

The Effectiveness of Using SQ4R Technique in Learning English to Increase Students' Reading Comprehension of 8th Grade at MTsN3 OKU Selatan

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Abstract

The researcher focused on knowing that the use of SQ4R technique has a significant effect on students' reading comprehension. The design of this study was pre-experimental research. In this research, the researcher used the cluster random sampling technique. The sample for this research was eighth-grade students from 8B, which consists of 32 students. The kind of test given in this research was multiple choice, which consisted of 20 questions and was valid for the pre-test and post-test. The data was analyzed by using a sample paired T-test. The result of the analysis showed that the use of sq4r technique to increase students' reading comprehension was good benefits. The result of the pre-test score was 42,65, and the post-test score after the treatment was 67,65. The testing of the hypothesis also proved that SQ4R technique had a significant effect on students' reading comprehension. The significance value(2-tailed) showed that the value of Sig =0.000 was less than the significance level ($\alpha = 0.05$), sig (2-tailed) $0.000 < 0.05$. From the result, it can be concluded that SQ4R technique can be used as a medium to improve students' reading comprehension.

Keywords: learning technique, sq4r technique and reading comprehension

INTRODUCTION

Learning is the process of transferring knowledge from teachers to students so that the knowledge can be received, understood, remembered, and applied properly (Aqib, 2013). In the world of education, there is a big challenge in ensuring that every individual with different characters, learning styles, and abilities gets an effective and meaningful learning experience. Teachers have the option to use suitable learning techniques to face learning challenges in the classroom. Hariyanto (2011) explains that learning techniques are efforts to ensure that all students in the classroom are given various learning opportunities according to their needs and interests.

Learning technique are very important in learning especially learning English. In learning English lessons there are four skills that would be learned including listening, speaking, reading, and writing. Each skill has different techniques in learning it, especially reading skills. According to Mulyati (2014) "Reading is a language activity to understand the meaning conveyed by the author written form". Reading is a very complete activity that involves several skills. Reading is one of skill that students need to develop in order to comprehend reading texts in English learning materials. Thus, reading comprehension skills are required. This is in accordance with McKee (2011) that reading comprehension is the capacity to comprehend a text, analyze the data, and accurately interpret what the author is saying.

English is taught as a foreign language in Indonesia. Therefore, teachers find it difficult to teach and train students to reading English, especially in reading comprehension. When students are asked to read English texts, they would have difficulty understanding English texts rather than Indonesian texts. So, many students have weaknesses in comprehend reading English texts. Explained by Rahmah (2011) that low comprehension may also be caused by students who do not know or understand that comprehension is the main goal of reading. Moreover, having good reading comprehension can help students to understand the meaning contained in a reading text.

Low reading comprehension would make it difficult for students to capture information in a reading text, This is similar to what happened to students' at the Eighth Grade of MTs N 3 OKU Selatan. Students still confuse to identify in general information, finding specific information in an English reading text and when students are asked a question they were still confused to find the answer in the text.

Based on the results of test at MTs N 3 OKU Selatan, students' reading comprehension was very low due to a lack of vocabulary and not confident to pronounce English words. The lack of students' reading comprehension resulted in their low reading scores, from the recap of students' scores showed that 45% of students were in the good and 55% of the 33 students were low. Based on the results of test, as well as data on the scores obtained by students in reading comprehension, the researcher finds some factors that cause the lack of reading comprehension at the eighth grade of MTs N 3 OKU Selatan. Namely, students' interest in reading was still very low, students' reading habits are not good, Students still confuse to identifying general information and finding specific information in the text and students have difficulty to answering the questions given because they do not know the meaning.

Writer assumes that students need a technique in the process of learning reading comprehension so that they can be more active and improve their reading comprehension. One of the alternative strategies for teaching reading comprehension was the SQ4R technique. The researcher applied the SQ4R technique to improving students' reading comprehension. In addition researchers used recount text as teaching materials and the text used would be taken from the digital library website. With a picture and interesting text allows students to focus on using SQ4R techniques to improve their reading comprehension.

The researcher used SQ4R technique because this technique is intended to improve students' ability to understand a reading. According to Shoimin (2014) this technique consists of six steps, namely: Survey, Question, Read, Reflect, Recite, and Review. The first step is Survey, by looking at the reading text and recording/marketing the main idea of each paragraph; The second step is Question, by making questions (why, how, and where from) about the reading material; The third step, Read, involves reading the text and finding the answers; The fourth step, Reflect, is an activity of giving examples from reading material and imagining relevant actual contexts; The fifth step, Recite, is to consider the answers found (record or discuss together); and The sixth step is Review, which is a way of reviewing the steps thoroughly.

In addition, the SQ4R technique is useful to arouse students' curiosity about the material being taught, All students who participate in the learning have the opportunity to ask questions freely about the material they study, students can find their own light answers in the material they read, and allow students to be more able to learn independently, think critically, and become more meaningful. According to Shofia (2024), the SQ4R technique can help students improve their reading comprehension and was very effective to used in the classroom.

Methodology

The research method used in this study is the experimental method. The experimental method is defined as a quantitative method. According to Sugiyono (2019) Quantitative method is a method that contains research data in the form of numbers and analysis using statistics. This method is referred to as the positivistic method because it is based on the philosophy of positivism. This method is a scientific method because it has fulfilled the scientific rules, namely concrete/empirical, objective, measurable, and scientific. According to Cresswell (2018) an experimental design is used in which attitudes are assessed both before and after an experimental treatment. The data are collected on an instrument that measures attitudes, and the information is analyzed using statistical procedures and hypothesis testing.

This study used pre- experimental design describes the quantitative level associated with the variables. This design used one group design in which the experimental class received a pretest and posttest design consists of three steps. Population is, the whole element that will be used as a generalization area. The population element is the entire subject to be measured, which is the unit under study (Sugiyono, 2019). The population in this study were all students of class VIII at MTs N 3 OKU Selatan. The total number of class VIII are 160. According to Sugiyono(2019) sample is part of the number and characteristics of the population. If the population is large, it is not possible for researcher to study everything in the population. In this sampling technique the author used cluster random sampling technique. Cluster random sampling is the subject of the study or the data source is very large. Sampling is done gradually from a vast area to the smallest area to identify which pupils will be used a source of data. The sample is chosen at random after the smallest sample has been chosen. In this study, the sample obtained from cluster random sampling is class VIII.B with total students are 32.

Data according to Arikunto (2018) is the result of the researcher's recording, whether in the form of facts or numbers. According to the source SKMinister of Education and Culture No. 0259/1977 dated July 11, 1977, data is defined as all facts and figures that can be used as material to compile information. In this study, researchers used tests to obtain data. According to Brown (2018) a test is a method for measuring a person's ability, knowledge, or performance in a particular domain. Tests are used to find out data on students' reading comprehension. To obtain data, researchers conducted a pre-test first using a reading comprehension test.

After getting the students' reading comprehension test scores, the researcher treats the students. The treatment was carried out for four meetings by giving reading texts in the form of a type of recount text entitled "Exploring Grandpa's Farm", the first meeting the researcher explained how to survey, question, read, reflect, recite, and review the text read and listen to students read, the second meeting the researcher asked students to survey, question, and read the reading text and after completion students asked what questions are obtained in the reading text, students reflect, recite, and review the reading text and researchers asked students to convey the meaning in the reading text, the third meeting researcher repeated the SQ4R technique, the fourth meeting students had evaluated by given multiple choice test.

FINDINGS AND DISCUSSION

This research was conducted at the eighth grade students of MTsN 3 OKU Selatan. It was conducted from on May 28 – June 21. The data used in this study were the results of students' scores in doing pre-test and post-test in class VIII B as an experimental class. The pre-test scores were given before the researcher carried out the treatment by using SQ4R technique and the post- test were given after the researcher carried out the treatment by using SQ4R technique. The findings of this research were showed to describe the results of the data that analyzed. To found out the data, the researcher analyzed the data by using normality test and paired sample t-test. There are an explanation of students' pre-test scores and post-test scores, the classification percentage of students' pre-test and post-test scores, the result of normality test and paired sample t-test on statistical analysis. Students' Percentage in Pre-Test To see the percentage students' scores of pre-test, it can be seen in the following table:

Table 1
Students' Pre-test Score

Score	Classifications	Percentage
80-100	Very Good	3%
66-79	Good	13%
56-65	Average	9%
46-55	Low	22%
00-45	Fail	53%

Based on the table above it shows that there are 3% in very good classification, 13% in good classification, 9% in average classification, 22% in low classification, and 53% in fail classification. From the explanation before, it shows that pre-test scores obtained before given the treatment by using SQ4R technique students' reading comprehension at eighth grade of MTs N OKU Selatan is in fail classification. To see the percentage students' scores of post-test, it can be seen in the following table:

Table2
Students' Post-test Score

Score	Classifications	Percentage
80-100	Very Good	28%
66-79	Good	19%
56-65	Average	31%
46-55	Low	16%
00-45	Fail	6%

Based on the diagram above it shows that there are 28% in very good classification, 19% in good classification, 31% in average classification, 16% in low classification, and 6% in fail classification. From the explanation before, it shows that post-test scores obtained after given the treatment by using SQ4R technique students' reading comprehension at eighth grade of MTs N OKU Selatan is in average classification. The table below show paired sample t-test

Table 3
Paired Samples t-test

Paired Samples Test									
		PairedDifferences					t	df	Sig.(2- tailed)
		Mean	Std. Deviation	Std.Error Mean	95%ConfidenceInterval of theDifference				
					Lower	Upper			
Pair1	Pre_Test- Post_Test	-25.00000	11.50035	2.03299	-29.14632	-20.85368	-12.297	31	.000

Based on the table above, shows that there was a significant improvement of students' reading comprehension through SQ4R before and after treatment obtained a significance value (2 tailed) Of 0,000. This shows that the significance level= 0,05 (5%). Sig (2 tailed) <0,05 its mean that Ho is rejected and Ha is accepted. So it can be said that there is a significance effect of SQ4R technique to improve students reading comprehension of eighth graders at MTs N 3 OKU Selatan.

Table 4
Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std.Deviation	Std.ErrorMean
Pair1	Pre_Test	42.6563	32	20.43812	3.61298
	Post_Test	67.6563	32	13.61832	2.40740

Based on the data from findings above, the students' reading comprehension has increased. This is indicated by the students' score in post-test that higher than the students' score in pre-test, students' score in pre-test was 1.365 (42,65%) while students' score in post-test was 2.165 (67,65%). Before given treatment the students' reading comprehension was categorized fail after they given treatment by using SQ4R technique the categorized students' reading comprehension is average classification. The mean of pre-test score is 42,65% while in post-test the mean is 67,65%, it shows that students' reading comprehension has increased after given the treatment by using SQ4R technique. Before treatment students lack of mastery vocabulary and difficult to understand the meaning of text. In pre-test students cant answer reading test correctly that given the researcher and after given the treatment students can understand what they read and students more focus because SQ4R technique is more interest when combined with let's read Asia website as a learning media, it can motivated the students to improve their reading comprehension.

Based on the data, it showed a significant increase in students' reading comprehension scores from pre-test (42.65%) to post-test (67.65%) after applying the SQ4R technique combined with the Let's Read Asia website. The hyphothesis test showed that Null Hyphothesis (H0) was rejected and the Alternative Hyphothesis (Ha) was accepted its mean that use SQ4R technique is effective to improve students' reading comprehension. According to Piaget and Vygotsky (2021), students build new knowledge based on prior understanding through active involvement. The SQ4R technique (Survey, Question, Read, Recite, Reflect, Review) encourages students to interact with the text multiple times, fostering deeper cognitive processing and better retention. This improvement aligns with constructivist learning theory, which emphasizes active engagement and meaningful interaction with

learning materials.

CONCLUSION

Based on the findings, it can be concluded that the reading comprehension of eighth grade students at MTs N 3 OKU Selatan had got significant effectiveness after using SQ4R technique to improving students' reading comprehension. This is shown by the result of pre-test and post-test where in pre-test before given treatment by using SQ4R technique to improve students' reading comprehension were in the fail classification. In post-test after given the treatment students' reading comprehension had increased into average classification. Its also shown by the hyphothesis from the results of hyphothesis the significance value is 0,00 and this is lower than 0,05 its mean that the alternative hyphothesis (H_a) was accepted. So SQ4R technique is effective to improve students' reading comprehension of eighth grade at MTs N 3 OKU Selatan. It means that SQ4R technique can be used in English learning especially reading comprehension by using various online-based learning media such as lets read asia website or others in accordance with the development of the times.

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