

**THE IMPLEMENTATION OF SURVEY, QUESTION,
READ, RECITE RECORD AND REVIEW (SQ4R)
METHOD IN TEACHING READING
COMPREHENSION**

**(A Study towards the Second Grade Student of SMA Pasundan 8
Bandung Academic Year 2018-2019)**

A Paper

Submitted to the English Department
Faculty of Arts and Letters Pasundan University
as a Partial Fulfilment of the Requirements
for Taking the Sarjana Degree (S-1)

By:

**Septi Nurul Hidayati
Reg. Number: 157010060**



**ENGLISH DEPARTMENT
THE FACULTY OF ARTS AND LETTERS
PASUNDAN UNIVERSITY
BANDUNG
2020**

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Approval Page

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Declaration

I hereby state that the paper **The Implementation Of SQ4R Method In Teaching Reading Comprehension** is true of masterpiece of myself.

I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in my paper. I do not copy or quotes with the way that is against from the scientific society. From the statement above, I am ready to accept any judgment if it is found there is scientific ethic contrary in this paper or there is claim from another side toward the original work.

Bandung, January 2020

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Dedication

“Every successful person is never give up, with two belief: the future can be better than the past and I have a power to do it”

“Struggle and be patient to achieve your dreams, remember to do not give up, do not see behind.”

This research paper I dedicated to my beloved mother, brothers and friends who always give me support and prayers to reach my dreams.

Preface

First of all the researcher would like to thank to Allah SWT, because of the blessing, permission, and healthy, the researcher finally finished her writing on research paper entitled **“The Implementation of Strategy SQ4R Method in Teaching Reading Comprehension”**. The researcher also would like to say thanks to all those who helped her to write this paper. As for the title of research paper is purely of masterpiece by myself.

This research paper is submitted to accomplish the last subject at English Department Pasundan University Bandung. In making this research paper, the researcher accepts any suggestion and critics in order to make this research paper more better.

Bandung, January 2020

The researcher

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Alhamdulillahirabbil'alamin, the researcher conveys her thankfulness to Allah SWT for giving her power, and health during finishing this research paper and Prophet Muhammad SAW who has gave her the clue to a good ways.

The researcher is also sure that she would not be able to finish this research paper without any supports from advisor, friend and others. In this opportunity, the researcher would like to express her appreciation and thanks to :

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- **For all students**, English Department Pasundan University 2015 wish you all the best.

Abstract

The researcher create the research paper about the implementation of SQ4R method in teaching reading comprehension to improve student reading abilities Sujianto (1988: 113) says that reading is a communicative-related activity, because language is used for communication between writers and readers. The researcher use exposition text as the material of learning. As for this research that is as an implementation of the SQ4R model in using descriptive qualitative to analyze the data. The data has analyzed through several instruments including observation, tests and interviews. So, the research was conducted in Pasundan 8 Senior High School, consist of 33 students. Therefore, the result of the research shows the improvement after using SQ4R method. There are 3,8% students who improve their reading ability in exposition text.

Key words: SQ4R method, teaching reading, exposition text.

Table of content

Approval page.....	i
Declaration.....	ii
Dedication.....	iii
Preface.....	iv
Acknowledgement.....	v
Abstract.....	vii
Table of content.....	viii
List of table.....	x
List of appendix.....	xi

Chapter I

1.1 Background of the study.....	1
1.2 Indetification of the problems.....	4
1.3 Limitation of the problems.....	5
1.4 Reseach problems.....	5
1.5 Objective of the study.....	6
1.6 Significant of the study.....	6
1.8 Population and sample.....	7

Chapter II

2.1 Approach Method, Procedure and Technique in Teaching Language.....	8
2.2 Teaching Reading.....	9
2.3 Survey, Question, Recite, Review, Read and Record (SQ4R) Method..	15
2.4 Teaching Equipments.....	18
2.5 Exposition text.....	20

Chapter III

3.1 Research Design.....	24
3.2 Research Method.....	27
3.3 The Procedure of Collecting Data.....	27
3.4 The Technique of Analyzing Data.....	38

Chapter IV

4.1 Data analysis and Discussion.....	41
4.2 Findings of the Research.....	57

Chapter V

5.1 Conclusion.....	63
5.2 Suggestions.....	69

Bibliography

Curriculum vitae

Appendices

CHAPTER 1

INTRODUCTION

First chapter discusses about the background of the study, identification of the problems, limitation of the problems, research problems, objective of the study, significant of the study, population and sample.

1.1 Background of the Study

Language is a communication tool for people to communicate each others. English in Indonesia is generally taught as a foreign language, which is not used for daily communication. However, English is needed in term of international language, therefore, people need to learn how to use English properly.

English has four skills there are listening, reading, writing, speaking. These skills are divided into two categories: receptive and productive. Listening and reading are receptive. Reading is used to find information from the sources while for listening, we listen from others in gaining the information. While writing and speaking are productive skills. Speaking is used for delivery messages through spoken language.

In the world of education that reading is the main element to increase student knowledge. The researcher is expected to be able to improve students' reading skills of the understanding text. Generally, reading is very bored so they chose to avoid the text because it was wasted too much time and the topic is less interesting.

Based on the Preliminary study on February 2019, it has been found common problems for students such as having difficulty in reading skill because they do not have opportunities to practice in reading. Most of the students are weak in understanding the text. The students do not know the right strategies in learning reading skills.

Many methods have been used, and expected to help students to improve the quality in reading and improving understanding the content. The students are having problem of understanding the text because they do not really make reading to be a habit. Teacher should find ways how to make them like to read more and give some strategies how to understand the text easily.

Rahmawati (2012:4) menyatakan bahwa pandangan umum meyakini ada hubungan yang positif antara kebiasaan membaca dan pemahaman bacaan. Membaca merupakan sarana yang tepat untuk membangun konsep, mengembangkan pembendaharaan kata, memberi pengetahuan, menambah proses pengayaan pribadi, mengembangkan intelektualitas, membantu mengerti dan memahami masalah orang lain, mengembangkan konsep diri, dan sebagai suatu kesenangan.

Rahmawati (2012:4) said that, the general view believes there is a positive relationship between reading habits and reading comprehension. Reading is the right tool to develop concepts, develop vocabulary, giving knowledge, adding to the process of personal enrichment, developing intellect, helping to understand and understanding other people's problems, developing self-concept, and as a pleasure.

From the quote above, it is known that reading is a good habit to build concept, in large vocabularies, developing the intellectual to understand somebody else problems and also reading is fun. The other problem that the material has provided by the teacher, but it is not accordance with the lesson plan. Learning materials are inappropriate and not effective to be applied to students.

Teacher should prepare the lesson before they teach the students. Teacher should have good experiences and habit in reading so they can show or tell the students that how exactly reading is.

Sometimes the teacher only explained the theory, and they also did not pay attention the condition in classroom. Students will get bored quickly if the teacher does not have good class management; lesson and activities. School has a role in facilitating the activities to improve the students reading habit. However, many schools have less facilities and could not support in encouraging student to have good reading skill.

This research tries to aim the teaching methods in improving students reading skill and the method is SQ4R, a method that more consistent with understanding the text, and silent reading. Increasing students reading must be done to be able to help students. However, the content of reading should be interesting.

Interesting content will make student enjoy their reading time and in future it can be reading habit for them. Therefore, the method of SQ4R will be used in this research in term of finding out the students reading skill capacity and the implementation of the method in reading class.

1.2 Identification of the Problems

Based on the background of the study, the researcher can identify some problem in this study:

1. Students do not have opportunities to practice their reading skills
2. Most of the students are weak in understanding the text.
3. Students are lack of interest in reading.
4. The students do not know the right strategies learning reading skill.
5. Students do not have the spirit of reading.

Based on the Primarily study on February 19th 2019, the method that still used by the teacher is not appropriate to the learning situation. So, the students have difficulty to understanding the material of learning. Therefore, the teacher cannot master the method to explain the material that will be delivered directly to the students. The learning tools are not complete so the learning process in the classroom becomes ineffective. The teacher used technique to presenting the material but the technique is not in accordance with the learning procedure.

For this reason, the researcher on this opportunity will be implemented using the SQ4R method in teaching reading learning that will be carried out on Pasundan 8 Senior high school academic year 2018-2019 at XI IPS3.

1.3 Limitation of the Problems

The researcher will limit the research into; Survey, Question, Read, Recite and Review (SQ4R) method in Teaching Reading Comprehension. It focuses on 2nd grade students of SMA Pasundan 8 Bandung class XI IPS 3 by using exposition text as the material.

1.4 Research Problems

Based on background of the problem researcher had formulated the problems as follows any procedure in using the SQ4R method and the influence of reading. The researcher would like to observed in this study is are:

1. How is the procedure of using SQ4R in Reading Exposition text at SMA Pasundan 8 Bandung?
2. What are the teaching equipment of using SQ4R through exposition text at SMA Pasundan 8 Bandung?
3. What is the result of reading skill on SQ4R method at SMA Pasundan 8 Bandung?
4. How are respondent opinion on SQ4R method in reading skills at SMA Pasundan 8 Bandung?

1.5 Objective of the Study

The research has several objectives and they are:

1. To describe the procedure of SQ4R in teaching reading from exposition text.
2. To understand the equipment in using SQ4R method.
3. To know the result of the reading skills by using SQ4R method.
4. To describe the respondent or opinion about the research.

1.6 The Significant of the Study

In this chapter the researcher discusses about the significant of the study which is divided into; theoretically and practically. It is related to provide the specific of theoretical insights into the learning method.

1.6.1 Theoretically

As theoretically this research has purpose in improving students, to give them new insight thought SQ4R method in understanding exposition text.

1.6.2 Practically

As practically, this research is expected to give practical benefit to the following:

1. For the students:

This study will help student to improve reading skill and understand the content of exposition text with SQ4R method.

2. For the teacher:

This method makes it easier for teachers to teach and provide students' reading skills. So that the material presented is accordance with the competency test.

3. For the next researcher:

This can be an illustration or example in making research to be a benchmark in material.

1.7 Population and Sample

In this study, population and samples are needed, which can be used as sources data.

1.7.1 Population

According to (Sugiyono, 2009:80) the Population is a generalization area consisting of objects and subjects that have certain qualities and characteristics, that has determined by researcher to be studied and then conclusions draw the population of this study is the 2nd grade student of XI IPS 1-XI IPS 3 consists of 70 students of SMA Pasundan 8 Bandung.

1.7.2 Sample

Samples are part of the number and characteristics possessed by the population (Sugiyono, 2009: 81). The researcher chose the classroom by school principal intended class is XI IPS 3 because has provided the classroom to be used as research class. The sample of this study is the class of the second grade student of SMA Pasundan 8 Bandung the location in Cihampelas street number 167 Bandung city. Which is the class XI IPS 3 consists of 33 students in academic year 2018 – 2019.

CHAPTER II

SQ4R Method in Teaching Reading

Basically, English is an international language that also becomes an official language, which is used universally both technology and education. The use of international languages especially English, is very important to be able to adapt and follow the flow of globalization that is increasingly advanced.

In the second chapter, the researcher gives explanation about the points in theoretical foundation. There are: SQ4R, teaching reading and teaching equipment.

2.1 Approach Method, Procedure and Technique in Teaching Language

Edward (1963: 63-67) gave us a definition that has admirably withstood the test of time. His concept of “method” was the second of three hierarchical elements, namely approach, method and technique.

Approach, theoretically well-informed positions and beliefs about the nature of language. The nature of language learning and the applicability of both to pedagogical settings.

Method, is a generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject matter objectivities, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audience in a variety of contexts.

Technique, is specific activities manifested in the classroom that consistent with a method and therefore, there will be in harmony with an approach as well.

Procedure, is an ordered sequence technique. A procedure is a sequence which can be describe in terms such as first you do, it is smaller than a method and bigger

than technique. The procedure is a step to making a plan to do the activities in the future.

Based on the explanation above, teaching language involves approaches that lead to methods, and broken down into procedures, that are a collection of techniques. The teacher should understand the reasons behind their choices in how they teach the students. Although, these concepts interrelate can help to find a good way.

2.2 Teaching Reading

Reading is a step to increase knowledge and information through media sources from; books, articles, magazines etc. Reading is important because the students would find information from some sources based on general knowledge in teaching material. Generally, reading will improve their own knowledge to adapt the change in the world.

Harvey in Alam (2009:1) says that the purpose of reading is to inform something, or challenges our knowledge on certain matters. In other word, reading can help the students to broaden their experience of the world in which they live.

Reading has 2 types that need to be known there are; silent reading and reading aloud, according to Nasr in Syamriani (2006:6) classifies reading into two types namely oral reading and silent reading.

a. Oral Reading

Anderson (1969: 96) states in oral reading vocalizes the printed word one by one. Thus, a reader who does oral reading must have good pronunciation. Oral reading is used when a reader is learning to combine words with meaning. Oral reading can be divided into group reading and individual reading. Reading in group is done with a whole group reading loudly usually by imitating the teacher. This type intends to check pronunciation and intonation of the students one by one.

b. Silent Reading

This term does not mean that a reader reads without sounds. A reader may sound in response to words but there is no need to say out each word. A reader, in silent reading only says the words in his mind, thus, the main aim in silent reading is to understand without any references to pronunciation, stress, or intonation.

Generally, the people who often use silent reading in daily activities depend on the subject. The material of the subject is an ability which has to be developed and knowledge. Actually, children need to get a hard effort and more attention because they have to learn about sentence construction and short story.

In this case, the researcher needs to find a strategy for doing learning activities. It has an important role in the teaching and learning process by teachers. The effective strategy has been created to make a good result in the process of teaching and learning. Absolutely, the teachers can attract students to give a motivation for improving reading comprehension ability. The teacher has to use a strategy to teach it. It is the strategy of reading comprehension to improve student reading ability.

2.2.1 The Categories in Teaching Reading Comprehension

The researcher will give an explanation of the categories of teaching reading comprehension. Furthermore, Smith in Syamriani (2006) divides the comprehension skill into four categories. The four categories are as follows:

a. Literal Comprehension

Literal comprehension refers to the idea and facts directly stated on the printed page. In fact, literal and facts are clearly stated. The literal level of comprehension is fundamental to all reading skill at any level because the reader must first understand what the author said before he can draw an inference or

make an evaluation. In others word, this category requires a lower level of thinking skills than other three levels.

b. Interpretation

In this category demand a higher level of thinking ability because the question on the category of interpretation are concerned with answer that are not directly stated in the text book. But are suggested or implied to answer questions at the interpretative level, readers must have ability and be able to work at various level of abstraction. The interpretation level is the one at which the most compulsion exists. The compulsion is the term inference may be defined as something derived by reasoning something that is not directly stated but suggested in the statement, a logical conclusion that is draw from statements a deduction and induction.

c. Critical Reading

Critical reading is a higher level than other two categories because it involves evaluation the making of the personal judgment, a reader must be able to collect, interpret, apply, analyze the information to criticize of merit, for example in those part of the material where the writer expressed his ideas or his facts better perhaps than others writer on the same subjects. Critical reading is also included in the silent reading category.

d. Creative Reading

Creative reading uses different thinking skills to go beyond the literal comprehension, interpretation, and critical reading level. In creative reading, the reader tries to come up with the new or alternative solutions to there, present by the writer.

2.2.2 The Factors of The Inference.

In addition, Wanrigh in Marlyna (2007:13) says that there are some factors that affects the comprehension of a reader, they are:

a. Speed and Perception

Some readers are quick to grasp the meaning while the others are not. Those who are slower usually have difficulties and take longer to comprehend comparing with the fast ones. This can happen due to the regression marked by the reader and the narrow vocabulary range.

b. The Accurate of Perception

A reader who perceives the ideas or message of a passage wrongly will affect his comprehension. It leads him/her to misunderstanding to the whole passage.

c. Memory and Ability to Recall Information

A reader may understand the reading material even though he/she is not able to remember much of the actual content. In order to have a good memory of the material, retention is needed. So, that he/she can locate some points which required checking.

d. Motivation or Purpose in Reading

A reader who wants to read passage or text for a certain purpose is certainly has a clear knowledge about what he/she is going to read accordingly he/she comprehend easily.

e. Concentration

Full concentration is necessary for good comprehension; however, it can be affected either from external distraction factors, such as anxieties wandering attention, noises or movements.

Based on the explanation above the researcher tries to make conclusion in here opinions. Reading is requiring ability and critical thinking to understanding the context. The writer has delivered messages and information into writing that would be reached to the readers. In addition, reading is able to train someone to be able to doing critical thinking because, the critical thinking will change their mindset and concentration to be better. The important things are to have a reading culture, it has to be a habits and benefits to carried out for the future. As well as having a much better mindset and perspective.

2.3 Survey, Question, Recite, Review, Read and Record (SQ4R) Method

SQ4R is a teaching method to make learning strategies effectively. So, the name of a strategy for teaching reading is Survey, Question, Read, Recite, Record dan Review. SQ4R has provided in a systematic way to understand study of the text. In learning process, it was required a critical step of thinking. So, the achievement of the meaning contained in the text can be understood and expressed.

Billmeyer & Barton (1998) provide several examples of strategies is during the reading process. Learning is to observe text with the purpose of developed predictions and setting goals for reading by generating questions about the topic of reading.

By summarizing about the information found in reading, students can monitor their own understanding. Finally, students evaluate their understanding through reviewing. Since the beginning the SQ4R strategies was introduced by Thomas & Robinson (1972) which was previously developed by Robinson (in Slavin 2000), known as SQ3R. Then by the development of learning science SQ3R is turned into the SQ4R strategy. The purpose of the study was to investigate the effect of SQ4R type of assistance strategy, initial knowledge, and learning style on learning outcomes in English. Technique and verify previous findings related to all variables used. The students read actively and looking for the answers and questions made.

The researcher has focused on reading to improve student ability. The SQ4R method can help to increase the terms of reading, writing and analysis. The participants will do a critical thinking to make a question and find out the answer from the text. The student will practice the steps with this method, to be able to understand quickly.

2.3.1 The Procedure of Implementing of SQ4R in Teaching Reading

The researcher explained the procedures of SQ4R learning method and the procedure has several steps to applied in the classroom. The SQ4R learning model is a learning model with six effective learning steps (Susilo, 2006: 157-158), as follows:

1. Survey (Review)

Efforts to find out the outline of the contents of the reading and how to prepare and present it in passing. The teacher direct to the students to survey the contents of the exposition text individually.

2. Question (Ask the Question)

To asking a question of the purpose to arouse curiosity. People who need to know the question and try to find the answer. The teacher direct to the students to make the questions based on the formula 5W+1H and they make into four number.

3. Reading (Reading)

Read carefully about the lesson of material, one more time while try to find answers from the questions that have been asked. The students read the text carefully to find the answer of the questions from their friends randomly.

4. Recite (its Remember while mention again)

The secret needs to be known is to mention it used by your own words. Remembering and mentioning again is an important step. Because in this way people can recognize and also learn the answers. The students should keep focus

on the text to underline the important sentence, remembering the sentence and think to give the reasons why they chose the sentence.

5. Record (Note)

The purpose of making notes is to help us to remember, the important points without read the material itself. The notes that made can be accessed briefly but regulate with the important things. The notes are needed about the material that we have learned before. The students presented the sentence what they are memorize and explain the reason about the sentence.

6. Review (repeating)

It means a reveal that what we have learned without looking at the notes. Repeating in learning material has regularly very useful because it has become memory about knowledge that we have been learned before. After all is done, the teacher reviews the material previously discussed.

2.4 Teaching Equipment

Nazarudin (2007: 111) classifies that learning devices are all things or some preparations compiled by the teacher both individually and in groups so that the implementation and evaluation of learning can be done systematically and obtain the results as expected,

Based on the explanation, the teaching equipment's is used by teacher to completed teaching activities and applied in the classroom. The purpose is to find students result of learning activities, in teaching equipment there are several parts which include: teaching materials, students work sheet, teaching media and teaching evaluation it will explained below.

2.4.1 Teaching Materials

Teaching materials are valid for achieving educational goals. In this case the teacher must be aware to know the concept of education and purpose of literary learning, namely to foster the ability to write poetry creatively. So, the students can gain human values and humanity, develop imagination, artistic expression, creativity and social sensitivity.

The purpose of teaching materials;

1. Provide teaching materials that are in accordance with the demands of the curriculum by considering the needs of students, namely teaching materials that are in accordance with the characteristics and settings or the social environment of students.
2. Helping students in obtaining alternative teaching materials in addition to textbooks that are sometimes difficult to obtain. Facilitate teachers in carrying out learning.

2.4.2 Students Worksheet

Diniaty and Atun (2015:50) Students worksheet is containing sheets intended to stimulate and assist students in learning activities within the framework of understanding, skills, and / or attitudes.

Based on the explanation above that the students will develop cognitive and aspects as guidelines to develop learning skills. In the form guidelines it has investigation and problem-solving activities, in indicators of learning achievement. Besides that, worksheet can develop to improve student activities and be able to optimize learning outcomes.

2.4.3 Teaching Media

Teaching media is a component learning facility. Therefore, how to set learning media in order to be effective in achieving goals, in teaching and

learning process, it has role in education and training activities. Learning media is utilized to facilitate learning effectively and efficiently. Role of the instructor is very influential both in using, utilizing, and selecting the media.

2.4.4 Students Evaluation

Evaluation is a systematic process to determining extent which is instructional objectives and achieved by students. It gives an assessment to the students which occur at the end of the learning process. Evaluation is a process for planning, obtaining, and to provide information that is necessary to make several alternatives decisions. There are two objects of student's assessment, it has been given by the teacher. The results obtained by students are possible:

- a. If students get satisfactory results and it is fun, of course they want to get satisfaction on again on other occasions.
- b. If a student is unsatisfied with the results obtained, he or she will try obtained the result of evaluation. The situation does not repeat itself next time.

Based on the explanation above, the result has been obtained by the teacher to be able to know which students achieve in mastering the material, as well as to know the students who have not succeed in mastering the material. Such as an assessment in reading it is accordance with the provisions of the subject.

2.5 Exposition Text

Tedjo (2006:42), exposition text is a form of discourse that seeks to decipher an object so that it expands the view or knowledge of the reader.

Based on expert is the exposition text means for convey the information or opinions from the writer. Exposition text is divided into 3 stages are thesis, argument and reiteration

Gorys (1980:1) Exposition is one form writing or rhetoric's that seek to explain and elaborate a subject, which can expand the views or knowledge of someone who reads the description. However, the most prominent goal in an expository writing is to broaden knowledge. In this case, there is a difference between argumentation and exposition even though it looks a bit similar.

The argumentation is the effect of expanding views and knowledge which has emphasizes proof. However, the exposition is a form rhetoric that was often to use as popular scientific descriptions, to do not try influence in their opinions to others. It is the nature on exposition essay which has provide a knowledge and information without forcing the readers to agree about the writer information's.

2.5.1 The Characteristics of Exposition text.

To distinguish the has certain the characteristics of exposition text, the research has put the forward will be used as indicators in research. The characteristics of exposition text according to Semi (2007:62) are as follows:

- 1) The article aims to provide information, understanding and knowledge.
- 2) The text is to answer the question what, why, when and how.
- 3) Delivered in a straightforward style and use standard language.
- 4) Generally presented using a logical arrangement.
- 5) Presented in a neutral tone does not provoke emotions, does not take sides and impose the attitude of the writer on the reader.

2.5.2 The Types of Exposition Text

Exposition essay has explained to discussed about something, for example about the meaning of something, about events, about processes and etc. The exposition essay based on Tarigan (2008 :68) its shape into four types:

Classification exposition, definition exposition, analysis exposition, and opinion exposition.

1) Classification Exposition text

Basically, the classification is a screening procedure that makes it easy for writers to overcome a broad subject by dividing it into sections. This type has used to work on a broad subject that can be broken down into several categories or classes. In other words, this type of exposition essay can help the writer narrow the scope of the title.

2) Definition Exposition text

Definition Exposition is a type of exposition essay, it is basis for all writing that aims to explain. In essence the definition is an act of discussion, which has to give an understanding of a term as clearly as possible (Tarigan, 2008: 70).

3) Analysis Exposition text

Analysis exposition is a process of dividing the material or subject matter into component parts and then examine and assess the relationship between these parts (Tarigan, 2008: 77).

4) Opinion Exposition

Opinion exposition is done by listing and describing the opinions of a person or the opinion of the writer.

CHAPTER III

Method of the Research

In this chapter the researcher discusses the method of research that consists of: research design, method of the research, procedure of collecting data and technique of analyzing data.

3.1. Research Design

This research paper is about the implementation of strategy SQ4R method in teaching reading comprehension. The purpose of this research is to improve student's reading ability. The researcher uses descriptive qualitative and to support the research the researcher put tree steps in research design:

3.1.1 Planning

The researcher makes some planning about the title of the research based on the advisor suggestion. However, to submit the title, it must be interesting, understanding and has problem to be analyzed.

In the first stage, before doing research the researcher prepared the lesson plan as a guideline in learning process to deliver in the classroom. The lesson plan has been written according to the syllabus of English in the second grade of senior high school.

When preparing the lesson plan, teacher started to deliver the material to the students. There were several activities which had become the direction in lesson plan. The lesson plan consists of the core competence, the basic competence, the indicator of the learning material, the learning process, the media and evaluation. The researcher did and making a preparation to observe when she taught in the classroom.

3.1.2 Implementing

In the second stage, the researcher explains to implementing students' activities, also to find the data for answering the research problems by doing observation, giving test and interviewing the students. It is to know the learning procedures, teaching equipment and the result of student learning. After that researcher interviews the students to find out their opinion about strategy of SQ4R method in teaching reading comprehension by using exposition text.

In the learning process, the researcher teaches the students based on the lesson plan, and the material is about exposition text. The researcher teaches the students by using SQ4R method, there are some steps of SQ4R which are:

1. Survey
2. Question
3. Read
4. Recite
5. Record
6. Review

3.1.3 Reporting

In the last stage, the researcher has obtained the data of the research after all done. The result of research that would become a report itself, it will be collected to Department English Literature as a skripsi.

3.2. Research Method

In this research paper, the researcher uses descriptive qualitative method. This method can reveal or describe the facts that occur while the research skill in progress. Moleong (2005: 4), *penelitian kualitatif adalah prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati.*

Qualitative is a method to describe behavior or events that can be seen in the surrounding environment. The researcher choosing descriptive qualitative because she wants to implementing SQ4R method in teaching reading comprehension through exposition text to improve student reading ability.

In conducting the research paper, the researcher is needed to evaluate teaching procedure, teaching equipment, test and interview to be some data. The result of data described based on theory in the research paper. The researcher implemented descriptive qualitative in the second-grade students of senior high school Pasundan 8 Bandung academic year 2018 – 2019.

3.3. The Procedure of Collecting Data

The researcher collected the data to complete in finding result through instruments. The technique of collecting data in this research are observation, interview result and the result of test. The researcher has taken the data about learning procedures and learning tools, the researcher controlled, observed, and analyzed the object activities in the classroom.

The researcher provided the questions to students in the form of tests to determine understanding about exposition text. The researcher collected data from learning outcomes that was taken from comparing the results between the pre test and post test to find the development of process in understanding the context of student learning. Researchers selected 10 of the 33 students to be interviewed. The researcher asked

about their opinion by using SQ4R model in exposition text that has been presented during the learning process.

3.3.1 Observation

Observation is as a data collection technique through learning procedures and learning tools. The researcher observed, recorded and analyzed learning activities in the classroom.

Researcher observed the procedures of learning and teaching equipment by using SQ4R method in teaching reading comprehension. The researcher also made file notes to describe students' activities in the classroom and to know the development of method implemented to the students. In finding the data, the researcher assisted by teacher to know the observation sheet that to find out whether in accordance with the learning procedure and learning tools that has been prepared. The researcher wrote out the procedure of teaching using SQ4R method in the form of field notes.

3.3.1.1 Procedure of Learning

The teacher created classroom to be effective environment started by taking students attendance. The lesson started when the bell is ringing, first the teacher started with opening by checking student's attendance, directed the students to pray together and provided students information about learning material and gave motivation to them before starting lesson. In core activities, the teacher explained about the material that would be delivered to students.

Teacher should explore about student activities while learning activities has run. After that the teacher made associate in processing material and communicating to students while presenting them work. In closing activities, teacher reflected the material that had been taught already to students. The teacher gave assignments to students and it would be discussed in the next

meeting. Closing by saying *hamdalah* together. The teacher made the condition of classroom while learning process running so it would be more active and creative.

The instrument of teaching activities:

Table 3.1
The instrument of teaching activities

Activities	The description activities	1	2	3	4	5
Opening	- The teacher greets to students					
	- Directing students to pray together before Learning start					
	- Check the attendance of students					
	- Provide information to students about the material to be learned and motivate students by telling the learning objectives and basic competencies to be achieved					
Core activities	- The teacher has observed students in process Learning					
	- Ask the question about the point of material					
	- Explore about student activities					
	- Associate in processing material					
	- Communicating to students while presenting them Work					
Closing	- Teachers and students are reflect on the material that has been taught					
	- The teacher has given assignments related to the material presented					
	- The teacher has conveyed to students about the learning plan at the next meeting					
	- The teacher has closed the meeting by saying <i>Hamdalah</i> and greetings.					

Note: The explanation about score of teaching activities are:

- 1 Very poor, If the teaching activities are not achieved
- 2 Poor, If the teaching activities to be achieved are partially met
- 3 Average, If the teaching activities can achieve are sufficiently fulfilled
- 4 Good, If the teaching activities must be achieved with some target
- 5 Excellent, If the teaching activities should be full to achieved.

3.3.1.2 Teaching Equipment

Teaching equipment are used to complete the learning process, the delivery can be in accordance with the content. In compiling the learning tools required the preparation of learning devices which is part of the planning of learning.

In addition, the planning of learning also carried out the preparation of media and learning resources, assessment tools, and learning. The purpose of teaching equipment is to help the teacher for making suitable plan directed to standard competencies and syllabus. In this research paper, as the parts of teaching equipment as follows:

3.3.1.2.1 Teaching Material

Teaching material is a guide or as a set of learning tools that contains learning material, methods and limits to facilitate students in learning material and adding new knowledge it has been designed systematically and attractively in order to achieve the expected goals.

Mu'min (2004:47) learning material or often called as subject matter is the subject matter of learning that students must learn as a means of achieving basic competencies and which will be using an assessment instrument prepared based on indicators of competency achievement.

The purpose of the teaching material is to be able to provide direction in order to facilitate the teacher in delivering material. However, the students will get new knowledge in the learning process to achieve good results.

The teaching materials must be able to match the abilities of students. As for the source has become the main benchmark in finding teaching materials that are suitable for students, and the sources has the official address and the name of the author along with the publish date.

Instrument of teaching material:

Table of 3.2
Teaching Material

Material activities	1	2	3	4	5
The teaching material is delivered to the students.					
The students are able to achieve goals based on teaching material.					
The students are able to understand the teaching material independently.					

3.3.1.2.2 Student Worksheet

Student worksheet is a student guide that contains material, summaries, and the instructions in the implementation of learning tasks that must be done by students. It provides about some questions that accordance with the material and it has been explained before.

The students will be able to improve their abilities in doing assignments. It will be a challenge for students in solving the problem based on material into student's worksheet.

The contain of student's worksheet there are: title, indicators, and instructions. It aims to make it easier for students to follow directions in

accordance with the teacher's instructions. The example of instruction in the work sheet are: *read the text carefully! answer the question below!*

However, the indicators in student's worksheet to be a benchmark to achieve the target to be in high mark.

The instrument of student worksheet:

1. What is the main idea of the exposition text?

(giving directions to students so that they look for the main idea of the exposition text)

2. Where did it happen?

(students are directed to find out where the incident took place result in natural disasters)

3. Why the thousand people were died?

(Giving direction about the reason for the thousands of people who died directly from the disaster)

4. When the last time of extreme weather?

(Students are directed to look for when the natural disaster ends and accompanied by a reason.)

5. How to protect people in health?

(This question leads students to find out about protecting people affected by natural disasters for health.)

Table of 3.3
Students worksheets

Worksheets	1	2	3	4	5
The quality of questions is related to the student's ability.					
The questions are based on the teaching material.					
Presentation stimulates the students to be achieve in learning.					

3.3.1.2.3 Teaching Media

Teaching media is a learning tool, that contains learning material in the form of methods and boundaries, which uses tools in addition to the teacher's facilities to convey the material clearly.

The purpose of using media is can helping learning process very well. So, it will be easy and comfortable to apply the material by using media.

The student will be able to improve their learning skills by using media. Based on indicator of competition and instruction. The instruction of teaching media, is used to giving direction for student to understand the material with media, the example of media such as; laptop, power point, white board etc.

The instrument of teaching media:

Table of 3.4
Teaching media

Teaching Media	1	2	3	4	5
The use of the selected media is able to achieve learning objectives.					
The media is used is in accordance with the abilities of students.					
The media facilities students learning activity.					
Preparation of the teaching media.					
Time effectiveness of the teaching media usage.					

3.3.1.2.4 Teaching Evaluation

Teaching evaluation is an assessment based on indicators of competency achievement, from student learning outcomes. In taking

evaluations, teachers need to gather information about student progress in the form of tests and non-tests.

The teacher gave students assignments then checked them as the learning result. In evaluating students, an assessment rubric is needed to know the obtained final results. The purpose of evaluation is to improve and measure the learning ability of students and to be able to improve the quality of student learning.

The instrument of evaluation;

Table of 3.5
Rubric of evaluation

Score	Explanation
0 – 25	If the aspect cannot achieve the target
25 – 50	If the aspect must be achieved some target
50 – 75	If the many aspect must be achieved the target
75-100	If the aspect must be achieved full on target

3.3.2 Test

Test is a technique to collect data to evaluation the student result in the learning processes by using pre-test and post-test to know the students result from answering the question. The researcher made two similar questions to make comparisons of results before and after using the SQ4R model in the classroom.

The function of test is to know the student's extent which they can understand the material. The pre-test is carried out before the material is delivered to students while the post test is carried out after delivering the

material. The time used between pre-test and post-test is different. When carried out to the students, the researcher presents exposition text about information to add their insights. So, the students should answer six questions in 5W+1H based on the text and their opinion. The researcher presents the exposition text about natural disasters of concern public. This can be a warning to be able to care the environment around them.

The instrument of test:

Read carefully of the text below and following the instructions!

Instructions!

1. Survey the text carefully before action.
2. Then make 4 questions from 5W + 1H based on the text
3. Read the text while answer the questions and gave respond,
4. Underline and memorize the interesting sentence, do not forget tell the reasons
5. Present your sentence and reason that you have memorized in front of the class.

Name:

Class:

Weather Related Problem

Every year thousands of people die, due to weather related problems. It can happen in both winter and summer. Let's examine the causes for a moment. The year 2003 was a time of extreme cold in the winter. Extreme, that is by European standards. In Britain alone, the number of people who died from cold-related illnesses was described as 'shameful'. Nearly twenty-five thousand people died from illnesses such as strokes, heart attacks, bronchitis, flu and pneumonia.

In the summer of the same year, around twenty-three thousand people died in Europe due to the sizzling temperatures. France was particularly badly hit, with nearly fifteen thousand death was much lower than the number of winter deaths. It

is important to note that government need to give some advices to people on how to protect their health.

3.3.3 Interview

The researcher know about the information is obtained through several questions that are conveyed to respondents, it has relating to the SQ4R learning method. The researcher wants to know the students' responses in participating in learning activities using SQ4R model.

Researcher interviewed respondents by taking 10 students as samples to take their opinions related to the learning method. The questions are:

The instrument of Interview:

1. Have you ever known about SQ4R method before?

Apakah sudah pernah mendengar model SQ4R sebelumnya?

2. What do you feel about learning exposition text with the SQ4R model?

Apa yang kamu rasakan belajar teks eksposisi dengan model SQ4R?

3. What is your response about learning to use the SQ4R model?

Bagaimana tanggapan kamu tentang belajar menggunakan model SQ4R?

4. Are you interested in learning exposition text using SQ4R model?

Apakah kamu tertarik untuk belajar teks eksposisi dengan menggunakan model SQ4R ?

5. Do you understand the material up to using SQ4R?

Apakah kamu paham terhadap materi yang di sampai menggunakan SQ4R?

6. Can the SQ4R model in learning material be effective for other materials?

Apakah model SQ4R dalam materi pembelajaran dapat efektif untuk materi yang lain?

3.4 The Technique of Analyzing Data

3.4.1 The Result of Observation

Observation data that is after all data from the teaching procedure and teaching material is collected, the researcher makes a comparison of research instruments in accordance with the lesson plan. The way to analyze observational data is to describe the events and observe, write, and analyze. The researcher makes observations and analyzes data including teaching procedure and teaching material. After all the data collected the researcher has begun to describe the results of their research and then compare it to the instrument, the researcher had made observations and matched with the lesson plan.

The contain of lesson plan such as; core competencies, basic competencies, competency achievement indicators, learning materials, methods and techniques, media and evaluation. The researcher noted overall by using a qualitative description model. If appropriate then the results of the data obtained can support the research.

The researcher analyzes the data in the teaching material and then describes the final result. After that, researcher begin to compare with the theory to find out whether the results are relevant or in accordance with the theory.

3.4.2 The Result of the Test

The results of the determination between the pre-test and post-test were different but the researcher made a formula to find out the student learning

outcomes before and after using the learning model as for the formula to be used,

such as:

Pre test and post test

$$\mathbf{T} = \frac{\mathbf{x}}{\mathbf{N}} \times \mathbf{100}$$

T= total result

X = result of test

N = the number of students

100 = maximum result

The test results will be divided by the total number of students and then multiply with a maximum result of 100. After that the number will be listed when the calculation is done. The post test results as the final results are adding up the pretest and post test results as a whole and then start counting according to the formula.

The calculation of the pretest and post test.

$$\mathbf{P} = \frac{\mathbf{y1-y}}{\mathbf{y}} \times \mathbf{100\%}$$

P = total percentage students' progress

y1 = the result of the post test

y = the result of the pre test

100% = maximum result

The result of the percentage both of the test as the final result to know the student's percentage after learning in using SQ4R method through exposition text.

CHAPTER IV

Data Analysis, Discussion and Findings

In this chapter the researcher discusses about the results of the research by using SQ4R method in teaching reading comprehension that consists of; data analysis and discussion, learning procedures, and findings, the results of using SQ4R method through exposition text in teaching reading comprehension and the opinions of the students.

4.1 Data analysis and Discussion

Researcher had conducted research starting on the date of September 17th– 8th October 2019 at Pasundan 8 senior high school, class XI IPS 3 consist of 33 students. In this case the researcher conducted data retrieval through three steps of observation, tests and interviews. Therefore, researcher had taken the data based on research needs.

Observation

The researcher described about the student's activities in the classroom, it is written on field notes as the data. The researcher observed the learning activities in finding out the teaching procedure, teaching material and classroom activities. The observation started from opening until the end of the meeting. In conducting observations, the researcher has assisted by the teachers to see activities in the classroom.

Test

The researcher gave the students test which were pre test and post test, to know the students result after that comparing the students' progress. The researcher gave pre test before applying the material, the pre test and post test were similar. After delivered the exposition text by using SQ4R method the researcher gave students the last test to know their progress.

Interview

The researcher interviewed students during learning activities by using SQ4R. The researcher conducted interview by of 10 students to know their opinion after using SQ4R method through exposition text.

In analyzing data, the researcher had filled the data from the result of the research to answering questions from the research problem by using SQ4R method in teaching reading comprehension. The data which are; the students result of during test, the result of observation and the result of interviews

4.1.1 Procedure of Learning in Using SQ4R Method in Teaching Reading Comprehension

The researcher implemented SQ4R method in teaching reading comprehension through exposition text at XI IPS 3 that consist of 33 students. The researcher starting to teach students on Tuesday, September 17th 2019. The process of SQ4R implementation through exposition text based on the syllabus. The researcher was observed by an English teacher to fill out the observation sheet in evaluating the researcher performance in teaching reading comprehension through exposition text by using SQ4R method in the classroom. The class was observed to knowing the steps of teaching exposition text by using SQ4R method in teaching reading comprehension.

Based on the observation sheets, the researcher implemented SQ4R method, it was carried out by researcher which was conducted in this study and they are:

Opening activity, the teacher opened the activities by greeting to the students and check student's attendance. After that, the teacher approached them to make comfortable in the classroom. The teacher invited to the students for pray together before the lesson begin. After the pray time was done so the teacher implemented the material while gave motivation to the students and to make them enthusiasm in learning.

Core activity, the teacher started to implement the material about exposition text in power point with an example of the text. So, the students can relate the material and understanding the explanation by the teacher. However, in the middle of study the teacher was review the material and give students challenge to answer the question. If the student can answer it so they get a reward from the teacher. The purpose of giving reward is to approach and give motivation for their enthusiasm for learning. The teacher teaches to students in used SQ4R method through exposition text, that was to practice the students to do analyze the text. The teacher gave to the students a board topic of exposition text. Later on, the teacher also explained the material according to the method of six steps method which are survey, question, read, recite, record, and review

The teacher was communicated to students based on the desired learning objectives. The teacher taught to students the material systematically based on the time provided. The students listened to the teacher explanation throughout the learning activity. The students explored in their difficult text in certain topics. However, the students were followed the instruction by teacher that they should individually learning. The teacher gave a direction to students to survey the text, made some questions them, answer the questions from their friends, read the text carefully, underline the important sentence. In the end of the classroom activity, the teacher invited the students to present their memorize about sentence and gave reasons. Therefore, this method allowed the students to actively participate in teaching-learning activity.

Closing activity, after all activities have done, the teacher invited the students for review and reflected the material that has been taught before. The teacher give assignment to students related the material and discussed for the next meeting. The meeting has been done so the teacher closing by saying *hamdalah* together the class ended at 10.00 am.

Based on the procedure of learning the researcher has applied the SQ4R method in the classroom. Based on the observation sheet the researcher gets the total point of 48. It concludes that the value of the researcher performance.

The researcher observed students at XI IPS 3, the class started about 08.30 - 10.00 am. The researcher was as a teacher had approached to the students to adaptation in the classroom.

Researcher was observed that was assisted by English teacher. The researcher as a teacher to teach the students to observed and apply the research in the classroom. The researcher has start on Tuesday, September 17th 2019 at XI IPS 3 to observe students activities. In the first meeting the researcher introduced herself to make approach to students in the classroom for some days. The teacher gave assessment on researcher performance that she could not speak louder, less strict on students.

However, researcher has tried to correct these deficiencies so that the learning process run well. The researcher observed to the students activities in the classroom which has related in teaching procedure and teaching equipment. The researcher as the teacher divided the students into exposition text to be analyzed from survey, make some question, read the text, recite the important text. After some time of analyzing the text, the researcher asked the students about the sentence that they had underlined before and give reasons by their own words in front of the class.

4.1.2 The Teaching Equipment in Using SQ4R Method Through Exposition Text

The researcher obtained the data by doing observation in the classroom, then the result was written in field notes. However, the researcher prepared the teaching equipment before learning activities. The researcher had explained about the function and teaching equipment, see previous chapter. The researcher prepared to teach the students based on teaching equipment such as; teaching material, teaching media, students worksheets, and students evaluation. In this case, the research question number 2 has been answered by researcher to know the teaching equipment. However, the observation results covered the students activities, teaching procedure and teaching equipment (see appendix 6). The observation result is described below:

4.1.2.1 Teaching Material

Material can be used to achieved students' goals based on indicator competencies that had implemented in the classroom. However, the teaching material on this research is about exposition text. It had taken from English book for class XI, that is used as guide student book in the school. The materials are about analytical exposition text so the students know what exposition is.

The researcher implementing SQ4R through exposition text to the students. The material has taken based on syllabus so the researcher took the teaching material of exposition text form the source of internet and books. The material has been presented using power point in front of the classroom. So, the material had taken from:

- English books for 11th grade of Senior High School (Widia, Utama dkk. 2017. Bahasa Inggris for class XI Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia, PT Tiga Serangkai Pustaka mandiri.

The teacher teach students to explain the material about exposition text in used power point. The theme for the chapter is about “Natural disasters”, the teacher direct to student for open their book in pre activity the student read the text carefully and translated in online dictionary. After that the students underline where is the element of analytical exposition are: thesis, argumentation and recitation.

The material is about exposition text, so teacher try to stimulate the students to understand the text and memorize. The example of exposition text is also existing the material to make students know about what an exposition text looks like.

The teacher tells the students that there are two type of exposition text, they are analytical and hortatory. Both of the text are similar but different functions, and structure of the text. The analytical is an opinion from the writer to express idea about environment-based fact issue, therefore the hortatory is an opinion from the writer to express the problem idea.

4.1.2.2 Teaching Media

The researcher used media as teaching process to implementing the material to the students in front of the classroom. The researcher used power point about the explanation of exposition text, example of the text and questions. The purpose of explanation can be seen in previous chapter.

The researcher implemented the material by using media through power point and English book. In the book there are the explanation about analytical exposition and the structure of exposition text. The teacher teach to the students by using media to make comfortable in teaching learning and easy to understand the material.

The example is, the researcher has used two type in teaching media such as; English book for class XI and power point. So, the students able to So the students able to wrote about explanation in power point by the teacher. In English book the teacher teach students to read follow the direction and they can ask to the teacher what they do not understand in the way of learning process.

However, students' book as a guide them in learning so that they can study and be direct in accordance with competency standards. So, in uses media the students are expected to be able to learn in according to their interests and abilities.

4.1.2.3 Students Worksheet

Prastowo (2011:204) said that students' worksheet can also be defined as teaching materials consisting of sheets of paper containing material, quantitative, and instructions for the implementation of tasks that must be done by students, which are equipped with basic competencies obtained.

Based on the explanation above that the students' worksheet as become a practicing to the students related the material that was implemented to the students. The purpose and function of students' worksheet can be seen in previous chapter.

However, the students' worksheet has taken from English book for class XI, that has been used in the classroom. The students' worksheet directs the students to read the text about globalization after that the students write the text in the table. In each table have three columns into making a written text about being a good student able to write the sentence and elaborate the text the student's worksheet is.

The students worksheet has clear instruction and example, and makes it easier for the teacher to explain about the student worksheet. So, the students worksheet acts as the exercise to the students need to take in the learning process. After the students finished the exercise, the teacher discusses together with the students. There is also the key answer from their opinion about the text, so the teacher can deal with multiple answer given by the students. In the end of exercise, the teacher gives conclusion and discussion about the students answer.

The researcher has given paper test to student's accordance with the material that has been explained before. The researcher has given the test questions, the contents of which exposition text about natural disasters and then retell the contents of the text. which comes from a power point to determine the ability of students to understand the text.

So, the students worksheet tries to practice the student to answer some questions and analyze exposition text based on information that they get in learning material. If they have problem, they ask the teacher about what they do not understand.

4.1.2.4. Students Evaluation

After all done, so the researcher as a teacher evaluated to the students to know their progress of learning activities in from of pre test and post test. The teacher also reviews about the material that has been implemented before to explore the students, memorize and understanding the material.

Evaluation is an assessment given to students to determine their targets for learning achievement based on indicators of achievement of student competencies. The teacher evaluated the students to know their progress of learning. In evaluating students skills for reading, after they have

learned about exposition text in teaching reading comprehension. The detail of scoring rubric can be seen on previous chapter. After doing the test, the students need to be measure and that is the evaluation is used. The teacher used this evaluation to score the student's composition reading exposition text. There are four aspects to be measured, there are: Vocabulary, Speech, Intonation and Spelling.

4.1.3 The Result of Using SQ4R Method In Teaching Reading Comprehension

The researcher was implemented SQ4R method in teaching reading comprehension through exposition text. In this case, the researcher has given the students test between pre test and post test to know the students result. However, there are some students who did not attend the study because they were sick and unable to attend.

In the first meeting before deliver the material the researcher given students pre test. However, after that the researcher has deliver material about Exposition text by using SQ4R method in teaching reading comprehension. In the last steps the researcher has given students post test to know the progress of student learning after use the method. The pre test was conducted on Tuesday 17th 2019, she was make a questions that has been related the material. The question between pre test and post test both are similar (see appendix 7). It has to know the students progress before and after implemented the material. So, the question from the research question number 3 has answered by the researcher to know students result in reading skill through pre test and post test.

In this case, the researcher making the table about students result pre test and post test, such as:

Table 4.1
The students pre test and post test result

Students Number	Pre test	Post test	Percentage	Improvement
S1	80	85	6,25%	Improve
S2	70	90	28,5%	Improve
S3	65	90	38,4%	Improve
S4	70	95	35,7%	Improve
S5	45	80	77,7%	Improve
S6	55	85	54,5%	Improve
S7	32	80	15,0%	Improve
S8	40	75	87,5%	Improve
S9	38	95	15,0%	Improve
S10	60	80	33,3%	Improve
S11	40	95	13,7%	Improve
S12	70	80	14,2%	Improve
S13	70	70	-	Not improve
S14	65	60	-	Not improve
S15	65	60	-	Not improve
S16	67	95	41,7%	Improve
S17	45	85	88,8%	Improve
S18	47	40	-	Not improve
S19	67	75	11,9%	Improve
S20	67	90	34,3%	Improve
S21	70	90	28,5%	Improve
Total	1228	1700	17	-
Average	584	801	324,3%	-

Based on the data above pre test and post test score, the researcher has find out the data from student learning. The result between pre test and post test that would be compared to know students progress.

Pre test

$$T = \frac{x}{N} \times 100$$

$$T = \frac{1228}{21} \times 100$$

$$T = 58,4$$

The details of the function formula between pre test and post test see previous chapter. How to calculated the formula is: (x) as a result of the pre test divided by (N) the number of students after that is multiplied by 100 as result maximum (T) is the final result. This also applies to post test counts which use the same formula in comparing student results.

Based on the final results of the pre test students get a score of 58.4, which means that it is a low score KKM (75) of the class XI IPS 3 of Pasundan 8 Senior High School Bandung Academic Year 2018 – 2019.

In the next step, the researcher was doing the treatment of reading comprehension through exposition text to the students by using some steps which are survey, question, read, recite, record and review or SQ4R method on Tuesday, September 1st 2019.

The process is the researcher discusses to the students about the result point of view in the pre test. In this case, the students are not understood and read the text carefully but the researcher given a reward to make them exited in learning and also answering the questions.

However, on Tuesday, October 8th 2019 the post test was conducted with the population figure of 21 students of class XI IPS 3 at Pasundan 8 Senior High School Bandung Academic Year 2018-2019.

Post test

$$T = \frac{x}{N} \times 100$$

$$T = \frac{1700}{21} \times 100$$

$$T = 80,9$$

Based on the final result of post test, the researcher finds out the average score is 80,9. So it will be compared with the result of pre test is 58,4 to know the students' improvement after being taught with SQ4R method in teaching reading comprehension through exposition text.

$$P = \frac{y1-y}{y} \times 100\%$$

$$P = \frac{80.9 - 58.4}{58.4} \times 100\%$$

$$P = \frac{22.4}{58.4} \times 100\%$$

$$P = 3,8 \%$$

The details of the function formula between pre test and post test see previous chapter. How to calculated the formula percentage both of the test is : (y1) as the result of the post test and (y) as the result of pre test. So, the post test results are reduced by the number of pre test results about 22.48. After that, the results of the reduction are then divided by the results of the pre test and the results.

In this case of the result from the implementation of SQ4R method in teaching reading comprehension through exposition text is able to help the students to improve their reading skill in understanding of the material and the text. It has proven by the 3,8% improvement on their average score of pre test and post test.

Based on the percentage of the students result there are 17 students who improve their learning, then 4 students are not improve. So, the researcher has

calculated all the student's result it has proven by the 324,3% on their average score percentage.

4.1.4 The Opinion of The Students of Learning Using SQ4R Method Through Exposition Text

The researcher has got the data of the students' opinions through interview in using SQ4R method in teaching reading comprehension to improve students reading ability. In this case, the research question number 4 has answered by the respondent opinion about learning in using SQ4R method after classmate has done.

The interview consists of 10 students in open the interview technique the researcher asks to the students to know their opinion after learning by using SQ4R so the students can answer freely depending on their thoughts. The researcher has provided six questions (see appendix 8 for the interview transcript).

The questions are regarding the teaching method, and to know the interested or uninterested of studying individual to read and understanding the text. Based on the interview the research gets some data about : the students interest in reading or no, to know what they are feel learning in SQ4R method, to know the students are interested to learning using SQ4R method or as a figure, to know the opinion from the students that SQ4R method can be effective for other materials.

However, from ten students there are seven students who interested using SQ4R in students learning, because they feel less bored and they feel more comfortable in the classroom by participating in their own learning. Meanwhile, the students who prefer lectures learning claimed that sometimes learning individual is a lot of focus and sometimes is bored somehow avoiding them to comprehend the material better.

4.2 Findings of the Research

4.2.1 The Procedure of Using SQ4R Method in Teaching Reading Comprehension

The researcher has implemented SQ4R method in teaching reading comprehension through exposition text. However, the researcher has answered from research problem number 1 to know the procedure of using this model to the students. The procedure by using SQ4R have 6 steps that should too followed. Before using this model, researcher want to find out more about students' abilities in understanding texts. After that, the first steps. the researcher directs students to begin surveying their texts and then to make questions according to the formula 5W + 1H. The researcher has begun to random the questions of students and then given back randomly.

Students are directed to work individually in answering the text after they have read before. The students are directed to work individually in answering the text after they have read, after that students are directed to memorize sentences that they have underlined before. Researcher direct students to convey what they have memorized along with giving reasons. The last step the researcher has begun to review again what they had learned from the beginning to the end of the material that has been explained before.

The procedure of implementing SQ4R in teaching method are:

1. Survey

In this step, the students will conduct a survey of the text that has been provided, after that students analyze the reading content carefully.

2. Question

After conducting a survey student begin to be invited to make each question in accordance with the text. This makes them able to read and think in making these 4 questions with the formula 5W + 1H.

3. Read

After that the teacher randomizes the work of students after making questions, so students will prepare themselves to follow the next step in answering the questions from their friends.

4. Recite

The teacher directs students to read and line up sentences that are important and then give the reasons to memorize them.

5. Record

After recite, the teacher direct to the students to explain about the important sentence and reasons in front of the class without read the text.

6. Review

After five steps has done, the teacher invited to the students to review the text and give the conclusion that has been provided before.

4.2.2 The Teaching Equipment of Using SQ4R Method Through Exposition Text in Teaching Reading Comprehension

In obtained the data, the researcher using field notes to find out the steps by using SQ4R in teaching reading comprehension through exposition text. The researcher as a teacher has divided the students to practice learning by using SQ4R method through exposition text. The students where be able to read, make some question while analyze and understanding the text by following the method. In the students' work sheet that the researcher has been done before. The researcher gives students direction to memorize some sentence and give reason. After that, the students have presentation about what they are memorize and tell the reasons about the sentence. The learning activity was lasted for 120 minutes, it has starting from 08.30 – 10.00 am on Tuesday, September 17th 2019 at class XI IPS 3 in Pasundan 8 Senior High School Bandung, Academic Year 2018-2019.

1. Teaching material

The researcher has taken the teaching material of exposition text from syllabus and internet. Those the material was presented in the form power point presentation in the class XI IPS 3.

2. Teaching Media

The researcher using media in teaching process of explain exposition text to the students. It has presented by using power point presentation and English book by the example of the text about natural disaster, question and reward.

3. Students Worksheet

The researcher has provided students worksheet in the classroom, so the researcher has taken the source to become students worksheet in English book for class XI.

4. Students Evaluation

The researcher has evaluation to the students from pre test and post test, to know the students result. The researcher consist 6 number based on 5W+1H long answer (see appendix 7). The questions are about natural disaster through exposition text. The researcher has asked to the students to find the purpose of the text, exposition text, the different between analytical and hortatory, the characteristic of exposition text.

Table of 4.2
Rubric of evaluation

Score	Explanation
0 – 25	If the aspect cannot achieve the target
25 – 50	If the aspect must be achieved some target
50 – 75	If the many aspect must be achieved the target
75 - 100	If the aspect must be achieved full on target

4.2.3 The Result of Using SQ4R Method in Teaching Reading Comprehension

The researcher has obtained this data through pre test and post test. So, the average of the students results in pre test is 58.4. Therefore, the average of the students result in post test is 80.9. Based on both of the score that the researcher has counted with the increasing percentage of both points. The researcher uses calculation as follows:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{80.9 - 58.4}{58.4} \times 100\%$$

$$P = \frac{22.4}{58.4} \times 100\%$$

$$P = 3.8 \%$$

So, the implementation of SQ4R method in teaching exposition through exposition is able to help students improve to understanding of the material, which is the improvement on their average score of pre test and post test is 3.8.

4.2.4 The Opinion of the Respondent

Researcher has interviewed 10 students to find out their response to the learning model by using SQ4R in teaching reading comprehension through exposition text.

The researcher make a summary of the result interviews of respondent and the result has answer from 5 questions based on the opinion about SQ4R method in teaching reading comprehension. The respondent has answered about 85% are do not know about SQ4R and never heard that before. The respondents have answered about 71% are agree to used SQ4R method in another material. 75% the respondents can understand the text easily when the

model has applied. 60% respondent has interested by using SQ4R. However, about 40% are not interested because mostly this method is complicated and depend on the material itself (can be seen appendix 8)

CHAPTER V

Conclusions and Suggestions

In the last chapter the researcher conveys conclusion and suggestions after the research result show in this paper.

5.1 Conclusions

In this case the research in the classroom that is explained in qualitative data. In the classroom the researcher has implemented to help the students to improve their reading comprehension through exposition text by using SQ4R method. The purpose of this research is to find the procedure of students learning by using SQ4R method through exposition text and finding out the equipment is used in teaching reading comprehension through exposition text by using SQ4R method for the study.

However, the opinions of the students after being taught about teaching reading comprehension in using SQ4R method through exposition text are also take in count in this research paper, the researcher uses exposition text as the main teaching media to teach the students to give them aboard knowledge. So, the researcher uses exposition text about natural disaster in using SQ4R method in teaching reading comprehension. It uses some steps that should followed such as; survey, question, read, recite, record and review.

This research paper is conducted in Pasundan 8 Senior High School of Bandung, in academic year 2018-2019 that consists of 33 students. It started from September 17th 2019 until 8th October 2019 at class XI IPS 3. The researcher uses 4 instruments to collect the data: which is the observation sheet, field note, test and interview. Based on the previous chapter, the researcher has obtained four kinds of data such as; the procedure of learning, the teaching equipment, the result of the test and the

students' opinion of learning in using SQ4R method in teaching reading comprehension through exposition text.

The research used exposition text as the main teaching material. The exposition text was given to the students to understand the text. So as to broaden students' insight in using SQ4R method, they had to have critical thinking

Based on the previous chapter, the researcher has found out the data in three kind of data which are the procedures of learning, the teaching equipment, the result of the test and the students' opinions of learning in using SQ4R method in teaching reading comprehension through exposition text. The researcher has obtaining the data on three steps which are:

a. Teaching procedure

The procedure of learning in using SQ4R method through exposition text. The researcher was refers to the syllabus and the lesson plan that have been implemented in the classroom. The researcher was assisted by English teacher to observer the learning activities and fill out the data of observation sheet in the classroom to evaluating the researcher performance in teaching reading comprehension using SQ4R method through exposition text. The researcher used a filed note to wrote the activities in the classroom by the observer in knowing the steps of exposition text in using SQ4R method.

The researcher has implementing about the procedure in SQ4R method are consists in six steps, which are; survey, question, read, recite, record and review. Mainly, this teaching method allowed the students to actively in individual learning by analyze the text and understanding the context of the text. They practice for having critical thinking to followed the steps of teaching method.

In the end of the learning activities, this method is invited the students to memorize the important sentence that has been underline before and give the

reasons why they chose the sentence. After that the students will presenting in front of the class what they are memorize and give the reasons. This method can make students think critically so that students learn to be controlled.

b. Teaching Equipment

In this data the teaching equipment are used in exposition text as the material of learning in using SQ4R method in teaching reading comprehension. In obtaining the data, the researcher uses description to write in field note to direct the data of teaching equipment in used SQ4R method in teaching reading comprehension through exposition text.

The teaching equipment is a facility to apply in the classroom such as; teaching material, teaching media, students worksheet and evaluations. So, the researcher implemented the conclusion below.

- For the teaching material, the researcher used source of books English books for 11th grade of Senior High School (Widiati, Utami dkk. 2017. Bahasa Inggris for class XI Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia, PT Tiga Serangkai Pustaka mandiri) and internet. So, the source of material the researcher was presented in form of power point to implemented in the classroom.
- For the teaching media, the researcher uses laptop, and book to explain the material and as the media to make sure students understand the material easily. In using media, students can record material that has been conveyed by the teacher, to increase their knowledge in learning.

However, they can learn the material when they will review the explanation from the teacher explanation before.
- For the students' worksheets, the source is from English book for class XI. The researcher direct to the students to increase their knowledge in learning to open their book to read the text about globalization, after that

the students write in the column that has been provided to elaborated the text.

- For the teaching evaluation, the researcher evaluated the students by exploring their learning based on pre test and post test. The questions were about exposition text to direct the students to read and answer the questions by their opinion that related the text.

The researcher evaluated the learning based on the scoring rubric which is;

Table of 5.1
Rubric of evaluation

Score	Explanation
0 – 25	If the aspect cannot achieve the target
25 – 50	If the aspect must be achieved some target
50 – 75	If the many aspect must be achieved the target
75 - 100	If the aspect must be achieved full on target

c. The result of the test.

This data is about the students result in using SQ4R method in teaching reading comprehension through exposition text. So, the data was taken on Tuesday, October 8th 2019 at XI IPS 3 class of Pasundan 8 Senior High School Bandung, academic year 2018-2019. The researcher obtained the data through pre test and post test. However, the average students in pre test is 58,4 while the average students in post test is 80,9. After that, the researcher count the percentage between pre test and post test as follows:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{80.9 - 58.4}{58.4} \times 100\%$$

$$P = \frac{22.4}{58.4} \times 100\%$$

$$P = 3.8 \%$$

The implementation of SQ4R method in teaching reading comprehension through exposition text is able to help the students to improve reading skill and understand the material, which is proven by the percentage of 3,8% improvement on their average score from pre test and post test.

d. The students' opinion

The last data is about the student's opinion after being taught about exposition text in using SQ4R method in teaching reading comprehension. In finding out the students' responses on SQ4R method used in the classroom. The researcher interviewed students with 6 questions (see appendix 8). Based on the interview result from ten students, the researcher got some answers that the students are more interesting of working individually because they can practice to their critical thinking.

However, they can learn exposition text briefly to get new knowledge. In using SQ4R method some of the students feel comfortable to understand the material, and other students feel this method complicated and bored because it always repeats and repeat the text even though they can understand in the beginning.

Some students prefer to be involved in an interactive learning, while some enjoyed the atmosphere of learning through the teaching. But, all of the students responded positively that they could understand the exposition text and everyone of using SQ4R method even it was a bit confusing.

5.2 Suggestions

In this research paper, based on the findings it can be concluded that the implementation of strategy SQ4R method through exposition text is able to improve students reading ability and understand the material of the text that has been provided. This research shows exposition text that can be implemented in teaching reading comprehension to the students. In this case of the research, the researcher would like to give some suggestions which are directed to some parts, there are;

a. For the teacher

Based on the research that has been done by the researcher about the implementation of strategy SQ4R method in teaching reading comprehension through exposition text is able to direct the students to analyze the text, memorize the important sentence, understand the text. The researcher suggests that the exposition text can be used in the classroom activity in teaching learning. The students can see what is the exposition text is, the students can see the different between analytical and hortatory. The students can see how is the function of exposition text in daily life.

b. For the students

This time, the students can find the type of exposition source from book in the library, on their text book and also, they can search in website. The students also can read exposition text, to get more valuable information. Moreover, by reading some stories, the students can learn new vocabularies, comprehend the plot twists among the characters, and learn themselves the tenses that are used in the sentences. Therefore, it is proven that stories are a useful media in learning English.

c. For the next researcher.

The researcher recommends the next research with similar issue can be applied both to teacher and students. This research can be applicable both to the teacher and the students. The next researcher can also feel the challenges of doing a classroom action research which requires a lot of skills. This type of research is also recommended to conduct because it brings many significances to the teacher, the students, and the researcher herself.

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