STUDENT IMPROVEMENT IN READING COMPREHENSION THROUGH SURVEY, QUESTION, READ, RECITE, REVIEW (SQ3R) TECHNIQUE

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Abstrak

Untuk meningkatkan pemahaman membaca siswa kelas delapan SMP Muhammadiyah 2 Pontianak tahun ajaran 2023/2024, penelitian ini bertujuan untuk menerapkan teknik SQ3R. Dengan menggunakan metode penelitian tindakan kelas, pendekatan kualitatif dan kuantitatif digunakan untuk menganalisis skor individu dan nilai rata-rata siswa. Dilihat dari catatan lapangan dan daftar periksa observasi adanya peningkatan pada aspek yang menjadi fokus dalam penelitian ini. Hasil tes pemahaman membaca siswa dianalisis secara kuantitatif, menunjukkan peningkatan skor rata-rata dari 72 pada siklus I menjadi 89 pada siklus II. Kesimpulannya, penerapan SQ3R memiliki dampak positif dalam meningkatkan pemahaman membaca siswa.

Kata Kunci: *Penelitian Tindakan Kelas (PTK), Membaca Pemahaman, dan Teknik SQ3R*

Abstract

To improve the reading comprehension of eighth grade students of SMP Muhammadiyah 2 Pontianak in the academic year 2023/2024, this study aimed to apply the SQ3R technique. Using the classroom action research method, qualitative and quantitative approaches were used to analyse individual scores and students' average scores. Judging from the field notes and observation checklist, there was an increase in the aspects that were the focus of this study. The students' reading comprehension test results were analysed quantitatively, showing an increase in the average score from 72 in cycle I to 89 in cycle II. In conclusion, the application of SQ3R has a positive impact in improving students' reading comprehension..

Keyword: Classroom Action Research (CAR), Reading Comprehensiont, and SQ3R Technique

INTRODUCTION

English is used as a medium of instruction in addition to being taught as a subject. In addition, a variety of courses and teaching resources are available in English. English is commonly used in various fields. In addition, English is an international language used for communication between speakers of different languages. English is thus taught to students as a foreign language. Mastery of four language skills is necessary for essential language learning. Thus, a well-thought-out teaching methodology is required to acquire this skill. As one of the four language skills, reading instruction requires specific exercises, strategies, and procedures. Students who can read well are better able to participate in social and economic activities and benefit from educational activities.

Reading is the best way for people to learn a lot. Reading is very important because it has become a daily necessity for anyone who seeks knowledge. For students learning English as a second language, reading comprehension is the most important skill to acquire. Comprehension refers to the ability to go beyond the terms, to understand the concepts and relationships expressed in the text (McNamara, 2007). The ability to understand and estimate the meaning of a text while reading is known as reading comprehension. To create a comprehensive understanding of a text, it takes the ability to identify key words, sentences, and ideas in addition to the ability to draw connections between different pieces of information. "Reading comprehension is the process of making meaning out of text. This is to get an overall understanding of what is described in the text rather than to get the meaning of an isolated word or sentence" (Wolley, 2011). Therefore, teacher should give students a variety of reading experiences to improve their reading comprehension skills.

Pre-observation is done by the researcher to ascertain how the students behave in the classroom while they are learning. In the pre-observation phase, researcher identified problems arising from several questions asked to English teacher in situations where students were new to English when entering junior high school. As a result, students have difficulty understanding the material in English subjects, especially when students are given assignments by teacher, some students do not understand the content of the text so that students have difficulty finding answers to the tasks. Researcher will work with teacher to implement the SQ3R technique, which researcher say is an effective way to improve students ' reading comprehension. Through a systematic and consistent reading process and teacher feedback, the SQ3R technique can assist students in resolving any reading comprehension problems they may encounter. The process of reading comprehension of students will be facilitated, and they will be better prepared for understanding the text. SQ3R is very important for students as a reading technique because it can improve reading comprehension. This method improves information retention, fosters a more active learning environment, and assists students in dealing with issues related to the subject matter. In addition, SQ3R can assist students in forming good reading habits, which will equip them to learn on their own and achieve academic success.

Previous research has been conducted on grade VIII MTs N 1 Bandar Lampung students, with findings showing a satisfactory level of reading comprehension proficiency among students. This can be seen from the average score of 43.3 which is classified as not

passing. On the other hand, the element completeness aspect achieved the highest average score of 83.3, categorizing it as a pass.

With reference to previous research, it is important for researcher to explore learning techniques and strategies that can inspire and stimulate students to engage in reading activities in class, while improving their reading comprehension. According to Panel (2010), reading comprehension is the process of constructing meaning simultaneously by interacting and engaging with written language. Reading comprehension has an important role in the process of finding information and remembering text to improve reading comprehension.

The application of this technique is expected to inspire students in learning English, because they will see reading as a fun activity. Students often feel bored with the traditional teacher's explanation, so they are less interested. However, when presented with easy-to-understand information, students become eager to read Due to the variety of learning strategies. Therefore, inspired by these insights, the researcher chose to conduct a study entitled "Improving Student reading comprehension through SQ3R (Survey, Question, Read, Read, Review) technique (Classroom Action Research in the eighth grade of SMP Muhammadiyah 2 Pontianak in the 2023/2024 academic year).

METHOD

This research employs the Classroom Action Research (CAR) methodology, which is based on a study aimed at identifying tangible knowledge to enhance the constrained classroom environment. The researcher utilizes this method to improve teaching standards and is particularly interested in understanding the reading comprehension difficulties faced by students to develop strategies to assist them. Classroom Action Research (CAR) is closely related to the practical issues encountered in everyday teaching practices by teacher. CAR is a form of reflective research that involves taking specific actions to improve or enhance learning practices in the classroom in a more professional manner, as stated by (Suyanto, 1997) in (Mahmud & Priatna, 2008). According to Riadi (2019), Classroom Action Research (CAR) is a form of research that occurs in the classroom, involving specific actions taken to improve the teaching and learning process, aiming for better learning outcomes than before. As mentioned earlier, Classroom Action Research (CAR) is a systematic investigation of various actions taken by teacher in their roles as researcher. These actions range from preparation to the evaluation of teaching and learning activities in the classroom to enhance the learning environment.

This research was conducted at SMP Muhammadiyah 2 Pontianak which is stated as a private junior high school located at Jalan Dr Sutomo Gg. Karya 1, Kec. Pontianak Kota, West Kalimantan Province. The subjects in this study were students in class VIII of SMP Muhammadiyah 2 Pontianak in the academic year 2023/2024. Realising that some students obtained low scores in the reading test, the researcher directed efforts to apply the SQ3R learning technique to improve students' writing skills. The aim was to achieve positive results in the writing skills of eighth grade students at SMP Muhammadiyah 2 Pontianak.

RESEARCH FINDINGS AND DISCUSSION

In this section, the researcher aims to outline and analyze the results of the classroom action research. The study consists of two cycles, with two meetings held in each cycle. The author combines the test results conducted to improve the reading comprehension of 8th-grade students at SMP Muhammadiyah 2 Pontianak by applying the SQ3R technique in the learning process. Three types of instruments, namely the observation checklist, field notes, and reading tests, were used in conducting this research. The results obtained from the observation checklist and field notes are to explain qualitative data, while for the tests conducted by students, it is to explain quantitative data, and the researcher utilizes individual student scores and average scores. The next meetings for each cycle will be explained below. The graph below illustrates the level of student qualification scores.

Student individual scores

The researcher collected data through essay assessments as a measurement test. After applying the SQ3R learning technique in the teaching process, the researcher analyzed the reading test scores of students, both individual qualifications and average scores. Detailed qualification scores of students can be seen in the graph below:
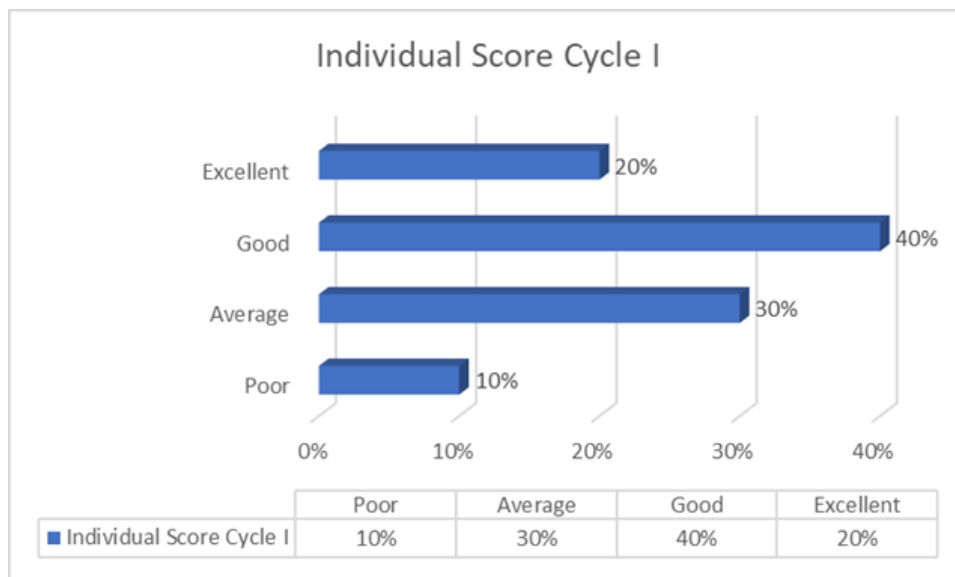
Graphic 4.1 Students Individual Score Cycle I

Based on the graph above, data analysis shows that the results of individual student scores in Cycle I there were 4 students (20%) classified as "Excellent", there were 8 students (40%) classified as "Good", then for those classified as "Average" there were 6 students (30%) other than that for those classified as "Poor" there were 2 students (10%). After obtaining the scores of each student, the researcher calculated the average student score. The average of individual student scores is obtained as follows:

$$M = \frac{1450}{20}$$
$$M = 72,5$$

This can be seen from the results of the calculation of the Mean (average) acquisition of students' individual writing test scores obtained a mean of 72,5 or 72. Based on the average value of the writing test score in Cycle I, it can be classified as ***"Good"*** which ranges from 70-79.

In Cycle II, data was obtained from measurement tests conducted in the form of multiple-choice tests. The researcher implemented interventions and conducted a second test, resulting in 20 students achieving satisfactory results, which differed from the previous Cycle I. This indicates an improvement in students' reading comprehension. It also demonstrates an enhancement in students' writing abilities. The data shows an increase in the reading test scores of students.
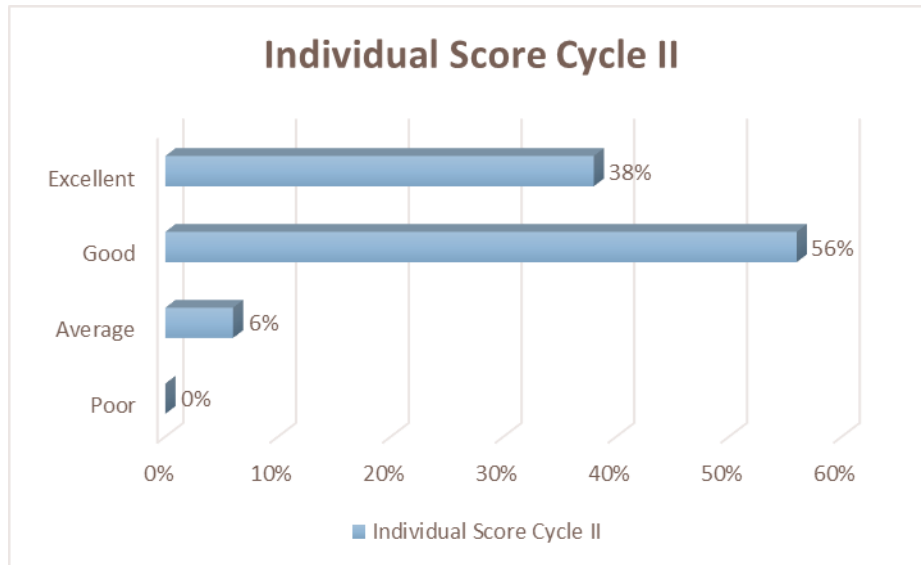
Chart 4.2 Students Individual Score Cycle 2

Based on the graph above, data analysis shows that the results of individual student scores in Cycle II there were 13 students (65%) classified as "Excellent", there were 3 students (30%) classified as "Good", then for those classified as "Average" there were 1 student (5%) while for those classified as "Poor" there were 0 students (0%).

After obtaining the scores of each student, the researcher calculated the average student score. The average individual student score is obtained as follows:

$$M = \frac{1785}{20}$$
$$M = 89,25$$

Seen from the results of the calculation of the Mean (average) of the individual reading test scores of students in Cycle II, the mean result is 89.25 or 89 which can be classified as ***"Excellent"*** which is the range of values from 80-100.

Based on the measurement of individual scores of students above, it can be seen that students experience a significant increase in average scores in Cycle I and Cycle II. After measuring the average score of each cycle using the formula above, it is known that the average score in Cycle I is 72 which is classified as "Good" and on the other hand, the average score in Cycle II is 89 which is classified as "Excellent". The improvement is shown in the bar graphic below:
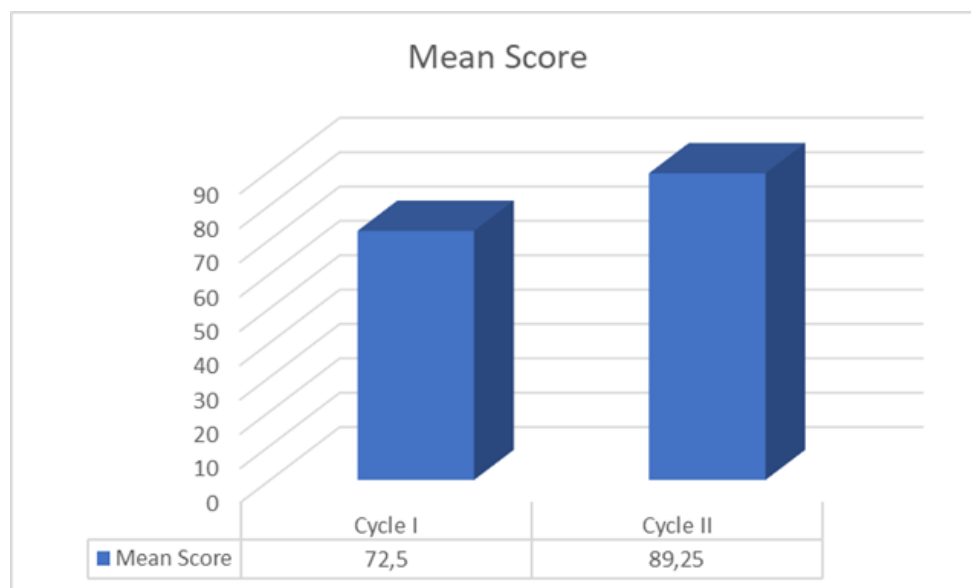
Chart 4.3 Mean Score Cycle 1 and Cycle 2

In this study, researcher observed students' activities during the learning process in the classroom using SQ3R as a learning technique. The researcher documented the observed activities in the form of field notes, and the researcher observed several aspects listed in the observation checklist: 1) Class activities a) the situation in the classroom was very effective and conducive; b) the use of SQ3R as a learning technique made the learning process efficient. 2) Student activities a) students became more directed and focused in following the learning; b) students became more active in reading activities; c) students tended to understand and master the content of the reading more easily; d) students were motivated to learn because of the varied techniques; e) students found various information from the reading.

Based on these descriptions, it can be concluded that the SQ3R technique, with its systematic approach, plays a role in improving student learning efficiency. This is in line with a perspective (Samsiyah, 2013) that states that the primary purpose of reading is to provide learning students with a systematic approach to improving effective reading comprehension, especially for various reading materials.

Additionally, the SQ3R technique also encourages active involvement of students in reading activity, directing them directly to the main ideas implied and implied in the text. Islammudin in Ambarsari (2015) emphasized that the use of SQ3R technique makes students more active, satisfied with learning, and direct to the main ideas implied and explicit.

The uniqueness of SQ3R as a systematic learning technique gives students the flexibility to manage speed of reading and finding material according to their needs. It is therefore easier for the students to conclude the reading content in their own words. Sulastri (2019:18) states that the benefits of SQ3R for students include systematic learning techniques, flexibility in managing speed of reading, the ability to determine matter according to need, and the ability to identify key ideas and summarize their content.

The implementation of SQ3R has proven effective in improving student reading comprehension and mastering content. Soedarso (2002) states that SQ3R techniques have an advantage because readers tend to find it easier to understand and master content. By implementing SQ3R, it is easier for students to understand learning materials, thus having a significant impact on the subject.

Furthermore, the implementation of SQ3R technique also contributes to creating an effective and conducive learning-teaching process. According to Dalman (2013), the SQ3R method is recognized as an effective way of understanding content, especially in understanding readings. Therefore, applying the SQ3R method can help students understand the material more easily, giving positive impacts when they face the test.

In the later stages of the SQ3R technique, helping pupils absorb the author's idea and conclude the text in their own words, suggesting that pupils can find implied and scripted information from the text. The skill of understanding the text by making inferences, combining relevant background knowledge, allows the student to find implied information from the text (Woolley, 2010). As such, SQ3R is an efficient method of learning and has a positive effect on student reading.

CONCLUSION

The objective of this research is to enhance the reading comprehension of 8th-grade students in class VIII D at SMP Muhammadiyah 2 Pontianak during the academic year 2023/2024 through the application of the SQ3R technique. The research results lead to the following conclusions:

In this study, the SQ3R technique is considered to be effective in improving students' reading comprehension, as evidenced by quantitative data. The results of the Cycle I test can be deemed good or satisfactory because the majority of students (20 students) fall into the Good category. In the second cycle, there is a significant improvement in the test results of class VIII students. The researcher assigned test scores, revealing that in Cycle II, 1 student achieved an average category, 3 students achieved a

good category, and 13 students achieved a very good category. Consequently, it can be concluded that there is an improvement in students' test scores from the first cycle to the second cycle.

The integration of SQ3R as a supportive technique in the English language learning process has successfully improved the reading comprehension of 8th-grade students at SMP Muhammadiyah 2 Pontianak. The comparison of data and test results after the implementation of SQ3R in Cycle I and Cycle II shows a noteworthy improvement. The significant progress observed in Cycle II, surpassing the results of Cycle I, underscores the positive impact of SQ3R as a pedagogical tool. This research affirms the hypothesis that the use of the SQ3R technique is a viable and strategic solution to address challenges in enhancing students' reading comprehension in the English classroom environment. Consequently, SQ3R can be considered a valuable and appropriate resource for educators aiming to promote improved reading comprehension among students.

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