

ABSTRACT

This research focuses on the role of SQ4R (Survey, Question, Read, Recite, Review, and Reflect) and RAN (Reading and Analyzing Non-Fiction) strategies which were used to see its implementation and effectiveness in improving students' reading performance. The perceptions from 10th grade accounting students of SMK Darma Siswa 2 Sidoarjo toward each strategy also investigated to confirm the effectiveness. Mixed methods was used to measure the effectiveness and perceptions students toward each strategy. Result of the research show that RAN and SQ4R strategies have their own strengths and weaknesses in improving students' ability in reading comprehension and increasing their test scores on reading English texts. After two months of implementation, SQ4R strategy mean score on the third meeting was 86.78 for X Ak 1 students and 81.81 for X Ak 2 students, while RAN strategy was 88.72 for X Ak 1 students and 95 for X Ak 2 students, which shows that RAN strategy has a better process to provide students' needs and procedure of their reading activity. Meanwhile, SQ4R strategy post-test result showed 52.30 as the mean score for X Ak 1 class and 52.50 for X Ak 2 class. Even though the students did not have much improvement day by day on their worksheet scores from the implementation of SQ4R strategy, the post-test result of SQ4R strategy is better than the result of RAN strategy, which only gives the students from X Ak 1 43.14 and from X Ak 2 38.69 as their mean score. Results of students' perceptions showed that the students' prefer the process of RAN strategy because it allows them to share their ideas with friend while SQ4R only occurs that process at the end of the implementation.

Keywords: SQ4R, RAN, reading comprehension.