

SQ4R (Survey, Question, Read, Recite, Review, and Reflect) and Students' Reading Attitude Toward Their Reading Comprehension

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Abstract

The aims of the study were to find out whether or not (1) there is any significant difference in reading comprehension between the students who had positive and negative attitude in experimental class, (2) there is any significant difference in reading comprehension between the students who had positive and negative attitude in control class, (3) there is any significant difference in reading comprehension among the students who had positive attitude in control and experimental class, (4) there is any significant difference in reading comprehension between the students who had negative attitude in control and experimental class, (5) there is any interaction effect between SQ4R strategy and reading attitude in increasing reading comprehension. The population of this study was all the eleventh class students consisted of 144 students of SMA N I Buay Madang OKU Timur. The 72 sample students were taken by using stratified random sampling. In carrying out the research, the researcher used the true experimental factorial design. The writer distributed the pretest, posttest, and questionnaire on students' reading attitude (positive and negative) in collecting the data. In analyzing the data, t-test and two-way ANOVA were used. There is any significant difference between posttest and pretest in Experimental class, there is any significant difference between posttest and pretest in control class, there is significantly different on Positive Attitude students in experimental class and Positive Attitude students in control class, there is significant difference between negative Attitude students in experimental class and negative Attitude students in control class. The last, there was no any significant interaction between the students' reading attitude and strategies used.

Key Words: SQ4R, Students' Reading Attitude, and Reading Comprehension

INTRODUCTION

Language plays the main role in developing intelligence, social, and emotion of students. Intelligence is the ability to learn about, learn from, understand, and interact with one's environment. Emotions are reactions to significant events and objects (Rehad, 2011). Reading strategy is also defined as the way of accessing the meanings of texts which are employed flexibly and selectively in the course of reading (Richard & Schmidt, 2002:444). The strategy of reading is the most important to develop the students comprehension reading texts.

Wallace (1993:8) states that the successful readers tend to select from a range of strategies. For example, they skipped in essential words, guessed from context, read in broad phrases, and continued reading the text where they were unsuccessful in decoding a word or phrase. The use of reading strategy is used to enable the students to comprehend reading materials because reading is a purposeful process of identifying, interpreting and evaluating ideas in terms of the mental content or total awareness of the reader. In a further explanation, reading is a complex process that is dependent upon the individual's language development, cognitive ability, and attitude toward reading while reading ability is the results from the application of these factors as the individual attempts to identify, interpret, and evaluate ideas from written materials.

This research took SMA Negeri 1 Buay Madang as a place of the research. Whereas the students' ability in reading is still in the lower level. The students' ability in comprehending reading materials still become a problem and it could be affected by the students' reading attitude. Their ability could be seen from their reading quiz that there were only 40% students who achieved score 71 or high.

Seitz (2010:49) in her study, *Students' Attitude toward Reading: A Case Study* found that reading specialist candidates' consistent involvement in the learning process was crucial for student success. Furthermore, student attitudes toward reading were found to be multidimensional and challenging to assess. In the past 25 years, significant research has been conducted exploring the relationship between student attitudes toward writing, their self-perception, and their measurable writing ability. A positive correlation has been shown repeatedly to exist between positive attitudes and improved writing skills, though, based on results of this study, causation of one by the other is disputable. Nevertheless, research has shown that good writers have positive attitudes about writing.

Students with less apprehension and more positive attitudes about writing are better writers in general, both in terms of mechanics and idea-generating, when compared to students with more negative attitudes. Many potential variables influence attitudes toward writing and/or apprehension about the act of writing; extensive studies have been conducted on several of these variables: teacher attitude; self-perception; writing centers; grade level; understanding of the writing process; teachers' comments and grading of writing assignments; and critical reading.

Based on the explanation above, the writer is interested in doing a research entitled: "SQ4R (Survey, Question, Read, Recite, Review, and Reflect) and Students' Reading Attitude toward their Reading Comprehension to the Eleventh Grade Students of SMA Negeri I Buay Madang OKU Timur in Academic Years 2012/2103. SQ4R strategy is the acronym of Survey, Question, Read, Recite, Review, and Reflect. SQ4R provides a systematic way of comprehending and studying text (Richardson & Morgan, 1997:67).

In this study, the writer intended to focus on the following problems are: 1) Is there any significant difference in reading comprehension between the students who had positive and negative attitude in experimental class? 2) Is there any significant difference in reading comprehension between the students who had positive and negative attitude in control class?, 3) Is there any significant difference in reading comprehension between the students who had positive attitude in control and experimental class?, 4) Is there any significant difference in reading comprehension between the students who had negative attitude in control and experimental class?, 5) Is there any interaction effect between SQ4R strategy and reading attitude in increasing reading comprehension?

Concept of Reading

Reading is perceiving a written text in order to understand its contents or saying a written text aloud (Richards & Schmidt, 2002:443). Smith (1982:14) defines reading as a purposeful process of identifying, interpreting, and evaluating ideas in terms of the mental content or total awareness of the reader. In addition, reading is a complex process that is dependent upon the individual's language development, experiential background, and cognitive ability, attitudes toward reading while reading ability is the results from the application of these factors as the individual attempts to identify, interpret, and evaluate ideas from written materials. Those definitions above give the clear explanation about how to understand a text which includes identifying the meaning, interpreting and evaluating ideas from a text.

Purpose of Reading

Everyone has different reading purposes. It depends on what information they are looking for and what text they will read because one starting point when planning a reading program or lesson is to consider the goals or general purposes for which the students are learning to read. For example, when a reader picks up a newspaper, she/he usually read the front page with some combinations of research processing, general reading comprehension, and skimming. The other explanation about reading purpose is also drawn by Anderson (1972:50) that the reader should find some specifics information like what has been done by the actor in fiction text.

The Process of Reading

Nunan (1998) argues that the central notion behind the bottom-up approach is basically a matter of decoding a series of written symbol into their aural equivalents. Bottom-up model typically consists of lower level process (Nunan, 2003: 70) and it represents the more authentic linguistic process and is typically viewed as more skills oriented.

Reading Comprehension

There have been many researchers conducting studies on reading comprehension. They do not constantly have similar opinions about the process of reading comprehension. Brasell and Rasinski(2008:18) points out, reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.

Concept of SQ4R

One such strategy that has proven effective as a study and reading strategy is SQ4R – Survey, Question, Read, Recite, Review, Reflect. SQ4R provides a systematic way of comprehending and studying text (Richardson & Morgan, 1997:68).

Survey

Students should skim and scan the chapter. The purpose of surveying the chapter is to get the general idea of the content, structure, organization, and plan of the chapter. Surveying the chapter gives the "big picture" - a framework of the main ideas, which will help to hold the details together later (Richardson & Morgan, 1997:56).

Question

Having students develop questions gives them a purpose for reading. Reading for specific purposes positively influences comprehension (Narvaez in Santa, Havens, and Valdes, 2004:65).

Read

Reading promotes an active search for answers to the specific questions that students have developed. It forces the student to concentrate on better comprehension and aids in lengthening attention span (Richardson & Morgan, 1997:45).

Recite

This step encourages students to use their own words and not simply copy from the book. This improves memory and assures greater understanding (Richardson & Morgan, 1997:46).

Review

Students should study their outlines and notes and be able to retell what was read in their own words. Students should try to see relationships within the content. If they are unable to the teacher may need to model for students how to look for relationships. The student should be checking their memory by trying to recall main points and sub-points (Richardson & Morgan, 1997).

Reflect

This type of critical thinking is necessary if students are to become a mature reader. Reflecting on what has been read also helps students retain understanding for longer periods of time. The more students reflect on the text the longer they will remember it and the more likely they will be able to use the knowledge they have retained (Richardson & Morgan, 1997:70).

Concept of Attitude

Attitude is a qualitative psychological phenomenon. According to Yuliani (2012), defined an attitude as a general evaluation – positive or negative – about a person, object, or issue. It means that attitude deals with one's tendency to respond to an object or situation on the basis of his or her beliefs and feeling. In addition, an attitude is a person's predisposition to react either positively or negatively toward an object or situation on the basis of his or her beliefs and feeling.

The concept of Reading Attitude

The students' attitude toward reading is a central factor affecting reading performance. Positive attitudes can compensate for relatively weak skills, and negative attitudes can prevent a student from applying existing knowledge or from acquiring new information (Olson, & Stevenson, 1993). Attitude toward reading fulfills an essential role in the development and use of lifelong reading skills. Ricky, (1989:59), stated that "the ultimate success of instruction is strongly affected by the reader's attitude".

METHODOLOGY

This study was conducted through an experimental research. The writer grouped the student into two groups: the experimental group used SQ4R technique and the control group used a conventional method as a treatment to increase the students' reading comprehension. Furthermore, students' reading attitude was grouped into three categories: positive, and negative.

For this reason, the factorial design was used. Fraenkel and Wallen, (2005:298) states that factorial design extends the number of relationships that may be examined in an experimental study. They are essentially modifications of either posttest-only control group or pretest-posttest control group design (with or without random assignment) which permit the investigation of the additional independent variable.

Research Variables

There were three kinds of variables in this research. They were dependent, independent and moderator variables.

Population and Sample

Frankel & Wallen (1990: 84) assert that the population refers to all the members of a particular group. The population of this study the eleventh-grade students of SMA Negeri I Buay Madang OKU Timur. The total numbers of the eleventh-grade students are 144 students. With the total number of the sample was 72 students, there were two classes. And stratified random sampling technique was used.

RESULT AND DISCUSSION

In this section, the writer presents the findings of the study that was already done. Findings highlight the result of the questionnaires, and experiments that were taken during the research. In addition, to analyze the data, t-test and two-way ANOVA were used.

The findings are as follow:

The Result of Pretest and Posttest in the Experimental Group

After the test was administered to the students, it was found that the highest pretest score of experimental group students was 76 and the lowest score was 36, it was also known that the mean was 56.11 and the standard deviation was 21.87. The highest posttest score experimental group students were 100 and the lowest score was 40, it was also known that the mean was 71.08 and the standard deviation was 14.98.

Table 1

The score distribution of experimental students' reading Pretest and Posttest

Score Interval	Category	Experimental group			
		Pretest		Posttest	
		Frequency	%	Frequency	%
86 – 100	Excellent	0	0	8	22.85
71 – 85	Good	5	14.28	11	31.42
56 – 70	Average	20	57.14	12	34.28
41 – 55	Poor	6	17.14	3	8.57
0 – 40	Failed	5	11.42	2	2.85
Total		36	100	36	100
Average/mean		56.11		71.08	
Standard derivation		21.87		14.98	

As shown in Table 1 above, it can be seen from the pretest result of the experimental group that there was no student whose score was excellent; 5 students (14.28%) got good score; 20 students (57.14 %) whose score were average; 6 students (17.14%) got poor score; and 6 students (11.42%) whose score were failed.

From the posttest result of the experimental group, there was 8 students whose score was excellent; 11 students (31.42 %) got good score; 12 students (34.28 %) whose score were average; 3 students (8.57%) poor score; and 2 students (28.5%) whose score were failed.

The Result of the Pretest and Posttest in the Control Group

After the test was administered to the students, it was found that the highest pretest score of the control group students was 76 and the lowest score wa 32; it was also known that mean was 49.94 and the standard deviation was 19.20 . The highest posttest score control group students was 80 and the lowest score was 36 it was also known that the mean was 56.34 and the standard deviation was 11.34.

Table 2

The Result of the Pretest and Posttest in the Control Group

Score Interval	Category	Experimental group			
		Pretest		Posttest	
		Frequency	%	Frequency	%
86 – 100	Excellent	0	0	0	0
71 – 85	Good	1	33.33	3	8.57
56 – 70	Average	14	37.14	16	42.85
41 – 55	Poor	10	28.57	11	31.42
0 – 40	Failed	11	31.42	6	17.14
Total		36	100	36	100
Average/mean		49.94		56.34	
Standard derivation		19.20		11.34	

As shown in Table 2 above, it can be seen from the pretest result of the control group that there was no student whose score was excellent; one student (33.33%) got good score; 14 students (37.14 %) whose score were average; 10 students (28.57%) got poor score; and 11 students (31.42%) whose score were failed.

From the posttest result of the control group, there was no students whose score were excellent; 3 students (8.57 %) got good score; 16 students (42.85 %) whose score were average; 11 students (31.42%) got poor score; and 6 students (17.14%) whose score were failed.

Statistical Analyses

In order to analyze the data collected, three statistical were applied. These analyses were (1) F-test the statistical on measuring homogeneity and normality of the data, (2) the independent T-test, and (3) two –way ANOVA.

A. F-Test (Statistical on Measuring Homogeneity and Normality of the Data)

Before doing an interference statistic, the test of homogeneity and normality was needed. It was to know:

- a. Whether the samples were taken from the same population (the distribution of the population data was normal)?
- b. Whether the sample had the same variance or not?

In other hands, the test of homogeneity and normality were a general activity before the statistical analyses were applied. the result of normality test can be shown in Table 5.

Table 3

Tests of Normality

Method	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Reading SQ4R	.100	36	.200*	.978	36	.690
CONVENTIONAL	.090	36	.200*	.970	36	.454

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The result of test normality in Kolmogorov-Smirnov showed the significant value of SQ4R strategy was higher than 0.05, which is 0.200. it can be called that the distribution sample of SQ4R was normal while teaching reading by using the conventional strategy has a significant value 0.200 which also higher than 0.05. it meant that the distribution sample of conventional strategy was normal, meanwhile, the resulting test of normality in SHAPIRO-wilk showed the significant value of SQ4R was less than 0.05, which is 0.690. It can be called that the distribution sample of SQ4R was normal while teaching reading by using conventional strategy has a significant value 0.454 which is higher than 0.05. it meant that the distribution sample of the conventional strategy was normal.



Chart 1. Normal Q-Q Plot of Reading SQ4R

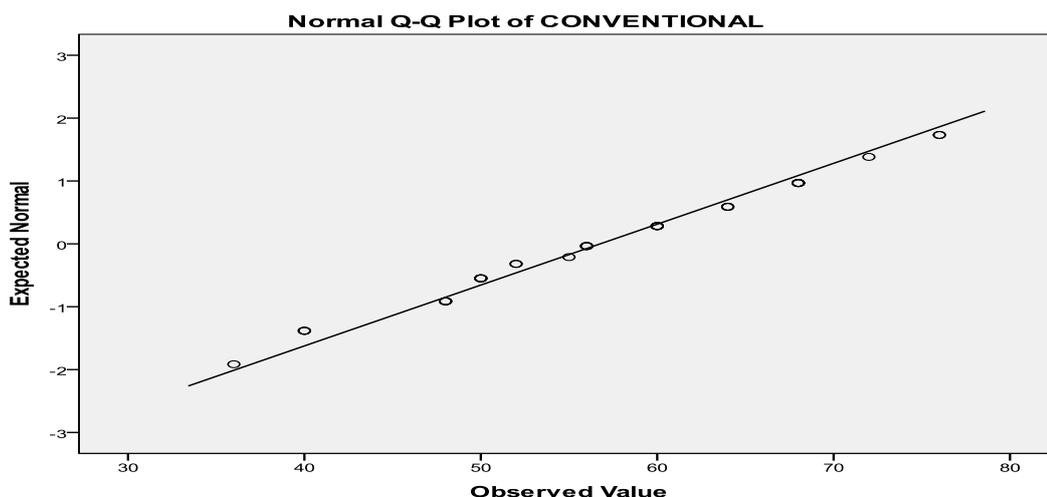


Chart 2. Normal Q-Q Plot of Conventional

Based on the normal Q-Q plot of reading comprehension achievement in SQ4R and conventional strategy in the previous page, the data of Reading comprehension were not really far from the pattern line. It meant that the data were in the normal category.

To know whether the data were homogeneous, the writer used the test homogeneity of variances like Table 4

Table 4
Test of Homogeneity of Variances
 reading SQ4R

Levene Statistic	df1	df2	Sig.
.861 ^a	8	23	.562

a. Groups with only one case are ignored in computing the test of homogeneity of variance for reading SQ4R.

The resulting test of homogeneity of variance indicated that the significance of all the data was higher than the significant of value 0.05. It meant that the data are taken from SQ4R and Conventional Strategy was in homogeneity variance.

The Result of t-test

To analyze the significant difference, it means between two group, paired sample t-test, independent sample t-test, and two way ANOVA. The researcher used paired sample t-test was applied to 1) to measure a significant difference in pretest and posttest of an experimental class, 2) to measure a significant difference in pretest and posttest of the control class. The researcher used Independent sample t-test was applied to measure to measure a significant difference of posttest from experimental and control class based on reading attitude: positive and negative. The researcher used two way ANOVA to measure interaction effect between SQ4R strategy and reading attitude in increasing reading comprehension

The Result of Paired t –test from Experimental Group

The significant difference between pretest and posttest in experimental class described in Table 5.

Table 5

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE_SCORE - POST_SCORE	14.971	19.118	3.232	-21.539	-8.404	4.633	34	.000

From Table above it could be seen that t obtained 4.633 is more than t table 1.691 and the value of Sig. (2-tailed) 0.000 is lower than 0.05. It was concluded that there is a significant difference of posttest and pretest in Experimental class.

Measuring Significant Difference of Pretest and Posttest Score in Control Class.

The significant difference in Pretest and Posttest Score in Control Class was described in Table 6.

Table 6

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE_SCORE - POST_SCORE	6.514	12.745	2.154	-10.892	-2.136	3.024	34	.005

From table above it could be seen that t obtained 3.024 is more than t table 1.691 and the value of Sig. (2-tailed) 0.005 is lower than 0.05. It was concluded that there was any significant difference of posttest and pretest score in control class.

The Result of Independent t-test from Positive and Negative Attitude Students in Experimental class.

The significant difference on reading comprehension between Positive and Negative Attitude students in the experimental class who were taught by using SQ4R strategy was described in table 7.

Table 7

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
SCORE	.032	.859	3.258	34	.003	9.33333	2.86516	15.15604	3.51062	
			3.258	33.978	.003	9.33333	2.86516	15.15618	3.51049	

According to Table 7, it could be seen that the significant value of t-obtained 3.258 was higher than t table 1.691 and the value of sig. 0.003 is lower than α (0.05). it means that it is significantly different from Positive and Negative Attitude students in control class.

The Result of Independent t-test from Positive and Negative Attitude Students in Control Class.

The significant difference on reading comprehension between Positive and Negative Attitude students in control class who were taught by using conventional strategy was described in Table 10.

Table 8

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
SCORE	Equal variances assumed	.220	.642	3.233	34	.003	7.77778	2.40612	12.66760	2.88796	
	Equal variances not assumed			3.233	33.998	.003	7.77778	2.40612	12.66761	2.88795	

According to Table 8 it could be seen that the significant value of t-obtained 3.233 was higher than t table 1.691 and the value of sig 0.003 is lower than α (0.05). it means that there is significant different on Positive and Negative Attitude students in control class.

The Result of independent t-test from Positive Attitude students in experimental and Control class.

The significant different on reading comprehension between Positive and Negative Attitude students in control class who were taught by using conventional strategy was described in Table 9.

Table 9

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
SCORE	Equal variances assumed	.581	.451	4.478	34	.000	11.77778	2.62992	17.12242	6.43314	
	Equal variances not assumed			4.478	33.186	.000	11.77778	2.62992	17.12726	6.42830	

According to Table 9, it could be seen that the significant value of t-obtained 4.478 was higher than t table 1.691 and the value of sig 0.000 is lower than α (0.05). it means that there is significant different on Positive Attitude students in experimental class and Positive Attitude students in control class.

The Result of Independent t-test from Negative Attitude Students in Experimental and Control Class.

The significant different on reading comprehension between Negative Attitude students in control and Negative Attitude students in Experimental was described in Table 10.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	.760	.389	3.841	34	.001	10.22222	2.66121	15.63046	4.81398
	Equal variances not assumed			3.841	32.831	.001	10.22222	2.66121	15.63756	4.80688

According to the Table 10, it could be seen that the significant value of t-obtained 3.841 was higher than t table 1.691 and the value of sig 0.001 is lower than α (0.05). it means that it is significantly different from negative Attitude students in experimental class and negative Attitude students in the control class.

The Result of two-way ANOVA

To find out the interaction effect – the influence of SQ4R strategy on Reading Comprehension depends on whether the students are positive and negative attitude will be described in Table 11.

Table 11

Dependent Variable: Score					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3506.444 ^a	3	1168.815	18.555	.000
Intercept	305762.000	1	305762.000	4853.869	.000
Attitude	1317.556	1	1317.556	20.916	.000
Strategies	2178.000	1	2178.000	34.575	.000
Attitude * Strategies	10.889	1	10.889	.173	.679
Error	4283.556	68	62.993		
Total	313552.000	72			
Corrected Total	7790.000	71			

a. R Squared = .450 (Adjusted R Squared = .426)

Based on the table above, to find out the interaction effect and the influence of SQ4R on students' reading comprehension depends on whether the students positive and negative reading attitude, it was necessary to check the whether an interaction significant checking the significant value. If the value is less than or equal (< 0.05).

We can see in Table 11, the result test between_ subject effect indicate that the significant value of (strategy*reading attitude) was 0.679 and f-obtained was 0.173 . It can be called that H0 was accepted or there was no any significant interaction between the students' reading attitude. (sig. value= 0.679 < 0.05).

CONCLUSION

Based on the results of data analysis and interpretation are presented. First, there is any significant difference of posttest and pretest in Experimental class. Second, there is any significant difference of posttest and pretest in control class. Third, there is significant difference between positive attitude students in experimental class and control class. Fourth, there is a significant difference in negative attitude students in experimental class and control class. The last, there was no any significant interaction between the students' reading attitude and strategies used. Although reading comprehension seemed to be difficult for the high school students, they eventually enjoyed them.

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