

USING SQ4R METHOD TO IMPROVE READING COMPREHENSION SKILL OF THE FIRST GRADERS OF SMP ISLAM MAARIF 02 MALANG

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Abstract

This study aims to improve reading comprehension of English texts using the SQ4R method for 7th grade students of SMP Islam Maarif 02 Malang. Reading comprehension in question is reading the text, working on questions using the SQ4R method. The problem that occurred in this study was the low reading comprehension and students' lack of confidence in English texts. The subjects in this study were 27 students of class 7C at SMP Islam Maarif 02 Malang. The method used is Classroom Action Research (CAR), Data collection methods used are tests, observations and field notes. The instruments used were observation sheets, multiple choice question sheets, and field notes. The results of this study were successful in Cycle 1, at the 1st meeting, the preliminary test, with the target students whose scores were above the minimum score of 70 with an achievement of only 48% and the 3rd meeting, in the test, the target students whose scores were above the minimum score of 70 increased to 93% and the category was very good. This shows that there is an increase in students' reading comprehension after applying the SQ4R method to students. This research is successful because the researcher gave a minimum score target of 70 and the target student who achieved the minimum score was 80%.

Keywords: Reading Comprehension skill, SQ4R Method

INTRODUCTION

The skill of reading comprehension is an important component in students' reading activities because the nature of understanding from a reading can improve the skills or interests of reading and can take messages from the reading that is read. Reading comprehension is a very important component in acquiring knowledge, information and technological developments. Most of the acquisition of knowledge is done by students through reading, in this case reading comprehension (Nurgiyantoro 2001). The ability to read comprehension is very important in an educated society, reading becomes very important in an increasingly complex society, because of aspects of life, especially to get information in reading. By reading comprehension students can understand the contents of the reading text they have read (Amril & Afnita 2019). The main goal in reading is to find and obtain information, including content, understand the meaning of reading, meaning is very closely related to our intent, purpose or intensity in reading (Tarigan 2015).

Based on the explanation above, it can be concluded that reading comprehension is a process of interaction between written information and readers by understanding written language related to the language skills of readers and the knowledge they acquire. This means that readers attempt to understand the text by interpreting and understanding the text using their language skills and prior knowledge. According to Amril and Afnita (2019), The ability to read comprehension is very important in an educated society, reading becomes very important in an increasingly complex society, because of aspects of life, especially to get information in reading. By reading comprehension students can understand the contents of the reading text they have read.

English learning activities in the classroom often encounter obstacles, especially in text material (genre). Many students feel bored with monotonous reading activities. Most students feel uninterested in reading due to several factors, be it the reading which is boring, or the teacher's variation/learning method which is less desirable. Based on the problems that occur, it is necessary to renew using methods that can improve students' reading comprehension skills in learning Indonesian. One of the methods contained in reading comprehension skills that can improve students' reading comprehension skills is the SQ4R method (Survey, Question, Read, Reflect, Recite, and Review). The SQ4R method is a method that can help improve students' reading comprehension skills in understanding a text. According to Richardson and Morgan (2014), SQ4R provides a systematic approach to understand and learn texts. According to Kusuniyah (2017), the SQ4R method consists of six steps, students need to educate themselves about the nature of the text, and then why, what,

where, when, who asked the question and then the student will read the full text and explain how to remember the topic and key ideas.

Several researchers have conducted research related to this research. Rojabi (2020) showed that the implementation of SQ4R method could enhance students' reading comprehension as well as students' participation in the teaching and learning process of reading in the classroom. The procedures in applying the SQ4R method include survey, question, read, reflect, recite, and review need to be well implemented, sequentially conducted in groups so that students can cooperate and interact with each other in understanding reading texts.

The second researcher Saputra, (2019) titled found that whether there was a significant effect of using the SQ4R strategy on students' reading comprehension in reading texts. This indicates that students' post-test is better than the pre-test. Similarly, the SQ4R strategy can enhance every factor of students' reading comprehension which include essential thoughts (subjects), inferences (implied details), grammatical capabilities, (scanning information stated particularly), except unwritten information, supporting ideas, vocabulary content material. The outcomes of the pre-test and post-test also confirmed that students who had been taught using the SQ4R strategy obtained better outcomes than students who were taught using read discussion.

From the research previously mentioned, To solve the problems that occur to students, that is the lack of confidence in students introduce and implement the SQ4R method in student learning, especially English, which later is expected to be able to improve student learning outcomes, especially in solving questions on reading text. Based on the students' difficulty in understanding reading text, this method is suitable for them to solve this problem. The minimum score for grade 7 students of SMP Islam Maarif 02 Malang is 60, but in this research the researchers gave a minimum score target of 70 and the target student who achieved the minimum score was 80%. In order to improve the learning outcomes of class 7C students of SMP Islam Maarif 02 Malang in solving questions on reading text material, a new learning method is needed that is appropriate, namely by implementing the SQ4R method on students' reading comprehension skills. The purpose of this study was to find out and analyze the increase in student learning outcomes in class 7C at SMP Islam Maarif 02 Malang for the academic year 2022-2023 in solving reading text questions through implementing reading comprehension using the SQ4R method in student learning.

The results of the CAR (Class Action Research) are expected to provide benefits for students, teachers and schools, especially in learning English. The benefits of the results of this study are increasing motivation, confidence in solving questions and training students' reading comprehension skills. Train students to be active in learning, ask questions and discuss in groups and respect the opinions of others. Improving the ability to understand and solve reading text questions and can improve student achievement as expected. Therefore, researchers are interested in conducting this research with the title Using SQ4R Method to Improve Reading Comprehension Skills of The First Graders of Smp Islam Maarif 02 Malang.

METHOD

Research Design

The research method used in this research is Classroom Action Research (CAR). Classroom action research is an observation of learned activities in the form of an activity that occurs in a class together. Also (Cameron Jones:1983) defines action research education as research conducted by researchers to improve and better understand professional practice.

This research focuses on the classroom and seeks to examine what actually happened in the classroom. The action is given by the teacher or by direction from the teacher carried out by the student. Researchers make students as subjects in this study. In this study, the researcher used pre-test and post-test to determine the results of reading comprehension using the SQ4R method.

Setting and Subject

This research was conduct at SMP Islam Maarif 02 Malang Academic Year 2022. Which is located on Jalan Janti Barat, Sukun, Malang. Seeing the problems of the students above The subject of this research was one class of first grade students that consist of 27 students. Researcher plans to try to implemented it in reading text by using the SQ4R method as a method in teaching reading comprehension. Reading text was be chosen as the material because it is based on the curriculum for the first grade of SMP Islam Maarif 02 Malang. Researchers was conduct this research to solve the problem.

Instrument of the Research

In this study, researchers are involved in the process of movement teaching and learning, collecting and analyzing data, and producing conclusions and reports. The outcome of this research is a description of how to teach reading comprehension to students through implemented SQ4R method. In this section, the researcher explain the research procedures start from preliminary study which including planning, implementation, observation, and reflection.

Research Procedure

The research was conducted in 1 cycle. In this section, the researcher explains the research procedures starting from preliminary study which includes planning, implementation, observation, and reflection. Cycle 1 consists of:

- A). Planning; 1)Conditional documentation includes a list of values and observation sheet, 2)Identification of the problem, the problem encountered in this study was the sub-optimal results of the students' reading comprehension skills. 3)Make an observation sheet to see the learning process in class. 4)Prepare lesson plans. 5)Make an evaluation tool to determine the absorption of student learning outcomes.
- B). Implementation; On the first day, questions were given in the form of a descriptive text before implementing the SQ4R method on students or a preliminary test. On the third day students were given test questions to find out students' abilities after implementing the SQ4R method on the second day.
- C). Observations: 1)Prepare observation sheets to monitor student activities during the learning process. 2)Record field notes for daily activities during research. 3)Collect data on student learning outcomes, both preliminary test data, exercises and test results at the third meeting.
- D). Reflection; From the results of the research above, an analysis can be carried out by measuring the results of students' reading comprehension in reading texts before and after the implementation of the SQ4R method. After the first cycle of research was held, an analysis of accurate data was obtained. From the results of the research, the teacher can carry it out to reflect on whether the results of the research using the SQ4R method can be applied in teaching students.

Indicators of Success: The success of implementing this Classroom Action Research is if the students' reading skills in mastering reading text using the SQ4R method achieve a

minimum score target of 70 and the target student who achieved the minimum score was 80%.

FINDING AND DISCUSSION

The research was conducted on class 7C students of Maarif Islamic Middle School 02 Malang for the 2022/2023 academic year. The classroom action research was carried out in 1 cycle where 3 meetings were held, indicators of success have been achieved. the KKM score for first grades of SMP Islam Maarif 02 Malang is 60, but in this research the researcher gave a minimum target score of 70 and the target student who achieved the minimum score was 80%. Before taking action, the preliminary test and test is carried out to determine the extent of students' reading comprehension skill in reading texts before and after implementation SQ4R method.

Table of observation sheet

No	Hal yang Diamati	Skor			
		1	2	3	4
	Siswa				
1	Keaktifan Siswa: a. Siswa aktif mencatat materi pelajaran b. Siswa aktif bertanya c. Siswa aktif mengajukan ide			v v v	
2	Perhatian Siswa: a. Diam, tenang b. Terfokus pada materi c. Antusias			v v v	
3	Kedisiplinan: a. Kehadiran/absensi b. Datang tepat waktu c. Pulang tepat waktu			v v v	
4	Penugasan/Resitasi: a. Mengerjakan semua tugas b. Ketepatan mengumpulkan tugas sesuai waktunya c. Mengerjakan sesuai dengan perintah			v v	v v

Identity table initial conditions (first and third meeting)

NO.	Description	Preliminary test	Test
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1	Lowest score	80	40
2	Highest score	30	90
3	Average score	58	84
4	Percentage%	48%	93%

Learning activities use the SQ4R method and the media used is English learning books for class 7C SMP/MTs. The activities include, (1) providing learning about reading texts using the SQ4R method, then instructing each student to open an English learning book and determine which pages to read and work on. (2) students read the reading text on the descriptive text questions contained in English learning books for grade 7 SMP/MTs, (3) students are asked to take a test at the third meeting to find out their level of understanding of reading texts after using the SQ4R method. Based on the explanation above, it can be concluded as a whole that the SQ4R method has an influence on reading comprehension skills in reading texts for grade 7 students of SMP Islam Maarif 02 Malang.

From the results of the cycle 1 test at the first meeting with the lowest preliminary test score being 30, the highest score being 80 and with a percentage of 48%. While cycle 1 at the third meeting with the highest score on the test was 90, the lowest score was 40 and the percentage reached 93%. Thus there is an increase in students' reading comprehension of the reading text material provided. With these results, it can be concluded that there are significant differences in students' reading comprehension skills before and after using the SQ4R method. Learning using the SQ4R method is better than before using the SQ4R method. It was concluded that the SQ4R learning model had a positive and significant effect on reading comprehension skills in learning English for grade 7C students on reading text questions. As well as by implementing the SQ4R method students can easily work on reading text questions, reading comprehension skills are better than before and make students more confident when reading English texts.

CONCLUSION AND SUGGESTION

Based on data analysis and implementation regarding the effect of the SQ4R method on reading comprehension skills in reading texts for grade 7 students of SMP Islam Maarif 02 Malang, three things can be concluded as follows. First, reading comprehension skills on

reading text before using the SQ4R method for grade 7 students of SMP Islam Maarif 02 Malang with a preliminary test result of 48%. When compared with the target percentage criteria in this study, which is 80%. So, it can be concluded that the reading comprehension skills in reading texts for grade 7 students of SMP Islam Maarif 02 Malang have not met the target criteria. Second, reading comprehension skills in reading text after implementing the SQ4R method in grade 7 students of SMP Islam Maarif 02 Malang on the test with a percentage of 93%. When compared with the target criterion score of this study, namely 80%. So, it can be concluded that the reading comprehension skills in reading texts for grade 7 students of SMP Islam Maarif 02 Malang have met the target score criteria. Third, there is a significant effect on the use of the SQ4R method on reading comprehension skills in reading texts in grade 7 students. This can be proven by test scores in cycle 1 of the third meeting, reading comprehension skills in reading texts for grade 7 students at SMP Islam Maarif 02 Malang after using the SQ4R method is higher and has met the target score criteria with a percentage of 93%. When compared to the reading comprehension skill score on reading text before using the SQ4R method it is lower and is in a qualification that does not meet the target score criteria with a percentage of 48%.

Based on the research results and conclusions, the following suggestions can be given. First, for grade 7 students of SMP Islam Maarif 02 Malang, students are advised to read more and improve their reading skills by practicing using the SQ4R method. In addition, it is suggested to students during learning to concentrate more fully while studying, especially when reading. Second, English subject teachers, teachers are expected to train students' reading skills and are expected to make this research an input in planning, implementing and evaluating in learning reading comprehension skills in reading texts. Third, for other researchers it is hoped that this research can be a comparison and reference material for conducting relevant research.

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