The Implementation of SQ3R Technique in Teaching English to Support Third Class Students' Ability in Reading Comprehension at State Vocational High School in Merauke-Papua Indonesia

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Abstract
This research aims to know: 1) How is the implementation of the SQ3R technique in teaching English to support the third class students' ability in reading comprehension at state vocational high school in Merauke, 2) What are the factors that influence in the implementation of the SQ3R technique in teaching English to support the third class students' ability in reading comprehension at state vocational high school in Merauke. This research was a case study using a descriptive qualitative approach. The data were collected by using purposive sampling through research instrument for pre test and post test to treatment group and control group and questionnaire distributed to respondents. The data collected, analyzed descriptively in the form presentation table. The results of this research showed that there is a significant difference in achievement between the treatment group (students who are taught by using the SQ3R technique) and the control group (students who are not taught by using the SQ3R technique). The achievement of students in the treatment group is higher than the students in the control group. The factors influencing the students' ability in reading English comprehension among others; the technique used by the teachers in teaching English, the classroom condition, the time provided in reading text books and the various forms of the text book.
Keywords: Reading, Teaching, Comprehension, SQ3R, Recite, Survey

Introduction
One of the most popular approaches in teaching English, particularly in vocational high school to study English for a specific purpose is SQ3R technique. The objective of SQ3R technique is to provide adequate and appropriate way in reading English in which SQ3R technique is the acronym of Survey, Question, Read, Recite and Review. Some experiments have been done and they have proven that the SQ3R technique can improve the comprehension of students in reading English. As Whorter (1992) states that the SQ3R technique has been used successfully for many years and it can improve the understanding and the retention of student in reading.

The SQ3R technique has a lot of practiced at the level of Senior High School but in Merauke has not yet been applied in teaching English. Therefore, this research tries to apply the SQ3R technique. The writer considers that SQ3R technique is suitable to be applied to the students of the state vocational high school of Merauke to improve their capability of reading comprehension in English.

Based on the description mentioned above, the researcher is interested in carrying out research by the title: The Implementation of SQ3R Technique in Teaching English to Support Third Class Students' Ability in Reading Comprehension at State Vocational High School of Merauke.

C. Problem Statement
1. How is the implementation of the SQ3R technique in teaching English to support the third class students' ability in reading comprehension at state vocational high school in Merauke?
2. What are the factors that influence in the implementation of the SQ3R technique in teaching English to support the third class students' ability in reading comprehension at state vocational high school in Merauke?

D. Objectives of the Research
1. To describe the implementation of the SQ3R technique in teaching English to support the third class students' ability in reading comprehension at state vocational high school in Merauke.
2. To identify the factors that influence in the implementation of the SQ3R technique in teaching English to supporting the third class students' ability in reading comprehension at state vocational high school in Merauke.

E. Significance of the Research
1. For theoretical aspect, this research is significant for the development of teaching techniques in improving third class students' ability in reading comprehension, especially to the English teacher and curriculum designer at state vocational high school in Merauke in doing decision and planning of the improvement of English teaching and learning to support of student English competence in reading comprehension.
2. This study will give a useful information, particularly to the English teacher at state vocational high school in Merauke in teaching English reading skill.
3. This research can also be the source of information or as reference material and comparison to other researchers who intend to carry out similar research in the future, especially the topic related to the

implementation of the SQ3R technique in teaching English.

REVIEW OF THE LITERATURE
A. Concept of SQ3R Technique

The SQ3R Technique is the grand father of study strategy, because it was firstly developed in 1946 then followed by other techniques such as K-W-L technique, REAP technique and so forth. According to Tierney (1990) state that SQ3R technique is designed to lead students systematically through the study of the formal of most text material to be efficient and effective. So the SQ3R technique is useful to do an efficient and effective process.

Moreover, Whorter (1992) explains that the SQ3R technique system has been used for many years successfully. Some experiments have been done and it proves that SQ3R technique can improve the comprehension and the retention of students. Tierney (1990) describes the five steps of the SQ3R technique as follows:

1. Survey
The survey is the first step of SQ3R technique. This first step functions to help the readers to make prediction about the content of the text book and call up the frameworks that they already have on a subject.

2. Question
This step helps the readers to interact more actively with the textbooks by directing to the set question before reading. The questions will be hooks to comprehending the textbooks. Instead of just reading, the readers are looking for the answer to their questions.

3. Read
This step orients the readers to focus comprehending the textbooks based on the question that they have set in the previous step. In this step, the readers should try to read a chapter of the textbooks at least twice at a fair speed before studying it in detail or they should read section by section of the chapter to answer their purpose-setting question as they go.

4. Recite
This step can be applied by the readers after reading each section to monitor their comprehension. It is done by reciting the main points that answer their purpose setting question. If it can be answered, one of two things has happened, either they have set a wrong question, or they have lots of comprehension in reading process.

5. Review
After reading all the section and reciting the answers to their purpose-setting question, the reader should apply the last step of SQ3R technique, namely review. By reviewing they can get a summary of what they have read and learnt. It will help them to transfer the information from short-term memory to long term memory.

C. Concept of Reading
Reading is not only spelling words by word in a sentence. Moreover, by reading, the reader is expected to be able to comprehend the whole ideas conveyed by the writer through written text and get a message from what he or she reads. This statement related to what Nuttal (1982) state that reading is the process of getting a message from the text as efficiently as possible.

D. Reading Comprehension
Richards (1985) defines that reading comprehension as a result of perceiving a written text in order to understand its content. The process of comprehending the written text can be done either silently (silent reading) or loudly (oral reading).

Mickulecky (1996) classify reading comprehension as a part of life. They describe the brain, which is busy to make sense of what a person see, hear, smell, touch, or taste by interpreting, sorting, and saving them.

E. Factor Affecting Reading Comprehension
In reading, some factor can affect us so we can understand our reading well, Anderson (1999) describes the factors affecting reading comprehension in his opinion that meaning does not reside in the text itself. Meaning is reached when the reader integrates personal background knowledge, purpose for reading, reading strategies, and the text to get the meaning.

The description above implies that to get perfect comprehension in the reading process, there are some factors either internal or external that should be mentioned. Harris and Smith (1990) divide the factor into five categories, namely :

a. Background experience refers to the previous experience that the readers have already know before and related to the reading materials that they read.

b. Language ability refers to readers' ability in mastering some elements in the English language, such as; vocabulary, transition word, grammar, and so forth.

c. Thinking ability refers to the readers' ability to analyze the reading materials that they read by considering some comprehension aids to support their achievement in comprehension.

d. Affection refers to the some psychological factors that can affect the readers' comprehension. The factors

are interest, motivation, attitudes, and feeling.

e. Reading purpose refers to the readers' purpose in reading material. It is usually done by making some questions before reading process. The questions will be a stepping stone to get comprehension.
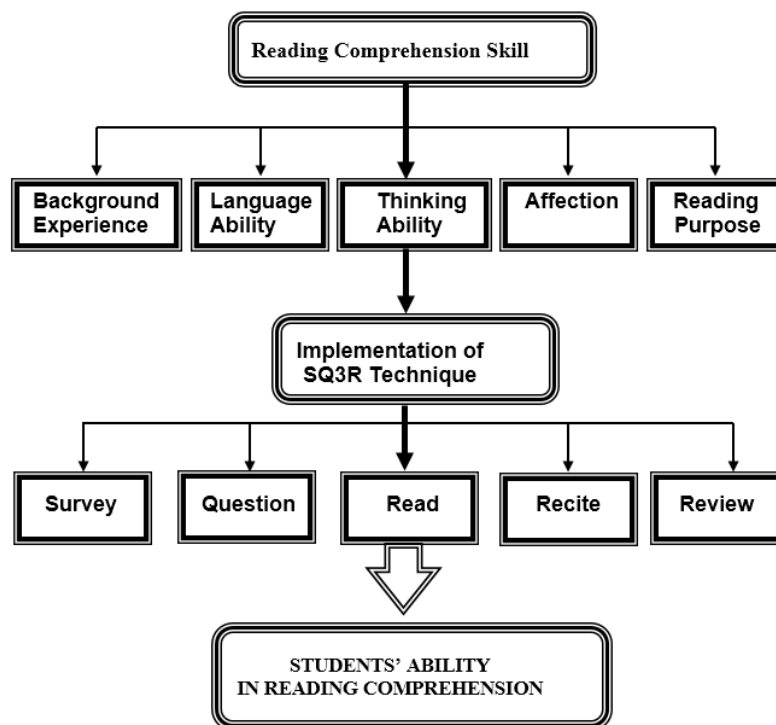
G. Conceptual Framework

Figure 1 : Flow Chart of Conceptual Framework
METHODOLOGY
A. Type and Research Design

1. Research Type

This research was a case study using a descriptive qualitative approach. Although some data is analyzed quantitatively through a frequency percentage table of respondents' answer, but the results of data analysis were reported qualitatively, namely the quantitative data used in supporting the description of qualitative data analysis.

2. Research Design

This research focuses on the social study, namely the implementation of the SQ3R technique in teaching English to support the third class students' ability in reading comprehension at state vocational high school in Marauke, and identification of the third class students' ability in reading comprehension and factors influences the implementation of the SQ3R technique in teaching English at state vocational high school in Marauke.

B. Time and Research Location

This research was carried out from January until February 2010. This research was conducted with third class students at state vocational high school in Marauke. The selection of this research location was that the third class students at state vocational high school in Marauke, in fact, still face many problems in learning English, particularly the ability in reading comprehension. Therefore, the English teacher needs to apply the SQ3R technique to support the students' ability in reading comprehension.

C. Population and Sample

1. Population

The population of this research was all the students and teachers at state vocational high school in Marauke in academic year 2009/2010 consisted of one thousand students divided into nine departments, namely; departments of Electro, Electricity, Building Construction, Building Design, Welding, Computer Network, Mapping Survey, and Machinery and Light Vehicle.

2. Sample

Because the number of the classes and students at state vocational high school in Marauke was big enough, so the researcher used *Purposive Sample Technique* by taking six classes from each department, namely one class from the department of Electro, one class from Electrics, one class from Building Construction, one class from Building Design, one class from Computer Network, and one class from Mapping Survey. The students were selected from each class as a respondent. So the total number of the samples of this research was 60 (sixty) students. They were divided into two parts, namely the treatment group and the control group. Each group

consisted of 30 students were selected by using a random technique. While the informants in this research were English teachers and headmasters.

D. Data Collection and Analysis

1. Data Collection

a. Documentation, namely the researcher conducted a direct record from documents, such as English curriculum, books, and other written material which related to this research.

b. Observation, namely the researcher carried out direct observation of the activities of teachers and students in teaching English include the students' ability in reading comprehension of English.

c. Interview, namely the research carried out direct interview to key informants in order to find data related to the implementation of the SQ3R Technique to supporting the students' ability in reading comprehension of English.

d. Questionnaire, namely the researcher used a questionnaire and distributed to a number of chosen responders.

2. Data Analysis

This research was descriptive qualitative, namely, which was meant to describe the implementation of the SQ3R technique in teaching English to support the third class students' ability in reading comprehension at state vocational high school in Marauke, and to identify the factors influencing the implementation of the SQ3R Technique in teaching English. The data collected were then analyzed by using a qualitative descriptive analysis technique in the form of a frequency table. In analyzing the data from the pre test and post test, the writer used the following procedures :

1. Calculating the percentage of students' score, by using a formula as follows:

$$P = \frac{F}{N} \times 100\%$$

P : Percentage

F : Number of Frequency

N : Number of Respondent   (Sudjana, 1989 : 45)

2. Classifying the students score, which falls into the classification:

a. 90 – 100 is classified as **very good**

b. 75 – 89   is classified as *good*

c. 60 – 74   is classified as *fair*

d. 50 – 59   is classified as *poor*

e. 0   – 49   is classified as *very poor*

E. Operational Definition

1. SQ3R Technique is   one approach used to improve the competence or ability of students in reading comprehension.

2. Reading comprehension is a deep and full understanding of thing that we read in order to get information from the reading and how we understand to our reading well.

3. Background experience refers to the previous experience that the readers have already know before and related to the reading materials that they read.

4. Language ability refers to readers' ability in mastering some elements in the English language, such as; vocabulary, transition word, grammar, and so forth.

5. Thinking ability refers to the readers' ability to analyze the reading materials that they read by considering some comprehension aids to support their achievement in comprehension.

6. Affection refers to the some psychological factors that can affect the readers' comprehension.

7. Reading purpose refers to the readers' purpose in reading material.

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the writer presents and analyzes the data which deal with the implementation of the SQ3R technique in teaching English to support third class students' ability in reading comprehension at state vocational high school in Marauke, and the factors that influence in the implementation of the SQ3R technique in teaching English.

In this writing, the writer explained the level of students' ability in the reading comprehension by conducting a pre test and post test to an experimental group applying the SQ3R technique and control group (without applying the SQ3R technique).

To identify the students' ability in the reading comprehension was used written test that consists of 15 items in the multiple choice form. While to identify the factors affected by the level of students' ability in the reading comprehension was used questionnaire that consists of 16 items.

A. Presentation and Analysis of Test Result

In the treatment group, the researcher conducted pre test and post test to students. The pre test was conducted before they were taught by using the SQ3R technique, and the post test was conducted after they were taught by using the SQ3R technique. The items given to the students in pre test are the same with those in the post test. The pre test was used to measure the students' ability in the reading comprehension before applying the SQ3R technique and the post test was used to measure the students' ability in the reading comprehension after applying SQ3R technique.

In the control group, the researcher conducted pre test and post test to students as with the treatment group. Pre test was conducted before they were taught by their teacher about the reading the comprehension text without using the SQ3R technique. The post test in the control group was conducted after they were taught about the reading comprehension text by their teacher to measure the students' ability in the reading comprehension.

Based on the results of the test of the treatment group, we can find out the scores of students in pre test and post test as presented in table 1 (see annex).

Based on the above description, we can see that the ability of students in reading comprehension without applying the SQ3R technique as the results of pre test in treatment group no one student got a score of 90 – 95 ("very good" classification). Well, after giving a treatment by applying the SQ3R technique some of them can improve or obtained the score of 90 – 95 ("very good" classification). To more clear we can see in the following table:

2. Test of Control Group

In this control group, the students are also given pre test and post test the same as test to treatment group. The pre test in this control group is given before they are taught about reading comprehension text by their teacher without using a special technique or SQ3R technique. While the post test is given after they are taught about reading comprehension text by their teacher. The test purpose to measure the students' ability in reading comprehension. The score of students of the control group is presented in table 2 (see annex).

Based on the table 3 (see annex), we can conclude that all the score of students in pre test and post test of the control group are not significant differences. In the control group there is no one got 90 – 95 score ("very good" classification).

B. The Factors Influencing the Students' Ability in Reading Comprehension

In order to know the factors that influencing the students' ability in reading comprehension, the researcher was distributed questionnaire to students. The results of the questionnaire presented from from table 4-19 (see annex):

CONCLUSION AND SUGGESTION

A. Conclusion

1. SQ3R technique has not yet implemented in teaching English to support the third class students' ability in reading comprehension at state vocational high school in Marauke. Before using the SQ3R technique the students' ability in reading comprehension at state vocational high school in Marauke was still average. But after using the SQ3R technique the students' achievement was improved. There was a significant difference between the results of the students' pre test and post test. Their achievement in comprehending English text book is higher after using the SQ3R technique.
2. There is a significant difference in achievement between the treatment group (students who are taught by using the SQ3R technique) and the control group (students who are not taught by using the SQ3R technique). The achievement of students in the treatment group is higher than the students in the control group.
3. The factors influencing the students' ability in reading English comprehension among others; the technique used by the teachers in teaching English, the classroom condition, the time provided in reading text books and the various forms of the text book.

B. Suggestion

1. It is necessary for the English teacher, particularly in the teaching reading comprehension of English text book apply the SQ3R technique because the SQ3R technique is designed to lead students systematically through the study of the format of most English text material to be efficient and effective.
2. Concerning with the results of a questionnaire about the factors influencing the students in comprehending English text books, the teacher should apply the SQ3R technique.
3. In comprehending English textbooks, the students have to control some factors affecting their comprehension. By controlling the factors, the students can increase their reading comprehension of English textbooks.

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Annex A

1. Test of Treatment Group

Table 1:   The Score of Student in Pre Test and Post Test of Treatment Group

Student	Correct Answer					
	Pre Test			Post Test		
	TCA	Score	Classification	TCA	Score	Classification
1	11	80	Good	14	95	Very good
2	11	80	Good	13	90	Very good
3	12	85	Good	14	95	Very good
4	12	85	Good	14	95	Very good
5	11	80	Good	14	95	Very good
6	9	70	Fair	11	80	Good
7	9	70	Fair	12	85	Good
8	9	70	Fair	12	85	Good
9	10	74	Fair	12	85	Good
10	10	74	Fair	11	80	Good
11	10	74	Fair	11	80	Good
12	8	65	Fair	11	80	Good
13	9	70	Fair	14	95	Very good
14	9	70	Fair	14	95	Very good
15	8	65	Fair	13	90	Very good
16	9	70	Fair	13	90	Very good
17	8	65	Fair	11	80	Good
18	7	59	poor	11	80	Good
19	9	70	Fair	11	80	Good
20	7	59	poor	10	74	Fair
21	8	65	Fair	10	74	Fair
22	8	65	Fair	12	85	Good
23	8	65	Fair	12	85	Good
24	7	59	Poor	10	74	Fair
25	9	70	Fair	13	90	Very good Good
26	7	59	poor	12	85	Fair
27	5	49	Very poor	10	74	Fair
28	5	49	Very poor	10	74	Very good
29	9	70	Fair	14	95	Very good
30	9	70	Fair	14	95	

Source : The result of processed data, 2012

Table 2 : The Percentage of The Students' Score in The Treatment Group

No	Pre Test			Post Test		
	Classification	Total Respondent	%	Classification	Total Respondent	%
1	Strongly Good	-	-	Strongly Good	12	40,0
2	Good	5	16,7	Good	13	43,3
3	Fair	19	63,3	Fair	5	16,7
4	Poor	4	13,3	Poor	-	-
5	Strongly Poor	2	6,7	Strongly Poor	-	-
		30	100,0		30	100,0

Source : The result of processed data, 2012

Table 3: The Score of Student in Pre Test and Post Test of Control Group

| Student | Correct Answer | | | | | |
| | Pre Test | | | Post Test | | |
	TCA	Score	Classication	TCA	Score	Classication
1	10	74	Fair	11	80	Good
2	11	80	Good	12	85	Good
3	11	80	Good	12	85	Good
4	11	80	Good	12	85	Good
5	11	80	Good	12	85	Good
6	9	70	Fair	12	85	Good
7	9	70	Fair	12	85	Good
8	11	80	Good	11	80	Good
9	10	74	Fair	11	80	Good
10	10	74	Fair	11	80	Good
11	11	80	Good	11	80	Good
12	9	70	Fair	10	74	Fair
13	9	70	Fair	12	85	Good
14	9	70	Fair	12	85	Good
15	9	70	Fair	11	80	Good
16	9	70	Fair	10	74	Fair
17	7	60	Poor	11	80	Good
18	7	60	Poor	11	80	Good
19	10	74	Fair	12	85	Good
20	10	74	Fair	10	74	Fair
21	7	60	Poor	11	80	Good
22	7	60	Poor	11	80	Good
23	7	60	Poor	11	80	Good
24	7	60	Poor	10	74	Fair
25	9	70	Fair	10	74	Fair
26	9	70	Fair	11	80	Good
27	9	70	Fair	10	74	Fair
28	9	70	Fair	10	85	Fair
29	9	70	Fair	10	85	Fair
30	9	70	Fair	11	80	Good

Source : The result of processed data, 2012

Table 4 : The Percentage of The Students' Score in The Control Group

| No | Pre Test | | | Post Test | | |
	Classification	Total Respondent	%	Classification	Total Respondent	%
1	Strongly Good	-	-	Strongly Good	-	-
2	Good	6	20	Good	22	80,0
3	Fair	18	60	Fair	8	20,0
4	Poor	6	20	Poor	-	-
5	Strongly Poor	-	-	Strongly Poor	-	-
		30	100,0		30	100,0

Source : The result of processed data, 2012

Table 5 :   Distribution of respondents answer about SQ3R is an effective technique in improving the students' comprehension in reading English text book.

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	25	41,7
2	Agree	19	31,7
3	Disagree	11	18,3
4	Strongly disagree	5	8,3
	Total	60	100,0

Source : The result of processed data, 2012

Table 6 :   **Distribution of respondents answer about the ability of student in comprehending English text book is determined by a technique which used in teaching English.**

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	27	45,0
2	Agree	18	30,0
3	Disagree	7	11,7
4	Strongly disagree	8	13,3
	Total	**60**	**100,0**

Source : The result of processed data, 2012

Table 7: Distribution of respondents answer about English text books is very difficult to be understood

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	31	51,7
2	Agree	19	31,7
3	Disagree	7	11,7
4	Strongly disagree	3	5,0
	Total	**60**	**100,0**

Source : The result of processed data, 2012

Table 8: Distribution of respondents answer about in reading an English text book the students purpose to comprehend the contents of the reading text and get information on it.

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	19	31,7
2	Agree	27	45,0
3	Disagree	9	15,0
4	Strongly disagree	5	8,3
	Total	**60**	**100,0**

Source : The result of processed data, 2012

Table 9: Distribution of respondents answer about the ability of reading and comprehending English textbook is an important language skill.

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	17	28,3
2	Agree	28	46,7
3	Disagree	10	16,7
4	Strongly disagree	5	8,3
	Total	**60**	**100,0**

Source : The result of processed data, 2012

Table 10 :   **Distribution of respondents answer about SQ3R is a systematic technique in improving the students' comprehension in reading English text book.**

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	22	36,7
2	Agree	25	41,7
3	Disagree	7	11,7
4	Strongly disagree	6	10,0
	Total	**60**	**100,0**

Source : The result of processed data, 2012

Table 11 : Distribution of respondents answer about SQ3R technique can motivate students in comprehending English text book.

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	19	31,7
2	Agree	25	41,7
3	Disagree	9	15,0
4	Strongly disagree	7	11,7
	Total	**60**	**100,0**

Source : The result of processed data, 2012

Table 12 : Distribution of respondents answer about the condition of classroom influence our comprehension in reading English text book.

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	18	30,0
2	Agree	22	36,7
3	Disagree	15	25,0
4	Strongly disagree	5	8,3
	Total	**60**	**100,0**

Source : The result of processed data, 2012

Table 13: Distribution of respondents answer about the teaching method to influence the ability of student in reading comprehension.

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	17	28,3
2	Agree	25	41,7
3	Disagree	14	23,3
4	Strongly disagree	4	6,7
	Total	**60**	**100,0**

Source : The result of processed data, 2012

Table 14 : Distribution of respondents answer about SQ3R technique can improve the students' ability in reading comprehension.

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	27	45,0
2	Agree	18	30,0
3	Disagree	8	13,3
4	Strongly disagree	7	11,7
	Total	**60**	**100,0**

Source : The result of processed data, 2012

Table 15 : Distribution of respondents answer about in reading English text book need to read the title of the book

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	18	30,0
2	Agree	23	38,3
3	Disagree	15	25,0
4	Strongly disagree	4	6,7
	Total	**60**	**100,0**

Source : The result of processed data, 2012

Table 16 :   Distribution of respondents answer about in reading English text book need to read the background and summary of the book

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	15	25,0
2	Agree	24	49,0
3	Disagree	11	18,3
4	Strongly disagree	10	16,7
	Total	**60**	**100,0**

Source : The result of processed data, 2012

Table 17 :   Distribution of respondents answer about in an effort to understand of English text book need to read repeatedly.

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	23	38,3
2	Agree	19	31,7
3	Disagree	10	16,7
4	Strongly disagree	8	13,3
	Total	**60**	**100,0**

Source : The result of processed data, 2012

Table 18:   Distribution of respondents answer about the items used in the English textbooks

No.	Classification	Total Respondent	Percentage (%)
1	Strongly various	21	35,0
2	Various	19	31,7
3	Less various	12	20,0
4	Not Various	8	13,3
	Total	**60**	**100,0**

Source : The result of processed data, 2012

Table 19:   Distribution of respondents answer about the limited time used in reading English text books

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	24	40,0
2	Agree	21	35,0
3	Disagree	9	15,0
4	Strongly disagree	6	10,0
	Total	**60**	**100,0**

Source : The result of processed data, 2012

Table 20:   Distribution of respondents answer about after using the SQ3R technique the students feel easy to understand the English textbooks

No.	Classification	Total Respondent	Percentage (%)
1	Strongly agree	25	41,7
2	Agree	22	36,7
3	Disagree	8	13,3
4	Strongly disagree	5	8,3
	Total	**60**	**100,0**

Source : The result of processed data, 2012