THE EFFECT OF SQ4R METHOD ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT

(An Experimental Research at the Eleventh Grade of SMK PGRI 2 Taman in Academic Year 2023/2024)

RESEARCH PROJECT

Submitted as Partial Fulfillment of the Requirements for the Degree of *Sarjana Pendidikan* in English Education

By

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AGREEMENT

This Research Project entitled "THE EFFECT OF SQ4R METHOD ON STUDENTS READING COMPREHENSION OF PROCEDURE TEXT AT THE ELEVENTH GRADE" Has been agreed by advisor to be examined before the board of examiners. Teacher Training and Education Faculty, Universitas Pancasakti Tegal.

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FAKULTAS KEGURUAN
DAN ILMU PENDIDIKAN

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STATEMENT OF ORIGINALITY

I affirm that this research project, titled **"The Effect of SQ4R Method on Students'**
Reading Comprehension in Narrative Text" is entirely my own work.

I have not engaged in any form of plagiarism or citation within this research project,
as it contradicts the scientific principles upheld within the academic community. I
accept full responsibility for the originality of the research project's content. Any
viewpoints or discoveries provided by others that are incorporated into this research
project are duly acknowledged and cited in accordance with ethical guidelines.

Tegal, 30 July 2024

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MOTTO AND DEDICATION

Motto:

"It's fine to fake until you make it, until you do, until it true"

(Taylor Swift)

Dedication:

1. Both of my parents (Mr. Tasudin and Mrs. Tasrimah) who I am very proud of because they never stop sending their good prayers and providing support in fighting for their daughter's future and happiness. I dedicate this thesis with this degree to you.

2. My beloved siblings, Ramadhan Syah Bahari, Dwi Pratiwi Siduarsih, and Aisah Arrum Safitri, who always give me everything I need in my life, especially always give me support and pray in every single day.

3. Muhammad Irsan Lazuardi, my beloved lover who always helps, accompanies, supports and encourages and listens to my complaints in completing this research project.

4. My beloved friends; Nadiya, Putri, Liza, Berlin, thank you for being with me and always supporting and helping me in completing this thesis.

5. I, myself, who have worked hard to complete this research project.

PREFACE

Let me thank Allah Almighty for his blessings and the opportunity to complete this research titled "The Effect of SQ4R Method on Students" Reading Comprehension in Narrative Text".

The writer is fully aware that this research may possess inherent flaws and errors, necessitating constructive criticism and guidance. Consequently, heartfelt gratitude is extended to those individuals whose invaluable contributions have greatly influenced the progress of this study:

1. Dr. Taufiqulloh, M.Hum., as the Rector of Pancasakti University Tegal.

2. Dr. Yoga Prihatin, M.Pd., as the Dean of Teacher Training and Education Faculty of Universitas Pancasakti Tegal.

3. Mrs. Yuvita, M.Pd., as the Head of English Department of Teacher Training and Education Faculty of Universitas Pancasakti Tegal.

4. H. Sumartono, M.Pd., as my first advisor, who has offered guidance, expertise, and valuable insights throughout this research journey. Your dedication, patience, and encouragement have been crucial in shaping this thesis. I am deeply grateful for your mentorship and guidance.

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ABSTRACT

SALSABILLAH, HILWA AZZAHRO. 2024. *The Effect of SQ4R Method on Students' Reading Comprehension in Narrative Text (An Experimental Research at the Eleventh Grade of SMK PGRI 2 Taman in AcademicYear 2023/2024).* Research Project. English Department. Faculty of Teacher Training and Education. Universitas Pancasakti Tegal.

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Key Words: *SQ4R Method, Reading Comprehension, Narrative Text.*

The aims of this research are to find out whether there is a difference in reading improvement between students who are taught using the SQ4R method and students who are not taught using the SQ4R method and how students responses to the use of the SQ4R method as a method of learning reading comprehension.This study used a true experimental design, which used an experimental class and a control class. The population in this study was grade XI students of SMK PGRI 2 Taman with a total of 569 students, while the number of samples in this study was 68 students with cluster random sampling technique. This study used reading test instruments and questionnaires. The results obtained the average posttest results of the experimental class of 87.29 outperformed the control class of 72.71. Based on the results of the t-test, paired sample t-test shows a significant value of 0.000 which means less than ($<$) 0.05. It can be concluded that there is a significant difference between the experimental and control classes. Through the questionnaires distributed, the majority of students also agreed that the SQ4R method can improve reading comprehension and make learning more fun. In conclusion, the use of the SQ4R method as a learning method has a positive effect on students' reading comprehension. This study suggests that students should be given additional time to practice reading comprehension at home or at school using methods such as the SQ4R method. Teachers are also advised to use appropriate methods to support students' English reading comprehension learning.

ABSTRAK

SALSABILLAH, HILWA AZZAHRO. 2024. *The Effect of SQ4R Method on Students' Reading Comprehension in Narrative Text (An Experimental Research at the Eleventh Grade of SMK PGRI 2 Taman in AcademicYear 2023/2024).* Proyek Penelitian. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Pancasakti Tegal.

Pembimbing Pertama   : H. Sumartono, M.Pd.
Pembimbing Kedua   : Fajar Prihatini, M.Pd.

Kata Kunci: Metode *SQ4R, Pemahaman Membaca, Teks Naratif.*

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan peningkatan membaca antara siswa yang diajar dengan menggunakan metode SQ4R dengan siswa yang tidak diajar dengan menggunakan metode SQ4R dan bagaimana tanggapan siswa mengenai penggunaan metode SQ4R sebagai metode pembelajaran pemahaman membaca. Penelitian ini menggunakan desain true eksperimen, yang menggunakan kelas eksperimen dan kelas kontrol. Populasi dalam penelitian ini adalah siswa kelas XI SMK PGRI 2 Taman dengan jumlah 569 siswa, sedangkan jumlah sampel dalam penelitian ini adalah 68 siswa dengan teknik cluster random sampling. Penelitian ini menggunakan instrumen tes membaca dan kuesioner. Hasil penelitian diperoleh rata-rata hasil posttest kelas eksperimen sebesar 87,29 mengungguli kelas kontrol sebesar 72,71. Berdasarkan hasil uji-t, paired sample t-test menunjukkan nilai signifikan sebesar 0,000 yang berarti kurang dari ($<$) 0,05. Hal ini dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol. Melalui kuesioner yang disebarkan, mayoritas siswa juga setuju bahwa metode SQ4R dapat meningkatkan pemahaman membaca dan membuat pembelajaran menjadi lebih menyenangkan. Kesimpulannya, penggunaan metode SQ4R sebagai metode pembelajaran berpengaruh positif terhadap pemahaman membaca siswa. Penelitian ini menyarankan agar siswa diberikan waktu tambahan untuk berlatih memahami bacaan di rumah atau di sekolah dengan menggunakan metode seperti metode SQ4R. Guru juga disarankan untuk menggunakan metode yang tepat untuk mendukung pembelajaran pemahaman membaca bahasa Inggris siswa.

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CHAPTER I

INTRODUCTION

This chapter discusses background of the problem, identification of the problems, statement of the problem, objectives of the research, significances of the research. The detail explanation of thos things are as follows:

1.1 Background of the Problems

English teaching involves four language skills, they are listening, speaking, reading and writing. Three aspects of language teaching and learning support the four language skills above, such as; vocabulary, grammar, and pronunciation, further taught in the English teaching and learning process.

Reading is an important skill in life, both for academic and personal purposes. For academics, reading skills will enable students to develop their knowledge, values, skills and vision. Through learning to read, students are expected to be able to provide appropriate responses to the information they have read. For personals, reading is very good for brain and mind exercise. Reading can help keep the brain so that it always carries out its functions perfectly. When reading, the brain is required to think, analyze various problems, look for solutions and solutions and discover new things.

The level of reading comprehension in Indonesia remains relatively low, as evidenced by the 2018 PISA (Program for International Student Assessment) results. PISA, administered by the Organisation for Economic Co-operation and

Development (OECD), evaluates the competencies of 15-year-old students in reading, mathematics, and science across various countries. In the 2018 assessment, Indonesia was ranked 72nd out of 79 participating countries in terms of reading proficiency. This low ranking highlights significant challenges within the Indonesian education system, particularly in fostering strong reading skills among students.

Several factors contribute to Indonesia's low reading comprehension levels. One of the primary issues is the quality of education, which varies widely across the country. Many schools, particularly in rural and remote areas, face a shortage of qualified teachers and educational resources. Inadequate teacher training and professional development further exacerbate the problem, as educators may lack effective strategies to teach reading comprehension. Additionally, there is often an emphasis on rote memorization rather than critical thinking and comprehension skills in the curriculum, which hampers students' ability to engage with and understand complex texts.

Therefore, to overcome the low level of reading comprehension is by using strategies in reading. One reading strategy that can help to improve reading comprehension is the SQ4R method. SQ4R stands for Survey, Question, Read, Reflect, Recite, Review. The SQ4R method is a systematic and comprehensive reading strategy that helps readers to understand the structure and content of reading, ask questions about the reading, read actively and critically, remember the information you read, apply the information read. However, there is still a few of research conducted in Indonesia to test the effectiveness of the SQ4R method

on reading comprehension. Therefore, this research aims to analyze the effect of the SQ4R method on reading comprehension among students in Indonesia.

According to Carolyn (2002) one of the strategies used to help students with problems in reading comprehension of narrative text is the SQ4R technique. SQ4R is an abbreviation for Survey Question Read Recite Reflect Review. SQ4R is one strategy designed to help in using their textbooks effectively. It can be concluded that SQ4R is an effective technique for achieving reading goals to improve student understanding. Students can understand the meaning and understand the reading text.

SQ4R provides a systematic way to understand and study text. This means that by using SQ4R, students can understand and study texts using a systematic method, namely; review texts to develop predictions and set reading goals by generating questions about the topic, reading actively, seeking answers to questions they have generated, summarizing the information they have obtained, and evaluating their understanding through review. By doing this, it is hoped that students' independence and effort in reading English texts can increase, and their achievements can be developed.

Based on experience and observation at SMK PGRI 2 Taman, the SQ4R method has never been taught in reading classes. This is feasible to apply to students because it has several advantages. One of the critical parts is reflection where students are able to think critically about what they have learned and what they have not learned regarding the topic. Critical thinking like this is necessary if students want to become mature readers. Reflecting on what has been read also

helps students retain understanding for a longer period of time. The more students reflect on the text, the longer they remember it and the more likely they are to be able to use the knowledge they have trained. The purpose of this study is to describe students' reading comprehension skills as measured by reading comprehension indicators, including: 1) the ability to grasp the meaning of words or phrases in reading, 2) the ability to grasp implied or explicit meaning, 3) the ability to make conclusions, (Samsu Somadayo, 2013). With this study, it is considered important to know students' reading comprehension skills as measured based on predetermined indicators using reading comprehension test questions.

According to some students at SMK PGRI 2 Taman, reading is a complex learning and teaching process. They sometimes have difficulty reading test texts or reading texts on television and social media. Well, in this case, many students want to know how to read easily.

1.2 Reasons for Choosing the Topic

Reading is one of the four components of language skills, along with writing, listening and speaking. Reading is a complex interaction between the text and the reader (Hughes, 2007). It means that reading is an activity to read a text. According to Cline, Johnstone, & King (2006) reading is decoding and understanding written text. Here, the students will get a text from the teacher and they will read the text and try to understand what is the text tell about. From those statements above, the researcher concludes that reading is the process of learning to read a text and to get the information of the text.

Teaching reading in vocational schools is very challenging. This is because students still do not know how to understand reading material even though they have good grammar skills. As we all know, reading skills are more complex and difficult to teach, requiring and mastering not only grammatical and rhetorical but also conceptual and judgmental devices, because of reading difficulties, several attempts have been made to solve these problems. The main goal is to understand all the information contained in the reading text to develop the reader's intellectual abilities. Apart from that, there are still many purposes of reading and its benefits for everyday life.

The writer chose the SQ4R method because this methode can encourage someone to better understand what they read, focusing on the essence or main contents implicit and explicit in a book or text. The aim of this research is not only to help students understand reading easily but also to encourage students to look for lots of new vocabulary.

The writer chose SMK PGRI 2 Taman because most of the students at that school experienced difficulties in reading comprehension. The reason is because they need a lot of time to understand what they read, they have a view of ideas and inspiration and they have little knowledge about reading techniques. Then the writer hopes that this method can be responded by students. This method is also expected to motivate students to read English.

Considering the problems above, the writer wants to conduct research entitled "The Effect of SQ4R Method on Students" Reading Comprehension in Narrative Text".

1.3 Identification of the Problems

Based on the explanation of the background above, the writer has identified problem at SMK PGRI 2 Taman. The difficulties experienced by students are caused by several factors such as:

1. Students lacked of motivation in learning.

2. Students lacked of basic knowledge from the text.

3. Students encountered difficulties while reading.

4. Students feel less interested in the learning techniques provided.

Therefore, the writer tried to improve students' reading comprehension by using the SQ4R method. Through the SQ4R method, will there be an increase or positive effect on students' reading comprehension?

1.4 Limitation of the Problems

This study is limited to the SQ4R method on students' reading comprehension in the eleventh grade students of SMK PGRI 2 Taman in the Academic Year 2023/2024. The writer discusses SQ4R (Survey, Question, Read, Reflect, Recite, Review) method on students' reading comprehension. The study only examine one specific implementation of the SQ4R method, leaving out variations that might yield different results. The study is limited to eleventh graders, so it is unclear if the results would generalize to other grades or age groups. The study focuses on narrative texts, so the findings may not apply to other text types such as narrative or expository texts. Just narrative text because it appears on the syllabus on eleventh grade of SMK PGRI 2 Taman.

1.5   Statement of the Problems

Based on the explanation of the background above, the writer state the problem as follow:

1.   Does the SQ4R (Survey, Question, Read, Reflect, Recite, Review) method have any significant effect on students" reading comprehension?

2.   What is the students' responses on SQ4R (Survey, Question, Read, Reflect, Recite, Review) method as learning reading comprehension?

1.6   Objectives of the Reasearch

From the previous discussion in the research background, the writer found that the SQ4R method for improving students' reading comprehension is quite useful. Therefore, there are two main research objectives:

1.   To find out whether or not there is significant effect on students" reading comprehension by using SQ4R (Survey, Question, Read, Reflect, Recite, Review) method.

2.   To analyze students" responses on SQ4R (Survey, Question, Read, Reflect, Recite, Review) method as learning reading comprehension.

1.7   Significances of the Research

This research will provide useful information and benefits in two aspects, the theoretical significance of the research which is expected to contribute to the theory of teaching reading comprehension and the practical aspect which is a sign which is expected to contribute as an alternative approach in teaching students how to understand what they read. Theoretical significance and practical significance are explained as follows:

1.7.1 Theoretical Significances

In theoretically, research findings can improve teaching theory and reading comprehension and enrich facts regarding the impact of the SQ4R method on students' reading comprehension.

1.7.2 Practical Significances

a. For teachers, this research can help English teachers to find alternative solutions or innovative teaching in learning reading comprehension.

b. For students, this research can provide opportunities for students to learn reading methods using the SQ4R method to improve their reading comprehension.

c. For further researchers, this research can provide useful information and references for future researchers who want to conduct similar research.

CHAPTER II

REVIEW OF RELATED THEORIES, THEORETICAL FRAMEWORK, AND HYPOTHESIS

This chapter presents; review of related theories, theoritical framework and hypothesis. Review of related literature consists of the definition of reading, the definition of narrative text, Generic structure of narrative text, Example of narrative text, Analysis of narrative text, the definition SQ4R, the steps to do SQ4R, and the advantages and disadvantages SQ4R method.

2.1 Previous Studies

The first previous study was written by Adi Joko Saputra (2019) who conducted a research entitled "The Influence of Using Survey, Question, Read, Recite, Reflect, And Review (SQ4R) Strategy Towards Students" Reading Comprehension at the Second Semester of the Eighth Grade of MTs Negri 2 Bandar Lampung 2018/2019 in the Academic Year". The objective of this research is to know whether there is a significant influence of using SQ4R strategy towards students" reading comprehension at the second semester of the eight grade of MTs Negri 2 Bandar Lampung in 2018/2019 Academic Year. The quasi experimental of quantitative method is used in the research because the sample of the research was random. The sample of the research was the student MTs Negri 2 Bandar Lampung. The sample took three classes, they were try-out class, control class, and experimental class. Try-out class was a trial class before

the test administrated to the control and experimental class. The treatments were held in three meetings. LRD strategy as a regular strategy was used in control class and SQ4R strategy was used in experimental class. In collecting the data, pre-test and post-test were given for both classes. The data which had been collected was analyzed by using SPSS (Statistical Program for Social Science) version 16. The independent sample t-test was used because the sample was taken from two different samples and to compare both pre-test, post-test in control and experimental class. After doing the hypothetical test, the result was that there is a significant influence of using SQ4R strategy towards reading comprehension at the second semester of the eigh grade of MTs Negri 2 Bandar Lampung. From the data analysis computed by using SPSS, it was obtained that Sig = 0.012 and a = 0.05. It means H is accepted because Sig < a = 0.012 < 0.05. Therefore, there is a significant influence of using SQ4R strategy towards students" reading comprehension at the second semester of the eight grade of MTs Negri 2 Bandar Lampung.

The second previous study was written by Murdani (2021), who conducted research entitled "The Effect of Survey, Question, Read, Recite, Review Reflect (SQ4R) Method on Students" Reading Comprehension of Narrative Text at the Tenth Grade of MAN 2 Model Medan in 2020/2021 Academic Year". The objective of this study was to find out whether or not there was a significant effect of using SQ4R method on students" reading comprehension of narrative text at the tenth grade of Senior High School. Quantitative research with quasi- experimental design was used in this study with 211 students as the population. By using lottery

technique, two classes were chosen as the sample. 36 students from X-IPS 2 as control class and 35 students from X-IA 2 as experimental class. In collecting the data, a reading test in form of multiple choice and essay was used in this study and was distributed into pre-test and post-test. Then, the dependent t-test was used to analyze the collected data. The results show that the tobserved (to) in experimental class is higher than ttable (tt) in the significant level of 0,05 (tobserved = 3,138 > ttable = 1,995) at the degree of freedom (df) = 69. Therefore, the alternative hypothesis (Ha) is accepted and null hypothesis (H0) is rejected. Therefore, it can be concluded that SQ4R method gives significant effect on students‟ reading comprehension at the tenth grade students of senior high school.

And the third prevous study was written by Annisa Yusti Desiyanti, Miftahul Rachmat, Tri Ilma Septiana, Pitriah (2023), who conducted a research entitled "A Novice English Teacher‟s Efforts To Enhance Students‟ Reading Comprehension On Narrative Text Through SQ4R Method, What Can We Learn?". The main objective of the present study is to observe the efforts of a novice English teacher in applying the SQ4R method to enhance students‟ reading comprehension on narrative text at the secondary school level in a rural area of Kota Serang. To achieve this objective, the Kemmis & McTaagart (1988) model of classroom action research was chosen as a research design. In addition, this study also involved research collaborators so that the novice English teacher gained valuable inputs in the preparation of lesson plans and objectivity in assessing the quality of learning process. Besides, classroom observation and reading test were used as research instruments. This study was declared successful

in cycle 2, when the result of reading test showed that 85.71% of students had achieved the minimum completeness criteria with a mean score of 71.54. In summary, the direct implication of the SQ4R method for students include the development of cognitive skills, enhancement in reading comprehension and retention, as well as generating self-confidence and critical thinking skills.

The previous studies have some differences and similarities with current study to prove the authenticity of this study. The similarities and differences in this research lie in the methods, instruments, results and objectives. The similarity found in the previous studies is that all previous studies used SQ4R method to improve student abilities and all findings had positive responses from both students and teachers. That SQ4R method is an effective method to improve students' ability and interest in learning.

For the differences, the writer discovers differences in each study. In the study conducted by Adi Joko Saputra (2019) using quasi-experimental as a research design and implemented in eighth grade. In the study conducted by Murdani (2021) using quasi-experimental research design. The next differences in the study conducted by Annisa et al (2023) using Classroom Action Research (CAR) as a research method, then focuses on the efforts of a novice english teacher in applying the SQ4R method to enhance students reading comprehension.

This research is to determine the effect of SQ4R method on students' reading comprehension in narrative text. To establish this study different from the previous study, the researcher uses quantitative method and true-experimental as

research design that will be conducted in eleventh grade of SMK PGRI 2 Taman in academic year 2023/2024.

2.2 Review of Related Theories

2.2.1 Reading

Either the four language skills is reading: English requires mastery of reading, writing, listening, and speaking. According to Trotman (2006), reading is a comprehensive ability, like listening. Which means that It needs responding to the text as opposed to writing it. Simply put, reading actually involves understanding the text. To achieve this, we must understand the language of the text at the extent of phrases, sentences, and the complete text. We must additionally relate text messages to our knowledge of the world to know the message of the text.

We can see from the definition above that reading is a tough process. It requires letter, word, and sentence comprehension, making sense of the connections between sentences (coherence and cohesion), comprehending various types of text, and experiencing the text using our worldly knowledge and the required reading ability.

Meanwhile, according to Tarigan and Guntur (1990), Reading is a process that is carried out and used by readers who want to understand the writer's message by means of written language or words. One may say that reading is a means of gaining knowledge from written material.

Reading may also be defined as the process of absorbing what readers have read into their education (Grabe, 2009). The learning process will occur when an

individual's perspective shifts from the unknown to the known. Reading is a component of education, thus the reader attempts to comprehend what they read by interpreting, combining, assessing, and determining what information is most significant.

In a more formal setting, we expect reading in an academic context as part of getting to know or engagement. It is a reality of modern-day life that almost any trouble or topic can be mentioned, treated, or debated from more than one points of view, and it is miles our responsibility on a regular basis to determine among these alternative sources of information. Therefore it is far important to read in order that we will understand the context that is being discussed.

Grabe (2009) states that a number of the skills and processes used in reading require reader effort, including anticipating text information, selecting key information, organising and mentally summarising information, monitoring comprehension, repairing comprehension breakdowns, and matching comprehension output to the reader's goals.

From some statements above, it can be determined that reading is a way or strategic to gain the message or information conveyed by the writer in written text.

2.2.2 Narrative Text

In the aspect of reading, the competency that must be mastered by students in understanding various meanings (interpersonal, conceptual, textual) in various written, interactive, and monologue texts, especially those in the form of descriptive, narrative, recount/spoof, procedure, anecdotes, expositions,

discussions, and reviews. In this study, the writer will use narrative text as a text to test students' reading comprehension using the SQ4R method.

1. Definition of Narrative Text

Oshima and Hogue (2007) state that narration is writing a story. In a narrative paragraph or essay, events or incidents are described in chronological sequence. To put it another way, you organize your sentences into a narrative paragraph by using time order. In can be said that a narration is a story writing about events or incidents use time order.

Meanwhile, Keraf (1989) state that the narrative is a type of composition with specific goals. A narrative text is one that tells a story to educate, entertain, inspire, or train the reader. The narrative may be real or fictional. In narrative texts, true stories can be an individual's adventure or an event. Fictions are stories that people make up out of their fantasies and imaginations. According to these points of view, a narrative text is typically the result of writing that is evolve and woven into a story about an event that occurred in the past.

Character, setting, and action are present in narrative text. Typically, the narrative's problem, setting, and characters are introduced at the beginning. In the middle, the issue reaches its highest point. The issue is solved by the conclusion. Reading narrative means understanding a whole or what is in the narrative text. Both the storyline, characters, setting, and also the message of the text.

Additionally, narrative texts impart a moral lesson to the readers. Characters typically represent the polar opposites of evil and good, villain and hero, weak and strong, or foolish and wise. They are perfect examples of these polar

opposites. Due to the trait of the text, which indicates contrary, narrative texts always contain conflicts and complications. For instance, a good person and a bad person.

2. Kinds of Narrative Text

Similar to other texts in English narrative text also have some kinds to classify the text. It is necessary because there are many kinds of narrative depend on the purpose of the writer and audience. Below writer will discuss some form of narrative text which commonly used in high school. According to Joyce and Feez, there are two form of narrative text namely fiction and non-fiction narrative text.

a) Fiction

The narrative text sometimes called fiction if the narrative is untrue and does not happen in the real world. Fiction is divided into fable, legend, myths, and fairy tales:

- Fable

A moral lesson is often conveyed through the telling of a story known as a fable. Fables frequently involve animal characters who act and communicate in human-like ways. The narrative text uses the following fables as examples: The Smartest Mouse Deer, The Chronicle of Hawk, Hen, and Rooster, and The Fastest Turtle.

- Legend

A legend is a story about human or natural phenomena that are perceived as part of the story by both the narrator and the listener. Captions are often used by adults to help them think about cross-cultural issues today. In many cases, a

legend can be described as a brief, conventional, and historical narrative that is interpreted in an extremely chatty manner. Some instances of legend in fiction are: The Story of Toba Lake, The Legend of Roro Jongrang. The Legend of Tangkuban Perahu.

- Myths

Myths are stories that have provided a fictitious explanation of natural phenomena. They said to the myths that generally explain the phenomenon and their secrets from one generation to another. Myth can also transmit cultural, religious or spiritual beliefs and traditions.

- Fairy tales

Fairy tales were is a narrative that may be likable for adults and children. Fairy tales typically are the story of folkloric that told a special character as fairies, goblins, elves, troll, dwarves, and giants. Examples of the fairy tale are Aladdin, Little Red Riding Hood, and Sleeping Beauty.

b) Nonfiction

The story or event that truly happen and occur is nonfiction. It can be said that nonfiction usually talks about the writer's experience or another person which is talked about in writing. Nonfiction is often in biography, history, and newspaper writing

Among the kinds of narrative texts mentioned earlier, a legend was the main focus of this research. Furthermore, legend also part of the learning instruction base on the syllabus in the 2013 curriculum.

3. Generic Structure of Narrative text

Derewianka (1990) states that the generic structure of narrative are:

a) Orientation, in which the writer introduces the leading characters, the setting, and the story line of the story to the reader.

b) Complication, in which a series of events propels the plot forward that we typically anticipate will cause a problem or complication. If nothing interesting happened, it wouldn't be as interesting. The main characters will be affected by this complication, which frequently contributes to their (temporary) success in achieving their objective. The difficulties we face in life are often depicted in narratives, which conduce to confirm the reader that the problems are solvable.

c) Resolution, in a narrative that is "satisfying," the difficulty is resolved. Though this is entirely feasible in some narratives that end up leaving us curious (how is the end?), the complication is rarely left completely unresolved. For better or worse, it may be resolved.

4. Example of Narrative text

<p align="center">The legend of Surabaya</p>

A long time ago, there were two animals, Sura and Baya. Baya was a crocodile, and Sura was the name of a shark. They lived near the sea.

One day, Baya and Sura were searching for food. Baya saw a goat at once. This will be my lunch, Baya declared. No way! This is lunch for me. Sura remarked, "You're a thief." The goat was then up for grabs. They were exhausted after several hours. They moved around and lived there because they had had

enough of fighting. Sura visited the land one day and searched the river for food. There wasn't plentiful food in the sea, and he was very hungry. When Baya found out that Sura had broken the promise, he was very angry. They fought once more. They both struck one another. Baya was bit by Sura. Sura suffered the same fate as Baya.

Sura finally gave up and went back to the sea after he bit her so hard. Baya was really happy.

Source: https://www.getenglishnow.org/2020/08/10

2.2.3 SQ4R Method

1.   Definition of SQ4R

SQ4R is one of the methods in teaching reading which uses several steps to understand the text. This is an old method called SQ3R (Survey, Question, Read, Recite, and Review) found by Robinson in 1941. Then SQ3R becomes SQ4R then distinguish this method from others by adding a step called Reflect at the last step of the method. According to Coon and Mitterer in Zakiya, The reflective process can improve student comprehension by allowing them to connect what they have read with information they already know well. Moreover, SQ4R is a useful technique for fully extracting the information from a text. This will helps students construct a good mood of the subject, in which you can put the truth right. Using SQ4R will significantly improve the quality of study time.

2.   The Steps to Do SQ4R

Richardson & Morgan has arranged the procedure of SQ4R. There are six steps; Survey, Question, Read, Reflect, Recite, and Review. The writer develops the procedure to adjust with the narrative text. The procedure will explain as follows:

1.   Survey

The students are the ones conducting the survey with regard to the text. They gain the ability to predict the primary idea of the text, as well as its complexity and knowledge of the text, through the utilization of surveying. The student will investigate the text heading, writer, and publication date. The following step requires the students to read the introductory and concluding sentences of each paragraph. To get a general understanding of the text is the goal of this step. In addition, students will skim in this step. Students need to quickly scan the headings, the subheadings, and the summaries, as well as examine any words that are bolded or italicized, as well as any images or other representations.

2.   Question

In this step, students have to come up with questions they can answer about the text that they reading. Students can write what, why, who, when, and where questions from the heading, subheading, or title, as well as the main idea that they get from what they have previously surveyed. Moreover, Brown states self-questioning should be engaged by the students in this step. The questions help students understand the text before they finish reading it. Students create some questions in this stage, for which they will later research the answers.

3. Read

In this step, students read the text while keeping the questions in mind in order to find the answers to the questions. Moreover, if they read the text attentively, the students will be able to correctly respond to the questions. asked verbally or orally, or they can underline the passages that contain the answer during the reading phase.

4. Reflect

Reflect is the fourth step of SQ4R strategy which is essential and effective to be used during the process of reading. Reflection is the process of thinking about the material just read. It involves processing new information and linking it with already existing knowledge for proper understanding. According to Sobkowiaka (2001) during reading the reader should ponder on the text by involving his personal experiences and past knowledge for the understanding of new knowledge. Because the main purpose of reflecting is to understand what is reflecting on.

5. Recite

At the end of each section, stop and recite the major points. Resist the temptation to be passive by mumbling something like, "Oh, I remember that." Put the ideas into your own words. According to Kiewra (2002) the fifth in SQ4R stands for "Recite" which means repetition of information. Recite, actually, a reliable method of getting mastery over the text to be taught (Butcher, 2002). In this process, reader check and control their own understanding by re-examining and reading aloud what they read from the text (Reynolds, 1996).

When the readers read the heading and sub-heading and thoroughly go through the text silently then they should read the text aloud in their own words and try to answer the questions. The text is read time and again because repetition keeps the information alive. If students failed to answer the question already formulated then they should reread. The important information is retained by using recitation and recalling both in writings and orally reading (Mangal, 2005).

6.   Review

The students mostly forget the learning materials within 24 hours, the students should review the content what they studied (Reynolds, 1996). During review the answer of all the questions are given. Review consists of scanning the main and sub headings again reading loudly answer the questions. If questions are not answered the material should be read again. Frequently reviewing the material performs better on tests. Review is a crucial element during reading, as it focuses to enhance cognitive awareness of the procedures, the material and the response of the readers.

To summarize, based on the theory above the purpose of the SQ4R method is to make the students independently involved in the reading process. Moreover, this method makes the student active in reading and exercises students by memorizing concentration, and critical thinking by self-tested.

Furthermore, in order to adjust the learning process of reading comprehension in the narrative text, the procedure of the SQ4R method above has been adapted to the syllabus of eleventh grade students.

3.   The Advantages and Disadvantages of SQ4R Method

The SQ4R method has been widely used by writers and teachers as a method of teaching English with different problems and different levels of students. It's true, there are a number of advantages and disadvantages to using this method. The advantages and disadvantages of the SQ4R method will be explained below:

a.   The Advantages of SQ4R Method

According to Robinson in Yuliana, there are some advantages in applying the SQ4R method. First of all, its help the student distinguish between the main idea and underside detail in the text. Next, the purpose of this method is to make the student active in reading and exercise students by memorizing, concentration, and critical thinking by self-tested. Moreover, the method spends less time memorizing and helps to focus on looking the new ideas.

b.   The Disadvantages of SQ4R Method

The disadvantage of this method, according to Brown (1992), is the third stage in which students answer questions while reading. In this step, the student should answer the questions they've been given in their own words, not by copying the answers from the text. This reduces students' comprehension of the text and limits their ability to think creatively. Another issue is that it takes some time to demonstrate the method to the students at the beginning because there are six steps that need to be broken down for them and demonstrated by the instructor before the students are able to apply the strategy on their own.

2.3 Theoretical Framework

Reading is one of the four language skills that must be mastered by the students in leaming English besides listening, speaking and writing. Most of the students are required to read various kinds of books and texts written in English. Moreover, it needs comprehension to catch the idea and information in reading the text. Reading is one of the important parts of language. Therefore, the students might be learnt English reading.

Eleventh grade students at SMK PGRI 2 Taman have several problems which are related to reading skills. The problems are the students doesn't motivation in learning reading, they does difficult to memorize new words. The teacher uses traditional technique and the students needs the other resources to enrich their knowledge about English.

Based on that explanation, the teachers should choose the best way to teach English reading. Therefore, this technique could improve their motivation in learning reading SQ4R (Survey, Question, Read, Reflect, Recite, Review) method is interesting technique since the learning process not only teacher as central but also students the students as the central of teaching learning process.

Moreover, the used of SQ4R (Survey, Question, Read, Reflect, Recite, Review) Strategy could be created communicative situation in teaching learning process. From the theories above, the writer believes that applying SQ4R (Survey, Question, Read, Reflect, Recite, Review) method could be improved the students' ability and motivation in teaching learning process.

Theoretical Framework

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              ┌─────────────────────────────┐
              │           INPUT             │
              │   PRE-TEST (Reading Test)   │
              └─────────────────────────────┘
                            │
                            ▼
              ┌─────────────────────────────┐
              │     PROCESS (Treatment)     │
              └─────────────────────────────┘
                            │
              ┌─────────────┴─────────────┐
              ▼                           ▼
   ┌────────────────────┐      ┌────────────────────┐
   │ Teaching reading   │      │ Teaching reading   │
   │ with SQ4R method   │      │ with conventional  │
   │                    │      │ learning           │
   └────────────────────┘      └────────────────────┘
              │                           │
               ─────────┐      ┌─────────
                        ▼      ▼
              ┌─────────────────────────────┐
              │           OUTPUT            │
              │  POST-TEST (Reading Test)   │
              └─────────────────────────────┘
                            │
                            ▼
              ┌─────────────────────────────┐
              │  The effect of SQ4R method  │
              │   on students" reading      │
              │       comprehension         │
              └─────────────────────────────┘
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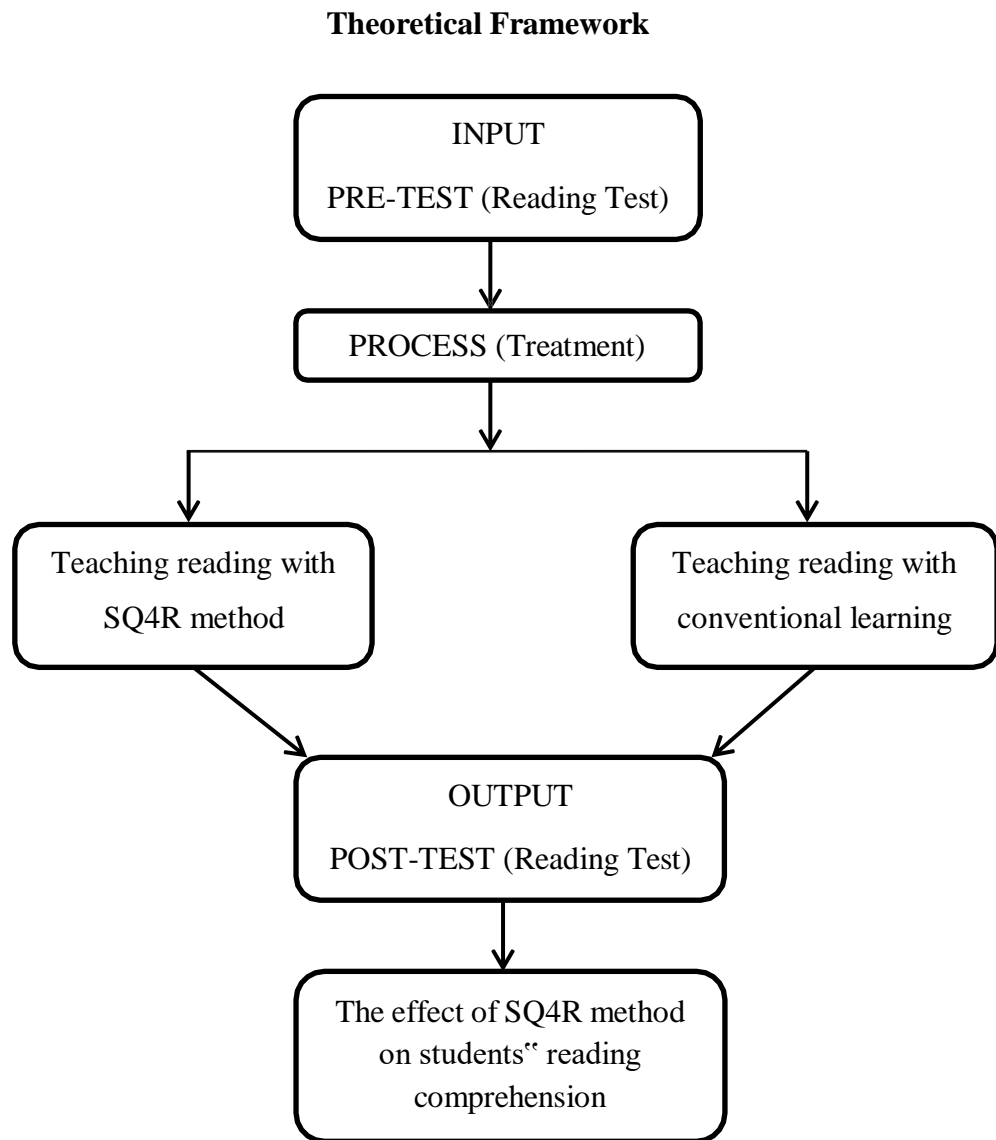
Picture 2.3 Theoretical Framework

2.4 Hypothesis

Based on the theoretical above, the writer will take the hypothesis such as;

H_0 : There is no significant effect of using SQ4R (Survey, Question, Read, Reflect, Recite, Review) method on students" reading comprehension eleventh grade students" of SMK PGRI 2 Taman in the academic year of 2023/2024.

H_1 : There is significant effect of using SQ4R (Survey, Question, Read, Reflect, Recite, Review) method on students" reading comprehension eleventh grade students" of SMK PGRI 2 Taman in the academic year of 2023/2024.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer explains the research method that was used in this research. This research method consists of several sections. They are the research approach, type, and design, setting population and sample. It also consists of research variable, instrument of the research, technique of collecting data, technique of analyzing data and statistical hypothesis.

3.1 Approach, Type, and Design of the Research

3.1.1 Research Approach

This research used quantitative data and statistical to find out the effect of using SQ4R (Survey, Question, Read, Reflect, Recite, Review) method in the teaching of reading. The data collected by multiple choice. Then, the data counted by statistical analysis to get the result of the reasearch.

In this approach all subjects in the research is measures both experiment class and control class. Furthermore, to check the improvement of reading achievement, pre-test and post-test have been applied by the writer. The purposed of pre-test is to get information how far students understood the materials before they gave them the treatment. The purposed of post-test is to find out the positive effects of students" reading ability achievement after they gave the treatment. It use to find out achievement in reading comprehension after they were taught using SQ4R (Survey, Question, Read, Reflect, Recite, Review) method.

3.1.2 The Type of the Research

The type of research that used in this research was experimental study, because the objective of the research is to know the effect of using SQ4R (Survey, Question, Read, Reflect, Recite, Review) method on students" reading comprehension. According to Sugiyono (2010), experimental study is research method that is used to looking for the effect of certain treatment in a control situation.

The type of this experimental research is true experimental design. There are two groups that choose randomly. First group is experimental group and second group is control group.

3.1.3 The Design of the Research

The design of the research that used in this research is two group designs. One class as experimental class and one class as control class. The writer used pre-test to measure the ability of the students before giving the treatment. Pre-test given to measure the condition before treatment period. Post-test given after the writer applies the treatment to the experimental group and control group. Post-test given to know how significance of applying SQ4R method on students" reading comprehension.

3.2   Population, Sample and Technique of Sampling

3.2.1 Population in this Research

"Population is a generalization area consisting of: objects or subjects that have certain qualities and characteristics that set by researchers to study and draw conclusion" (Sugiyono, 2013).

The population of this research is all students of eleventh grade students" of SMK PGRI 2 Taman in the academic year of 2023/2024. The population in this research consist of 569 students.

3.2.2 The Sample in this Research

Sample is a part of the target population that the writer wants to study in order to make generalizations about the target population. Regarding the number of participants, there are few experts" statements. Creswell (2012) says a correlation study must have at least 30 participants to establish the relationship.

From the population which consists of 569 students in 15 classes, the writer took two classes as a sample for conducting this research. First class XI AKL 1 as Experimental Class (who were taught by using SQ4R method) consisiting of 34 students, and second class XI AKL 2 as Control Class (who were not taught using SQ4R method) consisting of 34 students. Sample of this research took from the eleventh grade students of SMK PGRI 2 Taman in the academic year of 2023/2024.

3.2.3 Sampling Technique

Cluster random sampling is the sampling technique that used by the writer. Cluster random sampling is the way to took the certain group in class at random without considering the ability of the students. The writer took two classes as a sample for this research. Experimental class is from class AKL 1 and Control class is from class AKL 2.

3.3 Research Variables

Research variables are divided into two categories: independent and dependent variables. Independent variables are variables that are manipulated to determine their effectiveness on the dependent variable. The dependent variable is the variable that appears as a result of the independent variable.

In this research, the writer used two variables to determine experimental result as variable X and variable Y. Independent variable is using SQ4R method (variable X), dependent variable is students" reading comprehension (variable Y).

3.4 Data Collecting Technique

The writer used test to be applied for getting the data. Before conducting the test, the writer has carried out a try out test first to get the validity and reliability of the instrument to another group. After the instrument is valid and reliable, the pre-test was given to both of groups. After that, the writer started the research. In this research the writer delivered material by using Survey, Question, Read, Reflect, Recite, Review (SQ4R) method to experimental group and teach reading in conventional way to control group. At the end of the lesson, the writer conducted a post-test to both of groups.

3.5   Research Instrument

A tool used to measure, observe, or collect quantitative data is called an instrument. Before conducting a study, writer create or develop a specific question and answer. The common tool used as instruments in quantitative research are test and questionnaire. A test used by the writer as a data collection tool during this investigation. Arikunto defines a test as a tool or method used to determine or measure a student's performance using a set of methods and rules. The purpose of this test is to find out whether the SQ4R method has a significant effect on students' reading comprehension. Questionnaires were also used in this research, the purpose of this questionnaire was to analyze student responses to the SQ4R method as a reading comprehension learning method.

1)   Reading Test

When conducting quantitative research, the test is easy to use and provides reliable results because it uses statistics to analyze the data. Both the experimental and control groups are tested twice: once before and once after. A reading comprehension test was used in this research. This test used multiple choice containing 25 questions, the test was completed within 60 minutes.

2)   Questionnaires

Questionnaire is a list of questions or statements on a particular topic that are given to a subject, either individually or in groups, to obtain certain information. (Brown, 1992).

There were 9 questions in the questionnaire distributed. Questionnaire given after the post-test had been done to analyze students responses on SQ4R method as learning reading comprehension.

3)   Validity and Reliability

Validity and reliability are two components that inquired to be addressed while evaluating the research instruments. Thus, the arrangement of validity and reliability are below:

a.   Validity

In quantitative research, validity should be prioritized as it measure the accuracy of a concept in a study. It means precisely determining the extent to which the research idea can be measured. According to (Sugiyono, 2012) Obtaining valid and reliable results in research requires the use of valid and reliable instruments. The validity of the content means that the tests are developed using materials given to the students in eleventh grade at SMK PGRI 2 Taman. This research was conducted using SPSS (Statistical Package for Social Sciences) for data calculation. Testing technique used Pearson"s bivariate correlation (Pearson"s product moment). If the test with a significance level of 0.05, then there is a significant correlation between the test or question items and the final result, which is considered valid.

b.   Reliability

The reliability or accuracy of an instrument is the second measure of quality for quantitative research. According to (Creswell, 2012) stated reliability refers to the consistency and stability of the score obtained from an instrument. In addition,

a reliable instrument is one that consistently produces the same data when used multiple times to measure the same object (Sugiyono, 2012).

In order to determine the consistency of the instruments responses, a reliability test was conducted. To test the reliability of the instrument in this research, the Cronbach Alpha formula was used with SPSS 22 software. The criteria for the reliable test are :

- If Alpha > 0.90, then the relisbility is considered perfect.

- If the Alpha falls between 0.70 – 0.90, then the reliability is considered high.

- If Alpha < 0.50, then the reliabilityis considered low.

- If Alpha is low, then there is a possibility that one or more items are not reliable.

3.6 Technique of Analyzing Data

After data collection, the next step in research was data analysis. The first step was to manage the correct and incorrect responses from the students from the previous test and after the installed test.

Furthermore, the scores were analyzed by using Descriptive Statistics to obtain the Mean, Median, and Mode of each test session.

Once the descriptive statistic calculation was done, the next step for the data analysis employs inferential statistics, which could be divided into two phases, namely t-test, and hypothesis test.

3.6.1 Preliminary Analysis

Preliminary analysis is the earliest step in determining the quality of the data before conducting a t-test and independent hypothesis testing. In this section there were two tests for data analysis i.e. normality test and homogenity test.

1. Normality test

A normality test is a statistical assesment whether sample data originates from a population with a normal distribution. To determine if the data follows a normal distribution, a normality test will conduct using SPSS 22 software.

The Kolmogorov-Smirnov test (Chakravarti, Laha, and Roy, 1967) is utilized to scertain if a sample is drawn from a population with a specific distribution. The K-S test that the distribution of the test statstic is independent of the underlying cumulative distribution function being stated, making is an exact test it is advantages. The concept of testing normality of data is integral to classical testing. Assessing the residual values for normal distribution is crucial in determining the goodness of fit for a regression model. This, evaluating the normality of residual values aids in assessing the accuracy of the regression model.

2. Homogeneity Test

A homogeneity test is a statistical method employed to ensure if the variances among two or more groups are the same or homogenerous. The main obejective of this test is to ascertain whether the variability within each group is comparable or if there are significant differences in variability between groups.

Two of the most commonly used homogeneity test are Levene"s test and Bartlett"s test. These test are frequently used in analysis are met. It crucial because many statistical techniques assume that the variances across groups are homogeneous or similar. If the variances are significantly different, it can affect the validity of the statistical analysis..

3.6.2 Dependent T-Test/Paired Sample Test

To find the students" reading comprehension test, the writer used the paired sample t-test to calculate which includes the differences between pretest and posttest scores after the treatment implemented by using SPSS program. This research used most SPSS program to find whether H_1 is accepted or H_0 is rejected.

3.6.3 Independent T-test/Hypothesis test

Independent T-test/Hypothesis test is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups.The hypotheses of the research are:

$T_0 > T_t$: The alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. There is a significant difference in the understanding of the students who are taught through the SQ4R method. That is, the SQ4R method is an effective technique in teaching reading comprehension.

$T_0 < T_t$: The alternative hypothesis (H_1) is rejected and the null hypothesis (H_0) is accepted. This means that there is no significant difference in the understanding of students who study using the SQ4R method. This means that the SQ4R method is not an effective method for teaching reading comprehension.