SQ4R METHOD AND READING COMPREHENSION DEVELOPMENT AMONG THE SOPHOMORE BUSINESS STUDNETS

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ABSTRACT: This paper is an experimental study that involves the Sophomore English students' of Business Department of Adventist University of Indonesia Bandung was the subject of the research.

The purposes of this study is to find whether there is a significant improvement by using SQ4R method on the Business students, and to describe the advantages and the weakness of the SQ4R method based on research result.

The people who have used the SQ4R method said that SQ4R is one of the simple ways in reading comprehension, because by using this method they could spend their time more efficiently to grasp and storage the main ideas easily.

The researcher uses the pre-test and the post-test as the instrument. And the data is analyzed by using the T-test in computer.

The result shows that $t_{counted} = 2.5 > t_{table} - 1.96$ with significant level 0.025 and the degree of freedom is 30 (df = N1+N2-2). This result means that the SQ4R method is significantly improved the students reading comprehension.

As one of the English skills, reading plays an importance role. Reading is a form of non-verbal communication. Reading enables students to understand and comprehend language through written form like text or passage.

"Why does reading in English play an important role?" Mikulecky (1998) stated that reading in English helps us learn to think in English, to build our English vocabulary, and to make us more comfortable with writing in English.

Aaron and Baker (1991) appealed that reading has two major components: The first is Decoding. It is the ability to pronounce the word either overtly or covertly and the second is Comprehension. It is the ability to understand the word and the text.

Therefore, Russel and Scott said that, "Successful reading comprehension is correlated with oral reading fluency and vocabulary knowledge. However, interventions that focus on improving fluency and vocabulary do not necessarily increase reading comprehension, especially of long passages. Available at http://faculty.weber.edu (Sunday, March 26)

Cross (1991) mentioned that reading provides students with the activities to help them comprehend the text and to train them become a skillful readers who read efficiently. By being skillful readers can read various materials In English and at the same time enlarge their vocabularies and improve their language competence.

Staiger (1975) pointed out that reading is a term used to an interaction by which meaning is determined in visual stimuli by an author which becomes meaning in the mind of the reader. Furthermore, reading involves the acknowledgement of printed or written symbols that serve as stimuli for recalling of meanings build up through the past experience, and the

structure of new meanings through development of concepts that already possessed by the reader.

Lucas (1990) discussed that students start reading a text with the fear, that they are going to have problems with vocabulary and not familiar with the structures, and so they read slowly and carefully. Weighing and measuring every word, with a dictionary at their elbow as a life-support system.

Supporting these statements, students who study reading should master some reading skills to increase their reading comprehension. They are: Survey, Question, Read, Recite, Record, and Review. SQ4R method which is the way to improve reading skills and ability.

(http://academic.udayton.edu.) Stated that surveying would help us to define the nature of question that may arise during actual reading phase, formulate new cognitive categories or expand existing one. Questioning will help us read efficiently how to answer the Question. Formulate the question before reading. Through reading it will help us answer the questions. Reciting help us to select and analyze larger amounts of materials transfer ideas from short-term to long term memory. Recording helps us to find the main ides, and reviewing helps us to remember material longer rethinking the question originally asked and thinking about the answer to possible additional questions. (Sunday, March 26, 2006)

The aim of this background of the study more about the development of reading comprehension through SQ4R method.

Related to the background of the study the researcher would like to study following the problem: "is there any significant improvement by using thr SQ4R method?

METHODOLOGY

In this research entitles promoting reading comprehension, through collaborative strategic reading, as one way in improving student reading Comprehensions, as the main aim of this research the researcher choose an experimental study as it is appropriate with the title of the research. It means that the researcher carried out some treatment to gain the objective of the research aimed at testing the hypothesis of the research.

Research Design
The research design is stated as follows:

Table 1. Research Design

Pre test	Treatment	Post test
X_1	S	X_2

X_1: Students' reading scores in pre test
S : SQ4R treatment
X_2: Students' reading scores in post-test

The Participant
The Participant of the research was the sophomore business students. They were 30 students in the class, but the researcher chooses only 16 students as the samples.

The Instrument of Research

The researcher used pre-test to find out the independent data and post-test to find out the dependent data. Both materials are taken from TOEFL test and better using the same procedure. There are 50 questions to be answer and 50 minutes for the time allocation.

The researcher also used other instrument to comprise the materials for teaching reading using a collaborative SQ4R method. Moreover, according to (http://www.ababasoft.com/speedreading/r043.html) (Sunday, March 26, 2006) the activities are as follows:

Survey

Think about the title. Guess what will be included in the chapter. Read the introduction. here the main ideas are presented: the "forest" which must be seen before the details & the "trees" which make organized sense. Read the summary. Here is the relationship among the main ideas. Read the main heads. Here are the main ideas. Determine where in the sequences of ideas each the headings are located.

Question

Turn headings and subheadings into questions. Ask who, what, where, when, why, and how about the headings. Use the authors' questions at the beginning or end of the chapter, and use a workbook or study guide for questions. Having a question in mind, results in: improved concentration since you are reading with a specific purpose in mind, reading for meaning and ways to decide which details are important and which are not.

Reading

Read only the material covered under one heading or subheading at a time, and look for the answer to the readers' questions, read ideas, not just words, take only minimal notes while reading, and read aggressively with the intent of getting answer of nothing supporting details and of remembering.

Reciting

Read the title of the information to be learned and turn it into a question, try to answer the question silently or aloud to our self without reading, and read the information in notes to make certain that you recited it correctly.

Recording

Take notes on each section as the Read and Recite steps are complete. The more organized and detailed the notes, the better for mastery of the material. Once again, use our own language.

Reviewing

When our lesson has been read, look over our notes to get a bird's eye view of the various ideas and their relationships, check our memory by covering up the notes and trying to recall the main points, and when you have a textbook on which you are tested at mid-term and the end of the semester only, it is a good idea to review at the end of each week, gradually accumulating several chapters to review: hence there is no need to "cram" for the exams.

FINDINGS AND SUGGESTIONS

After doing some methods and techniques to know whether there is any significant improvement by using the SQ4R method, the researcher could make the conclusion and the recommendation for this case study. This chapter is divided into; Summary; Conclusion; and Recommendation.

The research entitled "SQ4R Method and Reading Comprehension Development among the Sophomore Business Students". The research was conducted to answer one question: Is there any significant improvement students' reading comprehension through SQ4R method. The data were collected through pre-test and post-test. The implementation of the research is applied in six steps (Surveying, Questioning, Reading, Reciting, Recording, and Reviewing). Post-test and pre-test were analyzed using t-test; so the data could be interpreted to answer the research problem.

From the computation using t-Test the researcher found that the mean of pre-test is 23.69 and standard deviation is 4.59 and the mean of post test is 29.56 and standard deviation is 8.22; t-counted is ± 1.96. This showed that there is a difference is scoring between pre-test and post-test. It means that the SQ4R method significantly to improved the student-reading comprehension. Level of confidence of the research is 0.018 ($p<0.05$). Standard error of pre-test is 1.14644 and post test is 2.05542 it means that the mean between pre-test and post test is significantly different.

In analyzing the data the researcher analyzed from the pre test and post-test score, the data analyzed is shown in table 3 below. There were 20 students in the pre-test and 16 students in the post-test. But only 16 students who complete pre-test and post-test.The scores obtained were shown in the following table:

Table 3

Table 2. Pre-test and Post-test

Respondents	Pre-test	Post-test
1	34	35
2	30	36
3	27	37
4	26	34
5	25	28
6	25	38
7	25	26
8	24	14
9	24	27
10	23	30
11	23	21
12	21	29
13	20	35
14	19	37
15	17	35
16	16	11
Total score	379	473
Mean	23.69	29.56
Standar deviation	4,59	8,22

The calculated mean score of the class in pre-test is 23.69, this score was calculated to enable in finding the standard deviation of the pre test, which is 4.59. It is implied that the capability of the whole students was 23.69 out of 50 questions.

The standard deviation of the pre-test was 4.59, it means the different score between the higher and the lower score was 4.59. It was calculated to find out the significant improvement by using the SQ4R method in enhancing reading comprehension of the students.

The following formula was used to calculate the mean and standard deviation of the pre-test and the post-test.

1. Pre test

a. Calculation of the Mean

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{379}{16}$$

$$\overline{X} = 23.69$$

b. Calculation of Standard Deviation

$$SD = \sqrt{\frac{\sum (X - \overline{X})^2}{N-1}}$$

$$SD = \sqrt{\frac{315.44}{16-1}}$$

$$SD = \sqrt{21.03}$$

$$SD = 4.59$$

The mean score of the post-test is 29.56, this score was calculated to enable in finding the standard deviation of the post-test. And it implied that the capability of the whole students in answering question is 29.56 out of 50 questions.

The standard deviation of the pre-test was 8.22, it means the different score between the higher and the lower score was 8.22. It was calculated to find out the significant improvement by using the SQ4R method in enhancing reading comprehension of the students.

2. Post-test

a. Calculated the Mean

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{473}{16}$$

$$\overline{X} = 29.56$$

b. Calculated Standard Deviation

$$SD = \sqrt{\frac{\sum (X - \overline{X})^2}{N-1}}$$

$$SD = \sqrt{\frac{1013.94}{16-1}}$$

$$SD = \sqrt{67.60}$$

$$SD = 8.22$$

To answer questions in the statement of the problem in chapter one "is there any significant improvement of students reading comprehension skill through SQ4R method" the following computation, have been computed by T-test, Null hypothesis, Coefficient of significant (α), T-table Distribution, t(0,025)V, T-counted.

1.   **T-Test**

$$to = \frac{\overline{X1} - \overline{X2}}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n2-1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

2.   Null hypothesis

H$_0$: $\mu_1 = \mu_2$ means to say that there is no difference between mean of the pre-test and post-test.

H$_1$: $\mu_1 = \mu_2$ means to say that there is difference between mean of the pre test and post test.

3.   Coefficient of significant (α)

$1 - \alpha = 95\%$

$\alpha = 1 - 0.95$

$\alpha = 0.05$

$\alpha / 2 = 0.025$

The t-table distribution was $\pm$ 1.96, it means the interval of the H$_0$ accepted in the left side was -1.96 and the end at the right side was 1.96. T-table was counted to find out the limit of H$_0$ accepted or rejected and H$_1$ rejected or accepted.

4.   T-table Distribution t(0,025)V

$V = (n_1 - 1) + (n_2 - 1)$

$V = (16 - 1) + (16 - 1)$

$V = 30$

t= (0.025) 30

t= 1.96

From the computation below the t-counted is ± 2.5, it means the interval H$_1$ accepted at the left side was -2.5 and at right side was 2.5.

5.   T-counted

$$to = \frac{\overline{X1} - \overline{X2}}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n2-1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$to = \frac{23.69 - 29.56}{\sqrt{\left(\frac{(16-1)4.59^2 + (16-1)8.22^2}{16+16-2}\right)\left(\frac{1}{16}+\frac{1}{16}\right)}}$$

$$S\overline{x1} - \overline{x2} = \sqrt{\left(\frac{(15)4.59^2 + (15)8.22^2}{16+16-2}\right)\left(\frac{1}{16}+\frac{1}{16}\right)}$$

$$S\overline{x1} - \overline{x2} = \sqrt{\left(\frac{(15)21.06 + (15)67.56^2}{16+16-2}\right)\left(\frac{1}{16}+\frac{1}{16}\right)}$$

$$S\overline{x1} - \overline{x2} = \sqrt{\left(\frac{316.05 + 1013.4}{16+16-2}\right)\left(\frac{1}{16}+\frac{1}{16}\right)}$$

$$S\overline{x1} - \overline{x2} = \sqrt{\left(\frac{1329.45}{16+16-2}\right)\left(\frac{2}{16}\right)}$$

$$S\overline{x1} - \overline{x2} = \sqrt{(44.32)(0.125)}$$

$$S\overline{x1} - \overline{x2} = \sqrt{5.54}$$

$$S\overline{x1} - \overline{x2} = 2.35$$

$$to = \frac{-5.87}{2.35}$$

$$to = -2.49 = \pm2.5$$

From the data previously discussed and from the statistic shown below, it is found that the mean of the pre-test is 23.69 and the standard deviation is 4.59 and the mean of post test is 29.56 and standard deviation is 8.22; t-counted is ±2.5 and the t-table is ±1.96. This shows that there is a difference in the score between the pre-test and the post-test. It means that the SQ4R method made a significant improvement in the student reading comprehension. Level of confidence of the research is 0.018 (p<0.05). Standard error mean of pre-test is 1.14644 and post-test is 2.05542 (see appendices) it means that the mean between pre-test and post-test is significantly different.

The formulation of Hypothesis H_0 in chapter one was rejected and H_1 is accepted, because H_1 means that there is a difference between SQ4R reading method and traditional reading method. The result of SQ4R is better. Therefore, teaching reading comprehension using SQ4R method is more effective rather than traditional technique.

Rose (18:12) pointed out that the goal of SQ4R teaching is to help student internalize these strategies so that they can identify and integrate the most important information in the test, generate questions about the text at many levels, use text features to hypothesize what the

author will discuss in the test and set a purpose for reading to confirm or disprove their hypotheses.

The SQ4R was chosen as the retelling strategy. The students practiced as a whole class, and then they used the strategy pairs and individually. A rubric was created for the SQ4R strategy, and student work was evaluated. Short-term comprehension was examined by looking at SQ4R scores and the unit tests of each student. Long-term comprehension was examined by looking at SQ4R scores and individual scores. Available at: http://scr.truman.edu. (Tuesday, April 18, 2006).

Moreover, according to (http://elol.gec.isu.edu.) stated that SQ4R is a textbook reading and note taking strategy that will improve our reading comprehension, help us to make good study notes, and extend the length of time to remember what we have read. Each symbol represents one thing we should do. SQ4R is the abbreviation of this six-steps approach. (Tuesday, April 18, 2006)

2.3   Data Interpretation

To get the valuable information related to the target of the study, the researcher used only one kind of data. The respondents' responses towards the post-test had proved that they were influenced by the treatments on the SQ4R method. The researcher conducted the research for about three weeks.

The formulation of Hypothesis H_0 in chapter two was rejected and H_1 is accepted, because H_1 means that there is a difference between SQ4R reading method and traditional reading method. The result of SQ4R is better. Teaching reading comprehension using SQ4R method is more effective rather than traditional technique. The differences between the variables were significant; the score of the post-test had better results than the score of the pre-test.

From the research, the researcher had the opinion that there were some factors that had influenced the success of teaching reading comprehension through SQ4R method. Those were:

1. This technique is depend on the teacher's creativity and the students' participation, because the teacher is the one who gives the explanation in details and the students' are the one who apply it. From the first step until the last steps, the teacher should know how to explain and know the relationship between the six steps and how to use it. The more creative is the teacher, the more attentive are the students.
2. The method itself.
    The method is developed based on reading comprehension that is needed to be taught to the students. Some reading passages can attract students. If the stories are interesting and easy to understand, they will know the story by looking at the title alone, without reading the whole passage. Moreover, it is also easy for them to do the task by using their own words without wasting their time.

2.4   Hypothesis Testing

Based on the computation, it is found that t-counted is ± 2.5 and the t-table is ± 1.96 with significant level 0.025 (95%) and the degree of freedom (DF=$N_1 + N_2$-2) is 30. It is concluded that H_1 is accepted and H_0 is rejected because t-table is smaller than t-counted

CONCLUSION AND SUGGESTIONS

From the data analysis and data interpretation in the previous chapter, the researcher draws conclusion as follows:

1. The mean of pre-test is 23.69, and the mean of the post-test is 29.56. There is a significant improvement of mean between the pre-test and the post-test. That result gave indication that the mean of post-test after the treatments using SQ4R method is better than the mean of pre-test. Therefore, we can say that SQ4R method has improved students' reading comprehension. From the statistic, it is proved the alternative hypothesis. "Teaching reading comprehension using SQ4R method significantly improves the students' reading ability." SQ4R method has improved students' reading comprehension.

2. There are several advantage of using the SQ4R method:
   a. The study of English reading comprehension through SQ4R was more fun on the part of the students because they could choose their own reading partner to share their ideas and to answer the question based on the six techniques.
   b. The lesson material was easy to understand because they just find the main point without wasting their time while they were reading some passage.
   c. The method was so impressive and made the students always remember how to use it while they do their reading task.
   d. Since the memory and storage system of human is limited. SQ4R method is very helpful because without reading the passage first, we could imagine and predict the story only by doing the survey technique.

Considering the result of the research, some suggestions were addressed as follows:

SQ4R method could be applied for reading comprehension because it proved to increase the ability to answer the question, so it is suggested to use it as one of the reading methods by teachers

Further, (http://www.indiana.edu.) stated that not all students are ready to use SQ4R and brainstorming strategies because, although they may be good decoders of test, they still do not understand how to apply the reading strategies such as questioning, predicting, summarizing, and clarifying the reading passage. (Sunday, March 26, 2006.

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