
Improving Students' Reading Comprehension by Using Sq3r Strategy at Seventh Grade of SMPN 1 Pekutatan

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Abstract

This study aims to improve students' reading comprehension of descriptive text through SQ3R strategy for students of class VII E SMP N 1 Pekutatan. The subjects of this study were students of class VII E SMP N 1 Pekutatan which amounted to 24 students. The researcher used Classroom Action Research (CAR) as a research method to identify and solve problems in students' reading comprehension. This study went through 2 cycles consisting of four stages, namely planning, implementation, observation and reflection. To collect data, researchers obtained information from observations and tests conducted. The result of this study is that there is an increase in students' reading comprehension by using the SQ3R strategy. Besides, observation shows an increase in the number of students who were active and enthusiastic in learning reading comprehension of descriptive text. The test results showed that 7 or 29.17% of students passed the minimum score criteria in the pre-test, 11 or 45.83% of students passed the minimum score criteria in cycle I, and 19 or 79.17% of students passed the minimum score criteria in cycle II. It can be concluded that there is a significant improvement of students' reading comprehension on descriptive text using SQ3R strategy

Keywords: Reading; Comprehension; SQ3R; EFL

INTRODUCTION

English is one of the major languages in the world used by more than three hundred and seventy million people today. Therefore, the government of Indonesia places this language. In the curriculum not only the secondary schools, senior high school but also at in universities or institutes. English as a foreign language involve four skills in language learning, they are: reading, listening, speaking, and writing. Beside the four language skills above. reading is a process of contracting meaning from written text. The ability of reading is another capability that must be achieved as the goals of teaching English besides listening, speaking, and writing. Reading gives a great influence for our life because we are able to find knowledges that are written in many books. But it is very complicated or complex, because it is an activity carried out under the cooperation of several skills, as observing, understanding, and thinking that can

support these skills, and it also depends on the language skills and the level of reasoning. The aim of reading comprehension is to understand or to comprehend the message contained in a text.

Reading is the most dominant language skill taught in classroom. It can be seen from the time allocation of reading that is more than the other skills. Reading is an exercise dominated by the eyes and the brain in which the eyes receive the messages from the text and the brain identify the significance of these messages (Hammer,1991) in Asmawan (2010) said there are four indicator in reading. Those indicator are: 1. Obtain main ideas, 2. Obtain specific information from the written text, 3. Recognize the word meaning, and 4. Find the textual reference. Problem mostly occurs to the students when reading book. Sometimes students are facing a book but do not read at all. they just can mention symbol word without getting any idea from the book. The researcher herself experience when reading a book without any comprehension tends to feels sleepy. Based on pre-observation done by the writer, teaching reading process at the eleventh grade students have some obstacles. They are; the students feel difficult in comprehending the text as whole. For example, in answering the questions related to the text and finding the main idea of each paragraph in the text. It is because the learning method used in teaching reading was not oriented to the students, it means the students tend to be passive in reading learning process. In other words, the learning method must involve the students in learning process. These problems are related to the research on reading comprehension has been done previously by Ahmad Bachtiar (2018) he concludes that one of the students' difficulties in reading text is in determining the main idea in a paragraph of the text. This problem can make students less confident and easy to give up in finding the main idea of a paragraph in a text. These anxieties are one of the students' troubles in reading learning process and requires the attention of an interested parties, especially for the teachers.

Furthermore, the students said that they faced difficulties in following reading class because of the same factors. The factors were concerned with the difficulty level of the words in the text, less of interest in reading English text and inappropriate reading activities and strategies to facilities that learning. Based on the preliminary observation conducted previously, it was noted that the students read the text without knowing whether they understood the text or not. Besides the reading class, they always received texts and some question without providing them any strategies that could help them comprehend the reading material. Those focus made the students bored and less motivated to continue their reading seriously. This statement is also the reason why the researcher conducted research related to this topic because when the researcher was in Teaching Practice Program in SMP N 1 Pekutatan, students found some reading problems. First, the students were not active during reading process because they embarrassed when the teacher asked them to express their opinion. Second, the students did not know the meaning of some vocabularies in the text. Third, the students did not comprehend the text well. Fourth, they had difficulty in pronounce words in the text. The statement also in line with the research was conducted by Rahyana, Kasyulita, and Rosyidah (2016) in their study the problem of reading was the students found difficulties in finding main idea, topic sentences from descriptive text. Thus, teachers hold an important role to facilitate the students during reading process.

Through of these problems, the researchers conducted research related to improving reading comprehension on 5 indicators (finding mind idea, spesific information, inference,

reference and vocabulary). What a teacher has to consider as a prime important task how to design the reading course with strategies and techniques to facilitate the students to comprehend to concept from the author's mind in the text. There have been a lot of techniques and strategies discussed by many expert dealing with reading comprehension. Ahmad (2018) implemented SQ3R as a technique can make students to be active readers and focused directly to the essence or the contents of implicit and explicit subject in the text. SQ3R is one of excellent strategies in which each guides students to comprehend the text easily. The researcher will implement the SQ3R strategy to improve the basic competences of reading comprehension in which the students have not reached all of these competences yet. The first basic competence of reading comprehension is finding the main idea of the text. By using SQ3R strategy especially in the first step of this method that is Survey where the students were asked to glance through the topic headings and try to get an overview of the reading to get an idea of where the chapter is going. This step will help the students mind prepare for the subject at hand, and it also lets the students know what the text will be about.

The second indicator of successful reading is the student should be able to find detail information in the text. SQ3R strategy offers such good and easy way in finding detail information of the text by turning the heading or the title of the text into questions that directs the students' reading comprehension so that the students can find the details and examples that support major points of the text through the next step of SQ3R strategy called Reading. In addition, as we know that the better questions, the better readers' comprehension will be. Besides, the third indicator of reading comprehension is the students should be able to translate unknown words which are used in a text. This indicator often becomes the major obstacle in students' reading comprehension that leads the students to become unmotivated to continue their reading. The third step of SQ3R strategy is Reading, suggest the students to infer the unknown word from the context and do not skip this unfamiliar word in the text. If the students to look them up and be sure to reread the sentence in which each new word appears to ensure the students understand it. Moreover, in this step the students can also identify the use of reference in a text as the third indicators of reading comprehension. When the students can't infer the use of references in the text, the students should look them up and be sure to reread not only where the sentence in which the reference appears but also the sentence which precede it to ensure the students understand it.

In addition, to fulfill the basic competences of reading comprehension the students are also asked to be able to find implied information. In the last step of SQ3R strategy, Review, the students are asked to create a one page of hierarchical summary of the entire chapter and to consider how the material fits with what the students know from the course, experience and other classes. In doing this step the teacher can use question such as: What is the material's significance?; What are the implications or application of this material?; and What question are you left with?. When students can absorb the writer's idea then review or summarize the points of the text by using their own words it means that they are able to find the implied information of the text.

Based on observation in one school in Bali, it was found that 70,8% students got score below 75 and 29,2% of students got 75 or higher. Moreover, the result of the pre-observations showed that the students had problems with their reading comprehension. The students who still had problems in reading or those who did not achieve the minimum score had problem in

their reading comprehension. It was strengthened by the result of the interview with done the teacher and the students. Students were lack of interesting in reading subject. The researcher also conducted the pre-observation in classroom during reading session. The result that the student were passive and less motivated in teaching and learning process. Based on explanation above, the researcher attempted to solve it and improve the students reading comprehension by using a strategy namely SQ3R. According to the expert, this strategy can improving students reading ability, it can be concluded that the strategy is a good strategy in improving the students reading ability. According to Adila & Weganofa (2018), SQ3R is a successful strategy that makes students read faster, the able to choose the important point, and make students easier to remember the material. It can be proven by several studies conducted by several researchers, like the research that was done by Adila & Weganofa, they explain by use the SQ3R method, there are improvements in their student comprehension, and it is proven by the development of student mean score of pre-test and post-test. The mean score of the pre-test was 56.50, and it improved become 76.67 in the post-test.

Moreover, based on Biringkanae (2018) the SQ3R is designed to increase students' reading speed and obtain information from the passages they read. It is as has been explained if one of the problems faced by students is the lack of motivation and enjoyment in reading because of the slow reading and comprehension ability, so by using SQ3R, then it can be resolved. It is also supported by other results of research that was done by Kusumayanthi & Maulidy (2019), stated that by the implementing SQ3R, it increases their students 'interest in reading and students more focus on reading and by using this method students' also enhance their vocabulary. Also Kusumayanthi & Maulidi (2019) explain that SQ3R is useful to help students to know the meaning of the word in the text. It is helpful for students because one of the problems that inhibit reading comprehension is the lack of vocabulary, so by using SQ3R, it will help them to get their understanding. This statement also in line with the research was conducted by Adila (2018) explained that the current research is interested to investigate whether SQ3R strategy has a significance effect on students' reading comprehension because the findings of previous studies are consistent.

Based on problem above, the researcher found lack problem based on observation, so that the researcher conducted the study entitled "Improving Student's Reading Comprehension by Using SQ3R Strategy at Seventh Grade of SMP N 1 Pekutatan".

METHOD

This research aimed at students learning development, the most appropriate procedure used for this study was action-based classroom research procedure consist 4 steps namely Planning, Action, Observation and Reflection. The subjects of this study are the students in class VII E at SMP N 1 Pekutatan. There are 24 students in the class, 14 females and 10 males. The students chosen by the researcher as the subjects because there were some problems found related with competencies use in comprehending the reading text especially when they read descriptive text. Those competencies were identifying main idea, spesific information, references, inferences and vocabulary. The data collection was done in line with the use of the research instruments such as tes with multiple choice (20 questions), observation and researches diary. There were two cycles in this study. Each cycle consisted of planning, action, observation, and reflection. Before implementing the treatment, the students were given

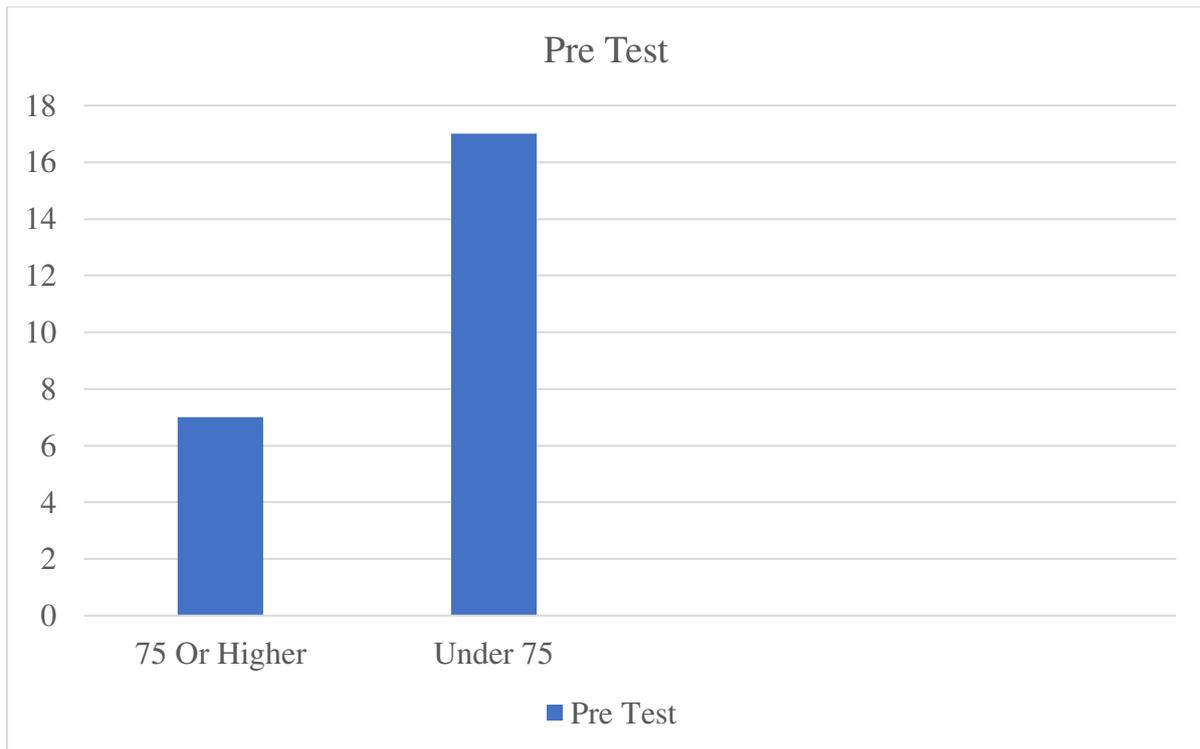
pre-observation evaluation. It was done in order to find comprehension and problems in reading. The types of data analysis would be presented in this study namely the quantitative data was used to describe what can be scored or measured in this research, which involved the test (pre-observation, students' reading comprehension teaching in cycle I and II). Moreover, in this study the data were obtained from the students' reading comprehension tests and the scoring system used in calculating the quantitative data. This study would be stopped if 75% or more than 75% of students obtained the minimum score in five reading indicators, which was 75 or higher. In this classroom action research, the success indicator was judged to succeed if $\geq 75\%$ of the total students reached the minimum score at 75 (good), after those the students' activities in learning activities were categorized well if the average percentage shows that it has reached 75% of the number of students. By calculating them, the researcher found out the average of the students' scores. The scores of the test were used as a benchmark in improving reading comprehension.

FINDING AND DISCUSSION

This research was conducted with seventh-grade students of SMP N 1 Pekutatan for the academic year 2023/2024. Here, the researchers focused on improving the students' reading comprehension through the SQ3R strategy. The researcher conducted the study in two cycles in the first cycle he gave his two meetings. The first meeting was a therapeutically applied learning activity, used to implement the SQ3R strategy in the learning activity applied to the treatment, and the second meeting gave the test to the students. In the second meeting, we gave the students a test, at the first and his second meeting treatment was applied, and at the last meeting the student was tested. The research was conducted on May 8th until 22th of May 2023. It was conducted in SMP N 1 Pekutatan. The subject was the students grade, specifically in VII E with consisting of 24 students. The reason for choosing SMP N 1 Pekutatan as the object of research is because at SMP N 1 Pekutatan there are still problems for students in participating in learning, especially reading. Problem mostly occurs to the students when reading book. Sometimes students are facing a book but do not read at all. they just can mention symbol word without getting any information from the book. Based on pre-observation done by the writer, teaching reading process at the seventh grade students have some obstacles. Thus, the researcher chose SMP N 1 Pekutatan to be the object of research in implementing SQ3R strategy for the learning method that will be carried out. The type of data is Quantitative data, that is numerical data that gained from the result of the readings tests results.

Pre-test was given to know the students prior ability in reading comprehension, which consists of 20 items of objective type test and covers two aspects of reading comprehension. Those aspects included in the test are 4 items of questions which measure topic sentence, 4 items of question reference, 4 items question of inference, 4 items question of vocabulary and 4 items of questions which measure specific information. However, after the pre test was conducted, the result was unsatisfying. Although some students have got sufficient score in this test, the ability of the students was low viewed from the mean score obtain. The data were recorded as follows:

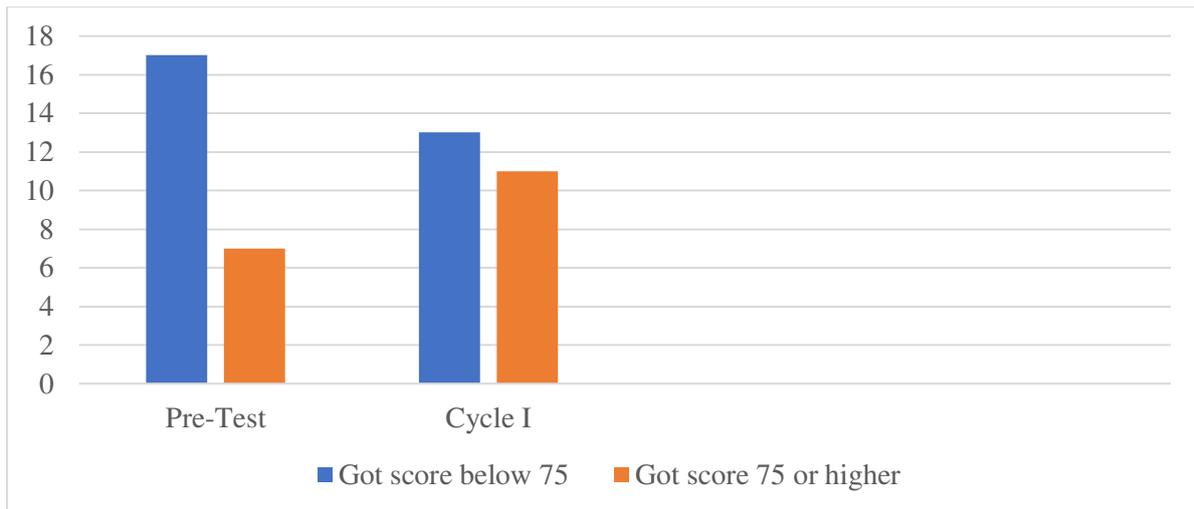
Figure 1. Data Of Pre Test



Source : *The result of Pre Test of data analysis, 2023.*

From the table above, from the general score in pre-test, it can be seen that the lowest score was 2,0, it was reached by two students. The highest score was 8,0 which was obtained by two students. Also based on the table above, it shows that 17 students got score bellow 75 and 7 of students got 75 or higher. Moreover, the result of the pre-observations showed that the students had problems with their reading comprehension. The students who still had problems in reading or those who did not achieve the minimum score had problem in their reading comprehension. Cycle I was administered after carrying out the pre-test and it was carried out based on the results of the pre-test. There were two sessions in cycle 1: session I and session II. In addition, there were four steeps which were done by the researcher namely: planning, action, observation, and reflection. These steps were chronologically conducted to get the maximum result. After following all steps of SQ3R in reading comprehension during the first session and the second session, the data were recorded as follows:

Figure 2. The Comparison Of Student' Score Pre-Test and Cycle I

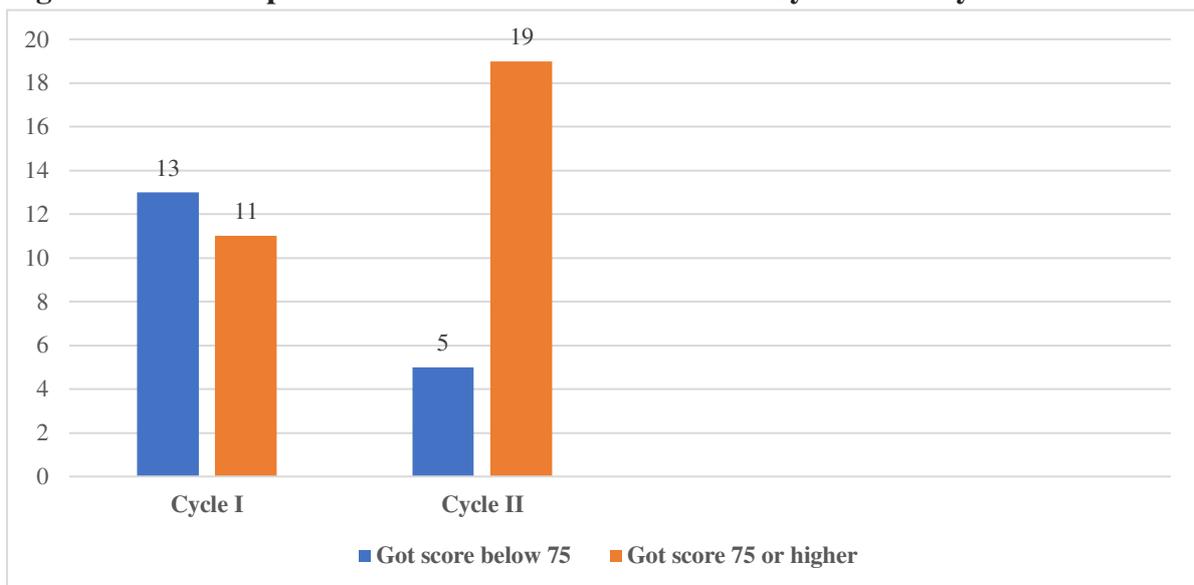


Source: The result Cycle I of data analysis, 2023.

From the general score in pre-test, it can be seen that the lowest score was 30, it was reached by one student. The highest score was 85 which was obtained by two students. Also based on the table above, it shows that 13 students got score below 75 and 11 of students got 75 or higher. Moreover, the result of the pre-observations showed that the students had problems with their reading comprehension. The students who still had problems in reading or those who did not achieve the minimum score had problem in their reading comprehension. Therefore, the researcher decided to continue the research to the next cycle, cycle II.

Cycle II was conducted based on the results of the post test in cycle I. This cycle consisted of two sessions. There were four steps which were done similar to the steps in cycle I: Planning, action, observation, and reflection. After following all steps of SQ3R in reading comprehension during the first session and the second session, the data were recorded as follows:

Figure 3. The Comparison Of Student' Score Post Test Cycle I and Cycle II



Source: The result of Cycle I and Cycle II of data analysis, 2023

From the graphic above, it was also found that there was a constant increase of students' ability in understanding topic sentences, specific information, reference inference, and

vocabulary during those two sessions. Based on the results of the post-test II, it showed that there was a significant improvement in the ability of the seventh-grade students of SMP N 1 Pekutatan in reading comprehension in cycle II. In addition, the success indicator of this present study was also successfully achieved in this cycle. For general score in cycle I the general score was 65,6, then in cycle II the mean score was 82,1, it increased about 16,5 (16,48%) from the cycle I. From the general score in cycle II it can be seen that the lowest score was 50, it was only reached by one student. The highest score was 95 which were reached by four students

Based on the research result obtained by the researcher above, then the researcher can conclude most of the subjects strongly agreed and agreed with the implementation of SQ3R technique in teaching reading comprehension. It means that learning reading comprehension by using SQ3R technique is comfortable, by using SQ3R technique the students easily to find out the main idea of the text, pronoun and detail information and the students admitted that the SQ3R technique need to be applied in learning reading comprehension because it assist them in learning reading comprehension. This result is also in line with previous research from Amelia (2018) that the implementation of SQ3R technique could improve the students' reading comprehension ability, the research shows the improvement in students' reading comprehension, for that reason it is recommended that the English teacher apply certain effective technique in teaching reading to enhance students' comprehension. The research conducted by Amiruddin (2022) also explained that SQ3R contributed to improve students reading comprehension achievement, and Titi (2020) concluded that the learning using SQ3R method can improve learning outcomes and reading comprehension ability in English. With the application of the SQ3R method in teaching and learning activities provides several benefits there are students can process knowledge and developed more skills including solving problem, the ability to distinguish cause and effect relationship with their friends. Also Larasati (2018) explained that The strengths of SQ3R found out during its implementation are: the first strength was that the class became more enjoyable and fun; the second strength was that the students were active and brave to speak aloud; the third strength was that the students were more focused on the task and classroom activities; the fourth strength was that the students had strong motivation to read the whole text; the fifth strength was that the surveying activity in the pre-task and the giving of some questions based on the students' schemata related to the topic could stimulate the students' prior knowledge; and the sixth strength was that SQ3R method helped the students to make notes of the information from the text - by asking them to study a set of vocabulary they did not know in the text, the researcher equipped the students with a method to relate their prior knowledge with the new information.

CONCLUSION

Based on the previous findings and discussion, it can be concluded that the implementation of SQ3R strategy could help the students, especially the students in class VII E SMPN 1 Pekutatan in improving the reading comprehension. The implementation of the student's achievement in reading competency could be clearly seen from comparison of the result of three test conducted in this study. The improvement of the students will be shown by the percentage of decreasing number of students who got less than 75 in each sub-indicator. It

indicates that students had problem in their reading competencies and students still had problem in their reading competency, and the study was continued to the next cycle.

Finally, the percentage of the number of students who got bellow 75 in cycle II was decreased, and it was reached the objective of the study that was less than 30% of students got bellow 75. It shows that 25% of students had problem in reading comprehension. It can be concluded that less than 30% of students got bellow 75, and more than 70% of students got 75. From the percentage of the students who got score bellow 75, it can concluded that most of the students stated that the application of SQ3R strategy was helpful to improve their reading competency especially in finding out topic sentence, spesific information, references, inferences and vocabulary.

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