IMPROVING STUDENT'S READING COMPREHENSION OF RECOUNT TEXT THROUGH SQ3R TECHNIQUE AT SMP MUHAMMADIYAH 2 BOJONEGORO

Muhammad Afif Wahyu Pradana[1], Ayu Fitrianingsih[2], Dian Ratna Puspananda[3]
Faculty of Languages And Art Education, IKIP PGRI Bojonegoro
Email : apip.re99@gmail.com
Email : ayu_fitrianingsih@ikippgribojonegoro.ac.id
Email : dian.ratna@ikippgribojonegoro.ac.id

Abstract

The objective of this research is to improve the eighth grade students' reading comprehension of recount text through SQ3R technique (Survey, Question, Read, Recite, Review) at SMP Muhammadiyah 2 Bojonegoro. This research used CAR (Classroom Action Research). The subject of the research was eighth grade students of SMP Muhammadiyah 2 Bojonegoro. The data were obtained through observation and interviews with the students. To support qualitative data, quantitative data were obtained from pre-test and post-test scores. The actions implemented in this research were applying the SQ3R technique in recount text to improve reading comprehension. There were some steps in applying the SQ3R technique, they are : surveying, survey the text to get an overview from the text; questioning, make questions what students wish get out of the text; reading, read the whole text to find out the answers to the previously questions; reciting, make a recitation in the students' own words and perform in from the class; and reviewing, review what they read to clarify the information collected from the text. The research was conducted in two cycles. Every cycle consisted of some steps, those were reconnaissance, planning, action and observing, and reflection. The result shows that implementation of the SQ3R technique in this researchis successful to improve students' reading comprehension. The students showed good comprehension about the text of the given topic.

Keywords: Reading Comprehension, SQ3R Technique, Recount Text

Abstrak

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman bacaan siswa kelas delapan tentang teks recount melalui teknik SQ3R (Survey, Question, Read, Recite, Review) di SMP Muhammadiyah 2 Bojonegoro. Penelitian ini menggunakan CAR (Classroom Action Research). Subjek penelitian adalah siswa kelas delapan SMP Muhammadiyah 2 Bojonegoro. Data tersebut diperoleh melalui observasi dan wawancara dengan para siswa. Untuk mendukung data kualitatif, diperoleh data kuantitatif dari nilai pra-tes dan pasca tes. Tindakan yang diterapkan dalam penelitian ini adalah menerapkan teknik SQ3R dalam teks recount untuk meningkatkan pemahaman bacaan. Ada beberapa langkah dalam menerapkan teknik SQ3R, yaitu : survei, survei teks untuk mendapatkan gambaran dari teks; mempertanyakan, membuat pertanyaan apa yang siswa inginkan keluar dari teks; membaca, membaca seluruh teks untuk mengetahui jawaban atas pertanyaan sebelumnya; melafalkan, membuat bacaan dengan kata-kata siswa sendiri dan tampil dari kelas; dan meninjau, meninjau apa yang mereka baca untuk mengklarifikasi informasi yang dikumpulkan dari teks. Penelitian ini dikonduksikan dalam dua siklus. Setiap siklus terdiri dari beberapa langkah, yaitu pengintaian, perencanaan, tindakan dan pengamatan, dan refleksi. Hasil penelitian menunjukkan bahwa penerapan teknik SQ3R dalam penelitian ini berhasil meningkatkan pemahaman bacaan siswa. Para siswa menunjukkan pemahaman yang baik tentang teks dari topik yang diberikan.

Kata kunci: Pemahaman Membaca, Teknik SQ3R, Teks Recount

INTRODUCTION

Reading is an important main skill for knowing information, especially written information. Suhirman, et al. (2019) reading is one of the basic English skills which should be mastered by the students and developed inside and outside the classroom. One of the important skills in English is reading. Reading many textbooks, articles, stories, and a novel can develop our memory, comprehension, and knowledge. Reading is important to improve our science and knowledge. An important part of the ability to read is the ability to understand the reader what they are reading. It can be said that reading is an activity to capture information from written text. The main purpose of reading is to understand the reading read or it can be called reading comprehension. Kirmizi (2010), states that reading comprehension is the act of thinking, and constructing meaning by integrating the information from the author with the reader's background knowledge.

However, reading is one of the skills in English that the students should master, but the students still have a problem with it. To find out this, researcher visited one of the schools in Bojonegoro to obtain information related to English learning problems that occurred. The school is SMP Muhamadiyah 2 Bojonegoro. The problems faced by students in English lessons are various, but the most basic is the students' reading ability. According to the English teacher, in teaching students' reading ability, he found that students find it difficult to understand the reading text presented. Most of them lack understanding of what they are reading and they need several times to read it to understand the content of the text.

This research is focused on improving students' reading comprehension by using the SQ3R technique for eighth-grade students' in SMP Muhammadiyah 2 Bojonegoro academic year 2021/2022 to comprehend recount text.

RESEARCH METHODOLOGY

This Reasearch used Classroom Action Reasearch. In this research, the researcher intend to improve the learning process or solve the problems in classroom. The research aims to solve a particular teaching and learning problem that has been identified before. Creswell (2012 : 592) said, the purpose of action research is to improve the practice of education, with researcher studying their problems or issues in a school or educational setting. The central idea of the action part of action research is to intervene in a deliberate way in the problematic situation to bring about changes and, even better, improvements in practice. The research was conducted in the classroom to improve students' reading comprehension using SQ3R techniques in the eighth grade at SMP Muhamadiyah 2 Bojonegoro. According to Kemmis and Mc Taggart (1988 : 11) cited in Burns (2010: 8) described that action research typically involved four broad phases. The first cycle may become a continuing, spiral of cycles that recur until the researcher has achieved a satisfactory outcome and feels it is time to stop.
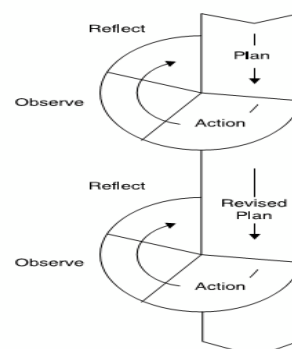

Figure 1 Cyclical model based Kemmis and McTaggart (1988)

Researcher used Simple Random Sampling. The population used were eighth grade students of SMP Muhammadiyah 2 Bojonegoro. The class contains 21 students, consisting of 8 boys, and 13 girls. For data retrieval, researcher use qualitative and quantitative. The qualitative data used are Observation and Interviews. As for quantitative, it is Pre-Test and Post-Test.

The research data was obtained from the results of qualitative data analysis and quantitative data from the field. First, on qualitative data, researcher collect observation data, interviews, notes, and photographs of the learning and learning process that has been carried out. Then the researcher reads, rewrites, and summarizes it. After all the qualitative data is collected, the researcher will analyze the data with the initial purpose of the study. With it, the researcher can find out the results of the qualitative data. As for the quantitative data, the researcher corrects the student's answer and gives the value obtained. After that, the researcher calculates the value of each indicator contained in the problem. After that, the researcher sums up all the scores obtained by all students and then makes an even average on the Pre-test and Post-Test. Then from the average result, it will distort the results of the scores that the students are talking about, whether there is an increase during the Pre-Test and Post-Test.

RESULT AND DISCUSSION

Researcher uses Classroom Action Research which includes several steps such as Planning, Action, Observation, and Reflection. researcher applies SQ3R technique in Learning and Teaching Activities. During application, researcher and english teacher observe teaching and learning processes. The observation was carried out with the aim of knowing the response and impact of students on action. The action conducted were two cycle for two meeting each other. It evaluate the action and find a solution to the problem of learning activity.

Related to the problems that exist in schools, researcher and English teachers decided to use SQ3R Technique as a way to improve students' reading comprehension. Researcher also formulated problems about how to apply SQ3R techniques to improve students' reading comprehension. The SQ3R technique has several stages to do, such as the Survey, Question, Read, Recite and Reading stages. Before that, researcher had prepared several recount texts for use in the application of SQ3R technique.

The first stage of SQ3R technique is Survey stage. This stage aims to help students find information contained in the text, for example in the generic structure or the main idea. In addition to conducting surveys, researcher also ask students to make questions related to the text when conducting the survey stage. The application of the survey stage to the SQ3R technique has increased which in the previous condition students have not been able to find the information contained in the text after the application in the first and second cycles, students make it easier to find information in the recount text that has been given. Next is the Question stage. This stage is carried out in conjunction with the survey stage. When the students are conducting surveys, at that time the students make questions. Researcher asked students to make three questions. In the first cycle, students still look confused to make their own questions. Therefore, researcher provide assistance by telling how to make their own questions. After running the second cycle. Almost all students can create related questions in the text they have surveyed before. At this stage of reading, the longer students can answer the questions they make or the questions given by the researcher. After the student has

finished reading and answering the questions, then proceeds to the next stage, which is recite.

After doing read stage, students are asked to continue it to recite. The recite stage is the stage where students retell what they read earlier using their own language. At the beginning of the first cycle, many students had difficulty using their own language and many students were afraid to come to the front of the class. This can be seen from the answers of students when interviewed and the observations of english researcher and teachers. For this reason, researching helps students by providing feedback and corrections to their recite. After reaching the second cycle, almost all students can perform the recite stage. In addition, students are also increasingly active in asking questions to teacher. Review is the final stage in the application of SQ3R technique. At the review stage. Students are asked to review what they have read. This stage is necessary to clarify the understanding of students.

Pre-Condition is an initial condition for students before the application of the SQ3R Technique. In this pre-condition, several problems arise that are experienced by students, such as, students cannot understand the text well, students have difficulty finding information in the text, in learning and learning activities students are less active, and students lack motivation to learn English.

According to what the English Teacher said, before the application of SQ3R, students were more silent and less active in teaching and learning activities. Students also rarely answer questions from teachers and lack the courage to ask questions if they encounter difficulties. After the implementation of the SQ3R technique, students began to be quite active in answering questions from researcher and began to dare to ask questions if they

encountered any difficulties. Because the SQ3R technique in addition to helping students to better understand the content of the text, this technique also helps students to be more active and critical as in the stage stage contained in SQ3R. The use of SQ3R technique from the beginning of the meeting to the second meeting was success to improve students' reading ability to find the information contained in the text and they needed to try to understand the text using the stages in SQ3R. After all, the use of SQ3R still feels new to them and they need adaptation. They find the use of SQ3R makes it easier for them to find information in the text and makes it easier to understand the text. The use of SQ3R is also successful in increasing the interaction between teachers and their students. But there is a problem found by researcher. The problem is that students have not implemented the recite stage properly. It can be seen the way students recite by using their own language. Many students still use the language of the text and feel nervous when recite in front of the class.

After researcher used SQ3R strategies to improve reading comprehension and additional points to increase student motivation at the recite stage. By applying the SQ3R technique, students become more familiar with the content of the text they are reading. They can also create question questions that are still related to the text they surveyed earlier. You can see the results of the two cycles. Students' motivation also increases when researcher give rewards in the form of additional value if students dare to advance to the front of the class to recite stage. Students are motivated to do recite stages in front of the class. In addition to being motivated, students also become active after the application of SQ3R as students often ask if they encounter difficulties during learning. At the end of cycle 2,

researcher wrote down the reflection results of cycle 2. The use of SQ3R technique from 2 meetings can be concluded that succes to improve students' reading comprehension. By using SQ3R students are pressured to find information in the text properly, especially in the surveying, questioning, and reading stages. With this ability, students are easy to understand the text by combining the information they get. In conclusion, SQ3R technique can improve students' reading comprehension. The assisted action of providing credit points was also successful in increasing student motivation to implement one of the SQ3R technique stages, namely the recite stage. Based on observations during the process of learning and teaching and reading activities took place and interviews conducted with English teachers and students have been reflected. By looking at the results of the second cycle has shown an improve in students' reading comprehension and student learning motivation. Researcher and teachers decided to stop the cycle. To clarify the results of the study to improve students' reading comprehension, the researcher explained the results of the Pre-Test and Post-Test that had been carried out previously.

The researcher will also display the results of 2 reading comprehension indicators (Literal Comprehension and Inferential Comprehension) contained in the Pre-Test and Post Test questions. For the first is the Reading Test. The Reading Test itself consists of Pre-Test and Post-Test. Researcher used the same questions in carrying out pre-test and post-test. But in this case, after the researcher held the pre-test, he did not first provide the answer key to the pre-test questions carried out because it would be used again for the post-test time. The results of the pre-test above show that the average score of grade 8 students of SMP Muhammadiyah 2 Bojonegoro is 59.57, the highest score is 76, and the lowest score is 48. In this result, the average score of all student is below the school's KKM of 75. The post-test results showed an increase in the average student score of 75.15, the highest student score to 92 and the lowest score to 52 compared to the previous pre-test where the average student score was only 59.18, the highest student score was 76, and the lowest score was 48. The results of the post-test showed that the average score of the students had reached the criteria given by the school, which was 75. Based on the result above, it can be concluded that SQ3R technique can improve students' reading comprehension in doing the questions, students easily understand the reading text in the questions by finding information contained in the text so that students can answer the questions on the questions.

In the Pre-test and Post-test questions given by the researcher, there were 14 questions in the Literal Comprehension category out of 25 questions given. The remaining 11 belong to the Category of Inferential Comprehension. The results of the average student score in the Literal Comprehension question category it shows an increase in the Literal Comprehension of students where at the beginning of the Pre-test the average is 63.90, after the application of SQ3R in learning, student Post-Test results raise to 77.06. It can be concluded that, the application of SQ3R was successful to improve students' reading comprehension especially Literal Comprehension. For the Inferential Comprehension category, there are 11 questions out of 25 reading text questions which include the Inferential Comprehension. It shows an increase in students' reading comprehension comprehension in the Inferential Comprehension indicator which was originally 54.06 to 70.81. From this it

follows that SQ3R startegy can also improve students' reading comprehension in the Inferential Comprehension indicator.

The findings of the research show that SQ3R technique has been successful in improving students' reading comprehension. Applying SQ3R techniques to make students to comprehend the text better than before. During the reading process, they read and connected it with their background knowledge. They also retrieved what they had in their background knowledge and relatedet with the information in the text. Falenti (2012) said that after applying the SQ3R technique, students can understand the text better than before. the application of SQ3R technique can improve students' ability to find information in the text. Puteri (2016) said

by applying the SQ3R technique, students can easily find the information listed in the reading text. SQ3R can also increase student motivation in learning. It can be seen from the pre-condition that before the application of SQ3R in the first and second cycles, students still lacked motivation when learning. The use of SQ3R technique can make students become active and motivated. In addition, SQ3R Technique can make students become active during the learning and learning process in reading. Students read the text by themselves and try to understand the text freely. When they encounter difficulties, they ask their teacher to help them.

Table 1 Students' improvement Reading Test and Comprehension

	Test Score	Literal	Inferential
Pre-Test	59.57	63.90	54.06
Post-Test	75.15	77.06	70.81
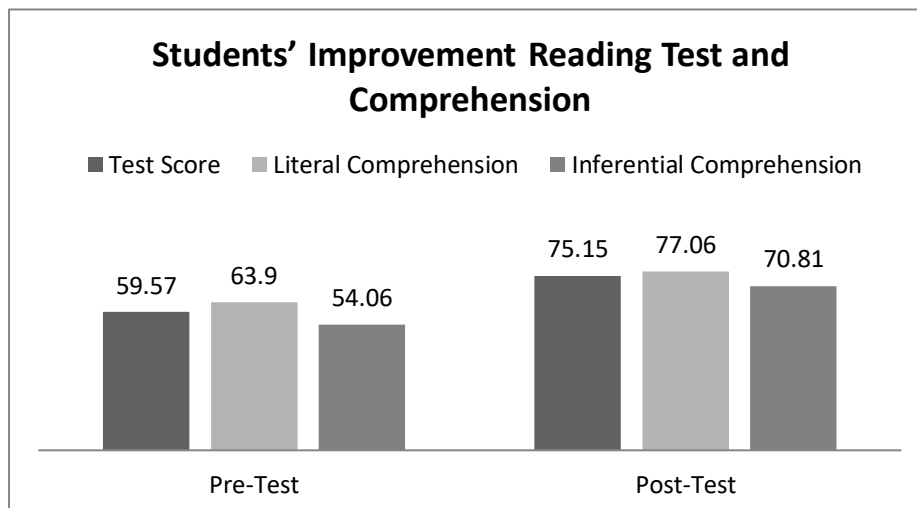
Picture 1 Students' improvement Reading Test and Comprehension

CONLUSION

The implementation of the SQ3R technique is carried out with steps such as Survey, Question, Read, Recite, and Review. The steps in the implementation of SQ3R have their respective functions. The implementation of the SQ3R technique has a positive impact on students' reading comprehension. After students apply the SQ3R technique, they become able to understand the text better than before. The five steps in the SQ3R technique help them to understand the reading text they are reading.

Some of the data results obtained by researcher have qualitative and quantitative data. From these results, the researcher explained that students experienced an improvement in understanding the text, were more active than before, motivation increased even with the help of additional points, and if they asked questions students could answer them. Then in quantitative data, the researcher used average values, and values on reading indicators (Literal Comprehension and Inferential Comprehension) in pre-test and post-test. The total questions given amounted to 25 questions, 14 literal comprehension questions, and 11 inferential comprehension questions. The results of the average score of the initial pre-test were only 59.57 to 75.15 after the post-test and reached the Criteria of Success given by the school, which is 75. As for the literal comprehension indicator which was originally 63.90 to 77.06, the inferential comprehension 54.06 became 70.81. From the results of the increase in scores, researcher concluded that the SQ3R technique can improve students' reading comprehension, especially on recount text.

To fulfill and answer the formulation of the problem that has been answered before, the researcher summarizes the results : The use of SQ3R techniques can improve students' reading comprehension, especially on recount texts; The use of SQ3R can increase student motivation but maximize it is necessary to have additional actions given by the teacher; The use of SQ3R can also provide activity to students because in this technique students play an active role; and the SQ3R technique can also increase interaction between students and teacher.

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