

**THE INFLUENCE OF USING SURVEY, QUESTION, PREDICT, READ,  
RESPOND, SUMMARIZE(SQP2RS) STRATEGY TOWARD  
STUDENTS' READING COMPREHENSION AT TENTH  
GRADE OF SMK NEGERI 1 NEGERIKATON  
IN ACADEMIC YEAR 2020/2021**

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**Abstract:** The research uses SQP2RS strategy. The research was conducted to determine the influence of strategy SQP2RS on students 'reading comprehension and to determine the average score of students' reading ability was higher, taught using the sqp2rs strategy or using the direct instruction. The population in this research was the students at the second semester at SMKN1 Negerikaton. The population of this research consisted of 231 students from seven classes. The sample in this study is two classes. class X Multimedia 1 as an experimental class as many as 32 students and class X multimedia 2 as a control class as many as 32 students. Determination of the sample using cluster random sampling technique. In data collection, the writer used a multiple choice test. In analyzing the data the writer used the t test formula. Based on data analysis, the average score of the experimental class is higher than the control class. The mean score for the experimental class was 67.06 and the mean score for the control class was 58.94. Then, the result of hypothesis testing is found that  $t_{test} > t_{table}$  for  $\alpha = 0.05 > t_{table}$  for  $\alpha = 0.01 = 2.84 > 2.56 > 2.00$ . that means students score taught using the SQP2RS strategy is higher than students taught through the direct instruction. SQP2RS strategy has a positive effect on students' reading comprehension.

**Keywords :** *SQP2RS, reading comprehension*

## **INTRODUCTION**

English is the international language used in the world and is the official language for communication. People in the world need to master English so they can more easily communicate with people from various countries. Indonesia made English the first foreign language. In the face of globalization, we must master English to communicate with each other.

Reading is one of the important skills in language learning, besides speaking, listening and writing skills. It is also a way to learn to remember words correctly and to be able to add information from written forms. Reading is a learning process that is learned in school. Through reading students can understand the main ideas of a text. Reading can improve students' vocabulary and increase their

knowledge. Reading often can also clarify the pronunciation.

The purpose of teaching reading is to enable students to read texts with good understanding. In teaching reading, the teacher has a responsibility to students to help students become proficient in reading. The teacher must provide the text according to their level so that they have no difficulty understanding the text. In teaching and learning English, especially reading, it is possible for students to face problems. For example, facing problems is difficult to find the main idea, difficult to understand the meaning of words, phrases, clauses, sentences in a text and students have low motivation to read and they have little vocabulary. In this case, can implement strategies that can make students motivated and interested to learn to read. A variety of strategies that teachers can use to convey material in learning to read that will make students enjoy the learning process.

Based on preliminary research at SMKN 1 Negerikaton, the writer found that the ability of students to learn English, especially in understanding reading texts had difficulties. They have difficulty identifying content and main ideas in the text. The writer found that teachers had never use SQP2RS strategy in reading comprehension.

There is a strategy that can be used to teach English in class, namely SQP2RS (Survey, Question, Predict, Read, Respond, Summarize). According to Echevarria, Vogt and Deborah (2008:100) SQP2RS is an instructional framework for teaching content with expository text. SQP2RS is a learning framework for teaching reading that is needed by students to get information

about the reading that is read. This strategy can be used to help students in the learning process of reading so that students get clear information.

Based on the background of problem above, the writer is interested applying SQP2RS as a strategic in teaching reading. Therefore, the writer to conducted a research entitled "The Influence of using Survey, Question, Predict, Read, Respond, Summary (SQP2RS) strategy towards Students' Reading Comprehension at the Tenth Class of SMKN 1 Negerikaton In Academic Years 2020/2021.

## **FRAME OF THEORY**

### **1. Concept of Teaching English as a Foreign Language**

Language has a very important role in human life. It functions as a communication tool. English is the most widely used international language. English has a very important position in international communication. We can communicate or expressing our feelings, knowledge, or ideas to others through language. Many people in the world or in Indonesia who cannot speak English. English is considered as the first foreign language in Indonesia. It is taught from elementary school until university. In addition, English is an international language that is used by almost people in the world, therefore teaching English has an important role to improve language skills. Harmer (2004: 56) describes that teaching means to give (someone) knowledge or to instruct or train (someone). It means that teaching is the process of providing knowledge to students so they can understand something that is learned. Therefore in teaching English means those teachers provide knowledge or train students

about English so that they understand and can use English well anywhere.

Murcia (2001: 3) state that "language teaching is a field in which fads and heroes have come and gone in a manner fairly consistent with the kinds of changes that occur and youth culture". It means that language teaching can change in a way that is consistent with the culture and language teaching can be adapted to the changes that occur. In Indonesia, English is a foreign language, teaching English is not easy. In teaching English requires learning programs and creative teaching to motivate students by using the right strategy. Teaching English which is considered a foreign language in Indonesia is so that students can succeed in learning.

Based on the statement above, the writer concludes that teaching English as a foreign language is a process to help students learn English and make they understand in the learning process. In teaching English, teachers must master the class during the learning process, help students improve their language skills and be creative to attract students' interest in learning English as a foreign language.

## 2. The Concept of Reading

Reading is one of the main skills that everyone in the world must be able to master. Through reading people get a lot of information and knowledge. Then reading is very important and useful for students. According to Harmer (2007:99) that "Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing ". It means that more students often read, students can get a number of things, namely vocabulary, spelling and

writing. So, by reading a lot students can understand a lot of vocabulary, know the spelling and writing right.

According to Nunan (2003:68) that, "Reading is a fluent of readers combining information from a text and their own background knowledge to build meaning. It means that readers who combine the background knowledge of the reader with information from the text will produce meaning. So readers who have the ability to read combined with information from the text will create meaning.

Based on the theory above, the writer assumes that reading is very important in human life, because by reading students get knowledge and can improve vocabulary, spelling and understanding. besides reading can also help students better understand the meaning of the text that has been read. reading is also considered as a center to learn about new information and to add information.

## 3. The Purpose of Reading

Grabe and Stoler (2002:7-8) states that reading purpose could be classified under six main headings as follows:

1. Reading to search simple information.  
Reading to search simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. it is used so often in reading task that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for specific piece of information or a specific word.
2. Reading to skim quickly  
Reading to skim (samplings segment of the text for a general understanding) is a common part of many reading task and a useful skill

in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skill on those segment of the text until a general idea is formed.

3. Reading to learn from texts.

Reading to learn from typically occur in the academic and professional context in which a person need to learn a considerable amount of information from a text it requires ability to remember main idea, recognize and build rhetoric frame, and link the text to the readers' knowledge base.

4. Reading to integrate information

Reading to integrate information requires additional decisions about the relative important of complementary, mutually, supporting or conflicting information and the likely structuring of a rhetorical frame to accommodate information from multiple sources.

5. Reading to write (search for information needed for writing) and reading to critique texts. Both reading to write and reading to critique text may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from the text. Both purposes represent common academic task that call upon the reading abilities needed to integrate information.

6. Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for the last in this discussion for two reasons. First, it is the most basic for reading, underlying and supporting most

other purpose for reading. Second, general reading comprehension is actually more complex then commonly assumed.

Based on the statement above, the writer assumes that the reader must know the purpose of reading. They are not just reading but they can also reach the goal of reading so that their reading ability can be improved.

#### **4. The Concept of Teaching Reading**

The aim of teaching reading is to develop the students' ability so that they can read and understanding the text effectively and efficiently. According to Johnson (2008:11-14) that "there are some conditions that should be created by teachers for learning to read:

- 1) Help children fall in love with books. Reading is a pleasurable act. A teacher's or tutor's number one job is to help students fall in love with books.
- 2) Create a space every day for sustained, silent reading. Just like learning to play a musical instrument, children who are learning to read get better at it by practicing.
- 3) Allow children to make choices about their reading material. Choice is important in helping readers grow. Reading is more pleasurable when we are able to make choices about what we read. Most of the time adults are allowed to choose their own reading material. We can go to the library and select any book we want.
- 4) Connect reading pleasure to reading practice. A simple behaviorist principle is that if we find something to be enjoyable (a positive reinforcement), we are

more likely to do that thing again. In the same way, if the act of reading is linked to instruction that students find unpleasant or disagreeable, they will be less inclined to engage in future reading behavior.

- 5) Keep your reading program simple.
- 6) Keep instruction simple. Good teachers make things seem as simple as possible.
- 7) Make reading like real life. The kind of reading and writing we have children do in school should be very much like the kind that adults do in real-life situations. In my adult life I read for pleasure or to understand ideas and information. I write to organize my thoughts, to express ideas, and to convey important information to others.
- 8) Include talk and other forms of social interaction. Talking and social interaction enhances learning of any kind. Children need to talk to each other about what they're reading and share their ideas and insights with others. In this way, the stories come to life, students gain insight and ideas from others, and language learning is enhanced.

Based on the theory above, in the process of teaching reading the teacher has important importance to help students improve their reading skills and to provide materials, techniques, and media to make students able to learn something new in the class and can also enjoy the process. The teacher must also make interesting and useful reading not only in the classroom but outside the classroom as well. In this section, the writer focuses on discussions of teaching English reading in high school. When teaching English reading in high school, the teacher must know the purpose of the process and what he must do in the process.

## 5. Definition of Reading Comprehension

According to Grellet (1981:3) that "Reading comprehension is understand a written text by extracting the meaning that required information from it efficiently as possible. It means that, reading comprehension is students trying to understand a written text to get the required information as efficiently as possible, so in reading comprehension students must understand the written text in order to get the necessary meaning.

According to Klingner *et al* (2007:8) that ".Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)". It means that reading comprehension is a process that involves the interaction of the reader with the knowledge that they have previously related to the text itself.

Based on the theory above reading comprehension is a process of interaction that involves students to understand a written text in order to dig up information from the text being read.

## 6. The Principles of Teaching Reading

According to Nunan (2003:74-78), the principle of teaching reading as follows:

1. Exploit the reader's background knowledge

Background knowledge includes all of the experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language work, knowledge of how the second language works, and cultural background and knowledge.

Reading comprehension can be significantly enhanced if background

knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on. If students are reading on an unfamiliar topic, you may need to begin the reading process by building up background knowledge.

**2. Build a strong vocabulary base**

Recent research emphasized the importance of vocabulary to successful reading. As I have developed my own philosophy of the role of vocabulary in reading instruction, I have decided that basic vocabulary should be explicit taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

**3. Teach for comprehension**

Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained. Cognition can be defined as thinking. Metacognition can be defined as thinking about our thinking. In order to teach for comprehension, it is my belief that readers must monitor their comprehension processes and be able to discuss with the teacher and/or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills.

**4. Work on increasing reading rate**

The teacher must work towards finding a balance between assisting students to improve their reading comprehension skills. It is very important to understand that the

focus is not to develop speed readers, but fluent readers. One focus here is to teach readers to reduce their dependence on a dictionary. Skills such as scanning, skimming, predicting, and identifying main ideas get students to approach reading in different ways.

**5. Teach reading strategies**

Strategies are "the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purpose for reading. Teaching them how to do this should be a prime consideration in the reading classroom.

**6. Encourage reading to transform strategies into skills**

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

**7. Build assessment and evaluation into your teaching**

Assessing growth and development in reading skills from a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment

will include information from reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklists.

#### 8. Strive for continuous improvement as a reading teacher

The quality of individual teacher is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the language classroom.

Based on the theory above, the principle of teaching reading is needed in teaching reading. It means that the teacher must use students' background knowledge and reading speed to improve students' reading skills.

#### 7 Definition of Survey, Question, Predict, Read, Respond, Summary (SQP2RS)

According to Echevarria, Vogt, Deborah (2010:100) that "SQP2RS is an instructional framework for teaching content with expository texts". It means that SQP2RS is a framework that can be used by teachers to teach students.

According to Sanchez (2010:101) that "SQP2RS is Objectives to develop strategic reading skills, to be intentional about comprehension, to develop capacity as an independent learner". It means that SQP2RS has goals and strategies that can be used by teachers to develop student reading skills in independent learning.

Based on the statement above that the principle of reading is needed by students to help students understand reading.

#### 8. Procedure of Survey, Question, Predict, Read, Respond, Summarize (SQP2RS)

According to Sanchez (2010:101)

**SURVEY** : Students preview the assigned text: Title, Headings, Picture/Photo Descriptions, Captions, Italicized Words.

**QUESTION**: Students turn the heading into a question before reading the selection. They generate questions that can be answered after reading.

**PREDICT** : Students predict one to three things they expect to learn from reading the text.

**READ** : Students read the selection, looking for answers to their questions.

**RESPOND** : Students respond to the questions they initially generated. They determine which were answered in the text. They develop new questions. They continue surveying.

**SUMMARY**: After finishing the entire reading assignment, students summarize the selection orally and in writing.

#### 9. Review of Related Research

The first literature was conducted by Ibrahim graduated from department of English education, faculty of education and teacher training the state Islamic University of Sultan Syarif Kasim Riau, Pekanbaru (2014). He conducted a research entitled "The Effect of Using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) Strategy on Students' Reading Comprehension of The Eleventh Grade at SMA Muhammadiyah Rambah Rokan Hulu in Riau, Pekanbaru". This research

focuses on effect of survey, question, predict, read, respond, summarize (SQP2RS) strategy on students reading comprehension. His analysis showed that SQP2RS Strategy help students to master the material and provide solutions or ways to comprehend the lesson and can increasing knowledge in reading. The students are able to identify the main idea.

The second research is the research conducted by Kamalia (2016) from University of Syiah Kuala, Banda Aceh. She conducted a research entitles "Improving Reading Comprehension using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) Strategy. This research focuses on the research was attempted to improve the students reading comprehension by using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) strategy of tenth grade students at SMA N 1 Sawang. Her analysis showed that using SQP2RS Strategy is strategy can to improve students reading comprehension. This strategy is more effective and students can answer the questions well.

The different from to related study above is the level of the research. The writer tried to apply the effect of SQP2RS strategy in eleventh grade while in this research, the writer will try to apply in tenth grade. The previous study made observation to improving of using SQP2RS strategy on students reading comprehension while in this research, the researcher will observe the influence of SQP2RS strategy towards students reading comprehension.

## **10. Frame of Thinking**

Reading is the process of someone getting knowledge and information from written form. The

reader not only reads but can understand the meaning of the written text. Students can understand reading through reading comprehension. The teacher must implement a strategy in the teaching process.

SQP2RS is a strategy framework that can be used by teachers to provide accuracy to students so that students are able to understand written information. Students will more easily understand information through surveys, questions, predict, read, respond and summarize (SQP2RS). Students have the opportunity to become more actively involved in the process of making meaning when they read. To use SQP2RS as a teaching strategy, the teacher needs to choose text from one sentence to one paragraph depending on the density of the material and the students' reading ability.

Based on the theories in this chapter, the writer assumes that there is a significant influence of using SQP2RS strategy toward students' reading comprehension because will be activity involve in the learning process and can help students to understand the content of the text.

## **11. Hypothesis**

The writer purpose the hypothesis as follow:

1. The average score of students' reading comprehension which taught through SPQ2RS strategy is higher than which is taught through direct instruction.
2. There is a significant influence of SQP2RS strategy toward students' reading comprehension.

## **METHOD OF RESEARCH**

In conducting research, the writer used quantitative study with

quasi experiment method. The research focuss on the influence of Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) strategy towards students' reading comprehension. The writer took two classes. The first class was the experimental class and the second was the control class. The writer taught reading in experimental class by using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) strategy and in control class the writer taught reading by using direct instruction.

#### *The Main Technique*

To get data of students' reading comprehension the writer used reading test. The kind of the test is multiple choice which consist of 40 items, each item consist of four options: a,b,c,d and e. The point of each item is 2.5. So, the highest score is 100, and the lowest score is 0.

#### *The Validity of the Test*

To know the validity of the test, the writer would use content validity and construct validity. It means that the test would design based on the content curriculum at SMK 1 Negerikaton in the academic year 2020/2021.

#### *The construct validity*

Heaton (2004:161) said that "construct validity is capable of measuring certain specific characteristic in accordance with a theory of language behaviour and learning". It means that construct validity agrees that predicate is related to other theories.

#### *The Data Normality Test*

Normality test in this research used the following formula:

$$\chi^2_{ratio} = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

#### *Homogeneity Test of Variance*

Homogeneity test in this research uses following formula:

$F = \frac{h = \text{Highest variants}}{l = \text{lowest variants}}$   
 $H_0$  is accepted if  
 $F (1 - \alpha) (n_1 - 1) < F <$   
 $F 1/2 \alpha (n_1 - 1, n_2 - 1)$   
 and significance level 0,005 and 0,01.

#### **Testing of Hypothesis**

It is use to prove the hypothesis proposed by the writer whether they are accepted or not by using  $t_{test}$  formula as follows:

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

in which:

$$S^2 = \frac{(n_1 - 1)s_1^2(n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

#### *Equality Test of Two Average*

The criteria  $H_\alpha$  is accepted if  $t-cal > t-tab$  at significance level 5% and 1%

#### *Different Test of Two Averages*

The criteria  $H_\alpha$  is accepted if  $t-cal > t-tab$  at significance level 5% and 1%

## **RESULT AND DISCUSSION**

#### **Normality of Experimental Class.**

The writer used test on experimental class in order to see the students' achievement in reading comprehension. The writer got the result that the highest score is was 87.5 and the lowest score was 47.5 with  $(n) = 32$ . Obtained the result:

From the table above, the writer obtaine

$$F_1 = 32$$

$$\Sigma F_i X_i = 2146$$

$$\Sigma F_i X_i^2 = 149532$$

The average score:

$$\bar{x}_i = \frac{\Sigma F_i X_i}{\Sigma F_i}$$

$$\bar{x}_i = \frac{2146}{32}$$

$$\bar{x}_i = 67.06$$

Standard deviation

$$S^2 = \frac{n(\Sigma F_i \cdot X_i^2) - (\Sigma F_i \cdot X_i)^2}{n(n-1)}$$

$$S^2 = \frac{32(149532) - (2146)^2}{32(32-1)}$$

$$S^2 = \frac{4785024 - 4605316}{992}$$

$$S^2 = \frac{179708}{992}$$

$$S^2 = 181.15$$

$$S_1 = \sqrt{181.15}$$

$$S_1 = 13.46$$

From the calculation, the writer got  $\chi^2_{ratio} = 3.12$  and  $\chi^2_{tab}$  at significance level of  $0.05 = 7.81$  and also  $0.01 = 11.3$ . It means that,  $\chi^2_{ratio} < \chi^2_{table}$ . ( $1.2 < 7.81 < 11.3$ ). So, the hypothesis is accepted, it means the data have normal distribution.

### Normality Test of Control Class

The writer used test on control class in order to see the students' achievement in reading comprehension. After presenting whole materials by using direct instruction in control class and gave the test. The writer got the result that the highest score was 77.5 and the lowest score was 42.5, with  $(n) = 32$ .

From the table above, the writer obtained

$$F_1 = 32$$

$$\Sigma F_i X_i = 1886$$

$$\Sigma F_i X_i^2 = 114386$$

The average score:

$$\bar{x}_i = \frac{\Sigma F_i \cdot X_i}{\Sigma F_i}$$

$$\bar{x}_i = \frac{1886}{32}$$

$$\bar{x}_i = 58.94$$

Standard deviation

$$S^2 = \frac{n(\Sigma F_i \cdot X_i^2) - (\Sigma F_i \cdot X_i)^2}{n(n-1)}$$

$$S^2 = \frac{32(114386) - (1886)^2}{32(32-1)}$$

$$S^2 = \frac{3660352 - 3556996}{992}$$

$$S^2 = \frac{103356}{992}$$

$$S^2 = 104.19$$

$$S_1 = \sqrt{104.19}$$

$$S_1 = 10.21$$

From the calculating, the writer got  $\chi^2_{ratio} = 5.79$  and  $\chi^2_{tab}$  at significance level of  $0.05 = 7.81$  and also  $0.01 = 11.3$ . It means that,  $\chi^2_{ratio} < \chi^2_{table}$  ( $5.79 < 11.3 > 7.81$ ). So, the hypothesis is accepted, it means the data have normal distribution.

### The Homogeneity Test of Variance

From the result of homogeneity test by comparing to the f-table (by looking at I table). Based on the data above,  $F_{ratio}$  was 1.74.  $F_{table}$  at significance level of 0.05 is 1.84 and 0.01 is 2.34. Since  $F_{ratio} < F_{table}$ , therefore  $H_0$  was accepted ( $1.74 < 1.84 < 2.38$ ). It means that the variance of the data in experimental class and control class are homogeneous.

### The Hypothesis Test

To test whether the hypothesis is accepted or not, the writer used  $t_{test}$  formula to analyzed the data, the formula used can be seen at down below:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Then data above was included into the following  $t_{test}$  formula :

$$S^2 = \frac{(32-1)181.15 + (32-1)104.19}{32+32-2}$$

$$S^2 = \frac{5615.65 + 3229.87}{62}$$

$$S^2 = \frac{8845.52}{62}$$

$$S^2 = 142.67$$

$$S = \sqrt{142.67}$$

$$S = 11.94$$

Then, the data include into the following t-test formula as follows :

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{test} = \frac{67.06 - 58.94}{11.94 \sqrt{\frac{1}{32} + \frac{1}{32}}}$$

$$t_{test} = \frac{8.12}{11.94 \sqrt{0.03 + 0.03}}$$

$$t_{test} = \frac{8.12}{11.94 \sqrt{0.06}}$$

$$t_{test} = \frac{8.12}{11.94(0.24)}$$

$$t_{test} = \frac{8.12}{2.86}$$

$$t_{test} = 2.84$$

### Equality Test of Two Average Score

$H_0: \mu_1 = \mu_2$  (There is no influence of using survey, question, predict, read, respond, summarize towards students' reading comprehension at tenth class of SMK Negeri 1

Negerikaton in 2020/2021)

$H_a: \mu_1 \neq \mu_2$  (There is an influence of using survey, question, predict, read, respond, summarize towards students' reading comprehension at tenth class of SMK Negeri 1 Negerikaton in 2020/2021)

The writer tried to see the result of  $t_{test}$  or  $t_{ratio}$

Testing criterion :

$H_a$  accepted if  $t_{test} > t_{table}$  ( $1 - \frac{1}{2} \alpha$ ) with  $df = (n_1 + n_2 - 2)$  with significance level 0.05 and 0.01 by looking at  $t_{table}$ ,

$$t_{table} = t(1 - \frac{1}{2} \alpha)(df)$$

$$df = (n_1 + n_2 - 2) \\ = 32 + 32 - 2 \\ = 62$$

For the significance level 5% ( $\alpha = 0.05$ ) obtained :

$$t_{table} = t(1 - \frac{1}{2} \alpha)(df) \\ = t(1 - \frac{1}{2} 0.05)(62) \\ = t(0.975)(62) \\ = 2.00$$

For the significance level 1% ( $\alpha = 0.01$ ) obtained :

$$t_{table} = t(1 - \frac{1}{2} \alpha)(df) \\ t_{table} = t(1 - \frac{1}{2} 0.01)(62) \\ = t(0.995)(62) \\ = 2.56$$

Based on the calculating above, it was got  $t_{test} = 2.84 > 2.00 < 2.56$ . Therefore,  $H_a$  is accepted, it means that there is an influence of using survey, question, predict, read, respond, summarize towards students' reading comprehension at tenth class of SMK Negeri 1 Negerikaton in 2020/2021.

### Difference Test of Two Average Score

$H_0: \mu_1 < \mu_2$  (The average score of students' reading comprehension which is taught through *survey, question, predict, read, respond, summarize* is lower than which is taught through direct instruction at tenth class of SMK Negeri 1 Negerikaton in 2020/2021)

$H_a: \mu_1 > \mu_2$  (The average score of students' reading comprehension which is taught through *survey, question, predict, read, respond, summarize* is higher than which is taught through direct instruction at tenth class of SMK Negeri 1 Negerikaton in 2020/2021).

The writer tried to see the result of  $t_{test}$  or  $t_{ratio}$

Testing criterion :

$H_a$  accepted if  $t_{test} \geq t_{table}$  ( $1 - \alpha$ ) with  $df = (n_1 + n_2 - 2)$  and took significance level 0.05 and 0.01 by looking at  $t_{table}$

$$\begin{aligned} t_{table} &= t(1 - \alpha) (df) \\ df &= (n_1 + n_2 - 2) \\ &= 32 + 32 - 2 \\ &= 62 \end{aligned}$$

For the significance level 5% ( $\alpha=0.05$ ) obtained :

$$\begin{aligned} t_{table} &= t(1 - \alpha) (df) \\ t_{table} &= t(1 - 0.05) (62) \\ &= t(0.95) (62) \\ &= 1.67 \end{aligned}$$

For the significance level 1% ( $\alpha=0.01$ ) obtained :

$$\begin{aligned} t_{table} &= t(1 - 0.01) (df) \\ t_{table} &= t(1 - 0.01) (60) \\ &= t(0.99) (60) \\ &= 2.39 \end{aligned}$$

Based on the calculating above,  $t_{test}$  was higher than  $t_{table}$ . It was got  $2.84 > 2.39 > 1.67$ . So  $H_a$  was accepted. It means that the average score of students' reading comprehension which is taught through *survey, question, predict, read, respond, summarize* is higher than which is taught through direct instruction at tenth class of SMK Negeri 1 Negerikaton in 2020/2021.

### Discussion

In the learning process there are many techniques that can be used by teachers to make students interested, especially in the process of learning to read. one of these techniques is the sqp2rs strategy. This technique helps students to understand more easily during the learning process, especially in learning to read.

In the research, the writer applied SQP2RS in teaching reading. Based on the results of data analysis and testing of hypothesis. The writer got the result  $H_a$  was accepted. It showed by  $t_{test} = 2.84$  and from distribution table at the significance level 5 % know  $t_{table} = t(1 - \frac{1}{2} \alpha) = 2.00$  and the significance level of 1 % know  $t_{table} = t(1 - \frac{1}{2} \alpha) = 2.56$ . It means that  $t_{test} > t_{table}$ . The null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. It means that there is significant influence of SQP2RS towards students' reading comprehension at tenth grade of SMKN Negerikaton in 2021/2022. The average score of students reading comprehension who

learnt reading through SQP2RS strategy (67.06) was higher than those who learn reading through direct instruction (58.94). It means that SQP2RS strategy is good strategy in teaching the students to improve their reading comprehension.

Reading can provider a person with information. The reader is not just reading, but the reader must understand the meaning contained in the text that has been read, so that the reader gets the information conveyed from the writer.

However, in reality there are still many students whose reading skills need to be improved because they experience confusion when reading English texts, so they cannot understand and do not get ideas from reading. When the teacher asks them to read the text or story book they will slowly translate words which are difficult to understand the information from the book they are reading and it takes a long time. When teachers ask questions and they are asked to make questions about the information and content contained in the books or texts they read, they have difficulty answering questions from the teacher and have difficulty making questions.

The purpose of learning to read is so that students are able to understand the meaning of the text they are reading, so that in reading students get information and knowledge. In the teaching and learning process, without mastering reading skills, students will find it difficult to learn English. Students' success in learning depends on their reading skills.

If students have reading skills and strategies to understand and get ideas, they will find it easier to get information. In teaching reading, the teacher as a facilitator in teaching and the learning process must build

motivation with the aim that students are interested in reading English texts. Teachers can use various strategies to build student motivation in learning to read. One of the strategies that can be used by teachers is SQP2RS.

SQP2RS is a strategy to be able to build students' reading skills so that students are able to learn independently to be more intesistas about understanding. According to Sanchez (2010:101) that "SQP2RS is Objectives to develop strategic reading skills, to be intentional about comprehension, to develop capacity as an independent learner". Based on the theory above, the writer assumes that the SQP2R strategy can help students in the learning process. The sqp2rs strategy can be used by students to improve reading skills so that students can understand English texts in the learning process. So that students find it easier to find information and understanding in reading. During the learning process students can be interested in reading so that students can be more active during the learning process.

Based on research using the SQP2RS strategy on reading comprehension of class X SMKN Negerikaton 2020/2021, the authors conclude that the SQP2RS strategy for students 'reading comprehension in the learning process is able to improve students' reading comprehension. The SQP2RS strategy can also make students more active and can give students interest in the English learning process. Through this sqp2rs strategy students will be asked to make questions from the text that has been underlined and respond to these questions based on the text that students have read.

This strategy increases students' activeness and reading comprehension. The writer wants to convey

information to readers, teachers and students that the SQPRS strategy is a good strategy in improving reading comprehension. Thus it is hoped that students will not only learn to read more easily but can help them improve other skills.

### **Conclusion**

Based on the result of the data analysis and hypothesis test, the writer concluded that:

1. There is an Influence of survey, question, predict, read, respond, summarize (SQP2RS) on the reading comprehension of class X students of SMK Negeri 1 Negerikeraton Pesawaran 2020/2021. You can see the test results.
2. The average score of students reading comprehension which was taught through survey, question, predict, read, respond, summarize (SQP2RS) strategy was higher than which was taught using direct instruction at the tenth class of SMK Negeri 1 Negerikeraton 2020/2021. It can be seen from the average score of experimental class and control class. It means that the average score of the experimental class is higher than the control class.

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