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Teaching Reading through Survey, Question, Read and Write (SQRW) at Junior High School 20 Padang

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Abstract: This research was Classroom Action Research to analyze students' reading comprehension through SQRW. In this research, researcher used random sampling in selecting the participant and answering the question of questionnaire. In collecting the data, the researcher did observation and used reading task, test, teacher's diary and Questionnaire. The subject of the study is the second year students of SMP Negeri 20 Padang, The subject consists of 40 students, 23 male and 18 females. From the data that have been found, they have good ability in serving, answering questions, reading and writing. It means the ideal passing score is at least 75%. This study was stopped when 90% of the students, subject of this study have reached the passing grade. It is recommended that English teacher of junior high school use the SQRW in the classroom, the teacher must to be able to support the students to learn reading by using SQRW and also the teacher must consider the best teaching in developing the use SQRW.

Keywords: Comprehension; reading; SQRW

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INTRODUCTION

Reading is an activity that involves visions, memory and understanding. In reading the students should know how to understanding and comprehending the text because reading can influence their success in getting knowledge (Coiro, 2003; Duke & Pearson, 2008; Freire & Macedo, 2005; Smith, 2012). And also by reading, the students will get knowledge that students have never known before. Through reading, students can explore their talents and potentials. With strengthened reading skills, students of English tend to make greater

progress in other areas of language learning. Reading should be an active, fluent process that involves the reader and the reading material in building meaning (Ramsden, 2003; Scardamalia, 2002).

Teaching reading is a process to teach read a text for students so that can educate, guide students in reading to be better. Teaching reading is how the way of teacher to attract the students is interesting to read books or something. Teaching reading can help students in comprehending a text with easily. This is a way to increase motivation and interest students

to read and easier for them in the search for ideas in the text. The purpose of teaching reading is to increase the students' abilities, attitude and skills from the getting information from written text. It is also designed to make the students have sufficient capacity. Stated on *Kurikulum Tingkat Satuan pendidikan* (KTSP 2006) for the second year students of Junior High school that in learning reading, students must be able to comprehend the functional text and, narrative text, descriptive text, and procedure text to fulfill KTSP Competencies.

However, there were many problems of students in reading comprehension, students were difficult to determine the main idea in one sentence and it was difficult to distinguish between main ideas with topic and details. They had poor vocabulary, because they didn't know what they read. When the teacher gave some task of reading, some of them made the task and they had many mistakes in answering the questions of the task, because they didn't understand what text tells about. This problem is caused by the strategy that teacher used is not variations. The teacher only gives the texts to the students and asks the students to read and answer the questions. They just read the text without knowing what the meaning. Often the teacher asked them to translate the text word by word.

This case makes the students were not interested in learning reading. In line with the above reality, it is important to take a consideration in order to solve the problem and to improve the students' achievement in reading comprehension. One thing that must be taken into account is the strategy in teaching reading.

The strategy will use in this study call SQRW, a Reading strategy mostly used in reading books. The writer conduct this study for the purpose of improving the second year students in reading comprehension, especially in comprehending main idea, specific information, word meaning and textual reference of a text using SQRW.

Reading Comprehension

Comprehension, a complex cognitive process, is central to acquiring a new linguistic system. Input must be decoded in some comprehensible fashion for second language acquisition to occur. In the case of a foreign language reading comprehension, the reader uses previous knowledge to construct and integrate meaning from text. During reading there is simultaneous cognitive processing involving pattern recognition, letter identification, lexical access, concept activation, syntactic analysis, propositional encoding, and sentence comprehension, activation of prior knowledge, information storage, and comprehension monitoring. According to connectionist models the generic knowledge structures, or background knowledge, that are accessed during reading are largely determined by the quality of the text base that the learner constructs. Text base quality is affected by the individual's text processing efficiency (i.e., ability in lower-level processes, such as word recognition and syntactic parsing) and working memory (Akerkar & Sajja, 2010; Ellis, 2009; Pulido, 2007; Pulido & Hambrick, 2008; Sun, Merrill, & Peterson, 2001).

Gillet, Temple, Crawford, & Temple (2011) stated that reading comprehension is a search for meaning, actively using our word knowledge and the text to understand new things we read. We need knowledge of the world to understand new things, need to be familiar with various text structure encountered and need to be active in seeking meaning to rise up from the passage (Al Azmi, 2012; Satriyani, Moerdibjon, & Prayogo, 2016; Yusuf, Fajrina, & Sari, 2016). Grabe (2009) agreed on reading as a cognitive process of making interaction with print and monitoring comprehension to establish meaning which involves the process of identification (the ability of the reader to identify or determine what the text says) and the process of interpretation (the readers' activity to make sense or to draw out the meaning of the reading text they read). Reading comprehension is process of understanding written text or

information presented by the author and affected by many factors. Those are factors within the readers, factor within the written message, and factors within the reading environment (Hayes, 2000; Kardash & Howell, 2000; Pardo, 2004).

Comprehension processes and second language acquisition processes, although somewhat overlapping, are also distinct. For example, comprehension involves constructing a mental representation from the propositional content for the purpose of understanding the message. However, in order for a linguistic system to be developed through comprehension activities, additional input processing must occur. Such processing entails making form-meaning connections from the input, or focusing attention on new forms and associating them with their functions or referents.

SQRW

SQRW, it might sound sort of complex but it's actually quite simple and straight forward. SQRW is a four-step strategy for reading and taking notes from chapters in a textbook. SQRW is a four-step strategy for reading and taking notes from textbooks that will help you better prepare for exams, better prepare for class discussion, improve your reading comprehension and help you learn better using textbooks. SQRW stands for Survey, Question, Read and Write.

Survey

The first step in the SQRW reading strategy is Survey. Before you actually start reading a chapter you first survey the chapter. You read the chapter title, introduction, headings and the summary or conclusion at the end of the chapter. When you survey you should also review any pictures, graphs, maps, or tables in the chapter and the caption (text explanation that goes with each). The purpose of surveying the chapter is to quickly learn what the chapter is about before reading it in its entirety.

Question

The second step in the SQRW reading strategy is to ask questions as you read. Questions help you to focus and give your reading purpose. Instead of simply reading without purpose now you are searching for useful, applicable information. Use each chapter heading to develop questions for that chapter. For example, for chapter titled "Housing Training Dogs" you might develop the question "How many ways are there to house train a dog?" or "What is involved in house training a dog?" If a chapter heading contains several ideas you may want to form a question for each idea. Always remember to use the chapter headings to develop questions don't use the conclusion, summary, introduction or the text to develop your questions.

Read

The R in the SQRW stands for Read and represents the third step in the SQRW reading strategy. Once you've surveyed the chapter and developed questions based on the chapter titles you should then read the information contained in the chapter to answer the questions you developed. As you read the chapter in an attempt to answer the questions you developed you may find it necessary to modify your question(s) or you may think of more questions that need to be answered. Make sure to focus as you read and take time to thoroughly answer each question you develop.

Write

The final step in the SQRW reading strategy for reading textbooks is writing. Make sure to write each of the questions you form along with its answer in a notebook. After you've written down each question as well as the answer to each question review each question again to make sure you have completely answered the question.

METHOD

The researcher implemented a classroom action research. Carr & Kemmis (2003) is stated "Classroom Action Research is a form of self-reflective inquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation in which practices are carried out".

Classroom action research is conducted in cyclic process, involving the process of planning, action, observation and reflection (Burns, 2003; Dick, 2000; Mertler, 2008). This action research was conducted to the second year students of SMP Negeri 20 Padang by implementing cycles.

Some instruments used to obtain the data are:

- a. Reading task, Reading tasks are used in each session during the action of the cycle.
- b. Test, There are two kinds of test administered in this study, those are pre-test and post-test. The pre-test is conducted to see the problems faced by the students. The post-test is conducted at the end of each cycle to find the students' improvement in reading skill.
- c. Teacher's diary, Teacher's diary is designed in the form of unstructured observation sheet. It is used to identify extra finding, like students' behavior and attitude during the teaching learning process.
- d. Questionnaires, Questionnaires are conducted when the post-test are administered to the students. The purpose is to see the students' opinion as well as their feeling during the teaching learning activity.
- e. Interview, An informal interview is conducted to see the students' opinion to the way they usually do in reading class.

RESULT AND DISCUSSION

This present study conducted in order to improve students' ability in reading comprehension through SQRW strategy to encourage them to read and feel confident about their ability to understand written text. Due to the aim of this study, an action-based research, is the one that proposed (Carr & Kemmis, 2003).

Pre-test

The researcher observes the students' attitude and behaviors toward the test given during the pre-test. This pre observation was conducted in order to find out whether they find any difficulties or not. Based on the result of the pre-test and the pre observation, the researcher then decide whether to stop or continue this study and conducting a treatment by applying SQRW (Survey, Question, Read, Respond, Review and reflect) strategy in teaching learning reading.

Cycle

The treatment is going to be conducted in cyclic process and the cycle consists of three meetings. The cycle is started with reflection. Based on the result of that reflection, then making a plan, action and observation, evaluation and get reflection again the action before based on the result of the observation the evaluation.

The action procedure that will be implemented in this study as follows:

- a. Planning, Making a teaching scenario for each meeting.
 1. Preparing the reading material will be used in the exercise and post test.
 2. Preparing the teaching media (pictures, photos and slides)
 3. Preparing the work sheet.
 4. Preparing the test.
 5. Preparing the observation instruments (teacher's diary and questionnaire)

- b. Action, Steps in the teaching and learning process
 - 1. Pre-activity, Engagement (gives short brainstorming related to the topic for focusing the students' attention).
 - 2. Whilst-activity, Exploration (giving student a chance to train). Elaboration (giving a challenge to reinforce the student to enlarge their knowledge). Confirmation (to generalize the material learned : sentence pattern, phrases, new words)
 - 3. Post-activity, Assessment
Students mark: Achievement score
Maximum score.
- c. Observation:
 - 1. To note the class situation during the activity, the teacher uses the teacher's diary.
 - 2. The questionnaire is given to find out their attitude toward the strategy used.
 - 3. The result of post test is used to measure the weakness of the strategy used.
 - 4. Comparing the result of the pre-test and the post-test in order to know whether there is an improvement of the students' ability in reading comprehension through the use of SQRW strategy.
- d. Reflections: Analyzing the first meeting with steps of planning, action and the observation in order to decide whether to continue the investigation by conducting other cycle or stop.

The data analyze based on the result of the pre-test and the post-test conducted. It is analyzed in descriptive analysis. 1) Questionnaires, teacher's diary and interview result are analyzed in qualitative descriptive. 2) The interval data are analyzed in quantitative descriptive, based on the students' production of correct answers. Descriptive analysis means that the researcher notes score of the students in term of the number of correct answer as well as the mean scores of the whole students in pre-

test and the post-test in the cycle conducted. The score of each reading sub skill, finding out the main idea, finding out the specific information, finding out the word meaning and finding out the textual referent

Success of Indicator

Students' level of mastery in reading comprehension is determined based on criteria proposed by Stage & Jacobsen (2001) that will use PAP (Criterion Referenced Evaluation) type 1. Furthermore, Stage & Jacobsen (2001) states that the students would be considered successful if the students' score could attain at least 7.5 of the maximum score (10). It means the ideal passing score is at least 65%. This study will be stopped when 90% of the students, subject of this study, get 75 as the minimal score for their reading comprehension according to the SKBM (the passing criterion) of English in SMP Negeri 20 Padang.

Table 1. The Criteria Students Score

Percentage	Interpretation
90%-100%	excellent
80%-89%	Very good
65%-79%	Good
55%-64%	sufficient
<54%	insufficient

It means:

Excellent	: Those students who are able to answer the test items between 90%-100% correctly.
Very good	: Those students who are able to answer the test items between 80%-89% correctly.
Good	: Those students who are able to answer the test items between 65%-79% correctly.
Sufficient	: Those students who are able to answer the test items between 55%- 64% correctly
Insufficient	: Those students who are able to answer the test items less than 55% correctly



Figure 1: The percentage of Reading Comprehension SQRW From the pre-test to cycle 1

Now let's see the explanation above, to make a clear the discussion. After applying SQRW in some meetings, the students got much improvement that was shown by the increase of percentage before. The findings of the research proved the theory in second chapter that the students' comprehension can be improved by applying SQRW. By using SQRW, the students reading comprehension will be much better. In first cycle, the students always heard words by the teacher of the school. While, after the researcher applied SQRW in teaching and learning process. The students could be understand and easy to find the meaning of the words and could memorized them daily life and applied this teacher strategy in improving their reading comprehension. In this cycle, the researcher stimulated students background knowledge related to the materials. Thus the researcher asked the students to read the text and the researcher let the students to do it, and she just controlled and guided the students how to use SQRW. This activity was aimed to measure students reading comprehension. The researcher gave more attention that was seemed difficult to do it. Then she did approaches to the students personally, in order the students became more motivated in learning.

CONCLUSION AND RECOMMENDATION

Based on the description above, the researcher can conclude that reading is process of getting information from the text. Because from reading, the students will get a lot of

information, improving their knowledge, getting new ideas and understanding what they read. However some students still have problem in reading and they are not able in understanding the text, like main idea, details and all components about the text. The researcher using SQRW method to motivate students' reading comprehension

SQRW is a four-step strategy for reading and taking notes from textbooks that will help you better prepare for exams, better prepare for class discussion, improve your reading comprehension and help you learn better using textbooks. SQRW stands for Survey, Question, Read and Write. By using this method, the students enjoy and fun in comprehending the text. In doing this method, the researcher gave the students some knowledge, experience related the text.

The researcher suggests that English teacher of junior high school use the SQRW in the classroom, the teacher must to be able to support the students to learn reading by using SQRW and also the teacher must consider the best teaching in developing the use SQRW. Moreover the students should be comprehend about the text by using SQRW, because SQRW that can be use in reading to identify the text with easy, so the students' reading achievements can be improved. For the readers, they will get knowledge and some information from the text have they read.

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