



## TEACHING NARRATIVE READING TEXT BY USING SQ3R AND ETR STRATEGIES TO THE EIGHTH GRADE STUDENTS OF MTS PARADIGMA PALEMBANG

RAUDHATUL JANNAH  
UIN Raden Fatah Palembang  
e-mail: nia4011993@gmail.com

**ABSTRACT:** In doing this study, the writer used pretest-posttest two treatment design. The population of this study was the eighth grade students of MTs Paradigma Palembang in academic year 2014/2015. The writer was assisted the class VIII.a as the first experimental group, class VIII.b as the second experimental group and class VIII.c as control group. There were 90 students taken as sample. Each class consisted of 30 students. The writer used independent sample t-test and one way annova to analyze the data. The result showed that teaching narrative reading by using *SQ3R strategy* was more affective than *ETR strategy*. It can be seen from the mean score of the first experimental group (72.6667) was higher score than the second experimental group (64.2500). From the table analysis, the findings showed that: (1) there was a significant difference on narrative reading text achievement between the students who are taught by using SQ3R strategy and those are not. It was found that the p-output was 0.000 and t-obtained was 6.879; (2) there was a significant difference on narrative reading text achievement between the students who are taught by using ETR strategy and those are not. It was found that the p-output was 0.008 and t-obtained was 2.737. From the first and second hypotheses, The result was consulted to t-table at significance level 0.05 and critical value of t-table (1.672) in two tailed testings. Since the p-output was lower than 0.05 and t-obtained was higher than critical value of t-table, so, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted; and (3) there was a significant difference on students' narrative reading text achievement between those who are taught by using SQ3R strategy, ETR strategy, and the teacher's method. It was found that the p-output was 0.000 and F-obtained was 20.366. The result was consulted to t-table at significance level 0.05 and critical value of t-table (1.663) in two tailed testings. Since the p-output was lower than 0.05 and F-obtained was higher than critical value of t-table, so, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted

**Keywords:** *Teaching Reading, Narrative Text, SQ3R Strategy, and ETR Strategy.*

### Introduction

In Indonesia, English is considered as one of foreign language subjects to teach. Based on Permendikbud in 2013 curriculum, English is a foreign language subject to secondary and higher level. In addition, Braine (2005, p. 79) states that English has been described as the first foreign language in Indonesia and it is officially taught to the students in the secondary schools. It is learned from junior high school to university that English is classified into class A (compulsory)

to both junior high school (SMP/MTs) and senior high school (SMA/MA/SMK/MAK), and English is taught to be an extracurricular subject in elementary school. Generally, there are four components of language skills that are required in learning English. They are listening, speaking, reading and writing. It is supported by Khameis (2006, p. 111) that the four skills naturally appear together in every English class, even in the EFL context. One of the language skills is reading. Reading is important part that needs to be developed. By reading, the students can get much information and knowledge. It is supported by Sergio (2012, p. 81) that for academic purposes, reading is important because it is one of the most frequently use language skills in everyday life, as witnessed by the use of internet.

Based on School-based Curriculum (KTSP 2006) of Junior High School especially for the eighth grade students, there are many types of reading text, namely narrative, descriptive and recount text. Narrative is a type of text aimed to entertain, to gain and hold the readers' interest in a story. According to Sejnost and Thiese (2010, p. 9), the purpose of narrative text is to entertain, to gain and hold a reader's interest. The learners will be able to comprehend the text totally if they are interested in the texts or passages. It is very important that the learners reach the purposes of reading, reading for comprehension and reading for pleasure. Furthermore, in KTSP 2006, narrative text is used in teaching from eighth to twelfth grade in school.

In this study, the writer chose at the eighth grade students of MTs Paradigma Palembang in academic years 2014-2015. After doing informal interview to the English teacher and some of the students, the writer found that the students had difficulties in comprehending their narrative reading text. First, the students were difficult to comprehend the text easily and felt confused to find the meaning of difficult word. It caused the students were lazy to open the dictionary. Second, the students were difficult to find main idea and make the conclusion. It caused the students were confused what should they do and still had poor vocabulary. Third, the students were hard to make connection between their experience and presented in a given text. It caused the students did not know what the text is about. Based on these problems, the students need a new strategy to improve their reading comprehension and encourage them to be active and enjoy the learning process. Regarding this condition, the writer wants to apply two strategies in teaching narrative reading text. They are Survey, Question, Read, Recite and Review (SQ3R) Strategy and Experience-Text-Relationship (ETR) Strategy. SQ3R (Survey, Question, Read,



Recite, and Review) strategy builds background knowledge of the students in narrative reading. SQ3R strategy helps learners to access any prior knowledge connected to the reading. It is agreed by Gunderson (2009, p. 223) that SQ3R improves reading comprehension because it establishes a kind of “content background knowledge”. ETR (Experience-Text-Relationship) strategy helps learners to active and build knowledge to facilitate both reading motivation and comprehension and be useful for narrative text. It is supported by Wood and Blankton (2009, p. 135) that Experience-Text-Relationship (ETR) is a strategy that draws on background knowledge and prior knowledge and experience.

Based on the explanations above, the writer is interested in conducting a research study entitled “*Teaching Narrative Reading Text by using SQ3R and ETR Strategies to the Eighth Grade Students of MTs Paradigma Palembang*”.

### Concept of Teaching Reading

According to Brown (2007, p. 7–8), teaching may be defined as showing or helping someone to learn how to do something, providing with knowledge and causing to know or understand. Teaching also correlates with reading, where the teacher must provide, plan, and teach the effective reading program for students (Maharaj, 2008, p. 7). In addition, reading has been emphasized in the holy-Qur’an thrice that reading is important to teach. It has been carried out since the holy-Qur’an wa revealed from God to Muhammad saw as follows:

قَالَ لَهُ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَ  
مَعًا عَلِّمْتَ رُشْدًا ﴿١١﴾

Meaning: “Musa (Mose) said to him (Khidr) “May I follow you so that you teach me something of that knowledge (guidance and true path) which you have been taught (by Allah)?.” (Q.S. Al-Mujadillah : 11).”

When teaching reading, we need to decide our intended learning outcomes of reading and select appropriate texts in terms of motivating and interesting content and the level of difficulty of the text. It is supported by Farrell (2008, p. 23) that the concept of teaching reading is to help students become more aware help their own habits, good or bad, as reflected on reading process.

Based on the Verse above, Allah saw. has given the advantages and favors to all of the believers in general and those who believe the Prophet Muhammad. Allah saw. sent a Messenger

among us to instruct about knowledge, so that we are easy to understand everything. We also can watch His behavior to be followed and emulated his deeds. He teaches us (the Qur'an) as well as the laws of Allah saw. In order, we will know about something that we never know before.

From the definition above, it can be assumed that teaching reading is to teach the learner to construct the meaning to gain information and knowledge from the text individually or in groups. The information can be related to their lesson or only for their pleasure. The teachers of English have to share the material in reading based on what the students need.

### **Concept of Narrative Text**

According to Wahidi (2009, p. 7), narrative text is a text focusing specific participants. Narrative is a text that teaches or informs to embody the writers' reflection on experience, and to nourish and extend the readers' imagination. It is supported by Wardiman, Jahur, and Djusma (2008, p. 98), narrative text is to amuse, entertain and to deal with an actual or vicarious experience in different ways. its social function is to tell stories or past events and entertain the readers.

Wardiman, et. al. (2008, p. 98) state that there are some generic structures of narrative text, they are:

- a) *Orientation*, it is about the opening paragraph where the characters of the story are introduced.

Example : *Little Mantu lived in a village deep in the jungle where elephants helped the men with their work.*

- b) *Complication*, where the problems in the story developed.

Example : *Now, Mantu had an elephant of his very own. His name was Opie.*

- c) *Resolution*, where the problems in the story is solved.

Example : *Mantu then climbed upon his little friend's back and went home to the village.*

### **Concept of Survey, Question, Read, Recite, and Review (SQ3R) Strategy**

Li, Fan, & Huang (2014, p. 321) state that SQ3R is the most popular reading method. This strategy helps students to build their background knowledge related to what they are reading. It is agreed by Bergmann and Brough (2012, p. 144) that the SQ3R strategy (Survey the



chapter, ask yourself Questions to be answered during reading, Read, Recite what you've read, and Review) is one method of summoning prior knowledge. This strategy helps students learn and remember the information of the text. Throughout this strategy, Kanar (2014, p. 203) states that developed by Francis P. Robinson in 1941, SQ3R is a classic system that millions of students have used successfully to improve their reading and studying.

Based on some experts, it can be summed up that SQ3R (Survey, Question, Read, Recite, and Review) is one of the effective strategies that can improve students' background knowledge in reading comprehension. This strategy helps students to know the information of the text well. Students learn best when they attach new information to previous knowledge.

### **Teaching Procedures by Using Survey, Question, Read, Recite, and Review (SQ3R) Strategy**

Jonson (2006, p. 163) also proposes that this strategy is carried out in five steps:

- a) Step 1, Survey. Before they begin reading, students survey (or preview) the literature reading titles and subheadings, looking at pictures, and skimming the introductions and conclusions. In so doing, they pick out important ideas, activate prior knowledge, and make predictions about what they will read;
- b) Step 2, Question. Students create a question based on each heading. Doing this helps them establish a purpose for reading: to find answers;
- c) Step 3, Read. Students read actively to find the answers to their own questions;
- d) Step 4, Recite. After they have finished reading, students recite from memory-orally or in writing-the answers to their questions and other important information. If they are unable to recite from memory, they reread the material; and
- e) Step 5, Review. In their minds, students review their questions and answers. They try to review without looking at the text or, if they wrote notes for Step 4, what they have written. If they did not write notes as part of Step 4, they do so now.

### **Concept of Experience-Text-Relationship (ETR) Strategy**

Experience-Text-Relationship (ETR) is a strategy that draws on background knowledge and prior knowledge and experience (Wood and Blankton, 2009, p. 135). Furthermore, Edwards

(2003, p. 28) states that Experience Text Relationship (ETR) strategy originally developed for minority children but also useful for Elementary-Middle school. In addition, Carr, et all (2004, p. 91) state that Experience-Text-Relationship (ETR) is a strategy that helps students make connections between their experiences and those presented in a given text. Originally developed by Au in 1979 to benefit students with culturally different backgrounds, the strategy is especially effective in building motivation and giving students a purpose for reading because it helps them see how a text relates to their own experiences.

Based on the experts' opinion above, it can be assumed that Experience-Text-Relationship (ETR) is a strategy that guides the students through the reading process and monitors their comprehension. This strategy also consists of students' expression on their own experience of knowledge about the topic of prior reading.

### **Teaching Procedures by Using Experience-Text-Relationship (ETR) Strategy**

According to Wood and Blankton (2009, p. 135), Experience-Text-Relationship (ETR) can be applied in classroom as follows:

- a) Step 1, Experience. For pre-reading, have students discuss their personal experiences that relate to the theme, topic, or main idea of the text to be read. Then have students generate predictions about the story;
- b) Step 2, Text. While reading, either read the text aloud as the students follow along or allow students to read silently on their own. Read only one section of the story at a time. Discuss the section read and confirm and change predictions. Make sure that students tie their thoughts, comments, and predictions back to the text. Clarify any misconception or miscomprehension. Ask if there was any sections or words that were confusing and clarify these. Continue to alternate between reading and discussing small sections; and
- c) Step 3, Relationship. For post reading, help students integrate the information from the text with their experiences to develop an understanding of the text.



## Research Method

In this study, the witer used the pretest-posttest two treatment design. In this design, the writer has three groups of samples: the first is experimental group by using SQ3R strategy, the second is experimental study by using ETR strategy, and the third is control group. There were two experimental groups. Both of them were given pretest, treatment of SQ3R and ETR strategies, and posttest, while in control group the students were given pretest and posttest without treatment (Cohen, Manion & Morrison, 2007, pp. 278-279).

The design is as follows:

EG1	$O_1$	$X_a$	$O_2$
EG2	$O_3$	$X_b$	$O_4$
CG	$O_5$	-	$O_6$

Where :

- $O_1$  : pre-test for experimental group using SQ3R strategy
- $O_2$  : post-test for experimental group using SQ3R strategy
- $O_3$  : pre-test for experimental group using ETR strategy
- $O_4$  : post-test for experimental group using ETR strategy
- $O_5$  : pre-test with no treatment for control group
- $O_6$  : post-test with no treatment for control group
- $X_a$  : treatment for reading comprehension using SQ3R strategy
- $X_b$  : treatment for reading comprehension using ETR strategy
- : no treatment
- EG1 : experimental group 1 using SQ3R strategy
- EG2 : experimental group 2 using ETR strategy
- CG : control group using no treatment

## Population and Sample

The population of this study is the eighth grade students of MTs Paradigma Palembang in academic year 2014-2015. In this study, the writer used purposive sampling. VIII.a, VIII.b, and VIII.c Class were selected as the sample. The total sample of the this study was 90 students from

144 populations. 30 students as the first experimental group, 30 students as the second experimental group, and 30 students as control group.

## **Findings and Discussion**

### **Validity Test**

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. The validity is the most important idea to consider when preparing or selecting an instrument for use (Fraenkel, Wallen, & Hyun, 2012, p. 147).

#### **a. Construct Validity**

Fraenkel, et. al, (2012, p. 148) state that construct validity refers to the nature of the psychological construct or characteristic being measured. In this part, the construct validity of the research instruments involved two types. They were question items for pretest and posttest activities, and lesson plans for experimental groups. The researcher asked the lecturers as validators, they were Hilma Suryani, M. Pd. as Validator I, Winny Riznanda, M. Pd. as Validator II, and Amalia Hasanah, S. S., M. Pd as Validator III. From the three validators, the test instrument and lesson plan were appropriate to be used for research treatments.

#### **b. Validity of Each Question Items**

To find out the validity of the test question items, the writer analyzed the items of the tests by doing try out in order to find out the validity of each question items. The try out of the test was carried out on Wednesday, 25<sup>th</sup> of February 2015 at 10.30.- 11.20 a.m. The instruments of the test was tested to 40 students (VIII.1) of eighth grade students at SMP NU Palembang. The result of the test was analyzed by using SPSS Statistics Program Version 16 with the correct answer was labeled 1 and the wrong answer was labeled 0. According to Basrowi and Soenyono (2007, p. 24), if the result of the test shows that  $r_{\text{output}}$  is higher than  $r_{\text{tabel}}$  (0,312), it means that the item is valid. In this case, there were 60 multiple choice items which was given to the students. It was found that there were only 40 question items from 60 test items provided by the writer which could be used as the instrument since the scores of



significance were higher than 0,312. There were 20 question items were invalid since the scores of significance were lower than 0,312.

### c. Content Validity

According to Fraenkel and Wallen (2009, p 148), content validity refers to the content and format of the instrument. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. The instrument of the test was taken from English in Focus for Grade VIII Junior High School (SMP/MTs) written by Wardima in 2008, PAKAR Bahasa Inggris untuk SMP kelas VIII semester genap (KTSP) written by Tim Penyusun, PUPIN Modul Bahasa Inggris untuk SMP/MTs written by Tim Penyusun, MANDIRI Practice Your English Competence written by Zaida, and Buku Ajar Bahasa Inggris untuk SMP/MTs Semester 2 written by Tim Penyusun. There were 40 questions with narrative texts used in this study.

### Reliability Test

Reliability test measures whether research instrument used for pretest and posttest activities is reliable or not. Reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkel and Wallen, 2009, p. 154). In this part, Split Half Procedure was used. The scores of reliability were obtained from try out analysis which was done once. In this study, there were 60 question items as the instrument. For the first test, The try out was carried out on Wednesday, 25<sup>th</sup> of February 2015 at 10.30 – 11.20 a.m. The instruments of the test were tested to 40 students (VIII.1) of eighth grade students at SMP NU Palembang. Then, the result was analyzed by using Split Half Procedure in SPSS Program Version 16. From the calculation, it was found that the coefficient reliability of the reading test items was 0.927 which is higher than 0.70. Therefore, it could be stated that this instrument was considered reliable for this study.

### Normality Test

Normality test is used to measure whether the obtained data normal or not. The data can be classified into normal when the p-output was higher than 0.05. In measuring normality test, One

sample Kolmogorov Smirnov was used. The normality test was used to measure students' pretest scores in control and experimental groups, and students' posttest scores in control and experimental groups.

### **Homogeneity Test**

Homogeneity test is used to measure the scores obtained whether it is homogen or not. He stated that the score was categorized homogen when the p-output was higher than mean significant difference at 0.05 levels. In measuring homogeneity test, Levene Statistics in SPSS was used. The homogeneity test is used to measure students' pretest and posttest scores in control and experimental groups.

### **Hypotheses Testing**

**a. Measuring a Significant Difference on Narrative Reading Text Between the Students' Who are Taught by Using SQ3R and Those are Not**

In measuring significant difference on students' posttest scores in the first experimental and control groups, an independent sample t-test was used. A significant difference was found whenever the p-output is lower than mean significant difference at 0.05 levels and t-value is higher than t-table (Fraenkel & Wallen, 2009, p. 229).

**b. Measuring a Significant Difference on Narrative Reading Text Between the Students' Who are Taught by Using ETR and Those are not**

In measuring significant difference on students' posttest scores in the second experimental and control groups, an independent sample t-test was used. A significant difference was found whenever the p-output is lower than mean significant difference at 0.05 levels and t-value is higher than t-table (Fraenkel & Wallen, 2009, p. 229).

**c. Measuring a Significant Difference on Students' Narrative Reading Text Between Those Who are Taught by Using SQ3R Strategy, ETR Strategy, and the Teacher's Method**



In this study, one-way ANOVA was used to measure a significant difference on the eighth grade students' narrative reading text after taught by using SQ3R, ETR and the students' posttest score in control group. A significant difference is found whenever the p-output is lower than mean significant difference at 0.05 levels and F-value is higher than t-table (Fraenkel & Wallen, 2009, p. 232).

## Conclusion

Based on the findings and interpretation in the previous chapter, the writer assumed that: (1) there was a significant difference on students' narrative reading text achievement who were taught by using SQ3R strategy and those who were not; (2) there was a significant difference on students' narrative reading text achievement who were taught by using ETR strategy and those who were not; and (3) there was a significant difference on students' narrative reading text achievement who were taught by using SQ3R strategy, ETR strategy and the teacher's method. Therefore, it can be inferred that teaching narrative reading through SQ3R strategy is more effective than ETR strategy. The students got improvements or benefits from the implementation of SQ3R strategy.

## REFERENCES

- Basrowi & Soenyono. (2007). *Metode analisis data sosial*. Kediri, Indonesia: CV. Jenggala Pustaka Umum.
- Bergmann, S., & Brough, J. A. (2012). *Reducing risk increasing the promise: Strategies for student success*. New York, NY: Eye On Education.
- Braine, G. (2005). *Teaching English to the world: History, curriculum and practice*. Mahwa, NJ: Lawrence Erlbaum Associates, Inc.
- Brown, H. D. (2007). *Principles of language learning and teaching*. New York, NY: Pearson Education, Inc.
- Buehl, D. (2014). *Classroom strategies for interactive learning* (4th ed.). Newark, DE: International Reading Association.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). New York, NY: Routledge.
- Farrell, T. S. C. (2008). *Teaching reading to English language learners: A reflective guide*. California, CA: Corwin Press.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (7th ed.). New York, NY: McGraw-Hill Companies, Inc.

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). New York, NY: McGraw-Hill Companies, Inc.
- Gunderson, L. (2009). *ESL/ELL literacy instruction: A guide book to theory and practice*. New York, NY: Roulledge.
- Jonson, K. F. (2006). *60 strategies for improving reading comprehension in grades K8*. London, England: Corwin Press.
- Kanar, C. C. (2014). *The confident student* (8th ed.). Boston, MA: Wadsworth.
- Khameis, M. (2006). *Using creative strategies to promote students' speaking skills*. Fujairah, United Arab Emirates: Fujairah Woman's College. Retrieved from: <http://marifa.hct.ac.ae/files/2011/07/Using-Creative-Strategies-to-Promote-Students-Speaking-Skills.pdf>.
- Li, L. Y., Fan, C. Y., & Huang, D. W. (2014). The effects of the e-book system with reading guidance and the annotation map on the reading performance of college students. *Educational Technology & Society*, 17(1), 320-331. Retrieved from [http://www.ifets.info/journals/17\\_1/27.pdf](http://www.ifets.info/journals/17_1/27.pdf).
- Maharaj. (2008). *Teaching reading in the early grades: A teacher's handbook*. South Africa: Formeset Digital.
- Permendikbud. (2013). *Kerangka dasar dan struktur kurikulum sekolah menengah atas/madrasah aliyah*.
- Sejnost, R. L., & Thiese, S. M. (2010). *Building content literacy: Strategies for the adolescent learner*. London, England: SAGE Ltd.
- Sergio, L. M. (2012). Effects of strategy instruction in an EFL reading comprehension course: A case study profile issues in teachers professional development. *Sistema de Informacion Cientifica Journal*, 14(1), 79-89. Retrieved from <http://www.redalyc.org/pdf/1692/169224317006.pdf>.
- Tim Penyusun. (2006). *Buku ajar: Bahasa Inggris untuk SMP/MTs semester 2*. Jakarta, Indonesia: Departemen Pendidikan Nasional.
- Tim Penyusun (2006). *Pupin modul Bahasa Inggris untuk SMP/MTs*. Jakarta, Indonesia: Departemen Pendidikan Nasional.
- Tim Penyusun. (2006). *Pakar: Bahasa Inggris untuk SMP kelas VIII semester genap*. Klaten, Indonesia: Aviva.
- Veigh, J. (2013). *3 principles for teaching reading*. USA, VA: TESOL Connections.
- Wahidi, R. (2009). *Genre of the text*. Retrieved from: <http://rachmatwahidi.wordpress.com>.
- Wardiman, Jahur, & Djusman. (2008). *English in focus: For grade VIII junior high school (SMP/MTs)*. Jakarta, Indonesia: Pusat Perbukuan Departemen Pendidikan Nasional.
- Wood, K. D., & Blankton, W. E. (2009). *Literacy instruction for adolescents research-based practice*. New York, NY: The Guilford Press.
- Zaida, N. (2009). *Practice your English competence*. Jakarta, Indonesia: Erlangga.

>><<