THE USE OF SURVEY QUESTION READ RECITE REVIEW (SQ3R) STRATEGY TO ENHANCE THE LEARNERS MOTIVATION IN COMPREHENDING ANNOUNCEMENT TEXTS (THE CASE OF SEVENTH GRADE STUDENTS OF *SMPN 3 CIAWIGEBANG* KUNINGAN)

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Abstrak

The aim of this study- to describe the implementation of SQ3R strategy in teaching reading of announcement texts, to describe the enhancement of students` motivation in reading announcement texts through the use SQ3R strategy, and to describe the students` enhancement of reading comprehension on announcement texts- was based on some weaknesses of students` vocabulary mastery and students` low score of reading comprehension that were found in classroom. The Subject was twenty eight of seventh grade students of SMPN 3 Ciawigebang Kuningan . By using Action Research approach, the research applied Planning, Action, Observation, and Reflection phases. It was conducted in two cycles in which each cycle consisted of three meetings. The data collection were administered through observation, questionnaire, interview, and reading comprehension pre-test and post-test. The results of study showed the implementation of SQ3R was good, students` motivation in following reading class was high, and students` reading comprehension score increased. The suggestion for future research is to conduct comparative research on SQ3R strategy to enhance students` reading comprehension between students with upper and lower ability.

Key Words: *SQ3R Strategy, Reading, Announcement Text, Motivation*

Introduction

Reading is one of English skills in teaching learning or the third skill after Listening, Speaking, and Writing and the important skill to master. As receptive skill, reading assists in drawing meaning from the printed page and interpreting the information appropriately (Grabe and Stoller, 2002, p. 9). It means reading ability helps in understanding the printed page by absorbing the information required in accordance with the needs of both personal and institutional from the written language.

The use of reading materials is vary depending on the individual need as a reader or in accordance with the purpose. To achieve the purpose the reader needs some strategies to be used in order the reading is effective and useful. The strategies help the reader to read in a very efficient way, bring the reader knowing what they want to know and knowing how deeply to study the reading material (http://www.mindtools. com/ rdstratg.html). Using the strategies also lead to be an effective readers as they aware how to use the strategies flexibly and efficiently (Garner, 1987; Presley, Beard EL,Dinary & Brown, 1992). Here, the readers can adjust their need of reading flexibly and efficiently.

SQ3R is one of strategy which stands for Survey, Question, Read, Recite, and Review which was developed by Robinson (1961) to provide a structured approach for students to use when studying content material. This strategy has been proved being effective and develops the students` habit by engaging the pre-reading, during-reading, and post-reading activity and helps to enhance comprehension and retention of information and very effective strategy in improving students comprehension. The data showed 68.7% students agreed that this strategy helped them in comprehending the reading material Baier (2011). In Indonesia, the effective of SQ3R was showed by the invention of Lestari (2011) who said SQ3R strategy improved the students` reading comprehension. The improvement was indicated by the students' mean score which increased from 39.5 in preliminary study, 70.625 in the first cycle, and 77.75 in the second cycle. Besides, the results of the study showed that the students were enthusiastic, motivated, and actively involved in teaching learning process by using SQ3R strategy.

Newspaper is printed page that commonly found in our environment. The information is presented up to date, so it will be easy to access at any time the science development . Basically newspaper has special characteristic, it consists of grammatically correct sentences whereas the sentences are ordered, arranged, structured, and combined to be meaningful. Besides, Eggins (1994) has divided newspaper into three parts , they are Beginning, Middle, and End. As the formal source, this genre has various ways in sharing the information by providing a variant headings or columns that please readers` motivation in choosing the topic. Such heading

or columns might as advertisement, article, or announcement which those are related each other to describe the information that be delivered through written language.

Announcement as newspaper content is kind of short functional text in English curriculum 2004.   In newspaper it is commonly   as part of advertisement columns. To comprehend it, the reader needs deeper interpretation because of its characteristic, that is, using incomplete sentences which creates confusing for the reader and very difficult to be understood (Swan, 1995). The language structure is very simple, in any case bolding and picture lighten and help reader in comprehending message. Besides, the space which is provided in newspaper is limited, this condition leads the entertainer puts the message as minimum as possible. In classroom comprehending this text is the main goal to be achieved by seventh grade students. For this, they need a technique or strategy to resolve or to minimize ambiguity in capturing newspaper message or in the case of announcement message. The SQ3R strategy can be applied for announcement texts in learning teaching practice. This   strategy is able to bring students` assumption and understanding in gaining the purpose of reading announcement that is to know what the whole texts message will be delivered.

The fact, to become good reader is far from easy task. The study showed there were many   problems in   reading class, mostly   the students   were insufficient vocabulary, they were unable to understand and to analyze long sentences, and low of syntax understanding and surveying text organization (Rahman, 2007).

This condition is similar with teaching learning situation at seventh grade students of SMPN 3 *Ciawigebang* Kuningan. Most of them made mistake in text interpretation because of vocabulary lack and got low score of reading test.   These weaknesses led them in low motivation in exploring the knowledge from other source texts, in following reading class, and become barrier in reading class.

For this, as an attempting to solve those problems, the researcher conducted a classroom Action Research (AR). This is kind of research that is carried out in the classroom by the teacher, mainly with the purpose of solving problem or improving the teaching/learning process (Elizabeth in Burns, 2010, p. 5).   The focus of the study was the implementation of SQ3R strategy in comprehending announcement texts.

Research Methodology

Research Design

The research design was based on the cycles proposed by Kemmis and Taggrat in Burn (2010) that were implemented by four steps: planning, acting, observing, and reflecting. The cycles had similar stages which in the practice the following cycle was conducted when the improving of strategy was ineffective yet.

There were two cycles which were applied at seventh grade students of SMPN 3 *Ciawigebang* Kuningan.. Each cycle covered three meetings. Planning was developed based on the problems found in the preliminary study. Here, the researcher collaboratively with colleague established appropriate strategy, technique, and media to support the achievement of students reading comprehension . SQ3R startegy was choosen to encover the problems.

Action was the implementation of SQ3R strategy, here research procedure was done through learning stages : pre-activity, whilst-activity, and post-activity.

Observation was conducted during the teaching learning process by using variant instruments such as questionnaire, interview, and observation sheets. The content of each instrument had variant theme which depending on the situation and classroom condition. Finally, reflection was conducted after learning took place and formulated based on the findings of analysis data obtained during the learning or at the end of the cycle. Researcher and collaborator discussed to make good changes related to implementation of SQ3R strategy in order to increase students' motivation and reading ability or in comprehending the announcement text.

Data Collection

Data gathered in this study were quantitative and qualitative data. Quantitative data were obtained through a series of tests, pre-test and post-test. Pre-test was carried out before the cycles began while the post-tests were conducted at the end of the cycles. There for the items on the test questions were taken from several national and international newspapers such as the Jakarta Post and Kaleej Times. Qualitative data were obtained through interview, observation, and questionnaire. The data were taken to determine the students' behavior when SQ3R was implemented and also to determine student's motivation in following learning reading.

Data Analysis

Both quantitative and qualitative data were analyzed to obtain the results by using simple formula to gain students` individual score (in Nurhasanah, 2011, p. 56) and Descriptive Statistic suggested by Burns (2010). The formula as follows:

To analize students` individual reading comprehension test the formula as follows:

$$\frac{gained\ score}{\max\ score}X100$$

To know the result of the research, the formula as follows:

$$M=\frac{\Sigma X}{N}$$

M = Mean (average)

Σ X = Number of scores

N = Number of items

To make the interval of data score, the research used Interval Reguler Method the formula as follows:

$$X=\frac{B-A}{Numbers\ of\ class}$$

X = Interval

A = The lowest score

B = The highest score

The Results

In pre-limenary study, the teacher gave questionnaire and reading comprehension pre-test to know the condition of students` motivation and their ability in comprehending the text before SQ3R strategy was applied. The result showed almost students had average motivation in English especially reading class and low in their reading ability which showed from the score test, 5.6 lower than standard criteria minimum. The preparations before and after the class were low, they never studied to face the following material, time table of learning was only an hour a week, they were weak in completing the home work, and the having of source English book was bad too,

they only had LKS book. It can be concluded that those factors as problems and influence to increase their motivation.

In first cycle after the strategy was implemented, students` reading test showed the graph of pre-test and post-test increased but still lower than standard criteria minimum (70). Actually, to achieve it was through several times of test in which the questions made varied. Most errors made by students were on the comprehensive questions related to main idea or topic, objectives, doer or who the making of announcement. Considering students` low score, researcher replaced test type with multiple choice form. Finally, the result showed students` average score increases 6.75.

In second cycle, students' work by using SQ3R strategy was high. The result showed the increase higher than standard criteria minimum around 7.03.There were some groups who reached the final stage of the SQ3R strategy. They had ability to make inferences from the given announcement texts even though found the grammar skills were still low. The interest was supported by motivation to achieve the succes that indicated by the high level of their involvement during the learning. Most of students had desire to ask the teacher when faced difficulties in learning.

Table 1

The Summary of Students` Motivation and Students` Reading Comprehension
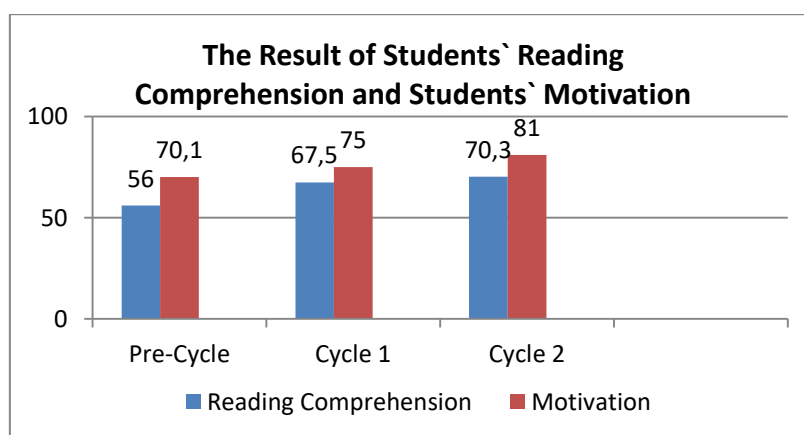
Based of the findings of this study, the result of the students` reading comprehension from the pre-cycle to cycle 1 increased 11.5%. From cycle 1 to cycle 2 increased 2.8%. It means that from the initial condition to the second cycle had the

significant results. Therefore, the result of the students` motivation from pre-cycle to cycle 1 increased 4.9%. From cycle 1 to cycle 2 increased  6%. It means that the implementation of the SQ3R strategy can improve the students` motivation.

Discussion

Discussions of First Cycle

To create learning atmosphere more fun and interesting for students especially in deepening the reading ability is a heavy task. Many difficulties encounter every learning aspect to the   students` achievement on reading ability. The problem may be from within and outside or internal and extenal aspect.  The internal  aspect is associated with students` motivation and their level intelligence. The external aspect is usually associated with environtment such as family, school and friends.

This study focuses on exploring students' skills in reading comprehension by using SQ3R strategy on announcement texts. SQ3R is being a guideline in the learning reading process to improve students` motivation  to be as good reader. The fact the expectation has not been fully achieved. The implementation of SQ3R strategy in teaching reading comprehension was low. Students` reading comprehension was low under the standard criteria minimum. It influences to students` motivation in following reading comprehension.

 The Implementation of SQ3R Strategy

In first cycle, students' skill in reading comprehension by using SQ3R strategy has not been achieved yet or unsatisfactory. The implementation of SQ3R strategy could only be done in three phases, namely survey, questioning, and reading. For two following stages namely recite and review there were only few students who were able to do well.

The students` failure and success in applying the SQ3R strategy of this announcement text actually reflect a level of intelligence or cognitive ability. Bloom in Hartoyo says there are several domains of cognitive taxonomy that shows the student's ability, namely: a. knowledge, one of the ability to identify; b. comprehension, the ability to infer; c. application, the ability to arrange; d. ability to infer; d. synthesis, the ability to compose; e. evaluation, the ability concludes. The SQ3R covers and reflects all those categories.

Survey is the first phase of the SQ3R strategy. This is the stage in identifying the title, symbol, picture, date or other items that are usually characterized by the use of bold or italic faced in a text. In practice, students were able to do it well. They identified the title, symbol, picture, date of the announcement texts with depth analysis of the identified items. For this, students are good on cognitive level they are capable in doing this skill. It indicates they are at high level of cognitive domain.

Furthermore, students` progress in reading comprehension on announcement texts are developed at later stages question, reading, recite, and review. In questioning stage some students had been able to perform these activities well. They were able to make questions by changing what they had gained from the survey into question by using the "WH" questions form. This success indicates the stage of their intelligence at the application level , the students are able to assemble or to arrange a word or phrase with the help of questioning words. In other words, students have been able to apply what they got at previous stage into a meaningful sentence.

Reading is the third stage of SQ3R strategy that describes how the reader administers reading activities while finding answers of questions that have been made previously. In this case only few students who were able to do these activities well. Students could not predict or explain thoroughly the content they read. They were weak in this stage that made difficult them to the next stage.

Recite and Review are the stages where students should analyze, synthesize, and evaluate reading text. Only few students were able to do these stages. They are the hardest stages in reading by using the SQ3R strategy. They feel difficult to make a summary, to infer, or to conclude the text content.

The problems are caused by internal and external factors. Internal problem come from their competence in vocabulary mastery, low effort to improve vocabulary lists, and rarely study at home to enrich their knowledge by providing source book. This condition gives negative effect for their learning program at school. Time limitation hinders them to explore vocabulary knowledge, because they rarely train or activate their brain that limit them to catch teacher explanation. It becomes as trouble for teacher to arrange time available in order to be effective to overcome students` weaknesses.

Seeing this, teacher tried to resolve the problems by giving effective teaching in reading class. According to Pinter (2006, p. 114), she suggests teacher to offer stimulant activities, fostering self esteem, self confidence, and cooperation among them. Here, in practice teacher gave stimulant question related to word meaning of text in order students could activate their thought and were able to pour their opinion or idea. Teacher also suggested students to always work in group because showed there was good progress when students completed the task. Working in group was suitable activities where every students were involved in the same activity and where teacher was as controller.

Students` Motivation

The students` attitude which was shown during reading lesson reflected their lack of motivation in learning. Their unwillingness was demonstrated through negative attitude during reading lesson. Cconcentrations were low, they could not follow the lesson well. Only a few students who were seriously involved in learning reading. Part of them went out from classroom when teacher was teaching, showed impolite attitude, ignored the teacher's task, and there were some who passive during the lesson.

They supposed to have good intention to follow the reading class . However, this condition caused by external factors such as social environment and family which dominate them. In fact, the students environment is inconducive to support the achievement of their learning. Most of them live with grandfather, grandmother, uncle, or aunt who are less to provide motivation or encouragement them to learn well. Similarly, their friendship does not create a good learning situation. This condition is proved by the low effort to gain high score in the examination.

To overcome this situation, the teacher did a personal approach in order to build their confidence in learning and created good communication so that students felt there was no gap between them. Besides, teachers also gave praise to students who successfully completed the task well. Giving praise is to build students' self-motivation as proposed by Wheelock (1992) in Alderman, he says praise from teacher can reinforce students expectation because it rise their thinking and solving abilities in accomplishing the task.

Students` Achievement of Reading Comprehension

Students` reading comprehension on this cycle is better than the previous test of preliminary study. But if refferes to standard criteria minimal (70) which is made by English teacher, the result is low. It is caused by the content and the test form. The students faced problems when essay test was given. These weaknesses were dominated by the lack of vocabulary.

Seeing this condition the teacher conducted another test, multiple choice, with the same content but different in its form. This test type is considered to be effective to determine the level of students' reading comprehension (Brown, 206:2005). Therefore, students` score increased although still far from the standard criteria minimum because they were not able yet to extract meaning, to interprate text content, and to get the inference of whole text.

Students` ability is limited on this stage. However, if it is connected with the characteristics of announcement texts, have simple generic structure, seems to have this capability such as connecting dates or symbol is sufficient. But it is not the simple one, there is meaning that contained in announcement texts such as what the purpose, to what for the event of the announcement, who makes the announcement and to whom the announcement was aimed, in short everyone who involved in the announcement should be known in comprehending announcement texts. This problem become a reference in the next cycle in administering learning reading which associated with students' increase in understanding the whole texts.

Discussion of Second Cycle
The Implementation of SQ3R Strategy

Positive development occurs after the second cycle. The implementation of SQ3R is effective in increasing students` reading comprehension of the announcement texts. This condition creates the atmosphere of teaching learning is conducive and the students follow it into the end of class. Positive response is indicated by the students` proactive attitude in which they tried to ask when found difficulty in completing or doing the tasks. So that the problem which was experienced in the first cycle as the low ability of recite and review could be resolved although only some groups who could administer it.

Students` Motivation

This success is balance with students` motivation. Their conciousness of the importance of learning is high they tend to be antusiatic and have effort to work hard and adjust their playing time. Furthermore, family members and friends although directly do not create a good learning atmosphere can be handled by their motivation to develop learning competition in order to be successful in learning process.

The improvement of students` motivation is caused by the teachers` role. In this case, the teacher gave and created variant learning in order students interested to involve in lesson well. Hammer (2007) said the teacher role as an organizer and tutor are very important, here students are organized to perform a variant activities. In practice, the students were asked to work in groups in order to ease finishing reading task by using SQ3R strategy and had been proved very effective. Furthermore, as a tutor, the teacher took personal approach especially when students completed assignments and helped them to overcame the problems. This condition made them felt comfort toward to create a good classroom atmosphere. Moreover, as a resource, the teacher helped in reading stage, sometimes students need help in understanding the word meaning or phrase contained in the texts which difficult to be translated lexically.

Students` Achievement of Reading Comprehension

Students` knowledge, motivation, and interest are factors that influence comprehension (Kintsch and Kintsch, 2005, p. 85). Students score in cycle two demonstrate students` reading comprehension is high. If it is associated with students` ability in implementing SQ3R strategy and their motivation can be described that both of them influencial factors of students` achievement. As discussed before the high capability to infer and make conclussion as part of SQ3R strategy can be said caused by students background knowledge on the theme of announcement texts. They could answer the questions well and gain high score and motivate them to make preparation such as learning or practice when the test would be performed. High motivation affects the desire to work hard to get a good score.

Conclusion and Suggestion

The implementation of SQ3R strategy in reading comprehension on announcement texts at seventh grade students in SMPN 3 Ciawigebang shows good enhancement. The students can implement the steps of SQ3R strategy well. The

students show good progress in implementing SQ3R until final stage. They can pass the three steps of SQ3R such as surveying, questioning, and reading well. They can identify useful information to be returned into question and found its answer. The capability enhance their motivation in following reading class. The motivation is high. The motivation increases after the SQ3R strategy is implemented. The strategy make them to be active in following reading class from the pre-activity to post-activity.

The SQ3R strategy is the technique which improved students` reading comprehension on announcement texts. The good progress is shown from the result of the series of pre-tests and post-tests. In the first cycle, students` reading comprehension increases 11.5% and in the second cycle, students` reading comprehension increases 2.8%.

The improvement of students` ability in reading comprehension by using SQ3R strategy and their motivation can be considered as the succesful learning. For this in teaching learning process, the teacher should focus on this aspect. The teacher has to explore this method or strategy, makes preparation of lesson plan before teaching, provides media or resource book, CD, practical tool as media to improve students` understanding of reading texts given in teaching learning process. These become positive aspects in order to the purpose of the teaching learning process more successful.

Related to the next research, this research is recommende to be a reference in conducting classroom action research by using SQ3R strategy that can improve students` motivation in the teaching of other language skills such as listening, speaking, and writing.

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