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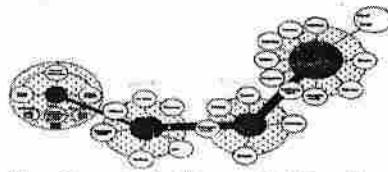
“Peluang, Tantangan Dosen Dan Perguruan Tinggi Menghadapi Masyarakat Ekonomi ASEAN 2015”

Gedung Cakra
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Bangkalan, 29 September 2015



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**SAMBUTAN DEKAN FAKULTAS TEKNIK
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Assalamu'alaikum warahmatullahi wabarakatuh

Pertama-tama saya ucapkan selamat kepada Teknik Industri Universitas Trunojoyo Madura atas terselenggaranya seminar SNIRA-2015.

Seminar SNIRA-2015 ini yang diselenggarakan pada tanggal 29 September 2015 dan bertempat di Gedung Auditorium Universitas Trunojoyo Madura ini mengangkat tema "Peluang dan Tantangan Dosen dan Perguruan Tinggi Menghadapi Masyarakat Ekonomi Asean 2015".

Teknik Industri Universitas Trunojoyo Madura mempunyai peran strategis dalam menciptakan hubungan sinergis antara dunia akademis, pemerintah dan masyarakat kaitannya dengan Rencana Realisasi Industrialisasi Madura sebagai lanjutan operasionalisasi Jembatan Suramadu melalui SNIRA-2013. Dengan seminar ini diharapkan terjalin ikatan yang kuat diantara Trilogi Pembangunan (perguruan tinggi-pemerintah-swasta) sehingga dapat dipertahankan dan dikembangkan dalam mendukung pembangunan yang berkelanjutan.

Atas nama Fakultas Teknik Universitas Trunojoyo Madura, saya ingin menyampaikan ungkapan rasa penghargaan yang setinggi-tingginya kepada seluruh panitia SNIRA-2015 atas terlaksananya acara SNIRA-2015 ini.

Secara khusus saya sampaikan rasa terimakasih yang sebesar-besarnya kepada Bapak Menteri Riset, Teknologi, dan Pendidikan Tinggi **Prof. H. Mohammad Nasir, Ph.D., Ak.** atas kesediaannya sebagai pembicara dalam acara seminar SNIRA-2015 ini.

Akhir kata, kepada seluruh peserta saya ucapkan Selamat Datang di Fakultas Teknik Universitas Trunojoyo Madura, dan selamat mengikuti seluruh program seminar SNIRA-2015 ini.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

**Dekan Fakultas Teknik
Universitas Trunojoyo Madura**

Dr. Rachmad Hidayat, S.T., M.T.

SAMBUTAN KETUA PANITIA

Assalamu'alaikum warahmatullahi wabarakatuh

Alhamdulillah, puji syukur kami panjatkan ke hadirat Allah SWT, karena hanya berkat, rahmat dan karunia-Nya seminar SNIRA-2015 ini dapat terselenggara dengan baik dan lancar.

SNIRA sebagai salah satu wujud kepedulian dalam rangka menyukseskan Rencana Industrialisasi Madura menuju pembangunan yang berkelanjutan. Selain itu SNIRA diharapkan dapat menjadi wahana pertukaran informasi hasil penelitian atau karya ilmiah dari para mahasiswa dan akademisi dari seluruh Indonesia. Hasil-hasil ilmiah yang dinilai layak tersebut kemudian disajikan dalam serangkaian sesi presentasi yang diadakan selama seminar berlangsung, serta selanjutnya akan didokumentasikan dalam *prosiding* SNIRA-2015.

Saya selaku ketua panitia mengucapkan terimakasih yang sebesar-besarnya kepada seluruh anggota tim pengarah dan reviewer, yang telah membantu terjaminnya kualitas artikel-artikel yang disajikan dalam seminar ini. Selain itu, saya juga menyampaikan penghargaan yang setinggi-tingginya atas antusiasme serta kerja keras yang telah ditunjukkan oleh seluruh anggota panitia, serta berbagai anggota yang telah terlibat secara langsung ataupun tidak langsung demi kesuksesannya seminar ini.

Kami sangat berharap adanya kritik dan saran yang membangun untuk perbaikan kualitas seminar ini dan akhir kata saya ucapkan terimakasih dan selamat datang kepada seluruh peserta seminar SNIRA-2015 ini.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Ketua Panitia SNIRA-2015,

Anis Arendra, S.T., M.T.

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Students' Reading Ability toward TOEIC Score

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Abstract

This paper presents students' ability in reading toward TOEIC score. SQ3R method was used to improve LP3I students' reading score in TOEIC test. In LP3I, students have to reach score 450 minimally as a consideration to conduct their final project and to be a job applicant when they are promoted by LP3I after they graduated from LP3I. The data were taken from students' pretest and posttest of TOEIC test. Then, the data were analyzed by using Miles and Huberman analysis. SQ3R method was implemented in order to guide students in reading a text by following some steps; survey, question, reading, review and recite. Through giving motivation and keeping practice using SQ3R, students would improve their reading score in TOEIC test.

Keywords: TOEIC, SQ3R, and LP3I

Abstrak

Makalah ini menyajikan informasi tentang kemampuan membaca mahasiswa dalam mengikuti tes TOEIC. Metode SQ3R digunakan untuk meningkatkan kemampuan membaca mahasiswa dalam tes TOEIC. Di LP3I, mahasiswa harus mendapatkan standar skor minimal 450 yang akan digunakan sebagai syarat dalam pembuatan Tugas Akhir dan sebagai syarat untuk melamar pekerjaan ketika mereka telah menyelesaikan studinya di LP3I. Dalam penelitian ini data diambil dari nilai pretest dan nilai posttest pada saat mengikuti tes TOEIC. Kemudian, data tersebut akan dianalisis dengan menggunakan Miles dan Huberman analisis. SQ3R diimplementasikan untuk membantu mahasiswa dalam meningkatkan kemampuan membaca dikarenakan memiliki beberapa tahapan yang membantu yaitu; survey (melihat teks secara keseluruhan), question (membuat pertanyaan sendiri), read (membaca), review (melihat kembali pertanyaan yang belum bisa terjawab dengan membaca kembali) dan recite (mampu memahami teks). Melalui pemberian motivasi dan berlatih menggunakan SQ3R secara kontinyu, kemampuan membaca mahasiswa menjadi meningkat dalam mengikuti meningkatkan skor TOEIC.

Kata kunci: TOEIC, SQ3R, dan LP3I

BACKGROUND OF THE STUDY

The achievement deals with the process. As living in the world, people need process to achieve something. The experiences, the advices, the postulates, and the stories are product of a process. People survive and evolve beyond the process. Process deliberates activities in it. More related activities for getting the achievement, faster the aim of achievement is coming. In education center, teachers or lecturers have important role in building a set of activities to achieve the goal of lesson. The process of getting information is in reading process. People who read a lot will get much knowledge. There are many reason why getting students to read English texts is an important part of the lecturer's job. Harmer (2004) states that there are many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. In understanding a text, someone needs a process to get the meaning and able to answer some questions related to the text.

In facing the challenge of ASEAN Economic Community (MEA), an education centre should prepare their students with skill and language for communication. It is obvious that students should be able to communicate International language (English) well. LP3I has a vision to be one of tuition that always improving the students' achievement toward human resource and the effectiveness in workplace. To make it happen, it is released in several missions, they are: (1) to prepare the human resource and skill to be a professional in students' own field (2) to build the character of entrepreneurship (3) to teach the students to have a good performance, behavior, and good attitude (4) to build network relationship to business fields, industry and work united in local and overseas (5) to have LP3I networking through using the Information Technology (IT) and communication (6) to be the best education centre with high quality and international standardize (7) to have LP3I networking education in local and overseas (8) to be a useful and trusted education centre (9) to give safety for the employee and the member.

To reach the vision and the mission especially in facing the challenge of MEA/ASEAN Economic Community in Indonesia, LP3I should have a good effort to conduct the situation in its education centre. The students should be able to communicate in English in order to face the condition. Even the phenomenon showed that English is everywhere but, still students have difficulties to speak or learn English. Whereas, there are some tests that they have to follow in order to continue their study, to get a job, or to pass the certain examination such as TOEIC, TOEFL, IELTS etc. In LP3I TOEIC is one of the tests to achieve the degree and one of consideration to get a job. Rogers (2006) showed that many businesses require people to take the TOEIC prior to being hired, prior to being considered for promotions, or prior to being allowed to travel overseas. People who work for large international corporations, for airlines, for hotels, for banks, and for government organizations may be asked to take the TOEIC. Occupations of test takers include managers, marketing experts, sales representatives, technicians, customer service workers, flight attendants, and hotel employees. In fact, almost anyone whose first language is not English can benefit from taking the TOEIC.

TOEIC covered two skills, they are listening and reading. Based on LP3I standard, for Diploma-III students should get score 450 minimally. Therefore, the lecturers as facilitator should have a good and suitable technique to improve students' ability. In LP3I, students have to reach the score 450 to pass TOEIC test. The Common European

Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) symbolized B1 for score 450 where the students (1) can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc (2) can deal with most situations likely to arise whilst travelling in an area where the language is spoken (3) can produce simple connected text on topics which are familiar or of personal interest (4) can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

LP3I have some subjects for English, they are General English, English Conversation, English Specific Purpose, and English Business Correspondence. In those subjects, reading has important role in understanding the topic. Therefore, improving students' reading ability is very important because they have find out the way how to understand a text. It can be build by giving them a technique in reading. The purpose is to make students easier in getting the main point of a text. Reading not only appears in written but also in picture, photograph, graph, chart etc.

Consequently, lecturers should give steps to guide students in understanding the whole text. Based on the observation in classroom, when the writer gave a picture or photograph and asked them to give their opinion about the text, they still look confuse and shy to express their feeling and opinion. In addition, when the writer gave a text, only some students respond to answer the question below the text.

When the writer asked them the reason of the situation, they said that they get bored because lack of vocabulary and they cannot get the meaning of the text. When the lecturer asked them about what they think about TOEIC, they said that it a sort of difficult test and they feel bored in doing that test because there are too many question and there are so many texts in reading. It is means that to reach the score (450), students should be motivated and have a good effort to improve their English. Consequently, the writer preferred to apply SQ3R to help them in reading.

METHODOLOGY

1. Research Design

The research was conducted by using pretest and posttest to find out the improving student's ability before and after SQ3R method implied.

2. Data and Data Collection

The data were taken from students' TOEIC score from pretest and posttest in academic year 2014/2015 grade I in even semester. There were 30 students but only 22 students followed the pretest and posttest. The questions were taken from Barron's TOEIC: Practice Exam. There are six TOEIC Practice test and the writer took TOEIC Practice 1 (one) in this research. The data were collected by using documentary technique and also from the test.

3. Research Procedure

SQ3R has five steps in understanding a text. This method is used for intensive reading. First, students have to survey the text by looking the clues such as title, graph, table or pictures. It will build students' cognitive and prior knowledge about the text. Then they make question that might be asked below the text. For example if it is discussion text, they will predict the question like why people agree or disagree about something. The question will conduct them to do intensive reading by doing skimming and scanning. Skimming gives readers the advantage of being able to predict the purpose of the

passage, the main topic, or message, and possibly some of the developing or supporting ideas. Scanning will help them to find a definition of a key concept, or to list a certain number of supporting details. Therefore, in reading, they will focus to find out the answer. The next step is review. If there is/are question(s) that unanswered, they will reread again to find out the answer. The last step students do recite. In this step students will be able to tell the main point of text.

4. Data Analysis

The data were analyzed by describing students' ability in reading before and after SQ3R implemented. Then, the writer used Miles and Huberman analysis to find out the result of pretest and posttest. There are three steps in Miles and Huberman, they are: data reduction, data display and verification/conclusion. First, the writer separated the data of listening and reading to make specification of this research (reading). Next, the writer displayed the data of pretest and posttest to clarify the improvement of students' ability. Finally, the writer concluded the result by describing the result both of pretest and posttest.

DISCUSSION

Lougheed (2010) states that TOEIC (Test of English for International Communication) Listening and Reading measures someone's ability to understand spoken and written English in variety of real-world situations. The listening comprehension section is divided into four parts with a total of 100 questions, and the reading comprehension section is divided into three parts, also with a total of 100 questions. A test consists of 200 (two hundred) questions with multiple choice and should be done in 120 minutes. TOEIC has the range of score where listening 5-495 and reading 5-495. Total of them are 10-990. The score will converse to the certain score. It is used to measure students' ability in listening and reading. The score will expired after two years of the test. To find out the standard of ability in TOEIC, The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) by Council of Europe grouping the ability into 5 (five) levels, they are: A1 – A2 (Basic User), B1 – B2 (Independent User), C1 – C2 (Proficient User).

Based on the target score and symbolized with B1, students should be able to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization, able to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Then, they have to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. To gain students' reading ability, lecturer should prepare a method or technique to get the achievement. Method or technique will make them easier to get the meaning and the issues from the text. Anthony (1963) states method was described as an overall plan for systematic presentation of language based on a selected approach.

In reading sections, there are three types of questions (incomplete sentence, error recognition & text completion and reading comprehension. To finish those questiona with a certain time, students' should be given a method or technique to make them at least have a good effort to do it. Because as their opinion about reading a text, they often feel bored because lack of vocabulary and difficult in catching the main point, or issues in the text.

Teaching reading comprehension deals with strategies; identify the purpose in reading, use graphemic rules and patterns to aid in bottom-up decoding, use efficient silent reading techniques for improving fluency, skim the text for main ideas, scan the text for specific information, use semantic mapping or clustering, guess when you aren't certain, analyze vocabulary, distinguish between literal and implied meanings and capitalize on discourse markers to process relationships (Brown, 2007). These strategies can be taught in a method or technique.

Skill of reading is affected by someone's psycholinguistic. Simanjuntak (1988) argue that to find out a reading process, it can be done by seeing the reader when s/he tries to catch meaning from a reading. The reading is begun with meaning and ended with meaning. It is means that at the first time, a reader depend on his/her prior knowledge and transform it into the symbols in a text. It can be concluded that reading deals with getting the meaning from a text. The signs or symbols that appear in letter, word and sentence stimulate our brain in getting the meaning and formulate them integrated and reconstructed. Psycholinguistic has strong relationship to reading skill. Ansari (2004) classifies there are three aspects affect reading skills, they are (1) physic (2) mental and (3) emotion. Physic deals with someone's ability in reading through his/her senses such as eyes and ear. Mental emphasized in someone's intelligent in understanding a reading. Emotion concern to someone's feeling about reading. If they have lack of self confident in reading, it will affect their ability in reading. Based on those three aspects, it is wise for the lecturer to make preparation before teaching reading by determine a reading method/technique. Lecturer has important role as facilitator and trainer to neutralize students' mental and emotion. Harmer (2004) notes that one of the teacher's/lecture's main functions when training students to read is not only to persuade them of the advantages of skimming and scanning, but also to make them see that the way read is vitally important. It will raise the effort of students to read the text.

SQ3R method was developed by Robinson. It conveys five steps in doing this method, they are: Survey, Question, Read, Review and Recite. In survey, students should find the main idea of a text by looking at the title, graph or chart, table and picture (if it is available). Then they have to create some questions such as key topics, the important terms and the summary. After that they have to read the whole text to find out the key concept or take a note. Then turn to the question again and review their reading. Lecturer can help them do this by verbalizing key concepts, facts, and terms from their note cards. The last step is recites. In this step they review the content without the notes. As an active reading technique for extracting the maximum amount of benefit from reading time, this technique also helps the students to organize the structure of a subject in their mind, helps the students to set study goals and separate important information. The main point of this technique is the students will perhaps have another trick or alternative way so they are able to answer the question and help them to minimize the time. The diagram of pretest and posttest can be seen below:

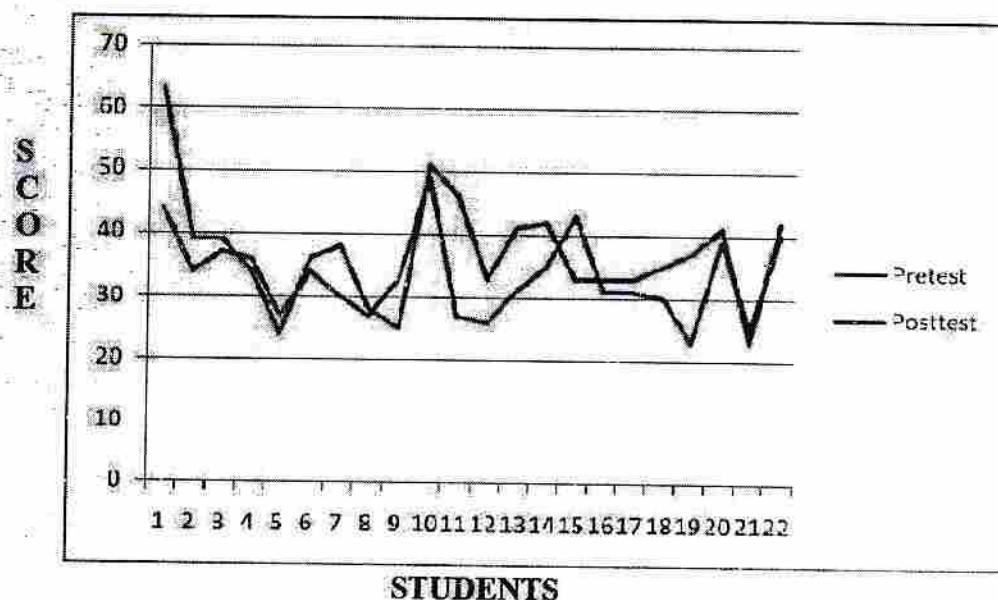


Diagram 1. Students' score of pretest and posttest of reading in TOEIC test

Based on the data, in pretest, there were three students who reached score ≥ 450 and after posttest there was improving that there are nine students were able to reach score ≥ 450 . After SQ3R implemented in three days, from 22 (twenty two) students, there are 19 (nineteen) students improved their reading score. It is means that 86.36% of the students improved their reading. Some students had significant improvement after implementing SQ3R. From the diagram, there were 5 students had lower score after posttest. When the writer asked them about it, they explained that they still do not believe that they able to answer the question because of limited time. Moreover, they still feel do not like to read because they easy to get bored of reading. Their information showed that they reading ability was affected by their mental and emotion aspects. For the others, some of them got significant achievement in reading. The percentage of reading improvement can be seen as follows:

Table Percentage of students' reading score in posttest

No	Students' score	Percentage
1	Higher	77.27%
2	Lower	22.72%

From the table above, it can be seen that 77.27% students improve their reading score and only 22.72% students got lower score in posttest. It is means that SQ3R is effective to gain students' ability in reading. At the first time, the disadvantage of SQ3R was time consuming, because they still learn how to manage each step. It was also makes them desperate at the beginning about able to answer the question with the time available by using this method. But after some texts were read by using SQ3R method, they feel more confident and get accustomed to doing it. It is very important to give them motivation also while implementing SQ3R method. Lecturers have the important role in building self confident and patience for students' encouragement in implementing this method. Although only eight students got score ≥ 450 in posttest, but using SQ3R method

continually will make students more handle to use it and able to manage the time to answer the question. Therefore, it is very suitable if SQ3R technique is implemented in order to improve their reading score toward TOEIC score.

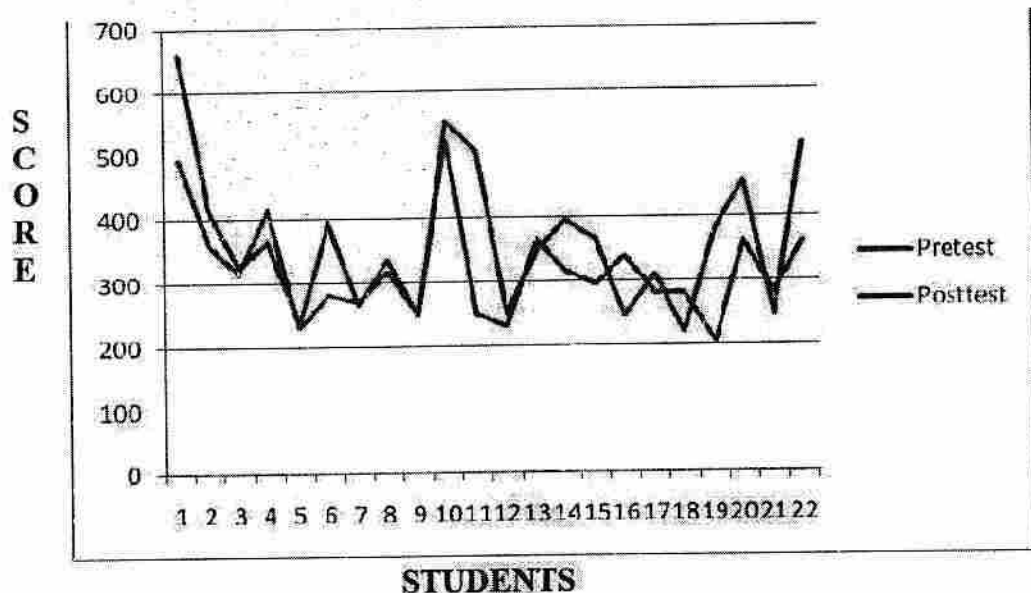


Diagram 2. Students' score in pretest and posttest of TOEIC test

From the diagram above, comparing from pretest to posttest, there is 86.36% students were able to improve their reading score. It is obvious that the improvement in reading score influence TOEIC score. Students should be motivated and explained toward the benefits of reading. Jee and Kim (2010) stated that gaining a high score on the TOEIC can lead to a better job and/or promotion in the workplace.

CONCLUSION

The writer implemented SQ3R method to improve students' reading ability toward TOEIC in LP3I. From pretest and posttest result, there was improvement in reading after SQ3R implemented. To implement a method, lecturers should emphasize to students' psycholinguistic aspect in order to support their achievement. Because reading is understand the symbols, signs, words, sentences, it can be concluded that more reading, more storing knowledge. Consequently, more reading types of text and more practicing a reading method, more accustomed to getting the meaning of a text. The finding of this study will inform the further study about improving students' reading ability toward TOEIC test. Relating to students' ability in TOEIC, reading as one of TOEIC's test, should be improved in order to achieve the standard score. Besides improving TOEIC score, the ability in reading is very important to improve students in facing ASEAN Economic Community/MEA because it will be used to communicate in work field later.

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