



## IMPROVING ENGLISH READING COMPREHENSION SKILLS THROUGH THE SQ4R METHOD

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### Abstrak

Tujuan penelitian ini adalah memperoleh data dalam peningkatan keterampilan membaca pada siswa kelas III, SD Negeri 066654. Metode yang digunakan dalam penelitian ini adalah Kemmis and Mc. Taggard model yang meliputi perencanaan, implementasi, observasi dan refleksi. Hasil penelitian ini menunjukkan bahwa pada siklus pertama sekitar 55.5% siswa memperoleh nilai >75 dan pada siklus kedua 83.33% memperoleh nilai >75. Berdasarkan data monitoring, kegiatan guru dan siswa sekitar 55% di pertemuan pertama dalam siklus I dan meningkat menjadi 85% pada pertemuan pertama dalam siklus II. Dengan demikian, metode SQ4R dapat meningkatkan keterampilan pemahaman membaca siswa di kelas III SD Negeri 066654

**Kata kunci:** keterampilan membaca, Pemahaman Bahasa Inggris, SQ4R.

### Abstract

This research aims at obtaining data on improving English reading comprehension skill in Grade III, SD Negeri 066654. The research subjects were the students of Grade III in the second semester of 2021/2022 academic year. The research model used Kemmis and Mc. Taggard model covering planning, implementation, observation, and reflection. The data of reading comprehension evaluation showed that in the first cycle 55.5 % of the students gained >75 and in the second cycle 83.33 % of them gained >75. While based on the monitoring data, the activities of the teacher and the students were 55 % in the first meeting of the cycle I and increased to 85 % in the first meeting of the cycle II. Therefore, SQ4R method can improve English reading comprehension skill of the Grade III students in SD Negeri 066654.

**Keywords:** reading skill, English comprehension, SQ4R

### INTRODUCTION

Reading skills are very important in human life. Reading skills can be developed through formal education, namely school, which starts from elementary school to university. At the basic education level reading skills require a good and maximum learning process. It is said so because elementary school is the first formal educational institution in the world of education which is the basis or basis for determining the success of a person to a higher level of education. Reading comprehension is one aspect that is the main objective of teaching reading in elementary schools. Reading comprehension is the basis for understanding many fields of study. Likewise in English, to understand it requires good reading skills, one cannot understand what other people mean in their writing. Learning English is one of the subjects that is considered difficult because English is not the mother tongue or the national language that is used every day, this causes boredom.

It has implications for the low level of student mastery of English learning material. Based on observations made, teachers more often use conventional learning approaches, teacher-centered approaches rather than student-centered approaches. Students do not have the opportunity to practice the knowledge gained, so students have difficulty practicing it properly. Teachers often practice classically rather than individually. In learning English there are many ways to train students who are not used to using English in their daily lives

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so that they are interested and willing to learn English. There are several learning methods that can be used in learning English reading activities, namely SQ4R (Survey, Question, Read, Recite, Record, and Review), Speed Reading, Aloud Reading. SQ4R is a method that can help students understand reading material in English lessons.

The skill of reading comprehension is an interactive process that involves the reader, the reading, and the context. This skill involves the ability to derive meaning from written text as stated by Silliman and Wilkinson (2007) "Reading comprehension is generally defined as the ability to acquire meaning from written text". Through the process of reading comprehension, readers get an understanding of the text they read related to information and new vocabulary. Understanding skills are the process of capturing the meaning of words or sentences that are read. This skill is of an order of magnitude higher. The aspects include understanding simple meanings; understand the significance or meaning (the author's intent and purpose of the reader's reaction); evaluation or assessment of content; as well as a flexible reading speed, which is easily adapted to circumstances. To achieve the desired goal in comprehension skills, the most appropriate activity is silent reading. One aspect of language skills is reading skills which is based on reading ability, being able to read does not mean automatically being skilled at reading.

According to Juel in Bastino (2007) reading is the process of getting to know words and combining the meanings of words in sentences and reading structures. Reading is a skill to make an interpretation of the material read. The steps in applying the survey technique are as follows. First, before reading (pre reading), use the survey chapter to activate your previous knowledge (prior knowledge) about the reading you will read. Try to recall what you already know about the subject to anticipate the main idea of the chapter. Also use surveys to predict the author's dominant mindset. Do a survey to anticipate which parts of the chapter were the most difficult or most challenging to learn. Second, during the reading activity (while reading) use the survey as a guide to determine what is important for you to learn. Underline, or highlight the key information identified in the survey. Third, after reading, use surveys to monitor your reading effectiveness. In this case test your ability to recall key information. If the test results are unsatisfactory, immediately review material that you cannot remember.

According to Crawley and Mountain (1995), reading is essentially a complex thing that involves many things, not just reciting text, but also involving visual, thinking, psycholinguistic and metacognitive activities. As a visual process, reading is a process of translating written symbols (letters) into spoken words, as a thinking process, reading includes activities of word recognition, literal understanding, interpretation, critical reading, and creative understanding. Word recognition can be in the form of reading words using a dictionary. So reading is a complex or complicated thought process, which involves many things not just written or spoken because it also involves attitudes, thoughts, and experiences to focus attention on each reading.

Hafner and Jolly (2007) state that understanding is a person's ability to understand, understand, to absorb with reason. Understanding is divided into three categories, namely literal understanding, interpretation, and critical reaction. The goal is for the reader to understand the content of the reading text. Carlson argues that speed and comprehension have a correlation with reading materials that are difficult to ignore. Carlson found that, at high intelligence levels, fast readers were the best at reading comprehension. Slow readers often believe that fast readers have a lower comprehension level. However, this is not the case, because readers quickly see a row of words as part of a whole sentence or paragraph, not separated to understand the content and meaning, they see the words in the context of the whole sentence, they read quickly and at the same time concentrate on reading content.



McLaughlin and Allen (2007) stated that the reading principles based on research that most influence reading comprehension are as follows: (1) comprehension is a process of social constructively, (2) literacy balance is a curriculum framework that helps the development of understanding, (3) professional reading teachers influence student learning, (4) good readers play a strategic role and play an active role in the reading process, (5) reading should occur in meaningful contexts, (6) students discover the benefits of reading that come from various texts in various grade level, (7) vocabulary development and learning affect reading comprehension, (8) engagement is a key factor in the comprehension process, (9) reading strategies and skills can be taught, and (10) dynamic assessment informs reading comprehension learning. In language development, Piaget in Cox (1999) states that "language development is an aspect of general cognitive development". According to him, language development is an aspect of overall cognitive development. Language also affects the cognitive level of students. In this age range students can use language symbolically, understand concepts, use language flexibly and articulations begin to sound correctly.

Then, Finochiaro in Tarigan (2008) mentioned that reading is bringing meaning to and getting meaning from printed or written material, picking and understanding the meaning or meaning contained in the reading. Therefore, children must be helped to respond or respond to visual symbols depicting the same auditory signs they have learned. One of the most frequently used reading techniques is the Survey, Question, Read, Recite, and Review (SQ4R) technique. SQ4R is a reading technique to find main ideas and supports and help remember to last longer through five activity steps, namely survey, question, read, recite, and review. According to Laksono (2007) stated that the characteristics of the SQ4R method are: (1) before reading, the reader first surveys the book title, author's name, summary, and bibliography; (2) formulate a number of questions for yourself about the reading whose answers are expected to be in the book; (3) with the provision of these questions, the reader begins reading activities; (4) to find out the mastery of reading, after reading, the reader does the activity of restating the contents of the reading in his own words; and (5) reading activities using the SQ4R method end with reviewing or repeating what has been read.

## **METHOD**

This research is a class action research (classroom action research) using a cycle (spiral loop) which refers to the Kemmis and Mc.Taggart model which consists of four components, namely: planning (planning), action (action), observation (observing), and reflection (reflection). Kemmis and Mc.Taggart's model is a development of the basic concept introduced by Kurt Lewin. Components of action with observation into one unit. The unification of the two components is since the application of action and observation are two activities that cannot be separated. For more details, it can be seen in Figure 1.



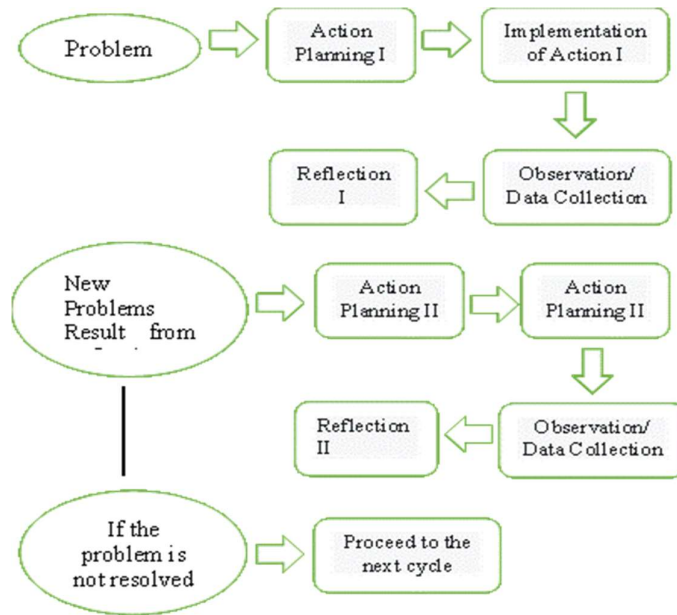


Figure 1. Graph according to class action design  
Kemmis and McTaggart

The research was conducted in the even semester of the 2021/2022 academic year at SD Negeri 066654. Data collection techniques used to obtain research data are as follows. First, through direct observation using observation sheets to collect learning process data using the Survey, Question, Read, Recite, Record, and Review methods. The observation used is direct observation which is carried out from the beginning of the activity to the end of the activity. Second, field notes to record every action of both students and teachers, both positive and negative. Third, documentation in the form of photographs during the learning activities. Fourth, the data collection technique carried out by researchers is a test technique to see how much the students' abilities have increased.

## FINDING AND DISCUSSION

### *(Planning)*

There are twelve activities in the planning. First, develop a learning implementation plan with learning objectives that are appropriate to the material to be studied. Second, determine the competencies related to the material to be studied. Third, developing learning scenarios. Fourth, carrying out the teacher's routine duties (class conditioning). Fifth, through the survey stage, the teacher guides students in observing text/pictorial reading material written in English and discussing new vocabulary found in the observed text. Sixth, through the Question stage, the teacher guides students to pay attention to questions about texts that students have prepared beforehand as predictions of their reading comprehension. Seventh, through the Read stage, the teacher guides students in carrying out the reading stage. In this stage the teacher first provides a model for how to read reading material in English with the correct pronunciation and then facilitates students to read silently for understanding. Eighth, through the Recite stage, the teacher guides students in answering questions. Ninth, through the Record stage, the teacher guides students in marking or underlining answers in the text/material. Guide students to convey/read their answers.



Eleventh, the teacher provides opportunities for students to confirm their ability to use the SQ4R technique to read comprehension that has been learned by working on assignments/LKS independently. Twelfth, provide follow-up (enrichment, assignment, or homework). The media used during the activity were flashcards containing pictures of readings, texts/readings, and worksheets.

***(Acting)***

The implementation stage of this action is the realization stage of the planning stage that has been prepared and agreed upon with the collaborators. Researchers carry out reading comprehension learning through the SQ4R method in class III SD NEGERI 066654. The implementation of the action was carried out for 2 cycles, each cycle consisting of 2 meetings. Each meeting was conducted for 2 hours of lessons (2 x 35 minutes). The implementation of the action is adjusted to the existing lesson schedule.

***(Observing)***

In the process of observing the observer has two tasks, namely: (1) observing the process of learning actions carried out by the teacher whether it is in accordance with the action plan made or not, and (2) observing how much the students' reading comprehension improves. After using the SQ4R method, observations were made by observing the learning action process carried out by the research subject starting from the preparation to the end of the action process. Every activity carried out by the research subject must be listened to carefully and must be recorded so that there are no mistakes in reporting the results of observations. The notes referred to here are field notes which function to document a complete series of learning action activities.

In addition to making written field notes in the form of observational data, the observers also made documentation in the form of photos taken with a camera. The purpose of making documentation in the form of photos is so that every activity carried out in action can be displayed and presented clearly and visibly. This photo is used as complementary data from field note data. All data or documentation of observations, both learning activities or processes and improving students' abilities, are used as a reference for taking action in cycle II.

***(Reflecting)***

After the corrective action has been completed, the next activity is action reflection. Action reflection is an activity carried out by researchers and colleagues or collaborators to review critically by discussing changes that occur after corrective actions have been taken. Changes here include the learning process carried out by the teacher and students' reading comprehension abilities. Activities carried out in this action reflection are data analysis and interpretation of data obtained in action research. This action reflection was carried out with the aim of analyzing the extent to which the learning action process was carried out by the researcher. In addition, action reflection also aims to find out what obstacles were encountered so that the learning action process was not successful. In order to collect data about the ability of students to solve problems, the researcher made an instrument grid reading comprehension ability given to students after the action learning process is completed in each cycle. The grid for measuring the variable reading comprehension ability is presented in this section.

**Discussion**

Based on the results of data analysis from the results of cycle I and cycle II, it was seen that there was an increase in all the data taken. Weaknesses that occur and are observed in cycle I such as students are still less active and less courageous to submit opinions or statements during the learning process, students are less thorough in doing assignments, students' concentration is still lacking, and teachers do not elaborate on students' abilities in





applying the SQ4R method so that it lacks deepening for students who need more explanation and practice, has been resolved in cycle II. In cycle II as a whole it was seen that students were ready and very actively involved in carrying out reading comprehension learning using the SQ4R method. The researcher also made careful preparations so that they could carry out the learning and guide students in carrying out reading comprehension learning using the SQ4R method properly. All make cycle II can achieve the research target. In detail the data obtained, we will find that the results of the reading comprehension test in cycle I showed that only 10 students out of a total of 18 students or around 55.55% got a reading comprehension test score  $\geq 75$ . Meanwhile in cycle II there has been a significant increase in reading comprehension tests of 27.78% so that the number of students who get reading comprehension scores  $\geq 75$  increases to 15 people or thereabouts 83.33%.

The data for monitoring teacher and student activities using the SQ4R method in cycle I meetings 1 and 2 at SD Negeri 066654, obtained percentages of 55% and 70% of the 20 statements in the instrument for monitoring teacher and student activities. Whereas in cycle II at meetings 1 and 2 the percentage was 85% to 90%. In Cycle I and Cycle II there was an increase of 35%. Thus, it can be said that reading comprehension through the SQ4R method has increased. This increase shows that identification and the findings of the problems that occur in each cycle has found a solution and shows optimal results.

## **CONCLUSIONS**

Based on the description and analysis of the data, it can be concluded that: Reading comprehension skills of class III SD NEGERI 066654 using the SQ4R method showed an increase in students' reading comprehension skills, with an average score in cycle I of 68.33 to 83.61 in cycle II. The use of the SQ4R method in learning English especially in the reading aspect makes it easier for students to understand the content of the reading. Overall learning to read comprehension through the SQ4R method can have a greater impact on the results of learning to read comprehension, therefore learning using the SQ4R method is appropriate for use in elementary schools. The SQ4R method in learning English especially in the reading aspect can make students think systematically according to the steps of the SQ4R method and easily be able to understand the contents of the reading.

Teaching and learning activities carried out by the teacher will be more effective if the teacher can choose and use a method, approach, or learning model that suits the characteristics of the students and the field of study being taught. The SQ4R method can be applied when in learning English, the teacher experiences difficulties in the learning process, where the students' reading comprehension results are low. This learning strategy can have a positive impact on students, including students who previously did not like reading activities to like it, students who previously did not understand what they were reading became aware of the contents of the reading. In answering the questions students try to remember the text they read. Utilization of the SQ4R method in the learning process can encourage students to learn actively, fun to get even better learning results. Learning conditions like this can improve student learning outcomes in learning English. The advantage obtained from the learning model is that if the SQ4R learning method can be fully implemented then student learning outcomes are not just memorization but in the form of knowledge, understanding of concepts obtained during the learning process so that the learning process is meaningful for students.



## **SUGGESTION**

Based on the explanation above, on the other hand, teachers use the SQ4R method as a learning method that can be used to improve students' reading comprehension skills. Thus, it is hoped that the application of the SQ4R method can be carried out properly so that the expected results can be achieved optimally.

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