THE EFFECT OF SURVEY, QUESTION, PREDICT, READ, RESPON AND SUMMARIZE (SQP2RS) ON STUDENTS' READING COMPREHENSION OF THE TENTH GRADE STUDENTS OF SMK SWASTA ABDI NEGARA BINJAI AT ACADEMIC YEAR 2019/2020

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Abstract:
This study aimed to find out whether using survey, question, predict, read, respond and summarize (SQP2RS) effect on students' reading comprehension of the tenth-grade students of SMK Swasta Abdi Negara Binjaiat academic year 2019/2020. This Research used experimental research that involved into two groups: experimental group and control group. The experimental and control group are consisting of tenth grade students of SMK Swasta Abdi Negara Binjai. An experimental group received a new treatment that is SQP2RS while control group received a usual treatment. The population of this research is 133 students that consist of the 5 major and the sample is 48 students which consist of 25 students for experiment class and 23 students for control class. The writer used multiple choice tests as the instrument of collecting data. The data was analyzed by using t-test formula. Based on the data analysis, it was found that the value of t-observed (t_0) was higher than the value of t-table(4.099 > 1.990; df = 78). It means that the hypothesis alternative (Ha) is accepted which shows that SQP2RS strategy significantly affects the students' reading comprehension at SMK swastaabdi negara binjai at academic year 2019/2020.

Keyword: SQP2RS, Reading Comprehension, Students

1. INTRODUCTION

Reading is people recognize the content of the text, meaning and writing symbols. Reading is very important to be taught in school. Through reading, students gain the information that can enrich the knowledge and enlarge the horizon. This is due to the fact that the success of the study depends on the greater part of the ability to read. If reading skill is poor, it's are very likely to fail in study or at least it will have difficulties in making progress. On the other hand, if have good ability in reading, it will have a better chance to succeed in study. In 2013 Curriculum, the objectives of teaching reading are clearly stated. The students are expected to be able to read and comprehend: description, narration, procedure, recount, news item, report, exposition, spoof, review and explanation. It means the reader should be able to use information, finding topic sentence and main idea, inference.

In contrast, there are still some students who get difficulties in comprehend text.Based on the writer's observation in SMK Swasta Abdi Negara Binjai, there are some problems in readingcomprehension. The first problem is teachers becausetaught uses traditional method in learning process. So, it cannot make students easier to comprehend the reading. The second problem is students because they lack of vocabulary. It forced students to waste time to translate the whole passage. Meanwhile, lack of prior knowledge caused students' incapability to integrate new

information from the text into the prior knowledge. As the result, students faced difficulties in making interpretations and inferences. The last is the students hard to get the idea or topic sentence in reading. As the result, the students are unable to answer the questions at the end of the chapter. Therefore, students had low score in reading.

In order to solve the problem above, the strategy of teaching English is needed in order to improve the students' skills especially in reading skill. So, the researcher interest to use Survey, Question, Predict, Read, Respond and Summarize (SQP2RS). It is direct strategy because it is applied to the students directly to learn the language. It is also cognitive strategy because in SQP2RS the students should understand the text first and after that produce the main idea from the text by their own word.SQP2RS is six parts to previewing and reading assigned. Survey is preview the text, Question is question list to find the answer in the text, Predict is state things that will learn as read, Read is the assigned section of the text, Respond is try to answer the question that has made before, Summarize is at the end of selected reading use note to summarize from what has read.

Based on the description above, the writer interested to conduct the research with the title, "The Effect of Survey, Question, Predict, Read, Respond and Summarize (SQP2RS) on Students' ability in Reading Comprehension of Tenth Grade Students of SMK Swasta Abdi Negara Binjai in Academic Year 2019/2020.

2. DISCUSSION

Definition of Reading Comprehension

Reading as one of language skills have an important role for those who want to master English well. Reading is one way for the reader to receive information from the writer in the form of text. Reading is not just saying the words. Reading must always be a meaning-getting process. Many children can read the words in a passage perfectly, but are unable to answer questions that call for making inferences or for identifying the main idea. Students should be taught to see reading as a source of information.

Reading comprehension is the process of constructing meaning from text. Reading is thinking and understanding and getting at the meaning behind a text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

According to Bernhardt reading consists of two processes: word recognition and comprehension. Word recognition is process to perceive how written symbol correspond to one's spoken language. Comprehension is process of making sense of word, sentences and connected text. In order to comprehend a reading texts, a readers must able to use the information, to make inferences and to read critically and creatively to understand figurative language, to determine the authors' purpose, to evaluate the ideas presented, and to apply, the ideas to actual situation.
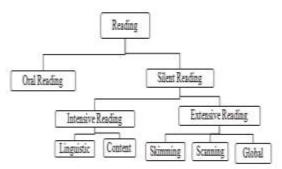
Comprehension is an active process between the reader and a text, a process that is both 'intentional and thoughtful'. Comprehension is process of making sense of word, sentences and connected text. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. When learners comprehend, they interpret, integrate, critique, infer, analyse, connect and evaluate ideas in texts. They negotiate multiple meanings not only in their heads but in the minds of others. When comprehension is successful, learners are left with a sense of satisfaction from having understood the meaning of a text.

Based on the definitions above, it can be concluded that reading comprehension is an active and complex process of constructing meaning from a text involving the interaction of cognitive and metacognitif of readers prior knowledge, background knowledge, experience, and purpose to absord new information. Therefore, through reading activity students are expected to determine the main idea, explicit and implicit information, meaning of word based upon the context.

Types of Reading

Several types of reading may occur in a language classroom. One way in which these may be categorized, as suggested by Brown can be outlined as follows:

Within the category of silent reading, one encounters intensive and extensivereading. Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as *end* in itself. Extensive reading on the other hand, involves reading of large quantities of material, directly and fluently. It is treated as means to end. It may include reading simply for pleasure or reading technical, scientific or professional material. This later type of text, more academic, may involve two specific types of reading, scanning for key details or skimming for the essential meaning. A relatively quick and efficient read, either on it or after scanning or skimming, will give a global or general meaning.

Survey, Question, Predict, Read, Respond and Summarize (SQP2RS)

SQP2RS is an instructional strategy for improving students' reading comprehension. SQP2RS was developed by Vogt. At the onset this strategy was a development from the SQ3RS strategy which was very popular at that time. SQP2RS incorporated aspects of DR-TA, Request, TPRC, and other similar instructional strategies.

SQP2RS is a reading strategy that can be used when students are expected to comprehend the content of study material. This strategy is able to be used to develop students' reading competency and it is an effective strategy for teaching-learning reading, stimulating the students' prior knowledge, and stimulating the students' creative thinking to develop their reading competency.

The steps of the SQP2RS strategy as follows:

1. Survey: Teach students to survey a reading passage by modeling your own thinking processes whilst thinking aloud.
2. Question: Ask students to work in groups to formulate questions about the passage.
3. Predict: Ask the class to predict answers to each question generated in the previous step.
4. Read: With a partner or in a small group, read assigned sections of the text. While reading,

look for answers to your questions. Annotate the material.

5. Respond: Have students work in their group to review the questions that were posted earlier and see if they can find the answers based on their reading of the passage.
6. Summarize: Ask each student to write a few sentences to summarize the passage.

2. RESEARCH METHODOLOGY

The location of this study will be conducted in SMK Swasta Abdi Negara Binjai. This school is located at Jln. T. Amir Hamzah No. 682 Binjai Utara.

Experimental research is one of the most powerful research methodologies that researchers can use. The experiment is the best way to establish cause and affect relationships among the variables. Experimental research involved into two groups: experimental group and control group. The experimental and control group are consisting of tenth grade students of SMK Swasta Abdi Negara Binjai. An experimental group received a new treatment that is SQP2RS while control group received a usual treatment. In this design beforestarted treatment, both groups are given a preliminary test or pre-test. Furthermore,in the experimental group treatwith SQP2RS and in the group controlusing traditional method. After being treated in the experimental group, both groupsare given another test as a post-test.

The diagram of research methodology

The Population is a group whom the researcher would like to generalize the result of the study."The Population is collective one used to describe the quantity and type of cases in the study, whether they are events, objects, or people". The population of the research was the tenth-grade students SMK Swasta Abdi Negara Binjai in academic year of 2018/2019 which consisting of four courses, they are TKJ (Teknik Komputer dan Jaringan), AP (AdministrasiPerkantoran) and TSM (Teknik Sepeda Motor).

Table of Population

No	Class	Students
1	TKJ 1	25
2	TKJ 2	25
3	AP	23
4	TSM 1	31
5	TSM 2	28
Total		133

Sample is part of the sum and characteristics possessed by that population. The Sample was a small part of anything which is intended to stand for, or represent the whole". The sample in this study was taken by random sampling. Sampling is done by drawing. In the lottery will be written to the class which is the research sample that is class TKJ 1, TKJ 2, AP, TSM 1, TSM 2, from the draw results obtained class TKJ 1 as experimental class and AP as control class.

Table of Sample

No.	Class	Student
1	TKJ 1	25
2	AP	23
Total		48

The kind of the test is multiple choices. The test composed 20 items. The criteria instruments are assigning asthe correct answer is 1 and 0 for the wrong answer. The writer will determine the score by using the formula:

$$\text{The score} = \frac{Right\ Answer}{number\ of\ question} \times 100$$

In analyzing the data, the writer uses score of pre-test and post-test ofexperimental as well as and control group. These scores are analyzed statistically. The writer uses score of experimental class and control class. In order to find out whether there is a significant effect of using SQP2RS strategy toward students' reading comprehension, the data statistically analyzed by using T-test formula:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{S^2 + S^2}{n_1 - n_2}}}$$

Information:

t : the t - test
X_1 : average value of the experimental group
X_2 : average value of the control group
S : experimental group variance
n_1 : the number of subjects of experimental group
n_2 : the number of control group subjects

The results of data calculation with the t-test formula are consultedwith value in the table at the level of significance α = 0.05. If t-score higher than t-table, it can be concluded that there is effectivenessSQP2RS strategies in reading comprehension of the tenth-grade students of SMK Swasta Abdi Negara Binjai.

3. DATA ANALYSIS

The data in this study consisted of preliminary data before treatment (pre-test) and final data after treatment (post-test). Firstly, the

students in the experiment and control groups were given a pretest. The process of post-test was similar to the pretest. The students of both experimental and control groups were given 20 questions of multiple choices. The post-test in this study has a purpose to measure the students' reading achievement after getting treatments. The students did their post-test through reading test.

The results of the experimental class and control class research are as follows.

Data of Experimental Class (TKJ 1) Score of Pre-test dan Post-test Experimental Group

No	Initial of the Students	Experimental Group		Gain Score
		Pre-Test	Post-test	
1	AC	50	80	30
2	AP	55	75	20
3	AH	50	75	25
4	AP	65	85	20
5	AN	60	75	15
6	AA	55	75	20
7	BS	50	80	30
8	CPS	75	90	15
9	DS	45	65	20
10	DAP	60	75	15
11	ES	60	80	20
12	FS	75	90	15
13	GA	60	70	10
14	ID	55	75	20
15	MAB	50	70	20
16	MR	50	65	15
17	MP	70	90	20
18	MF	65	85	20
19	MI	60	85	25
20	NSA	60	75	15
21	RH	55	70	15
22	RM	55	65	10
23	SW	45	65	20
24	WF	45	70	25
25	ZP	45	65	20
Total		1415	1895	480
Mean		56,6	75,8	19,2
Max Score		75	90	30
Min Score		45	65	10

The table above is students' score of experimental class. It can be described as follows; there were 25 students as experimental class with the total of students' score was 1415 in pre-test and 1895 in post-test and the average score was 56.6 then increase in post-test became 75.8. Meanwhile the highest score was 75 became 90 and the lowest score was 45 became 65.

Data of Control Class Score of Pre-test dan Post-test Control Group

No	Initial of the Students	Control Group		Gain Score
		Pre-Test	Post-Test	
1	AA	50	70	20
2	AW	55	65	10
3	AFP	45	55	10
4	AR	60	70	10
5	AS	55	65	10
6	AA	45	60	15
7	BA	45	55	10
8	DN	55	70	15
9	DP	60	70	10
10	EP	60	70	10
11	EH	45	60	15
12	FA	60	70	10
13	IH	60	65	5
14	JA	55	70	15
15	LS	70	75	5
16	MAHP	45	55	10
17	MAC	65	70	5
18	MHN	50	60	10
19	NM	50	65	15
20	NCP	45	55	10
21	RNI	60	65	5
22	RA	55	70	15
23	RS	50	65	15
Total		1370	1640	270
Mean		54,8	65,6	10,8
Max Score		70	75	20
Min Score		45	55	5

Based on the table 4.2 above, it shows that the lowest score in pre-test was 45 and the highest score was 70 with the average of pre-test score was 54.8. Besides that, the average of post-test score increased with the value 65.6. The highest score of post-tests was 75; the lowest score was 55.

Validity of the Test

The validity computation is consulted with the r table of Product Moment by determining the significant level of 5% and *n* which is according to the data. If the rxy> r *table* so the instrument is valid. For α = 5% and N = 25, r*table* = 0.

To know the level of validity of each item a grain analysis is conducted using Product Moment formula. The formula as follow:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x^2)\}\{N \sum y^2 - (\sum y^2)\}}}$$

The following is the example of counting the validity of item number 1:

The Test Item Number 1

No.	X	X²	Y	Y²	XY
1	1	1	76	5776	76
2	1	1	88	7744	88
3	1	1	80	6400	80
4	0	0	72	5184	0
5	1	1	92	8464	92
6	1	1	96	9216	96
7	1	1	84	7056	84
8	1	1	68	4624	68
9	1	1	92	8464	92
10	0	0	72	5184	0
11	1	1	76	5776	76
12	1	1	96	9216	96
13	1	1	92	8464	92
14	1	1	100	10000	100
15	1	1	100	10000	100
16	1	1	100	10000	100
17	1	1	100	10000	100
18	1	1	80	6400	80
19	1	1	100	10000	100
20	1	1	100	10000	100
21	1	1	96	9216	96
22	1	1	92	8464	92
23	1	1	92	8464	92
24	1	1	76	5776	76
25	1	1	96	9216	96
Total	23	23	2216	199104	2072

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x^2)\}\{N \sum y^2 - (\sum y^2)\}}}$$

$$r_{xy} = \frac{25 \; x \; 2072 - 23 \; x \; 2216}{\sqrt{25 \; x \; 23 - (23^2)(25 \; x \; 199104 - (2216^2)}}$$

$$r_{xy} = \frac{832}{\sqrt{46 \; x \; 66944}}$$

$$r_{xy} = \frac{832}{\sqrt{3079424}}$$

$$r_{xy} = \frac{832}{1754.82}$$

$$r_{xy} = 0.474$$

The item number 1 of the test was valid since its rxy = 0.474 higher than critical value (0.349).

Reliability of the Test

Reliability of the test shows the stability or consistency of the test scores when the test is used. The following is the computation of the reliability of the instrument. The formula is:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

If $r_{11} > r_{table}$, so the instrument is reliable. Based on the test table, it can be gotten:

a) The computation of the test

$$\sigma_t^2 = \frac{\sum X^2 - \frac{(X)^2}{N}}{N}$$
$$= \frac{23 - \frac{23^2}{25}}{25}$$
$$= 0.073$$

$$\sum \sigma_t^2 = 0.073 + 0.073 + 0.105 + 0.073 + 0.073 + 0.134 + 0.134 + 0.105 + 0.105 + 0.134 + 0.134 + 0.134 + 0.134 + 0.073 + 0.038 + 0.073 + 0.182 + 0 + 0.073 + 0.182 + 0.073 + 0.073 + 0.105 + 0.073 + 0.105$$
$$= 2.393$$

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$
$$= \left(\frac{20}{20-1}\right)\left(1 - \frac{2.393}{107.1104}\right)$$
$$= \frac{20}{19}(1 - 0,022)$$
$$= 1,028$$

The result of commutating reliability of the first try out instruments was 1. 028. For α = 5% with N = 36, and r_{table} = 0.349. Since the result of r₁₁ was higher than r_{table}, it was concluded that the instrument was reliable and could be used as the instrument to get the following data.

Data Analysis

After conducting the research, the writer got the data of students' scores in test. Comparing both of groups during the teaching process, students in experimental group had better comprehension than in control group. Before the writer analyzed the data, the writer had calculated the score into statistic calculation. The writer make the calculation tables to get the Mean, Variant and Standard Deviation of two variables, the table as follows:

Students score of experimental and control group

No	Initial of the Student	Experimental Group Pre-Test	Post-test	Gain Score	Initial of the Students	Control Group Pre-Test	Post-Test	Gain Score
1	AC	50	80	30	AA	50	70	20
2	AP	55	75	20	AW	55	65	10
3	AH	50	75	25	AFP	45	55	10
4	AP	65	85	20	AR	60	70	10
5	AA	60	75	15	AS	55	65	10
6	BS	55	75	20	AA	45	60	15
7	CPS	50	80	30	BA	45	55	10
8	DS	75	90	15	DN	55	70	15
9	DAP	45	65	20	DP	60	70	10
10	ES	60	75	15	EP	60	70	10
11	FS	60	80	20	EH	45	60	15
12	GA	75	90	15	FA	60	70	10
13	MAB	60	70	10	IH	60	65	5
14	MR	55	75	20	JA	55	70	15
15	MP	50	70	20	LS	70	75	5
16	MF	50	65	15	MAHP	45	55	10
17	MI	70	90	20	MAC	65	70	5
18	NSA	65	85	20	MHN	50	60	10
19	RM	60	85	25	NM	50	65	15
20	RR	60	75	15	NCP	45	55	10
21	RP	55	70	15	RNI	60	65	5
22	SA	55	65	10	RA	55	70	15
23	SW	45	65	20	RS	50	65	15
24	TP	45	70	25	-	70	75	5
25	WF	45	65	20	-	60	70	10
Total		1415	1895	480		1370	1640	270
Mean		56,6	75,8	19,2		54,8	65,6	10,8
Max Score		75	90	30		70	75	20
Min Score		45	65	10		45	55	5
S		76,5	68,08	26,41		59,33	38,16	16
S		8,74	8,25	5,13		7,70	6,17	4

The writer calculated the data based on the steps of the test. The formulation as follow:

1. The statistic calculation of the data pre-test of experimental group

a. Mean

$$\bar{X} = \frac{\sum X_1}{N} = \frac{1415}{25} = 56.6$$

2. The statistic calculation of the data pre-test of Control group

$$\bar{X} = \frac{\sum X_1}{N} = \frac{1370}{23} = 54.8$$

3. The statistic calculation of the data post-test of Control group

$$\bar{X} = \frac{\sum X_1}{N} = \frac{1897}{25} = 75.8$$

4. The statistic calculation of the data post-test of Control group

$$\bar{X} = \frac{\sum X_1}{N} = \frac{1640}{23} = 65.6$$

Analysis Data Using T-test

The data to be analyzed was obtained by giving the multiple choice tests to the students in order to know their ability in reading narrative text. The analysis was intended to get the significant differences between the students in experimental group and control group. The calculation was for post-test score. From the calculation previous the writer concluded the statistic in the following table:

Table 4.5 Result of the Test Between Experimental and Control Group

Varinas Source	Experimental Group	Control Group
Sum	1895	1640
N	25	23
Mean	75.8	65.6
Variance S²	68.08	38.16
Standard Deviation (S)	8.25	6.17

To calculated the data, writer used T_{test} formula. The formula as follow:

$$t_o = \frac{X_1 - X_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where :

$$S^2 = \frac{(n_1 - 1)\, s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$
$$= \frac{(25-1)68.08 + (23 - 1)38.16}{25 + 23 - 2}$$
$$= \frac{24 \times 68.08 + 22 \times 38.16}{46}$$

$$= \frac{1633.92+915.84}{46}$$
$$= \frac{2549.76}{46}$$
$$= 53.12$$
$$S = \sqrt{53.12}$$
$$= 7.28$$

And to find the t-value, writer used the formula:

$$t_o = \frac{X_1 - X_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_o = \frac{75.8 - 65.6}{7.28\sqrt{\frac{1}{25} + \frac{1}{23}}}$$

$$= \frac{10.2}{7.28 \, x \, 0.28}$$
$$= 5.003$$

$$df = (n_1 + n_2 - 2)$$
$$= 25 + 25 - 2$$
$$= 48$$
$$\alpha = 0.05$$
$$T_{calculate} = t_{(1-\alpha)} \, (df)$$
$$= t_{(1-0.05)} \, (48)$$
$$= t_{(0.95)} \, (48)$$
$$= 2.02$$
$$T_{table} = 2.020$$
$$T_{calculate} = 5.003$$
$$T_{calculate} > T_{table}$$
$$5.003 > 2.020$$

The value of the t-table with dk = 25+25 - 2 = 48 and significance level (α)=5% was 2.020. As the value (5.003) > 2.020, it could be concluded that there was difference on posttest between experimental and control groups.

The data to be analyzed was obtained by giving the multiple-choice tests to the students in order to know their ability in reading narrative text. The analysis was intended to get the significant differences between the students in experimental group and control group. The calculation was for post-test score. The value of the t-table with dk = 25+25 - 2 = 48 and significance level (α)=5% was 2.020. As the value (5.003) > 2.020, it could be concluded that there was difference on posttest between experimental and control groups.

4. CONCLUSION

There is one problem in this research, that is: Can SQP2RS effect on students' Reading Comprehension? After the researcher finished the research, writer is able to draw a conclusion as the result of the research at the tenth-grade students of SMK Swasta Academic at academic year of 2018/2019. The conclusion that can be drawn in this research is as follow:

Based on the result of the data analysis and discussion, the writer concludes that the use of SQP2RS strategy significantly affects the students' reading comprehension, since the score of the students who were taught by SQP2RS strategy is higher than using conventional method. And from the t-test calculation it was found that the t-observe is higher than t-table. Therefore, the t-observe > t-table (4.099 > 1.990; df = 78). It means that the hypothesis alternative (Ha) is accepted which shows that SQP2RS strategy significantly affects the students' reading comprehension.

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