IMPROVING STUDENTS' READING COMPREHENSION THROUGH SURVEY, QUESTION, READ, RECITE, REFLECT, AND REVIEW (SQ4R) METHOD TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 GUNUNGSITOLI IDANOI IN THE ACADEMIC YEAR OF 2020/2021

Maria Putri Dewi Jelita Lombu[1], Anna Stasya Prima Sari[2], Meikardo Samuel Prayuda[3]
Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan
Universitas Katolik Santo Thomas
e-mail: dp579635@gmail.com

ABSTRACT

This research was primarily carried out in order to improve the reading comprehension of the eleventh grade students of SMA Negeri 1 Gunungsitoli Idanoi in the Academic Year of 2020/2021. In carrying out this research the writer applied Classroom Action Research (CAR). The research findings showed that: 1) the application of SQ4R method in teaching reading comprehension could improve the students' reading comprehension. The results of the tests show that the students' mean score is 43.14 with 10% of the students got score ≥75 in pre-test, the students' mean score in formative test is 67.05 with 48% of the students got score ≥75 and the students' mean score in post-test is 79.62 with 90% of the students got score ≥75. 2) The students' responses towards the application of SQ4R method to teach reading comprehension are positive because above 75% of the students are interested in learning reading comprehension through the application of SQ4R method. It is advisable that teachers use SQ4R method in order to their students' reading comprehension.

Keywords: *Survey, Questions, Read, Recite, Reflect, and Review (SQ4R) method, reading comprehension*

INTRODUCTION

Reading is essential because by reading you can learn many things. The purpose of reading is getting information from the text in order to improve our knowledge. Reading always comes along with comprehension. This comprehension comes from the interaction between the words which are written and how the reader triggers knowledge from the text.

Based on the observation done by the writer on 25th August 2020 towards the eleventh grade students of SMA Negeri 1 Gunungsitoli Idanoi Class XI IPA 1 in the Academic Year of 2020/2021, it was found that the students faced difficulties in comprehending English reading materials. They also lack of English vocabulary so that they stopped reading and looked up their dictionaries to find out the meanings of the difficult words.

To solve the problems, teachers need to implement a teaching method in order to improve their students' reading comprehension. The probable solution that

can be done by teachers is applying Survey, Question, Read, Recite, Reflect, and Review (henceforth, SQ4R) method. Ngalimun (2013:171) states that SQ4Rmethod is an activity to provide examples of reading material and imagine the relevant actual context.

Some research findings have shown good results of teaching reading comprehension by using SQ4R method. The first to research was carried out by Refildh (2012) entitled Increasing Students' Achievement in Reading Comprehension of Recount Text through SQ4R Strategy at the Second Year of SMPN 5 Bandar Lampung. The result of the research shows there is significant increase in students reading comprehension of recount text taught through SQ4Rat the second year of SMPN 5 Bandar Lampung before and after being taught through SQ4R strategy, as seen from the result of the hypothesis which shows significant level of $p<0.05(p=.00)$, in which the students' means core in pre-testis 59.64 have increased 72.50 in post-test, with from 12,86 of gain. It means after implementing SQ4R the students are able to comprehend recount text quite well, by implementing SQ4R, the students become more active to learn recount text reading in the class. Since SQ4R gives them chance to be actively reading and involved with the text, so that they enjoy the class during the teaching learning process.

The second one was carried out by Efendi (2013) entitled SQ4R (Survey, Question, Read, Recite, Review, and Reflect) and Students' Reading Attitude toward Their Reading Comprehension. The research findings showed that there are several results that appear of the used method. First, there is any significant difference of post-test and pre-test in experimental class. Second, there is any significant difference of post-test and pre-test in control class. Third, there is significant difference between positive attitude students in experimental class and control class. Fourth there is a significant difference in negative attitude students in experimental class and control class. The last, there was no any significant interaction between the students' reading attitude and strategies used.

The third one was carried out by Khusniyah and Lustyantie (2017) entitled Improving English Reading Comprehension Ability through Survey, Questions, Read, Recite, Reflect, and Review strategy (SQ4R). The research findings showed that the students' reading ability could be improved by the implementation of SQ4R strategy. If could be seen from the results of the test, the control group has average score 68.2 and the experimental group has average score 86.15. The quantitative date analysis showed that t-stat (11.3) is higher than t-table (1.997).

Having considered the results of the three previous researches, the writer is interested in applying SQ4R method to improve the reading comprehension of the eleventh grade students of SMA Negeri 1 Gunungsitoli Idanoi Class XI IPA 1 in the Academic Year of 2020/2021. The writer hopes this research was beneficial to the students. Therefore, the writer carried out are search entitled Improving Students' Reading Comprehension through Survey, Question, Read, Recite,

Reflect, and Review (SQ4R) Method to the Eleventh Grade Students of SMA Negeri 1 Gunungsitoli Idanoi in the Academic Year of 2020/2021.

REVIEW OF LITERATURE
Reading

Reading is one of the skills that should be mastered by the students. It means, when students read a text they must be able to get the important information or message from the text. In addition, Grabe and Stoller (2002:9)state that reading is ability to draw the meaning from the printed interpret this information appropriately.

The Purposes of Reading

Reading for pleasure means that it is purposed to follow a narrative and enjoy the "sound" or rhyme of literary text. By reading for pleasure the students can increase their vocabulary, reading speed, comprehension and writing.

Types of Reading
1) Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.
2) Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep the update.
3) Aloud Reading

Aloud reading is a basic form of classroom organization and disciplines. In reading aloud, the students were confronted with written sentences which have spoken before.
4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text.

Reading Comprehension

In understanding read text information students developmental models, or representations of meaning of the text ideas during the reading process. In reading comprehension, the readers are not only expected to read the word but also to interact with the text to gain meaning of the text or any type of written material. To

gain meaning and comprehension readers need ability to relate the text being read and their prior know ledge.

Teaching Reading Comprehension

Brown (2000:7) states, "Teaching is an activity in which the teacher guide and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning". Based on the definition above, teaching reading comprehension is the process of helping, facilitating, guiding students to comprehend the text and providing students with many opportunities to practice it.

Survey, Questions, Read, Recite, Reflect, and Review (SQ4R) Method

SQ4R is a text reading method that will help absorb the information which will be learned. According to Edwards (2006:51) one such strategy that has proven effective as a study and reading strategy is SQ4R- Survey, Question, Read, Recite, Review, Reflect. SQ4R provides a systematic way of comprehending and studying text. The steps of SQ4R method were explained as follows:

1) Survey: In the first step take a couple of minutes to skim the chapter. Do not read it. Look at the chapter objectives, topic headings, picture/diagram captions, keywords (if any), and read the summary. The purpose of surveying the chapter is to get the general idea of the content, structure, organization and plan of the chapter.

2) Questions: After conducting the survey, we may come across a few items. We ask some questions that the reading instructor can used to be concentrated and focused. The number of approximate questions on the length of the text, and the ability to understand the text being studied. If the text that was being updated contains things that were previously known it may only take a few questions to ask. Continuity, background knowledge that was not related to the content of the text it is necessary to formulate as many questions as possible.

3) Read: If reading carefully and carefully feels difficult, then this reading step is at least to answer the questions formulated in the Question step. Reading is an active search for answers to the specific questions that students have developed. It forces the student to concentrate on better comprehension and aids in lengthening attentions pan.

4) Recite: Recite aims to restate various information both in the form of answers to our questions and other information that we consider important, summarize them, and conclude what had been read according to the reader's version. This step encourages students to use their own words and not simply copy from the book. This improves memory and assures greater understanding".

5) Reflect: This type of critical thinking is necessary if students were to become a mature reader. Reflecting on what had been read all so helps students retain understanding for longer periods of time. The more students reflect on the text

the longer they will remember it and the more likely they were able to use the knowledge they have retained.

6) Review: Review the whole section do not read it again, just look at the headings, pictures, diagrams, review questions, and other study tools to make sure we have a complete picture of the discourse.

RESEARCH METHOD

This is Classroom Action Research (henceforth, CAR). Action research is a reflective process of progressive problem solving led by individuals working with others in teams as a "community practice" to improve the way they address issues and solve problems. Hopkins (2008:47) states that action research combines a substantive act with a research procedure; it is an action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform.The action research can also be implemented for teaching and learning process in the classroom. Therefore, the action research applied in the classroom is called Classroom Action Research (CAR). In education, action research has been employed in school-based curriculum development, professional development, school improvement programs, and systems planning and policy development.

Action research is different from other more conventional or traditional types of research in that it is much focused on individual or small – groupprofessional practice and is not so concerned with making general statement (Wallace, 1998:18). This research was carried out in two cycles, namely cycles I and II. Each cycle consisted of four steps, that is planning, action, observation and reflection.

The four steps in cycle I and cycle II are explained as follows:

1) Planning

Planning is the first step of the research procedure. This activity covers the problem identification. This is the most important step in conducting action research as by knowing the problems, the researcher and collaborator could find an excellent solution to solve the problems.

2) Action

In this step the writer applied SQ4R method. The action were done to solve and repair the problem in the classroom. Based on lesson plan during learning activity the actions will explaining the material,introducing SQ4R method to the students and give the example of narrative text as the topic, and students have to identify the topic. Students will determine and discuss together about the characteristic and the feature of the objectin the narrative text. After that,they have to presentit in front of the class.Other teams should give the opinion or feedback to another teams.

3) Observation

Observation was implemented when the action was being done. In this step, the students' participation in discussing English reading materials in teams and the first writer's and students' behavior were observed by the collaborator in

the observation sheet. It was done in order to get the actual data and in order to be used as a reflection.

4) Reflection

The results of data obtained such as the students' reading score, the extent of students' participation in comprehending English reading materials in teams, the quality of team discussion, and the observation sheets were collected and analyzed. In brief, the quantitative and qualitative data were analyzed to assess the students' progress. In this step, the first writer and the second writer as the collaborate could reflect the data whether the actions given could improve students' achievement in reading comprehension or not.

RESEARCH SUBJECTS

The research was conducted at SMA Negeri 1 Gunung sitoli I danoi which islocated at Jl. Pendidikan No.07 GunungsitoliIdanoi. There are two reasons why the writer chooses the school as the location of the research. They are:

1) Based on thepreliminaryobservationthat had been one by the writer,it is necessary to improve the reading comprehension of the eleventh grade students of SMA Negeri1 Gunung sitoli I danoi in Academic Year of 2021/2022 through SQ4R Method.

2) Based on the writer's knowledge there is no similar research that have everbeen conducted at the school. This research was conducted on 07th June 2021 until 07th July 2021.

RESEARCH FINDINGS AND DISCUSSION

SQ4R Method wasapplied to improve the students' reading comprehension. By applying SQ4R Method, the score of the students reading test keep increasing from the pre-test until post-test. It was proved by the data which showed the students' mean score in the pre-test, formative test and post-test. The students' mean score in pre-test is 43.14, the mean score of the formative test is 67.05, and the mean score of the post test is 79.62.

From the table 4.5 showed that the formative test the percentage of the students' who got score ≥75 is higher than in the pre-test and also in the post-test, the percentage of the students' who got score ≥ 75 is higher than in the formative test. It means that the students' score kept increasing after SQ4R Method was applied in the learning teaching process.

The students' responses towards learning teaching process of reading comprehension by using SQ4R Method can be seen in the table 4.6 in the table, the students' interest, the ability of the teacher, the use of SQ4R Method, the students' chance in asking, and the appropriateness had become description. Based on the result of the questionnaire, the students agree that SQ4R Method is appropriate to improve their reading comprehension, especially on narrative texts.

In addition, the students' improvement in learning teaching reading comprehension on narrative texts through SQ4R Method was also showed in

observation sheets and field notes. The students' attitude and situation in the classroom had been explained in observation sheets and filed notes. Thus, it was concluded that SQ4R Method can improve the students' reading comprehension successfully.

CONCLUSIONS

After analyzing and discussing the data, the writers drew the following conclusions:

1) SQ4R method can improve students' reading comprehension. It was found out that the students' achievement of reading comprehension on narrative texts improved from pre-test to post-test after SQ4R method was applied. The increase in the students' total mean score in pre-test is 41.52, the formative test is 67.05, and post-test is 79.62. Meanwhile, the students' score percentage who passed Mastery Minimum Criteria (*Kriteria Ketuntasan Minimal (KKM))* from pre-test is 5%, the formative test 48% and post-test is 90%, the students' score and percentage continually increased in each test. Therefore, it is concluded that the application of SQ4R method can improve the students' reading comprehension on narrative texts successfully.

2) Based on the result of field notes, observation sheets, and questionnaire, the students felt that SQ4R method is very effective to help them improve their reading comprehension on narrative texts.

SUGGESTIONS

In this part, the writers would like to give some suggestions as follows:

1) For the English teachers

   The English teachers should be more creative and innovative to select the teaching method to deliver their material. They could apply a good method to get their students' interest in learning English, especially in learning reading comprehension.

2) For the students

   The students should pay attention to the rules how to improve their reading comprehension through SQ4R method.

3) For the other writers

   The result of this study is expected to be able to provide valuable information how to improve students' reading comprehension through SQ4R method.

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