

Improving Students' Reading Comprehension Through SQ3R Method

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Abstract

The objective of this research is to improve the students' reading comprehension through SQ3R method. The researcher uses the classroom action research as the method of the research. The subject of the research is the X students of SMK, there are 40 students in the classroom. The classroom action research as the method of the research. Based on the result of observation shows that the students more active in practicing the reading comprehension. The students are also show their diligence in doing the assignment. Beside that, the cooperation among the students is also more increased. The result of data analysis shows that through SQ3R method the students' reading comprehension are getting better. It could see at the result of students' reading comprehension test have an improvement in every cycle. In cycle 1, the highest score was 80 and the lowest score was 60 and the percentage was 41 % students could achieve standard minimum score. In cycle 2, the percentage was 63,7% students could achieve standard minimum score. Then in cycle 3, the percentage was 86,3% of students who could achieve minimum score criteria. From the result of the research above shows that SQ3R method can improve the students' reading comprehension and it also made the students involvement in every learning activity.

Keywords: comprehension, reading, SQ3R

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INTRODUCTION

Reading is the most important language skill in education, because the students need skills to understand texts in practice or try in school (Cristine, 2005). Reading is also something that most important and needed reading is one of the most important language skills should be developed inside and outside the classroom (Westwood, 2008). Based on the observation in the classroom and the interview with the English teacher and students, the researcher found that the students had difficulties in descriptive text. They had difficulties in understanding the characteristics of the text including the social function, generic structure and language feature. The generic structure includes finding detail information.

Problems with students at SMK Al-Amin Cibirusah-Bekasi is difficulties to understand texts in written in English, how to improve the students reading comprehension?, what are the ways to make students read well and feel extited during reading session?, and problems with the teacher is about the simple and easy way for the students in reading comprehension. In learning of reading also have some methods and techniques, and one of them is SQ3R method (Feldt, & Hensley, 2009). By this method, the teacher can analize the students in their reading skill, the teacher give the question to the students include the contents from the text, so the teacher can understand comprehension skill of the students

from the text that they was read. The students finding answers from the question that was given by the teacher with reading the text, the students also be able to recire the text. The students can also review to reading the text which has given by the teacher. By this method, the teacher can easier to know student reading comprehension skill, and hope the students can improving their reading comprehension.

RESEARCH METODOLOGY

This study objective is to improve students reading skill at tenth grade students. This research is held at SMK Al-Amin Cibusah-Bekasi. This research conducted in the second semester of 2019/2020 and it done in 3 cycles. The method of research that used in this research is Classroom Action Research. The steps of the research focus on teaching and learning process using classrom action research through Cycle I, Cycle II, and Cycle III. Each cycle contains 4 steps consist of: planning, Acting, Observing and Reflecting, adopting the action research model of Kemmis & Mc. Taggart (Arikunto, 2007).



Figure 1. Classroom action research cycle chart (Kemmis & Taggart)

The researcher chose class X as the subject of the research that there are 40 students in the classroom. The data were collected through classroom observation, pre-test and post-test, and interview. Next, the researchers used reduction, description, and verification as the technique of data analysis. Then, the researchers used triangulation by compare the result of observation, interview, and reading test to validate the data.

RESULT AND DISCUSSION

For this research, the researcher focused on one class in the tenth grade (X). Class of X has a problem in learning English especially in reading ability were very low, they are difficulties to understand the sentences or texts in written in English. The students just can read without comprehending the information of the text. This cause makes the students very hard to improve their skills in English. The students also didn't pay attention to the material which given by the teacher because the teacher never gave them interesting activity in reading English. Besides that, the result of the students score could not achieve the standard score and indicator. The process of teaching in reading is not suitable. Their perception about English, the environment which not support it, lack of facility or media in school such as dictionary and so on.

Based on the students' score, the result of the researcher can be explained as follows: the cycle 1 result average students' score is 67,1 and the passed students' inthis cycle is 41% . The cycle 2 any improvement on students achievement the average score is 73 and increse students' in this cycle is 63,7%. In the cycle 3, the average of students' score is 81,2 (there were 34 students could achieve KKM score, $34/40 \times 100\% = 86,3\%$) and there were 2 students could not achieve the standard score.

The teacher mental quality arises from their individual personality and thinking, behavior, confidence, the beliefs they have about teaching and learning, how they conceptualize their work and way in which they interact with students. Besides the fact above, the teacher must has a good capability and support and of course competent in the students to make smart better than before.

The acievement could be more enchanced if SQ3R by using narrative text can be applied in daily teaching learning process. To make clear about the result above, it can be seen through the diagram below:

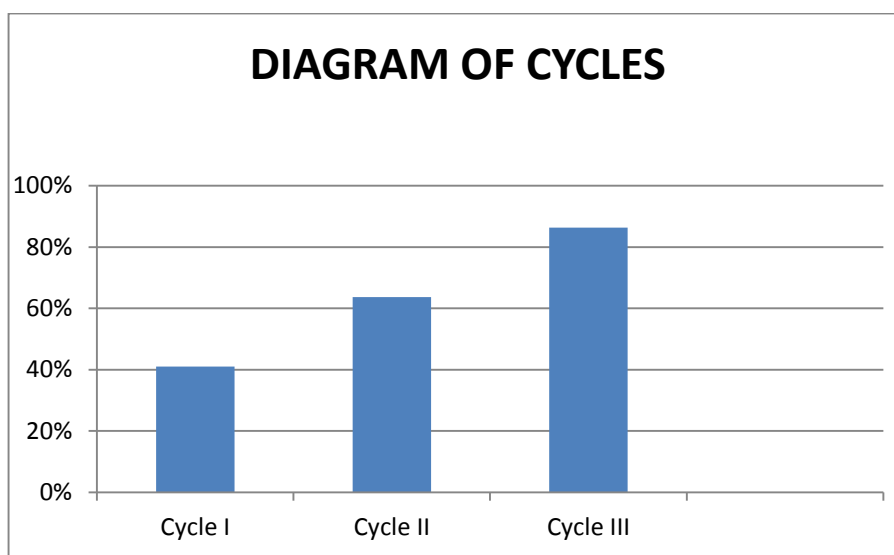


Figure 2. The result of students' score in every cycle

Based on the data analysis, it was found that students' reading skill was increasing in each cycle. The result of students' score in every cycle can be seen in appendix. In cycle 1, the highest score was 80 and the lowest score was 60 and the percentage was 41% students could achieve standard minimum score. In cycle 2, the percentage was 63,7% students could achieve standard minimum score. Then in cycle 3, the percentage was 86,3% of students who could achieve minimum score criteria.

The result of the cycle 1, 2 and 3 in students reading comprehension showed that there was improvement. From the result, the researcher found out that the students got more confident when they read the text by using SQ3R method. From the observation cycle, the researcher found out that the students did not know about vocabulary, motivation and could not understand the text. In cycle 2, there was improvement in vocabulary, the students could understand and comprehend the text and they have more motivation than before. After that in cycle 3, the students got more confident when they read the text. The students could understand and comprehend the text. The result of the interview with the English teacher and the students in students' reading comprehension showed that there was improvement in reading comprehension by using SQ3R method. The English teacher more simple and easy in teaching. The students feeling excited in reading session, the students more easier in process of learning English. The researcher found that all there was improvement. It means that SQ3R method could improve reading comprehension.

CONCLUSION

Based on the result of the research or the discussion in chapter before, it can be concluded that teaching reading by using SQ3R method can be used to improve the students reading skill in learning teaching process. Teaching reading by using SQ3R method is effective way for the students to reading English. It makes the class situation more fun and alive. There is improvement from cycle 1, cycle 2 then cycle 3. This method can create the good atmosphere in learning process, become more effective in teaching reading and the students can comprehend about what they read and answer the question based on the text. The result of the observation of reading comprehension showed that there was improvement. From the observation, the researcher found out that the students more understand when they read the text.

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