



Improving Ability Of Grade XI Students In Reading At Madrasah Aliyah Negeri Kota Banjarbaru By Using SQ3R Tecnique

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Abstract

This study is categorized as a classroom action research (CAR). This study proposed teaching reading by using SQ3R tecnique as the strategy in the teaching English at the second grade students of MAN Kota Banjarbaru to solve the students' incompetency on reading skill. As the result of the preliminary study indicated that the students' problems toward their reading competence was students could not comprehend the text. Their literal and inferential reading skills were low. It seems that they did not know the details passage on which main ideas, cause and effect relationship are built. In comprehending the explicit information, the students could not locate the details. They just focused on understanding the meaning of sentences. As the result they got difficulty in answering the comprehension questions. Moreover, the students could not make inferences that were implied in the text. They could not understand the text and merely took the last paragraph as a conclusion of the paragraph. Therefore, the criteria of success were directed to the mentioned problems. The results showed that by using SQ3R tecnique, the students' reading comprehension achievement and the students' participation in the classroom were improved highly positive.

Keywords: SQ3R, improve, reading comprehension achievement

In general, the skills involved in mastering English are listening, speaking, reading and writing. Among them, reading is the most important since every aspect of life involves reading, for example, road signs, traffic regulations, menus in restaurant, labels on cans, printed advertisements, newspapers, magazines, insurance forms, and so forth (Burns , 1996, p. 4). Because of that, the importance of reading for human life has long been realized. Reading is needed as a means of learning a variety of sciences, particularly for the students so that it is said that reading is the basic skill which become priority to support the process of mastering other language skills and improving knowledge. Students learn many things through reading. They get information by reading books and other printed media. Success in reading is very important to students, both for academic and vocational advancement and for the students' psychological well being (Carnine, 1990, p. 106). Furthermore, through reading students can get the enjoyment as well.

In relation to the importance of reading, the teacher should develop students' reading skill as the basic for practicing other language skills. For instance, the students can be asked to find the information from what they read to be written in journal, they are asked to read aloud to practice their pronunciation and so forth. In virtue of UN (Ujian Nasional/ National Examination), reading has to be taught to high school students. It is one of UN (Ujian Nasional/ National Examination) materials which take the major percentage of the overall items. In the 2011 and 2012 National Examinations approximately 70% of the items are on reading. So, by developing students' reading skills, it is expected that the students can deal with the UN.

In line with the reading purpose, Richard and Renandya (2002, p. 277) state the primary purpose of reading is reading for comprehension. Knowing main ideas in a text and exploring the organization of a text are essential for good comprehension. Besides, reading is proposed to: (1) search for simple information, (2)

skim quickly, (3) learn from texts, (4) integrate information, (5) search for information needed for writing, (6) critique texts, and (7) to get general comprehension (Grabe & Stoller, 2002, p. 13). In short, the basic idea of reading is to enable the reader to understand the text to get the information.

Regarding to the forgoing description in the School Based Curriculum, the objective of teaching reading at the Madrasah Aliyah level is to enable students to understand written texts both formally and informally in the forms of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in daily context (School Based Curriculum, 2006). This objective of reading instruction is to help students to get much information from many written texts. Furthermore, the students are expected to understand various kinds of text in order that they have a foothold in their life successfully. To be more specific, the students are expected to be able to (1) read aloud written texts both good pronunciation and intonation, (2) identify the topic from the written text, (3) identify the definite information from the written text, (4) identify the meaning of words, phrases, and sentences from the written text, and (5) identify the specific information and the main idea from the written text. These objectives indicate that the students are expected to try to understand what they are reading. So they are able to absorb or comprehend a lot of information quickly, accurately, and easily.

In line with the objective of teaching reading, many efforts have been done such as preparing textbooks of the reading lesson, training English teachers, revising curriculum and the like. Above all, the role of teachers is very essential for such goals to be attained. Teachers should be creative in developing the teaching strategies in order to be a good model in the classroom. They provide guided practice and in-depth explanation, thus supporting learning in a variety of ways. Skilful teachers facilitate the students' development of appropriate comprehension strategies by coaching and making invisible cognitive skill through such activities as "think aloud" which demonstrates the comprehension process. In this way the teachers offer the students assistance and encouragement during the reading process. Under the teachers' guidance, students consciously connect previous learning with present learning because the teachers encourage them to think about the knowledge and how they acquire the knowledge. Skillful teachers gradually release the responsibility of learning to the students and help them become independent smart readers.

To be good readers, the utilization of strategies is important. Reading strategies have big influence and greatly alter the students' ability effectively to read and retain textbook materials. Reading strategy can enhance students' ability to read and to learn more effectively (Mc Whorter, 1983, p. 47). In learning, the use of appropriate strategies should not be neglected. Teachers need to develop their teaching strategies. Putting study strategies good use is directly related to students' knowledge and awareness of what it means to study. As they become more aware of studying texts, students look for structure-how the important information and ideas are organized in text-in everything they read (Vacca & Vacca, 1999, p. 388).

In connection with learning to read in MAN Kota Banjarbaru, reading is provided as part of the English teaching. Reading gets more attention than other language skills: listening, speaking and writing. However, teaching reading is not as easy as teaching other language skills since in reading activity, students do not only read the text but also understand what they read. Therefore, in mastering the reading skill, the students must be equipped with the skill to grasp the information and knowledge from the written text. Students are also expected to have some skills in (1) finding certain information stated in a passage, (2) getting the general idea of a passage, (3) locating the specific information of a passage, and (4) identifying implicit and explicit information of a passage. It seems that reading is considered as a complicated skill covering many activities to comprehend the text.

In relation to teaching reading, the result of a preliminary study conducted by the writer's collaborator at MAN Kota Banjarbaru particularly at the three programs of the eleventh grades, science program, social program, and language program on 14 April 2022 shows students' achievement at reading was low as indicated by the scores they obtained from reading comprehension in the preliminary test. The mean scores were 65 for science program, 70 for social program, and 59.1 for language program. Among those mean scores, the lowest score was obtained by language program students. This mean was considered insufficient since it did not yet achieve the learning target which is 75 for reading skill. From the scores got by the religion students, it can be identified that there were 20 out of 30 students who failed or only 33.3% who were successful.

Based on the result of the preliminary study above, through the direct interview, the writer got the information that the problem highlighted was students could not comprehend the text. Their literal and inferential were still low. This is due to the fact that students could not take the ideas that were not directly stated and directly stated in the text. It seems that they did not know the details of passage on which main ideas, cause and effect relationships are built. In comprehending the explicit information, students could not locate the details effectively. They just focused their attention on understanding the meaning of sentences. As the result they got difficulty in answering the comprehension questions. Moreover, students could not make

inferences that were implied in the text. They could not take a red-tread of what they have read. They merely take the last paragraph as a conclusion of the paragraph. They even only take title as the inference.

In responding to the result of the preliminary study the writer observed the students' activities during the teaching of reading to identify some factors causing the problems above. First, the students did not try to become familiar with the organization and the general content of the material. They merely read the text then translated. Secondly, they were not accustomed with doing prediction before reading. They read the text as instructed by the teacher. Thirdly, students were not accustomed to make reports after reading the text as the summary of what they had learned. Besides, students did not try to look back their answers after doing comprehension questions to check whether the answers were correct. The last, majority of the students did not actively involve in the discussion during the teaching and learning process. They frequently waited for the teaching explanation.

However, among those factors, teaching strategy plays the important role in the instructional process. The success of teaching reading is also determined by the strategy used. As a matter of fact, English teachers in Madrasah Aliyah Negeri Kota Banjarbaru do not employ appropriate strategy to teach reading. Mostly, they utilize conventional teaching strategy. That is to come to the classroom then ask students to read aloud. After that, they ask their students to find the meaning of some difficult words and then answer the questions. Teachers do not get the students to make summary of what they learn. So, the teaching model is still teacher-centered.

Considering the condition above, the researcher proposes certain strategy in order to solve the problems encountered by the students. However, the way would be advantageous for the students when they are provided with the activities which help them to improve their ability to comprehend the reading text. One of the reading strategies that can be used to bring about an improvement on the student's reading comprehension ability is SQ3R strategy. SQ3R strategy is a five-step system in which each letter stands for one of the steps survey, question, read, recite, and review. Survey is dealing with gathering the information necessary to focus and formulate goals. Question is dealing with the reader's mind engage and concentrate. Reading is dealing with feeling in the information around the mental structure a reader has been building. Recite is dealing with retaining a reader's mind to concentrate and learn as it read. Review is dealing with referring a reading text.

Furthermore, SQ3R is step by step strategy used for reading through a text. It makes more active process helping to maintain attention and improve remembering. Readers who use this strategy when approaching a text would be aided an eliciting their background knowledge and setting his own purpose for reading. Besides, they would also be allowed to monitor their comprehension and to asses it as well.

SQ3R strategy is a five step strategy which can invites students curiosity to know the content of the text. It is the strategy which is systematic to be implemented and expected to overcome the students' problem in reading comprehension. Using SQ3R strategy, students are encouraged to give their ideas of what a text selection is about before and after they read it. It also prepares them for what is coming next. By doing so, students will have the description about the content of the text in detail.

Using SQ3R, teachers can change their classroom teaching strategy. The class change from teacher-centered becomes students-centered. Teacher will be the manager who manages the activities in the classroom meanwhile the students will actively involve in the instructional process. By doing so, the students will be encouraged to learn.

To comprehend the text, students can make prediction before reading. They should formulate some questions before having to read the entire text. The formulated questions were used to predict the exist information in the text. Then the reading step did to prove the prediction. Reading step provides opportunity for students to understand the text. Since the process of reading is done twice: in the first and in the middle of learning process, students can really get the information. Besides, students have also to understand the text by giving report after reading and in the last of the learning process they also have to check whether their recites were true. Through those processes, it is expected that the students will comprehend reading.

However, the implementation of SQ3R strategy is one of the effective strategies to teach reading comprehension. The issue the writer is, at present, concerned with seems to be related to some the previous studies. Sujak (2002) conducted a study at SLTP 2 Ngimbang Lamongan which revealed that the students could improve their critical reading ability in classroom learning. Mariyat (2009) did the research to improve reading ability in SMP Negeri Purwoharjo Banyuwangi. Meanwhile, Sahriadi (2005) conducted a study which aimed at improving students' reading comprehension at SMP 2 Samaturu Kolaka- Southeast Sulawesi. From the findings described above, it can be concluded that the teaching of reading using SQ3R may improve students' reading ability. Pujiastuti (1991) carried out the research in Jogjakarta, Central Java province which aimed at knowing the effectiveness of SQ3R strategy in teaching reading. From the finding, it could be known that teaching reading by utilizing SQ3R strategy could improve students' reading ability and it was more effective than traditional method.

Despite the similar concern, the writer's research is different from the two previous studies in terms of students' level and reading comprehension skills. In terms of the level of students, both Sujak (2002) and Sahriadi (2005) conducted their research at secondary school level or in Junior High School, whereas, in this study, the writer carries out her research at Senior High School level. Concerning reading comprehension skills, Sujak (2002) investigated the students' reading comprehension merely on critical skill, whereas Sahriadi (2005) was on all comprehension skills in general while Pujiastuti (1991) had research by comparing the traditional method and SQ3R strategy at the two Senior High Schools in Jogjakarta. Meanwhile, in this present study, the writer focuses her research on literal and inferential reading comprehension.

Method

Based on the focus of the research, this research intends to improve the students' reading comprehension achievement using SQ3R technique. Therefore, the design of this research is Classroom Action Research (CAR). The researcher designed planning, acting, observing (gathering and analyzing the data), and reflecting (making conclusions and research report).

Planning

In this step, the researcher and the collaborator prepared instruments and SQ3R technique that will be implemented in learning teaching activity. It consisted of the strategy, lesson plan, and criteria of success.

Preparing a suitable strategy. The strategy teaching reading through SQ3R technique in the classroom as follow.

The first step of SQ3R strategy is to survey the reading assignment. Surveying involves creating a mental map of the text. To begin surveying, the students read the text quickly to get some textual markers or clues about the material of organization of the text. The organizational clues are used to create a mental map to help the students move through the material. Developing a mental map is important because detailed information can be remembered only if it is learned in relation to more important ideas. By mentally linking the textual clues, the student is better able to follow the flow of ideas in the text, and to detect the relationship among pieces of information.

The Second step of SQ3R strategy involves predicting questions that may be answered by the text, the questions are elaborations of the mental map developed in the survey step, and they serve as a framework to which details may be added later. Questioning provides the reader with a purpose and makes important ideas more obvious. Comprehension is aided by finding the answers to predicted questions when reading and by locating important information not covered by the questions as well. In short, with the mental map and predicted questions, one has prepared his/her own knowledge framework to guide the act of reading comprehension.

The third step SQ3R strategy is to read the text. With the knowledge structure in mind, the students read the text one section at a time for content. Instead of locating on isolated details, they should search for relationships among the main ideas and their supporting details. To avoid distracting from the content of the text when highlighting that text, it is better to make brief notes on a sheet of paper, or to indicate the question numbers next to the portions of text that provide the answers.

The fourth step of SQ3R strategy is to recite the text. After reading each section (paragraph) of text, the students should take a few minutes to recall the important points. Retelling the important points of a text or writing them in one's own words can make mental connections among main ideas and details more actively. Besides, it can also allow the reader to monitor his/her comprehension. Moreover, immediate recall is helpful for keeping the information in long-term memory.

The final step of SQ3R strategy is to review what one has read, the student should review the entire text to see how the information fits together. Reviewing allows the reader to evaluate his/her understanding of the text, to organize all of the main idea and its supporting details, and to reinforce them in memory.

Designing the lesson plan. The lesson plan focused on the use SQ3R technique to solve the students' problems in reading. The text discussed in this cycle are Anthony and Cleopatra and Smoking Should Be Banned in Public Areas

Criteria of success. There are two criteria of success implemented in this study; (1) the students' involvement in teaching and learning process of reading are highly positive, and (2) Students' achievement in reading ability are 70% of the students get the score of greater than or equal to 75.

Implementation

When all preparations are ready to use, the researcher implemented the activities have been designed using SQ3R technique. The subject is the second year students' of Madrasah Aliyah Negeri Kota Banjarbaru.

In implementing the action plan, the researcher was assisted by collaborator who at the same time acted as the observer in the teaching and learning process in the class. During the process, a collaborator held field-notes.

Observation

Data and source of data. The data were in the form of qualitative and quantitative data. The qualitative data were about the students' participation in reading activities, comment, opinion, and suggestion. The quantitative data were students' reading test. The data were obtained from the students and the collaborating teacher.

Instrument and techniques for data collection. To collect the required data, the researcher used a field-note, list of questions, and a test. The field notes were used regularly to take notes and record the information about the event, dates, and persons involved in the teaching and learning process. The list of questions was used to know the students' responses to the implementing SQ3R technique while a test was used to get the students' score on reading. Those can be concluded as follows.

Table of Observation Step

Criteria of Success	Data	Source of Data	Instrument	Technique of data collection	Data Analysis
The students' participation in the classroom is highly positive.	Students are involved actively in the teaching and learning process by giving responses to the teacher' instruction, such as giving comments and opinion to the topic given, responding to the teacher's explanation, enjoy and feel free to practice English.	Students	<ul style="list-style-type: none"> • List of Question • Field-Note 	<ul style="list-style-type: none"> • Observation • Giving students' response 	The researcher can justify the students' responses whether the students involve actively or not in the teaching learning of the process of reading
70% of the students achieve the score of greater than or equal to 75	Students' result on reading test	Students	Test	Giving Test	The data analysis is to see whether the result of the test meets the criteria of success.

Reflection

This part deals with the activity to analyze the implementation of the actions during the cycle, which was obtained through the result of observations. It includes the discussion of how far the developed strategy solves the problems and the factors that might be the causes of the unsuccessful strategy applied. In this research, the researcher reflected the strategy has been done in the activities of learning and the impact of the activities as well as toward the improvement of the students' ability in readom. The data obtained then checked with the criteria of success to see whether the data have met the criteria or not. The result of this reflection is, then, used as the basic consideration to revise the model to be applied in the next cycle to get a better result of learning or the researcher should stop because the result have met the criteria of success.

Results

The Students' Participation

The criteria of success states that both female and male involve actively in the teaching and learning process of reading. To obtain the data, the researcher used a list of a question, and field-note. The data were taken during the activity in the classroom.

The finding of the research showed that SQ3R strategy could improve the students' reading comprehension achievement and the students' participation in the instructional process. The improvement of those two aspects can be summary as follows:

No	Criteria of Success	Cycle 1	Cycle 2
1	70% of the students achieve equal to or greater than 75 for their reading comprehension test	50%	86.7%
2	60% of the students actively involve in the instructional process in which SQ3R strategy implemented	59%	79%

Based on the findings of the study, there is significant improvement on the students' ability in comprehending the text and the student's participation in participating the instruction. The findings dealing with the students' reading comprehension ability showed that the students' ability in comprehending the reading text has been increased through the implementation of SQ3R strategy. Before the implementation of the SQ3R strategy, the average score of the students was only 59.1 and there were 10 out of 30 students (33.3%) who got score greater than or equal to 75 as the minimum score set for reading skill in the researcher's school. In Cycle 1 and Cycle 2 the average and the number of students who got score greater or equal to 75 improved. The average score in Cycle 1 was 68.00 and the number of students who got the upper target score was 15 students (50%). In Cycle 2 the average was 78.7 and the number of students got the upper target score was 26 students (86.7%).

The data showed that the students' participation during the learning process increased from Cycle 1 to the following Cycle. In Cycle 1 the percentage of the students' participation during the implementation of SQ3R strategy was only 59%. Meanwhile, in Cycle 2 the percentage of the students' participation was 79%. It means that the criterion has been achieved since the finding showed that more than 70% of the students are actively involved in the learning process.

Dealing with the students' motivation as another aspect in the criteria of success, the result of the interview with the students showed that almost of the students have positive responses toward the implementation of the strategy. There are six questions in the interview guide, namely; 1) reading competence the positive comment increase from 53% to 80%, 2) the interest toward the implemented method gets about 56.6% to 90%, 3) the ease of method used in learning to read the positive comments were 53% to 73%, 4) the benefit from the implemented method was 60% to 80%, 5) the implementation of strategy in future teaching the positive comments were 66.6 % to 83%, and 6) the expectation in the future teaching the positive comments were 83% to 93%.

Finally, referring to the findings above it is found out that the students' reading ability and their participation during the implementation of SQ3R strategy was gradually improved. It means that SQ3R strategy gives positive impact toward the students' ability in comprehending the reading text as well as their motivation and participation in the instructional process. As Gebhard (2000) asserts SQ3R can also promote an active reading. Active reading is getting students involved in reading by interacting with the text being read, encouraging them to read it with care and to understand thoroughly. In line with Gebhard's idea, Eanes (19997, p. 79) also states SQ3R provide students with a systematic approach to reading for study and to promote more efficient learning through assigned reading.

Test

The test was given after the fourth meeting in every cycle. The test was in the form of Narrative and Exposition. The students should answer the questions based on the text. The average score of the students' test was 78.7

Discussions

This section covers the discussion of the teaching reading through the implementation of SQ3R strategy and the improvement of the students' comprehension ability.

Based on the findings of the study, it was shown that the appropriate procedure of SQ3R strategy give beneficial contribution both in improving the students' score in reading comprehension and improving students' participation during the instructional process. The implementation of the strategy for teaching reading comprehension consists of three phases namely, pre-reading, whilst-reading, and post-reading. Based on the findings presented above, it is recognized that in implementing SQ3R as the strategy for teaching reading, the teacher is required to apply the appropriate model to gain better result in the teaching and learning process. Particular strategies are needed in each stages of reading process including pre-reading stage, whilst- reading stage, and post- reading stage.

a. Pre-reading Stage

In relation with this study, in pre-reading activity the teacher employed pictures and real objects to dig up students' prior knowledge dealing with the material given. Picture provides students with ideas for such tasks, enabling them full attention to using the written language. Teacher provides some questions about the pictures or/ and the real objects then related with the students' real life. Through some questions in the pre-activity, it is expected that it will activate students' background knowledge. As stated by Burns (1996, p. 212) background knowledge that students possess need to be activated through discussion or by other means just to relate concepts students do not possess need to be developed before reading begins. So by doing students' background knowledge activation, students will have the concepts about the information in the reading text. As Carnani (1990, p. 41) assert that it is argues that the more a reader knows about a topic and can apply the background knowledge when reading the text the more he will comprehend.

After providing some questions, the next activity done by the teacher is grouping students into some smaller groups. Each group merely consists of two students or what is called pair study. The grouping done on the basis of students' competences (fast learners and slow learner). For avoiding classroom noisy and creating conducive group discussion. The fast learners are expected to give contribution ideas to the slow, by doing so, the classroom activities will be well-managed. To attemp a good grouping, the students should be seated in groups which have heterogenity in terms of their learning ability.

b. Whilst-reading stage

During the whilst reading stage, the students started to do SQ3R steps. The first is doing survey. The activity in this phase is reading the introductory paragraph and concluding paragraph. This will help the reader to find the general ideas of a text. Eanes (1997) states survey is the activity in which readers are required to quickly read the acknowledgement, the conclusion, and the sub-chapter; therefore, by survey, students will be helped to identify the whole picture of the book since in survey students can make the prediction. It is in line with Burns (1996, p. 212) statement that prediction strategies may be used for schemata activation.

After survey, the students should formulate some questions related to the heading and the conclusion which had been read. Students should turn the heading of te text and the conclusion into questions. The application question deal with how to use the existing ideas and concepts into a new problematic situation the analysis question deals with asking about the main idea of a paragraph.

The next step is reading. The activity in this phase is doing silent reading to look for the answers from previously formulated questions. Eanes (1997, p. 107) asserts during the reading step the candidates have to read the text in order to find the answers of predicted questions.

In recite step, the students should keep the information they read from the text in long term memory. They are also required to recall the important points of the text. In this case, they are expected to recite the text aloud on the basis of the main points of the text.

c. Post Writing Stage

The activity in the post -reading stage is implementing review step of SQ3R. In this phase the students do verification. They evaluate their understanding of a text. They reread the text entirely then write the main point of the text.

Conclusion and Suggestion

Conclusion

This chapter presents the conclusions and suggestions based on the research findings and discussion as presented in the previous chapter. The conclusion deals with the results of the implementation of SQ3R strategy for teaching reading comprehension. Additionally, the suggestions are directed to the action to follow up the findings of the research.

Referring to the research findings and discussion it can be concluded that the students' reading ability and their participation during the implementation of SQ3R strategy gradually improved. Dealing with the students' ability in reading, the implementation of SQ3R strategy can help them to comprehend the

reading text. The improvement can be seen from the students' average score and the percentage of the students who could pass the mastery minimum criteria (KKM). In Cycle 1 the implementation of SQ3R strategy had made the students' reading score improved but it did not meet the criteria of success yet. There were 15 students or 50% out of 30 students achieved the target score. While in Cycle 2, the students' reading comprehension was better than in Cycle 1. There were 26 students or 86.7% out of 30 students achieved the target score so that the improvement had met the criteria of success.

Furthermore, SQ3R strategy also gives positive impact toward the students' participation and motivation in the instructional process in which SQ3R strategy implemented. The implementation of SQ3R strategy in reading class can increase the students' participation and motivation to be actively involved in the instruction. It is proven from the results of the research which shows that after the implementation of the SQ3R strategy the percentage of the students' participation during the implementation SQ3R strategy increases. There were 59% out of 30 students were actively involved in the instructional process in Cycle1. While in Cycle 2 there were 79% out of 30 students were active. Therefore it was said that the result had met the criteria of success. It is also supported by the result of the interview, which shows that the number of students who give positive comments increased.

SQ3R can be an effective strategy for teaching comprehension if it follows several procedures: (1) activating the background knowledge before reading, (2) providing some pictures or real objects (3) finding the meaning of the unfamiliar words, (4) formulating list of questions as the prediction, (5) reading the introductory and concluding paragraphs, (6) answering the previously formulated questions, (7) keeping the information in the long term memory, (8) recalling the kept information, (9) doing report, (10) doing verification to the report by rereading the text, (11) writing the verification result.

Suggestion

To follow up the findings of the research, some suggestions are offered to the English teachers, and the future researchers.

Due to the fact that SQ3R strategy gives positive impact toward the students' ability in reading comprehension and the students' motivation and participation in the instructional process, the researcher suggests to the English teachers who have similar classroom problems where the students have low motivation and achievement, to apply SQ3R strategy in their reading class. The researcher also suggests sharing the implementation of the strategy in discussions, seminars, or workshops, and the like

The recommendation delivered to the future researcher is that the implementation of the SQ3R strategy can be used to teach not only narrative or hortatory exposition texts but also for other types of text such as review, explanation and so forth. To future researcher it is also suggested to do research deeply about the implementation of SQ3R strategy in teaching reading with different setting and subject for the improvement of students reading ability in other level of study.

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