided by the author, as well as attention to another important part of writing such as charts, tables, maps, diagrams, and other visual aids. (Soedarso 2010: 59).

SQ3R reading technique is suggested by Francis P. Robinson in 1941. This technique is an increasingly popular technique used by people. SQ3R is a reading process that consists of five steps, **Survey, Question, Read, Recite/Recall, Review**, (Soedarso 2010: 63).



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The first step in this technique is a *survey*. Before reading, reader takes first a survey of reading to get a general idea of what to read. Any articles or readings are generally divided into several parts, namely introduction, contents, and cover. Each paragraph has a topic sentence that contains the main idea. The first sentence of the first sentence or second is usually the topic sentence.

At the time of the survey, ask *questions* about the content as many as reading it. Use the words who, what, when, where, or why. A question can be raised several questions regarding the content in depth. With a variety of questions that our reading way becomes more active and more easily grasp the idea than if you do reading only. At the same source, once past the survey stage and arise some questions that will hopefully get an answer in the passage at hand, the next step is: *Read*. Reading is the third step, not the first step or the only step to master reading. How to read was not like reading a novel, just follow what is going on, but is critical to read it section by section. At this stage concentrates on mastering the main idea and important details that support the main idea.

After finishing reading one stage, take break a minute to *recite* or *recall*. Try to answer the questions or tell the important things of this stage. At this time, a reader may take notes necessarily. Readers need to provide a half time of all reading time. It is not wasting time, but it's really needed for this step. The reader who reads all the time is wasting time. Even they understand what to read, it will be forgotten immediately.



In the last step to do a *review* of all questions and answers in order to obtain a brief conclusion, but can describe all the answers to questions that have been proposed. This step will not only help clarify the understanding of memory and also to get important things that we might pass before this.

The described technique above, will researcher use to the students in understanding narrative text. Narrative is one kind of text genre that has a social function to tell a story, fairy tales and events that happened in the past. Narrative text aims to entertain the reader that contains the experience of real, imaginary or complex of events that leads to a problem, which eventually find a solution. Being a very interesting thing to study, whether there is a positive and significant correlation between the application of SQ3R technique in reading comprehension with Their achievement in understanding narrative text? The reason researcher taking narrative text to be researched, narrative text is a story text that student easily found in daily life. Many students like reading fiction or nonfiction story from any sources, such as novel, magazines which supply the story in and moreover any stories found in lesson books of school. So that, students can easily understand what they read by using particular technique such as SQ3R. SMAIT Al Multazam is school which uses English as daily language. This school has own English division as a special program after regular classroom activity. SMAIT Al Multazam provides several days for English course. As a language school basic, researcher wants to give the significant of this research to this school especially and commonly can be useful for education world.



Based on information obtained from the English teacher there, it is known that the tenth grade of SMAIT Al-Multazam have less average. Only 50% of students are considered to be capable and have reached the Minimum Standards exhaustiveness Learning (*KKM*). To read and understand a narrative text, for this English subject teachers using fast reading. Beginning with an explanation by the teacher, then the teacher gives a good example of how to read and correctly with proper pronunciation. After that the students were asked to read the entire text while identifying and finding words that are considered difficult to then be discussed together.

That method can be categorized as conventional method which is the habit of reading as a child and continued into adulthood. According to Soedarso, from childhood to recognize a familiar word for word, spell it and distinguish it from other words. Whereas, adults should be able to quickly recognize the phrase, sentence and sequence of the idea that the ways in times of childhood no longer used.

Someone trained in SQ3R technique can quickly get the general idea of what to read without having read word by word but by asking question to ourselves that we would expect the answer is contained in the text so that we more easily understand the reading text. (Soedarso, 2010:59). In this study, researchers will try to use the SQ3R method for reading narrative text so that the study was expected to answer the research question regarding the issue.



## B. The Identification of The Problem

### 1. The Research Area

The research is entitled: “the correlation between the application of SQ3R technique in reading comprehension with the students’ achievement in understanding narrative text at the first grade of SMAIT Al-Multazam Manis Kidul Kuningan”. The area or field of this research is reading.

### 2. The Kinds of The Problem

The kinds of the problem of this research can be identified as follows:

- a. The definition of SQ3R
- b. The definition of reading
- c. The definition of narrative text
- d. Students read through using SQ3R technique
- e. Students’ achievement in reading comprehension of narrative text
- f. Is there any positive and significant correlation between the application of SQ3R technique in reading comprehension with their achievement in understanding narrative text?

### 3. The Main of The Problem

The main problem of this thesis is to know the students’ response and achievement of reading comprehension in understanding narrative text by using SQ3R technique.



### C. The Limitation of the Problem

In this research, the researcher would like to limit the problem which has correlation with the title of the thesis that is “The correlation between the application of SQ3R technique in reading comprehension with the students’ achievement in understanding narrative text”. Also researcher limits the problem in students’ response of SQ3R technique, the students’ achievement in reading comprehension and the correlation between the application of SQ3R technique with students’ achievement. Researcher chooses narrative text in this research among many kinds of text genre in learning English.

### D. The Questions of The Research

In this research, the writer formulates the problem into three questions, namely:

1. How is students’ response through SQ3R technique to comprehend of narrative text?
2. How is students’ achievement in reading comprehension of narrative text?
3. Is there any positive and significant correlation between the application of SQ3R technique in reading comprehension with the students’ achievement in understanding narrative text?

### E. The Aim of The Research

Based on the question above, the writer would like to arrange the aims of the research as follows:

1. To know students' response through SQ3R technique to comprehend of narrative text
2. To know students' achievement in reading comprehension of narrative text
3. To know positive and significant correlation between the application of SQ3R technique in reading comprehension with the students' achievement in understanding narrative text

### F. The Use of The Research

The research product hoped to be able to:

1. Increase the developing of language learning, especially in increasing the students' achievement in reading comprehension
2. Increase the students' skill of reading comprehension
3. Give information how suitable is the use of SQ3R technique in understanding text.





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