

CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Language is very important for human life as a tool of communication between two or more people and has main role to make people understand. Language as a mean of communication conveys ideas, opinions, and feeling among or between two participants in oral or written form. There are many languages in the world, one of them is English.

English is one of a major and important language in the world. English is an international language. In learning a language, there are four skills should be mastered by students such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of learning in classroom. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. Brown (2000: 5).

Reading is one of language skills which is very important to be learned by students. For many students, reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language. Reading is a tool of communication in written language through the texts form. It is the most

efficient way to gain information about many aspects of life, including science and technology. By reading, people can absorb a number of information. Reading effectively in a foreign language is one of the most challenging activities for many students at school (Gonzalez 2017: 160).

The written texts could be found in magazines, newspaper, books, articles, or paper and internet, and other kinds of the written text. Many researchers argue that reading in foreign language is similar to reading in the first language. Ahmadi & Gilakjani (2012: 253) suggest that reading is even more important for high – school students since they have to be highly competitive in the English entrance examination. Hence, some reading method are proposed to improve the students ability in reading.

Zuniga (2001) as cited in Gonzalez (2017: 160) also claims that reading in a foreign language implies certain linguistic aspects such as the difference between writing system and sounds or the lack of knowledge and competence in the foreign language. In the problem of learning English, the lack of vocabulary and grammar inhibit in the comprehension process. For example when the students read a text some of them are not able find out the correct information or message of the text they have read. When the students read a text, they will not able to comprehend a text well. The teacher need create activity to optimize the students ability in understanding information in a text.

Based on the writers' observation during the teaching practice in SMP N 2 Berastagi, the problem is about the context of reading comprehension. Reading skills

are considered difficult for students for several reasons. First, they have low vocabulary mastery and need some interesting think that is influenced by the choice of words, structure, reading content, and use of the language. In addition the difficulty faced by students in learning reading comprehension is that students are not interested in reading activities such as, doing assignments and homework, and do not master good vocabulary so that their reading ability is low. Some students have difficulty dealing with a new word that is inserted between thirty ordinary words, and other students say reading is boring and unpleasant so they think need a new book that is suitable for their reading level and interests. Besides, the students also do not pay attention to the teacher's explanation in class and often make sounds. Finally, they cannot find the topic of the text and supporting information. for example, to read a descriptive text.

Considering the problem discussed above, reading has an important role to help the learners to comprehend a text they read. Consequently, it is necessary to conduct a research improving the students reading skill using SQ4R method in learning Descriptive text. According to Ananda (2005:10) as cited in Neklan & Marbun (2017) reveals that SQ4R learning models can be interpreted as a conceptual framework that describes a systematik procedure by organizing learning experiences to achieving special goals. In SQ4R method, there are six steps that help the students to comprehend the content namely: survey, question, read, select, recite, and review. SQ4R is an extension of the SQ3R method which is specific tip design to understand of thr text developed by Francis P.

From the whole explanation above, the research wants to conduct this study in this school to carry out a research in order to know whether using SQ4R method to improve their skills in reading and implementation of SQ4R to teach reading on Descriptive text.

1.2 The Problem of the Study

Based on the background of the study, the problem of the study is:
Does the implementation of SQ4R method improve students' achievement in reading?

1.3 The Objective of the Study

The objectives of the study are formulated as following:
To know whether the implementation of SQ4R method can improve student's achievement in reading or not.

1.4 The Scope of the Study

This study focus mainly on the implementation of SQ4R method to teach reading on Descriptive text. SQ4R method proposed by compressing a word or structure of a foreign language that has been known to be a dialogue or a variety of paragraph. In this stage need guidance in reading existing materials. Have them list the reading they have done and a brief summary of the material. Make a section of challenging words or phrases. Another section can be used for passages they don't readily understand.

This is the most important thing to do in reading, which is wrong pronunciation and wrong meaning. For this reason, students must increase their

knowledge of pronunciation in reading. Look for words that are rarely heard in English so that more and more know the sound of a correct word. The trick is to read the dictionary, or search for every word that students do not know it sounds, type the text on Google translate and find out how it sounds, or students can use an application that has android dictionary, so students know the correct sound of a word not known.

1.5 The Significances of the Study

The study is significances for:

1. Theoretically

The result of this research can be used as reference for those who wants to carry out a research by using SQ4R, and the result of this research can improve students reading comprehension in comprehending descriptive text.

2. Practically

1. Teacher

For the teacher in the school, it expected that the researcher could improve their straregy and media reading interestingly and effectivelly, so that the students would enjoy the study.

2. Students

For the students as the subject of the research, it expected that the students would take the sdvantages of the research. They dould learn how to improve their skill of reading.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter present review of theories concerning the research topic and conceptual framework underlying the study. The details of the theoretical review and conceptual framework are presented as follows.

2.2 Language

Language is always used to communicate and interact in getting what someone needs from others, and although human has many cultures and races in this world but this case will not change anything because each human has way to communicate. Hence in this case, language is very important in life and language will not be free from human. Wehmeier (in Firnawaty, 2007: 1) explains that language is all the words that a person knows or uses or all the words in a particular language, the word that people use when the one talking about a particular subject. Then in communicating, certainly people will use language to interact with other. Sometimes people need to interpret formal meaning what is said or written by sender of message intends to achieve with it, and to tries to understand its function. This function constitutes a way to know or understand the meaning of people's language used. People hope in order to interpret other people's language and expect other people to interpret their own in this way all time. Every language what we utterance has different function and meaning, and it depends on context and situation. All countries

in this world have set the language as one of the compulsory subject studied at school. One of language is English which has been taught by almost all of levels of education terms start from primary school up to university. English has many skills such as reading, speaking, listening and writing. Beside the four English skills, the students should have well understanding of English component such as vocabulary to support their mastery of four language skill.

2.3 Language Teaching

The term teaching can be defined generally as a process of knowledge transferring from one to another. Teaching is defined as showing of helping someone to learn how to do something, providing with knowledge, causing to know or understand (brown, 2000). In the case of English, the English language teaching has been running for a long time, started at the end of middle ages up to present day. Different time and place are the main factors that cause English plays a difference role all around the world. Indeed, people who live in a particular time and place use English for particular need which may be different with those people who live in the other time and place use English for particular need which may be different with those people who live in the other time and place. Based on this condition karu(1992) formulates the three-circle model of world Englishes. The three circles of English consist of the “three-circle” the “outer circle”. And the “expanding circle” countries. The inner circle refers to the “traditional based” of English : the UK, USE, Ireland, Canada, Australia, and New Zealand. The outer circle which is also know as extended circle. It refers to those non-native countries where English has become an important institution of the countries and plays the role as an important second

language. It includes Singapore, Malaysia, India, and over fifty other territories. The expanding or extending circle refers to those countries where English plays the role as an international language and have not given English any special official status. English is taught as a foreign language in these particular countries. It includes Indonesia, China, Japan, Greece, and Poland.

There are four skills which should be developed by the student learn English from primary level up to high school level, they are listening, speaking, reading, and writing. Those basic skills then can be classified into two main skill receptive skill which covers listening and reading and productive skill which covers speaking and writing. Each of them will be developed based on the syllabus in every level of education. Through English, the students are intended to develop four skill so they can communicate in English for a certain literacy level. The literacy level includes preformative, functional, informational and epistemic. In the preformative level, the students are expected to be able to read, speak, listen, and write.

2.4 Reading

Reading is not an easy process because it involves the work, eye and brain almost to get information or message from the text (Ryandani 2017:3). Reading is the one of four language skills. It is the first direct communication of students to acquire their language development. After years of listening and speaking, students further goes to school where for the first time, they learn to read before writing.

Reading to learn refers to reading for remembering or studying. It involves all the activities of reading for meaning. The reading material is not only comprehensible but also memorable. According to Wixson (1987) as cited in Gilakjani & Sabaouri

(2016: 230) explain reading is the process of creating meaning that involves: (1) the readers existing knowledge, (2) the text information, and (3) the reading context.

According to Carrel (1996:1) reading is not passive but rather than active process. It is an active cognitive process of interacting print media in which monitory comprehension to build up meaning. Another definition come from Moreilon (2007:10) as quotes by to Fantisari (2016) mention Reading is making meaning from print and from visual information. Based on explanation above, it can be concluded that reading is a interpreting meaning from printed or visual information which require interaction between the readers and source.

Patel and Jain (2008) state that reading is understanding the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.

2.4.1 Process of Reading

Process of reading is way to make the reader become more effective and the reader can easy reading the text. According to Jonathan Anderson at all (2006:5) there are three process of reading follow manner:

1. In general, the eyes begin at the left hand side of the line of print.
2. Process with the series of pauses (fixations) along the line to the right hand side.
3. Move smoothly back in single sweep to the beginning of the next line.

2.4.2 Types of Reading

In the case of reading, variety of performance is derived more from the multiple of types of text (the genres listed above) than from the variety of overt types of performance. For considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

1. Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/ false, multiple-choice, etc.

3. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction.

4. Extensive

Extensive reading as discussed in this book, applies to texts of more than a page, up to and including professional article, technical reports, short stories, and books.

2.4.3 The Purpose of Reading

The reader have purpose when they read a text, book, newspaper, novel, and soon. The reader wants to take the important importation of the book when they read it but, there are four purpose of reading, they are:

1) Reading to search for simple information

Reading to search for simple information is a common reading ability; the reader only read the surface to look for the simple information without have to think the material deeply through skimming and scanning strategy.

2) Reading to learn from text

Reading to learn typically occurs in academic and professional context in which person needs to learn a considerable amount of information from a text. It is usually carried out at reading rate somewhat slower than the general comprehension to connect text information with background knowledge.

3) Reading to integrate information, write and critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually, supporting or conflicting information and the likely restructuring of a theoretical frame to accommodate information from multiple sources. Both reading to write and reading to critique text may be tasks variants of reading integrate information.

4) Reading for general comprehension

Reading for general comprehension is the most basic purpose for reading. It is also found as the most complex than it commonly assumed. It is accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming in general meaning representative of main ideas, and efficient coordination of many processes under very limited time.

2.4.4 The importance of Reading

Reading is necessary for a student's success. All too often, the barriers faced by students with difficulty reading outweigh their pretension to read and, without suitable guidance, they never overcome them. Learning to read is a sequential process each new skill builds on the mastery of previously learned skills. Based on Simbolon & Marbun (2017) as cited Simbolon & Marbun (2017: 58) argues that reading purpose is for understanding: some reading that aims to understand:

1. standards or literary standards
2. critical review
3. drama (printed drama)
4. patterns of fiction.

Teaching reading is very important for students. There are some reasons for this. The first reason is many English students need to read English text for their career, for study or simply for pleasure. The second reason is reading text also will help the students when they study writing. In a brevity, when the students read a new text, they will find new vocabulary and different style of writing texts. Because of that, they can enrich their vocabulary includes the capability to use appropriate

diction. They will learn more about punctuation; strengthen their grammar understanding and know how to idea sentences, paragraph and text correctly.

2.4.5 Teaching Reading

Teaching reading is not easy for the teacher. The teacher must be creative for choosing a good material. Considering the reading process, it seem difficult teach reading. The purpose of the students to learn reading is so that they know the basic of competence and achievement indicators in reading. Basic competence of reading. Understand transactional discourse, interpersonal discourse, and moral monologue especially in the forms of descriptive, narrative, and achievement indicator, students can read continuous story, student can identify main ideas, supporting ideas, and detailed information to the text, and student can identify and use the tense. Teaching is one activity to deliver knowledge from the teacher to the learners.

The teacher must be knowledgeable for the student. The teacher teach student for many hours each day at the school beside of their parents. One basic premise of effective reading instruction is that students be taught skills that will be enable them to learn on their own.

2.4.6 Reading Skill

The skill of reading is used by the reader to anticipate text information. Every reader has their own way of reading to do that which is appropriate for them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of reading activity. Brown (2004) explains that there are two kinds of skills that the reader should have. They are micro skill and macro skills. The readers, in micro skills, must

have skills when they deal with graphemes and orthographic patterns and linguistic signals. Here is the list of skills of reading comprehension (Brown, 2004:187-188):

1. Discriminate among the distinctive graphemes and orthographic patterns.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize core words, and interpret word order patterns and their Significances
5. Recognize grammatical word classes (nouns, verbs, etc.) system (e.g. tense, and agreement), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms
7. Recognize cohesive devices in written discourse and their role in signaling in the relationship between and among clauses

While in the macro-skills, the readers need to make use of their discourse knowledge, communicative functions of written text, inference skill, scanning and skimming techniques. The macro skills will help the readers to comprehend a text well. As presented by Brown (2004:187-188), these are the macro-skills of reading as follow:

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative functions of written texts, according to form and purpose
3. Infer context that is not explicit by using background knowledge

4. Infer links and connection between events, ideas, etc. deduce causes and effects, and detect such relations as main idea, supporting idea, new information given information, generalization, and exemplification
5. Distinguish between literal and implied meanings
6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
7. Recognize that a particular meaning may be expressed in different grammatical forms

2.4.7 Kinds of Reading

There are two different kinds of reading. They are extensive reading and intensive reading.

1. Extensive Reading

There are different definitions for extensive reading. Hedge (2003) described it as skimming and scanning activities while Hafiz and Tudor (1989 as cited in Alyousef 2005) expressed that exposing learners to large quantities of meaningful and fascinating materials and activities will have a significant impact on the learners' knowledge of language. A lot of researchers have shown great interest in extensive reading in the last years.

According to Carrell and Eisterhold (1983 as cited in Alyousef 2005), extensive reading activities can be beneficial in aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student-selected texts that learners will be interested in what they are reading.

The process of choosing reading texts will be done according to content, level of difficulty, and length.

2. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies (Hedge, 2003).

2.4.8 Reading Comprehension

Kintsch (1998) and van Dijk & Kintsch (1983) reading comprehension as the process of creating meaning from the text. It is the complex outcome of the process of constructing meaning from print. Moreover, reading comprehension is the process of simultaneously extracting and constructing meaning through schooling and vital component with written language. Reading comprehension is the act of understanding what readers are being read. People read for many reason but understanding is always a part of their purpose.

Reading comprehension is important because without it, reading doesn't provide the reader with any information. Keenan et al (2008) as cited in Gilakjani & Sabaouri (2016:230) expressed that reading comprehension needs the success full expansion and arrangement of a lot of lower and higher level process and skills.

There are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers.

2.4.9 Reading Level

Here you can find activities to practice your reading skills. Reading will help you to improve your understanding of the language and build your vocabulary.

1. Beginner A1

Reading practice to help you understand simple information, words and sentences about known topics. Texts include posters, messages, forms, and timetables.

2. Pre – intermediate A2

Reading practice to help you understand simple texts and find specific information in everyday material. Texts include emails, invitation, personal messages, tips notice and signs.

3. Pre – intermediate A2

Reading practice to help you to understand simple texts and find specific information in everyday material. Texts information in everyday material. Texts include emails, invitations, personal messages, tips, notices and signs.

4. Intermediate B1

Reading practice to help you understand texts with every day or job related language. Texts include articles, travel guides, emails, adverts and reviews.

5. Upper intermediate B2

Reading practice to help you understand texts with a wide vocabulary where you may need to consider the writer's opinion. Texts include articles, reports, messages, short stories and reviews.

6. Advanced C1

Reading practice to help you understand long, complex texts about a wide variety of topics, some which may be unfamiliar. Texts include specialized articles, biographies and summaries.

2.5 Descriptive Text

Descriptive texts is a text about characteristic features of a particular thing. According to Mcwhorter, Kathhleen (2010:234) as cited Purwati (2016:29) stated description presents information in a way that appeals to one or more of the five senses- sight, soul, smell, taste, touch, usually creating an overall impression or feeling. Descriptive writing appeals to the sense, so it tells how something looks, feel, smells, tastes, and/or sounds. It can be said that descriptive text captures one experience of a person or thing into words. In other words, inferential comprehension allows students to make inference by themselves according the text. Besides, the students also have to identify the organization.

2.5.1 Purpose of Descriptive Text

There are three basic descriptive technique based on Charles and Axelrod (2010:628)

1. To give the readers an impression of a person, things or place
2. To illustrate abstract ideas
3. To make information memorable or to support an argument

2.5.2 Generic Structure

The generic structure of Descriptive text consist of:

1. Identification : is the paragraph that introduces the character and identify about the thing that you are going to describe (introduction).
2. Description : is the part of paragraph the describe the character.

2.5.3 Language Features

1. Using adjectives and compound adjectives

Examples : A six hundred seated football stadium
Beautiful ancient Borobudur Temple

2. Using Linking Verb/Relating Verb

Examples : The temple is so magnificent
The temple consist of three terraces

3. Using Simple Present Tense

Examples : The museum houses hundreds of Greek statues
The hotel provides 400 rooms and large swimming pool

4. Using degree of comparison

Examples : The weather in Semarang is hotter than Salatiga

2.5.4 Example of Descriptive Text

My mother

Identification

My mother is a great and strong woman. She is the only one who has been taking care of me since I was a baby. She never stops to love me and also the whole of the family.

Description

My mother is an elementary teacher. She has been working in an elementary school in our village for around 30 years. She will be a pension in the next three months when she will be exactly 60 years old.

Even she is now old enough, but she still has the will to do something to get money. After the end of her duty, she will once again start the business opening a small Canteen like she ever did 3 years ago.

As long as I know my mother, she never cries or has angry feeling. She always happy all the time to make the other people around her has the same feeling. She always helped people even she did not know them. Because of that, many people know my mother.

As a teacher, she also loves to teach children at the afternoon in home. Whenever her students have some problems with the lesson, she would ask them to come to home at the afternoon to get lesson for free.

I'm so proud of my mother. I hope someday I can do the same thing like her to be a strong person to help the others.

2.6 SQ4R Method

2.6.1 Definition of SQ4R Method

SQ4R is an extension of the SQ3R method which is a specific tip designed to understand the content of the text developed by Francis P. Robinson at the Ohio State University of the United States. SQ3R stands for Survey, Question, Read, Recite and Review. Rhonda and Debbie put forward another reading and study plan is called SQ4R. It includes all the steps in SQ3R of Survey, Question, Read, Recite, and

Review. But it also adds a fourth R: Write. In this last step, you write about what you read. SQ4R is method especially designed for the use in explanatory and descriptive Texts Epcacan (2009 in Basar & Gurbuz (2017)). Initially, it occurred as the SQ3R strategy. It became SQ4R after the Reflect step was added by Applegate et al. (1994) as cited in Basar and Gurbus (2017).

The steps of this method are as follows:

1. Survey

During the survey step, the student first examines the text heading, its author and date of publication. Then skims over the main heading, sub headings, illustrations, bold and italic words. By means of surveying, the student acquires the skill to predict the subject of the text, its difficulty and knowledge to be acquired from the text (Brown 1991:59) as cited in Basar & Gurbus (2017).

2. Question

At this stage, the student prepares questions that can be answered by the text. The questions are prepared by using the sub-headings and questions who, what, where, why and how. The questions can be prepared by a teacher as well. However, no matter how they are prepared, the questions should definitely be prepared and should ensure that students are focused on the meaning of the text (Brown 1991: 59) as cited in Basar and Gurbus (2017). This stage ensures that students use their available knowledge and acquire a goal for reading.

3. Read

At this stage the student carefully reads the text. The student may give verbal or non-verbal answers to the questions asked or underline the portions containing an answer during the reading stage.

4. Reflect

Reflecting requires the students to think about and evaluate the information acquired from reading and to find a relation to the available knowledge (Carter 2011: 13). At this stage, the student gives verbal or written answers to questions asked after the reading stage (Brown 1992: 9; Epcacan,2009:261) and summarizes the text (Brown 1991:60). Attention should be given to not use the textbook when answering the questions (Epcacan 2009:261).

5. Recite

At this stage the student checks whether they understood what they read and goes over the text while stopping at the questions in order to refresh and correct their notional scheme relating to the subject (Brown 1991: 60; Gozniczak, 2007:49)

6. Review

After all the said steps, the student goes over the reading text once more in order to summarize the subject, answers the questions they did not understand or did not remember, had problems answering (Epcacan 2009: 261).

2.6.2 Strengths and Weaknesses of SQ4R

SQ4R is a one method of teaching and learning reading, as a one. SQ4R can give some strengths and weaknesses in teaching learning reading comprehension.

The strengths and weaknesses of SQ4R are as stated below:

1). The Strengths

1. To help the students focus on learning what is important to them.
2. The students learn to organize and structure their studying.
3. The students state their goals as questions, seek an answer, achieve their goals and move on.
4. The students focus on grasping the key concepts.

2) The Weaknesses

1. It is difficult to change old study habits.
2. It takes more energy to ask questions and develop summaries than it does to let the students passively read printed pages.

It means that the method focus to help the students' comprehension, improve the quality of the students towards reading comprehension in descriptive text. The research create the new method to change the old method, and make the students answer question depend on correct answer.

2.6.3 Procedure of Teaching Reading Through SQ4R Method

Below are some points in teaching reading through SQ4R Method:

1. Pre activity the teacher explains about strategy in learning reading and the teacher selects the material.
2. While activity the teacher gives a pieces of descriptive text:
 - 1). To write the topic sentence and summary.
 - 2) To read the text, and make one or more questions of topic major and answer the question of the text.

- 3) To look for answers in the text (reread the text to answer the question).
 - 4) To remember that seeing, saying, hearing, and writing points Understanding.
 - 5) To look over the notes and make sure you can answer all of questions.
 - 6) To retain understanding on text, they remember it and able to use the knowledge.
3. Post activity the teacher asks the student to express their problems in comprehending the text, after the student to understood, the teacher ended the class. It means that the teacher explain in learning reading. The teacher give the paper of descriptive text, and offer the students to write the topic, to read, recite, review, to look for the answer of questions, and they comprehend the purpose of the text.

2.7 Preview Research

The researcher has found some of the previous studies about improving students' proficiency in English as follows:

The first study is graduating paper written by Başar and Gürbüz (2017), this research analyzed the effect of the SQ4R technique on the reading comprehension of Elementary school 4th grade students. To collect the data, they utilized test since they used experimental for the research design. 57 learners from intermediate level were the participant of their research. The finding of their research showed that SQ4R strategy has positive effect and implicitly students will more motivated to read when they aware of the importance of reading to improve their reading comprehension.

According to the results of the study, a significant difference was found in the reading comprehension skills in favor of the students who studied reading comprehension with the SQ4R technique.

The second study is graduating paper journal written by Hananiel (2014). The purpose of this research is to examine improving students reading comprehension on recount text by using SQ4R and Media Booklet. The participants of the research were 25 students first year male and female. Similar with the third previous research above, Hananiel et al also used experimental research and used test for collecting the data. This research found that SQ4R strategy and Media Booklet conveys a good impact to the first year students reading comprehension. The subject of the research was ninth grade students' class 9c of SMP N 1 Sungai Betung in academic year 2014/2015, the participants were 25 students; 13 female and 12 male students. The use SQ4R and Media Booklet still bring benefits for both; male and female students.

The third study is graduating paper journal written by Khusniyah and Lustyantje (2017). Their research examined Improving English Reading comprehension ability through SQ4R Strategy. The aims of this study is to examine the effect of the survey, questions, read, record, recite, review (SQ4R) strategy of the reading comprehension ability students of 2nd semester. The research study was used action research method. The sampling was taken by 34 students. The validity of data used credibility, transferability, dependability, and conformability. Reading comprehension ability achievement questions prepared by the researcher. It was used as the data collecting tool. These questions were implemented to both groups before the experiment. Independent sample t-test was used for data analysis. The result of

the study that t-test result is $t\text{-stat} (11.3) > t\text{-table} (1.997)$. It means that there is a significant difference was found in English reading comprehension ability in support of the students who studied reading comprehension before and after the use of the SQ4R strategy. They used pre-test and post-test to collect the data since they used classroom action research for their research. For the result, they found that reading score of CAR improve significantly.

The last is graduating paper journal by Suharto & Neny (2017). The objective of this study is to analyze implementation of SQ4R learning method, students' active participation and students' achievement in the subject "Public Administration of Public Relations and Protocol" for students of class XI Administrative Office 1 at SMK PGRI Turen. This type of research is a Classroom Action Research (CAR). Data collection was done by interview, observation, documentation, test, and field note. The result of the research shows that (1) the implementation of learning goes well, proved by the increase of students' active participation and students' achievement, (2) the students' active participation increased from the percentage of 61% in the circle 1 to 82% in circle 2, (3) Students' achievement from the cognitive aspect increased from the average of 6.7 in circle 1 to 88.7 on circle 2.

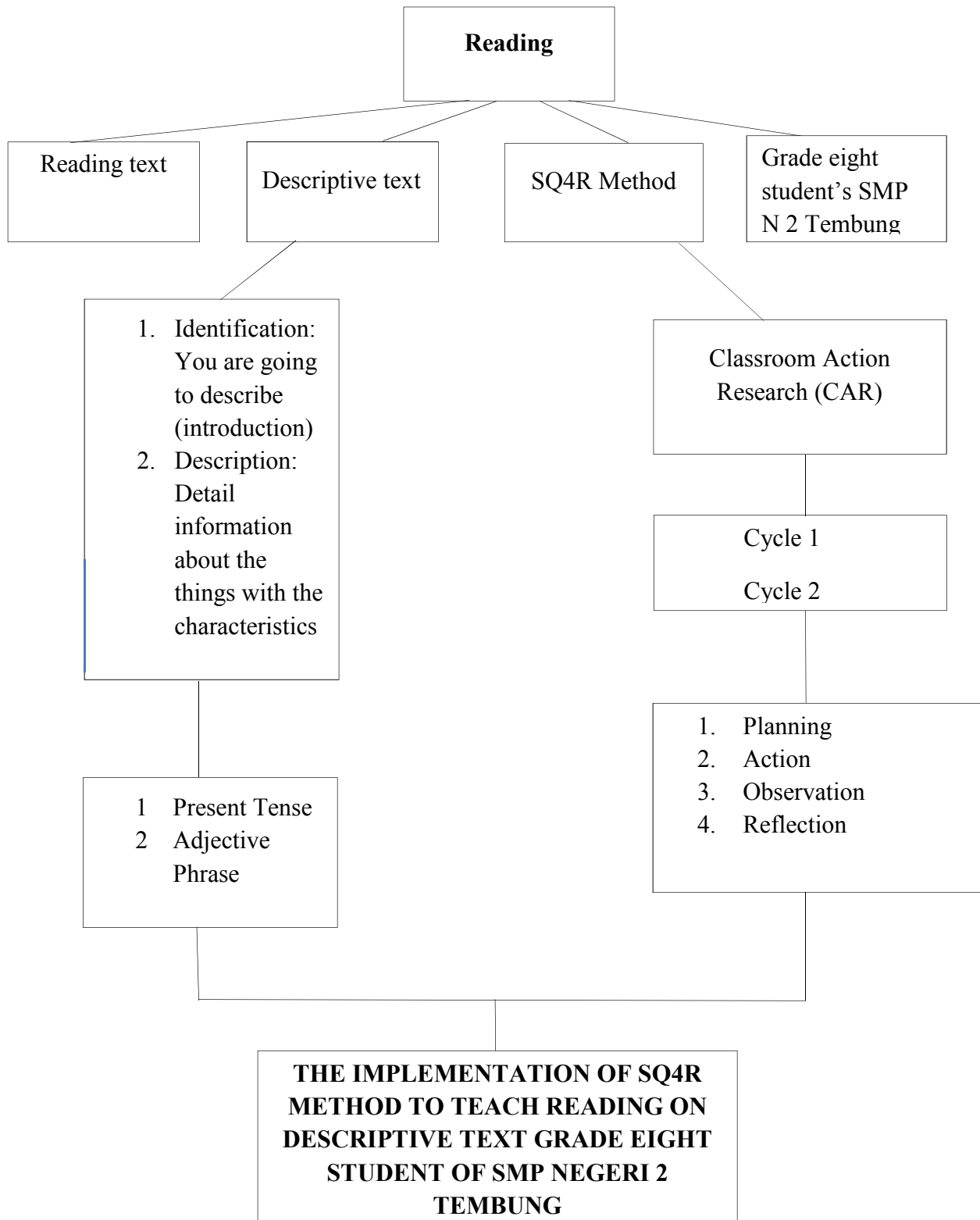
From the previous studies above, the researcher carries out a research entitled "The Implementation of SQ4R Method to Teach Reading on Descriptive text. Therefore, the researcher conducts a study that this different from those three previous studies. The first previous study is the place of research is totally different, the writer conducts a research in Junior High School while mostly researches above conducted their researches in Primary School. The second previous study only focus

to recount text by using media booklet and detail information of the generic structure of text with easier. While researches the author uses SQ4R method in Descriptive text. The third previous study differs from this study, although it is similar in using SQ4R as the method to teaching reading, because the third study focuses on the types data collection tool these questions were implemented to both groups before the experiment. It means that there is a significant difference was found in English reading. The fourth previous study only focus to students' active participation and students' achievement in the subject "Public Administration of Public Relations and Protocol" for students of class XI.

2.8 Conceptual Framework

Reading is a manner to get knowledge, information from the book, magazine, newspaper and so on. In English, there are four skill that should be mastered, Listening, Speaking, Reading, and Writing. Reading skill of the eighth grade students at SMP N 2 Tembung still needs to be developed. This situation is caused by several reasons; one of them is dealing with the media that are given in reading class. The teaching technique may not be appropriate with what students want. This situation may lead students have less passion to learn. They only learn (reading) to complete their duty as students who learn English. They do not have more expectations about their reading. Students actually need suitable teaching technique in order to make them motivated to learn. If the teaching technique is appropriate, students will enjoy the lesson. If they have enjoyed the lesson, they will explore their skill smoothly. As a result, they will produce good reading, in this case. That is why, a solution related to the teaching technique should be found out. The solution should leads students to

enjoy reading class without any pressure and boredom. In this case, the researcher offers a solution. It is implementation of SQ4R method to teach reading. SQ4R offers interesting and easy way in reading. It is easier for them to get and arrange the idea. Students are working in group and they learn how to share their idea and combine it with others' idea in a group. It will guide students to generate idea to reading. They will not be confused about what will they read anymore.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is a classroom action research. Broadly speaking there are two cycles in classroom action research, and each cycle has four stages: 1. Planning, 2. Action, 3. Observation, 4. Reflection. This research employs quantitative approach. Quantitative is an approach which the result is showed numerically. The research conducted was action research.

Classroom action research (CAR) is a process in which educators examine their own practice systematically and carefully using the techniques of research. Participants design a research question, collect data, analyze what they have learned, and write about their findings. Observations, interviews, surveys, and journals are typical data methods that participants use to investigate their questions. Classroom action research is done through a cycle and is designed into four steps. The first step of the research is planning, action, observation, and reflection.

Bogdan & Biklen (1992: 223) explain that Classroom Action Research (CAR) is the systematic collection of information that is designed to bring about social change. In addition, (Cameron-Jones: 1983) defined classroom action research as a research carried out by practitioners with a view to improve their professional practice and understand it better. In accordance with that Allwright and Bailey (1991: 2) mention that it is a research centers on the classroom, and simply tries to investigate what actually happens inside the classroom, and simply tries to investigate what actually happens inside the classroom. It treats classroom interaction as virtually the only object worthy of investigation. The first definition refers to the general meaning of action research and the second reflects the meaning of classroom action

research since it can be understood that the term practitioners used refers to teachers who practice and act in classroom. The last, perfectly indicates the action and the practice done by teachers in their own classrooms or issues on how teachers respond to learners' errors, how interaction occurs in classrooms, the feeling of teachers and learners during or after the lessons, and so on.

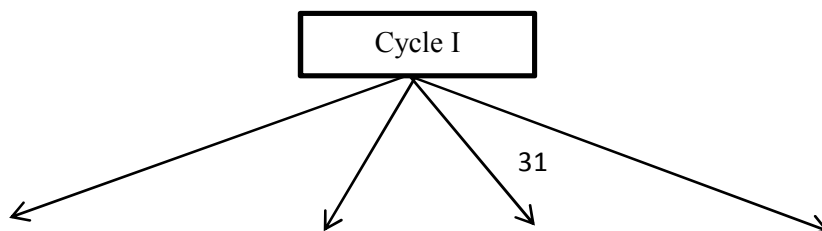
According to Creswell (2012:13) there are some characteristics of quantitative research, they are:

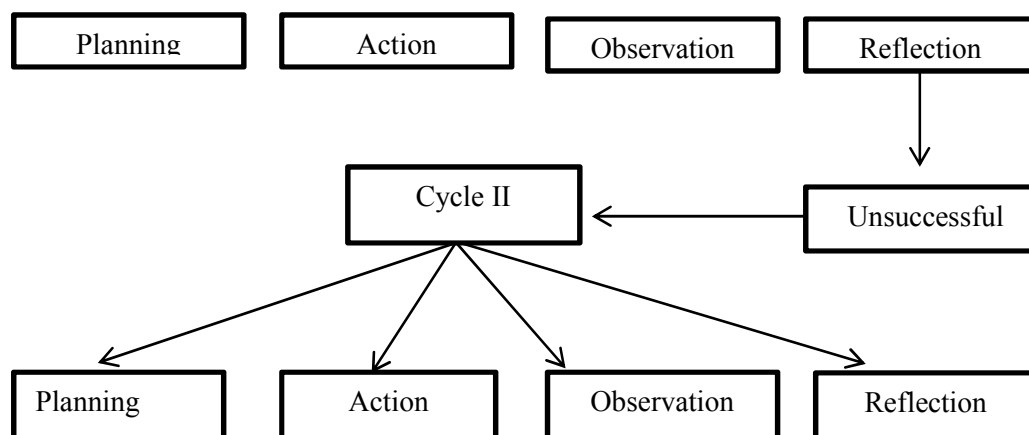
1. It described research questions through explanation of the relationship among variables
2. It provided research question and hypotheses
3. Research question and hypotheses were created in specific, narrow, measurable, and observable.
4. It used numeric data for scoring the instrument; pre - test and post – test.
5. It compared the result of two groups, experiment and control, using statistical analysis
6. The research report was written using standard, fixed structures and evaluation criteria.

From those explanations above, this research includes in quantitative research includes in quantitative research since this research provided numeric data for the result.

There, the researcher tries to teach by Using SQ4R (Survey, Question, Read, Select, Recite, Review) method. The research tries to reveal the effect SQ4R method in teaching descriptive text. The method implement to the students in the experimental group who is used SQ4R method.

Classroom Action Research Design





3.2 Population and Sample

1. Population

Creswell (2012:142) a population is a group of individuals who have same characteristic. The researcher will take population in the second group of individuals who have same characteristic. The researcher will take population in grade eight students of SMP Negeri 2 Berastagi.

2. Sample

Sample is selecting a give number of subject of the defined population as representative of that population. The sample of this study is 25 students in 1 class eight grade.

3.3 Instrument for Collecting the Data

The research consists to both qualitative and quantitative data collection. The qualitative data are in the form of opinions from the researcher participants. The quantitative data are in the form of scores that are collected from the pretest in reading test.

Two kinds of instrument are qualitative and quantitative.

1. Pre- test

Pre-test that the researcher will use is reading test. Reading test use to know how far the students reading comprehension before and after applying SQ4R method. For this research, the research will use 10 question of multiple choice and will use 5 question of essay. Items of multiple choice 1 number score 1 and items of essay 1 number score 4. In this test, the students will be asked to read a Descriptive text exercises with 10 items of multiple choice and then the students must answer the 5 items of essay.

Test that the researcher will use reading test. Reading test will be used to know how far the students reading comprehension before and after applying SQ4R method. For this research, the researcher will use 10 question of multiple choice and use 5 question of essay. The test is about students reading comprehension package book and the text material based on the descriptive text. Students will answer each question carefully to get the maximum score. The maximum score the test is 100.

The test is about students reading comprehension will use the test material based on the syllabus. Students will answer each question carefully to get the maximum score. The maximum score the test is 100. Students' scores on reading comprehension achievement will be counted and will be classified into reading test levels, i.e.: excellent, very good, good, fair, poor, very poor.

2. Post-test

For the post-test, the researcher will use documentation as a research instruments. The documentation that the researcher will use are photos during research. Documents means that a written. Written doing a method documentation, the research will observe the data through notes,

transcript, books, and newspaper. Documentation is a technique to collect data from several data sources such as note, book, and etc. the researcher will use it to get the list of students of eight grade.

The questionnaires will be administrated to the students in order to get information about the content, practically, and effectiveness the use of blog. In questionnaire, the question are usually set out in a very systematic way and very often the questionnaire by the reading the question and then ticking response or writing short answer. The questionnaires will be five items. There are five short questions during the teaching use media Blog. They are only sign in yes or no. say yes when agree and say no when not agree.

3.4 The Procedure of Collecting Data

There are two cycles of the research with evaluation on the end of each cycle. Classroom action research will be done through a cycle and will be designed into four steps. This research will be started by planning for an action. Then the plan is implemented as an action in classroom and the action is then observed. The reflection is done to analyze the data obtained during the action. Action research as a cycle will be started with a question and ending with more questions.

The first step of the research is planning. In this step the researcher will be identify and analyze the theme of the research. The researcher will interpret the research data. The researcher will use the classroom data, the individual data, or the subgroup data that are gathered before.

The second step of the research is action. The researcher will implement what had been planned before. The purpose of this step is to solve the problem which is the students' reading of Descriptive texts.

Observation is the third step that the researcher did in this research. The researcher will record all activities that have been done before. The researcher will try to elaborate the type of data, the data collection procedure, and the instrument that will be used to collect the data.

The next step is reflection. The reflections step is very important because it can be used as measurement for the research success. The researcher will observe whether the actions have negative or positive effect to the teaching-learning process. The items that will be evaluated include the change of the students, class, and also teacher.

Table 3.4.1 The Steps Model Learning by Applying SQ4R Method

No.	The Steps	Teacher's Step	Students Step
1.	Survey	a. Give the reading materials for students to read book. b. Inform to students how to find out short text and discuss new vocabulary in booklet	Reading quickly to find new vocabulary in short text.
2.	Question	a. Inform the students to pay attention to the meaning of the passage. b. Give students' assignments to make the question of the idea that found using the words	a. Pay attention to teacher's explanation GenericStructure, Social Function, Language Feature b. Answer the questions that have been made.
3.	Read	Instruct students to read and respond / answer the questions that had been prepared before.	Read actively while providing a response to what has been read and answer the questions made.
4.	Reflect	Simulating inform the material on reading	Students not only memorize and remember the subject matter but try to solve the problem of information provided by teachers with the knowledge that has been known through reading materials.

5.	Recite	Ask students to make the essence of the whole discussion of the lessons learn today.	a. Ask and answer questions. b. See the notes / the essence have been made before c. Making the essence of the whole discussion.
6.	Review	a. Ask students to read the essence that made from the details of the generic structure, language feature in their mind. b. Ask students to read back the reading material, if still not sure with their answer.	a. Read the essence that have been made b. Read back the literature if still not convinced of the answers that have been made.

3.5 The Scoring System

For this research, the researcher will use 10 question of multiple choice and use 5 question of essay. The maximum score the test is 100. The scoring system is a critical factor when evaluating a quality assessment. Reading skill are measure using multiple choice and essay questions with which the objectivity of score is certain. The scoring of multiple choice and essay answer sheets is automated and quality control procedures ensure accuracy.

Rubric For Students Score Sheet

No	Name	Aspect/Comprehension in:		Score
		Multiple Choice	Essay	
1				
2				
3				
4				
5				

Score Criteria

No	Score	Criteria
1	90-100	Excellent
2	80-89	Very Good
3	70-79	Good
4	60-69	Fair

5	50-59	Poor
6	<50	Very Poor

Notes:

$$\text{Score} = \frac{MC + \text{Essay}}{30} \times 100\%$$

MC : Items of Multiple Choice (1 number score 1)

Essay : Items of Essay (1 number score 4)

3.6 Validity of the test

Validity is a measurement which shows the levels of the instruments validity (Arikunto, 2004:211). It means that the test which is valid the appropriate information that is needed by the tester. There are four types validity: content validity, construct validity, concurrent validity and criterion validity.

3.6 Table of the test specification.

No	Kinds of the test	Score the test
1.	Multiple choice	1 number score 1
2.	Essay test	1 number score 4
$\text{Score} = \frac{MC + \text{Essay}}{30} \times 100\% \quad \text{Score} = \frac{10+20}{30} \times 100\%$		

3.7 The Technique of Data Analysis

The technique of data analysis, the researcher will use some procedures which are replied such as, classifying data and presenting. The analysis will be focused on the students' reading skill scorer. It will be based on the documents of the score of English reading skill taken from test. Based on curriculum, the standard of minimum mastery English subject is 70.

To interpret students' score, the researcher will use ordinal scale as the measurement tool to determine students' skill. There levels to group of students' score are as follows:

90 - 100 = Very Good

80 - 89 = Good

70 - 79 = Fair

60 - 69 = Low/ remedial

50 - 59 = Remedial

From Sudjana (2008) scoring the students' correct answer of pre-test and post-test by using the formula is as follows:

$$\text{Mastery Learning} = \frac{\text{number of students who achievement KKM} \times 100}{\text{Number of students}}$$

The criteria of students' reading comprehension grade eight of SMP Negeri 2 Berastagi is improve if the mean score of students in the second cycle is higher than the mean score of students in the first cycle and so on.