
Improving Students' Reading Comprehension through SQ3R Method at 12th Grade of SMAN 4 Tanjungpinang

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Abstract: This study focuses on improving reading comprehension among 12th-grade students at SMAN 4 Tanjungpinang using the SQ3R (Survey, Question, Read, Recite, Review) method. The research employed a Classroom Action Research (CAR) design conducted in one cycle with three meetings, involving 35 students as participants. Challenges in students' reading comprehension were identified, such as difficulty determining main ideas, limited vocabulary, and struggles with textual understanding. The implementation of the SQ3R method led to significant improvements in students' reading comprehension. The mean test scores increased from 66.71 in the preliminary study to 86 in the post-test, with 89% of students achieving scores above the Minimum Mastery Criteria (78). The structured approach of the SQ3R method enabled students to engage actively, think critically, and retain material more effectively. These findings highlight the potential of the SQ3R method as an instructional strategy to enhance reading comprehension in English learning.

Keywords: SQ3R Method, Reading Comprehension, Classroom Action Research

Introduction

English consists of four main elements, those are reading, speaking, listening and writing. One of the main elements that must be mastered is reading. Reading is a process for someone to understand every piece of writing. As the goal of reading is to obtain information, it is important that readers develop a complete understanding of the text as well as paragraphs they have read. A key component of knowing how to read is reading comprehension. The readers will obtain the necessary information from the read text for reading comprehension. Next, in order to improve their comprehension, the reader must become skilled in every aspect that will enable them to develop strong reading comprehension.

One of the human components of the educational process is the teacher. A teacher is a person who is responsible for teaching knowledge to students. During the school's instructional process, teachers hold dual duties, namely as teachers and educators. The duty of an educator is to guide and develop students into capable, active, creative, and independent human beings, whereas the duty of a teacher is to demonstrate a variety of learning materials in their minds. Teachers' careers, quality, rewards, and welfare have all been and will continue to be improved by means of the implementation of numerous policies and initiatives. It is hoped that educators will be more capable of performing their professional roles and obligations.

Researchers at SMAN 4 Tanjungpinang identified a problem in teaching English as a foreign language, that is low comprehension, marked by the students are, students unable to determine the main idea, difficult to understand the text and limited vocabulary. The researcher also found that the teacher are still using conventional method. The students are getting bored so fast, and also the teacher are not giving them direct feedback. It shows that the method was used by the teacher is not suitable. So in this research, the researcher use SQ3R Method.

Methodology

Classroom Action Research (CAR) was used as an approach, involving teachers systematically investigating and evaluating teaching methods, instructional strategies, and classroom practices to improve student learning outcomes. CAR can be used to improve students' reading abilities in higher grades by focusing on developing reading comprehension and analytical skills.

To obtain research results as expected, the researcher used several procedures. The procedure of this research was performed by administering one cycle. The cycle contains four steps: planning, action, observation, and reflection. Before the cycle I started, an orientation test was administrated to identify the students' basic reading ability knowledge. The procedures were as follows:

1. Planning

In this step the researcher prepared everything related to the action research to be implemented. The planning was describe below:

- a. The research prepared the lesson plan
- b. The researcher set up the criteria of success
- c. The researcher prepared reading test

The test was to know the modified method could achieve the criteria of success.

- d. The researcher prepared the observation checklist

The observation checklist was to observe the condition of learning process.

2. Action

The three components consist of the steps of the implementation stages: opening, core activities, which include pre-teaching, while teaching, and post-teaching. After the students apply it, the researcher will use the SQ3R method while reading. The activities that will be held as follow :

A. Pre-Teaching Activities

B. While-Teaching Activities

1. Survey : Students are asked to read the text in about ten minutes at a fast pace. The goal is to enable students to identify important elements of the text, such as the title, main idea, generic structure, language features, and other information.
2. Question : The students ask some questions about the topics they have read.
3. Read : Students are asked to read the entire text. After that, the teacher should help students get complete information from the text, remind them to look for answers to their questions, and not let students write notes during this step.
4. Recite : The students did not leave the text open again and answered their own questions.
5. Review : Students were instructed to recount the text's substance.

C. Post-Teaching Activities

3. Observation

At this stage, researchers and collaborators monitor all teaching and learning activities, including students' understanding, participation, activities, and their understanding of the learning process. In data collection, the results of observations are recorded as data using observation techniques.

4. Reflection

The researcher do the reflection as follows:

- a. Understanding the problem when implementing the action
- b. Analyzing the result of test and observation sheet
- c. Analyzing the weakness during the learning process

The researcher analyzed the data and determine the success of the use of SQ3R method followed by giving direct feedback that the researcher has done. The reflection carried out by the researcher to know whether the action has given successful or not. If the result of students' scores achieved the criteria of success, this research stopped and the researcher conclude the data. But if the result of students' score has not achieved the criteria of success, the researcher revise the plan and continue to the next cycle.

The data analysis technique that the researcher used in in this study consisted of two researches, those are quantitative and qualitative. Quantitative data is used to analyze student assessments or scores, and qualitative data of observation were used to describe the situation during the teaching process. The following is the data analysis technique that the researcher used :

A. Qualitative analysis

The researcher used thematic analysis by (Braun & Clarke, 2015) as qualitative analysis to understand how students' behaviors and responses change over time and in different learning conditions.

Steps:

- Familiarization with the data.
- Generating Initial Codes.

- Searching for Themes
- Reviewing Themes.
- Defining and naming the Themes.
- Producing the report.

B. Quantitative analysis

In this study, the researcher used quantitative research to analyze scores on students in learning. The students' score was counted by applied formula from Sudjana (2002).

Where :

$$\chi = \frac{\Sigma \chi}{N}$$

χ : Mean of the students score
 $\Sigma \chi$: total score
 N : total number of students

Second, to categorize the member of master's students, the researcher will use the following formula:

Where :

$$P = \frac{R}{N} \times 100\%$$

P : percentage of students who get the point 75
 R : number of students who get point up to 75 above
 N : total of students who do the test

As for calculating the percentage based on each aspect mentioned in the research instrument section was counted by applied formula from Muchson (2017) , it is as follows.

The correct percentage

$$= \frac{\text{(number of correct answers in the aspects)}}{\text{(total students X 5)}} \times 100\%$$

The incorrect percentage

$$= \frac{\text{(number of incorrect answers in the aspects)}}{\text{(total students X 5)}} \times 100\%$$

In this research, the criteria for success will analyze by reading text score. The research will succeed where there is 80% of students could pass the assessment score >78. At least students must achieve a score of 78 to improve good learning outcomes. If the criterion of the action success is fulfilled, it means that the next action of the Classroom Action Research (CAR) would be stopped, but if this condition has not been reached yet, the alternative action would be done in the next cycle.

Result

In this cycle, the researcher was conducted 3 meetings. It was started from 4 to 12 November 2024, when the first and the second meeting, the researcher conducted teaching and learning which SQ3R Method applied, and the third meetings for post-test.

A. Action

In the first meeting on November 4th, 2024, the researcher introduced the SQ3R method to 33 students, two of whom were absent due to illness. After a brief discussion about news items, the researcher explained the SQ3R method and divided the students into five groups to apply it in their reading process. They managed to complete the first three steps—Survey, Question, and Read—before time ran out, and the researcher asked them to continue in the next session. Most students were enthusiastic and actively engaged, while only a few showed a lack of interest.

The second meeting on November 11th focused on completing the remaining steps of the SQ3R method. The students reviewed and answered their prepared questions, followed by reciting the main ideas of their assigned news items. By the end of the session, their comprehension had noticeably improved.

In the third meeting on November 12th, all 35 students participated in a post-test consisting of 20 questions, which they completed in 45 minutes. After collecting the test papers and returning the students' phones, the researcher concluded the session with a brief speech of gratitude.

B. Observation

In this observation, the researcher was giving the students a test in the third meeting. The test was to know whether students' reading achievement could improve after the method was applied. It could be seen from the result of test in cycle 1, there were improvements in students' reading achievement.

C. Reflexion

The researcher jumped to conclude that students reading achievement participation increased after examining the test result and the cycle one observation checklist. As an outcomes, it met the established success criteria. Most of students participated successfully in instructional activity during the first cycle, according to the students' observation checklist, since the students actively participated in the learning activity and were able to communicate with the researcher during the discussion, the researcher was able to determine that the first cycle was successfully.

Table 1 The Result Of Reading Comprehension Test Cycle 1

No	Name	Preliminary Study	Reading Test In Cycle 1
1.	AS	45	70
2.	A	70	85*
3.	AFP	60	80*
4.	ARK	60	75
5.	ADS	50	85*
6.	AAS	50	80*
7.	ABP	45	70
8.	ARV	50	80*
9.	CAPS	80	90*
10.	DRP	45	85*
11.	EGP	85	90*
12.	FPA	45	60
13.	FCS	55	70
14.	HRE	80	100*
15.	IN	80	85*
16.	KN	75	90*
17.	MAR	80	100*
18.	MRP	75	95*

19.	MRD	60	85*
20.	MYP	45	95*
21.	MKR	75	80*
22.	NAAZ	85	100*
23.	NAR	80	90*
24.	OT	65	85*
25.	PSM	75	95*
26.	RTH	90	100*
27.	RA	75	80*
28.	RAP	75	90*
29.	RR	50	85*
30.	RDN	80	95*
31.	S	85	100*
32.	UFN	45	80*
33.	WR	80	85*
34.	WCH	55	85*
35.	ZMP	85	90*
Total		2335	3010
Mean		66	86

***Students who pass KKM**

The above-mentioned report that the use of SQ3R Method increased students' mean scores. The mean of cycle test 1 is higher than Preliminary Study. In the mean of Preliminary Study score was 66,71, while the Test was 86.

The measure of students' achievement in reading test could be seen if students got score ≥ 78 , the students passed the test if they got ≥ 78 . The table showed the students' percentage passed the MMC (Minimum Mastery Criteria).

Table 2 The Percentage Of Students' Reading Comprehension Test

Name Of Data	Total Of Students who Got Score ≥ 78	Percentage
Preliminary Study	12	34%
Post Test	31	89%

From the data above shows an increase from the preliminary study to the test. Out of 35 people, 34% or 12 of them got a score above 78, while in the post test there were 89% 31 students with a score above 78. This shows that the use of the SQ3R Method in learning is successful.

Discussion

Based on the findings, it is evident that students initially faced significant challenges in reading comprehension, including difficulties in identifying main ideas, limited vocabulary, and struggles with understanding text structures. These issues are consistent with the theoretical frameworks discussed in Chapter 2, where scholars such as Anderson and Pearson (1982) emphasized that effective reading comprehension requires the integration of prior knowledge with textual information. The SQ3R method was designed to address these challenges systematically by engaging students in a structured approach to reading.

The implementation of the SQ3R method significantly improved students' reading comprehension, as evidenced by the gradual increase in test scores and qualitative feedback. The stages of the SQ3R method-surveying, questioning, reading, reciting, and reviewing-enabled students to interact deeply with the text.

The Discussion section should be a reasoned and justifiable commentary on the importance of your findings. This section states why the problem is important; what larger issues and what propositions are confirmed or disconfirmed by the extrapolation of these findings to such overarching issues.

Conclusion

The study's findings showed that the SQ3R Method approach significantly improved the reading comprehension abilities of 12th grade of SMAN 4 Tanjungpinang. The SQ3R Method was organized and interactive parts, which promote active interaction with the text, were responsible for this increase.

In particular, the students showed significantly growth in their ability to recognize key concepts, comprehend illustrative details, and analyze textual data. Most students achieved greater competence levels after using the SQ3R Method, according to the preliminary study and post-test findings, which showed a constant increased in their reading scores. These results demonstrate that the approach successfully tackles typical reading comprehension issues like lack of focus and trouble understanding complicated texts.

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