

# Improving English Reading Skills Comprehension Through SQ4R Methode for Class X Senior High School In MAN 1 Mandailing Natal

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**Abstract:** This study aims to obtain data on improving English reading comprehension skills through the SQ4R method for class X students. The research subjects were students in class X.in the second semester of the 2020/2021 academic year. This research was carried out using the Kemmis and Mc. Taggart carried out with the stages of planning, implementation, observation, and reflection. The results of the study using the SQ4R method showed that the data obtained from the evaluation test of reading comprehension of students who scored 75 in the first cycle was 55.55% and in the second cycle it was 83.33%. While the monitoring of teacher and student activities in the first cycle of the first meeting was 55% and the second meeting was 70%, while the second cycle of the first meeting was 85% and the second meeting was 90%. Thus, reading comprehension using the SQ4R method can improve students' reading comprehension skills in class X

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

## I. INTRODUCTION

Reading skills are very important in human life. These reading skills can be developed through formal education, namely schools, starting from elementary school to college. In English, to understand it requires good reading skills, one cannot understand what other people mean in their writings. Learning English is one of the subjects that is considered difficult because English not themother tongue or the national language that is used every day, this causes boredom of the conventional learning approach, a teacher-centered approach not a student-centered approach. Students do not have the opportunity to practice the knowledge gained, so students have difficulty practicing it properly.

Teachers often practice classical rather than individually. In learning English there are many ways to train students who are not accustomed to using English in their daily lives to be interested and willing to learn English. There are several learning methods that can be used in learning English in 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. Reading comprehension skills are an interactive process that involves the reader, reading and context. This skill involves the ability to obtain meaning from written texts 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 gain an understanding of the text they read related to new information and vocabulary. Comprehension skills are the process of capturing the meaning of words or sentences they read. These skills are on a higher order. Aspects include: understanding simple understanding; understand the significance or meaning (the author's intent and purpose of the reader's reaction); evaluation or assessment of content; as well as flexible reading speed, which is easily adapted to circumstances. To achieve the desired goal in comprehension skills, the most appropriate activity is reading silently. One aspect of language skills, namely reading skills based on reading ability, being able to read does not automatically mean skilled reading.

Juel in Bastino (2007) reading is a process to recognize words and integrate the meaning of words in sentences and reading structures. Reading is a skill to make an interpretation of the material read. According

to Crawley and Mountain, reading is essentially a complex thing that involves many things, not just reciting writing, 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 word recognition, literal comprehension, interpretation, critical reading and creative comprehension. 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 on each reading.

Hafner and Jolly (2007) States 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 that the reader can understand the contents of the text. Carlson argues that speed and comprehension have a negligible correlation over difficult reading materials. 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 level of understanding. However, this is actually 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 concentrate on the content of the reading.

McLaughlin and Allen (2007), the principles of reading based on research that most influence reading comprehension are as follows: (1) comprehension is a social constructivist process, (2) literacy balance is a curriculum framework that fosters understanding, (3) at a high level of intelligence, fast readers turn out to be the best at understanding reading. Slow readers often believe that fast readers have a lower level of understanding.

Language also affects the cognitive level of students. At this age range students can use language symbolically, understand concepts, use language flexibly and articulations begin to sound correctly. One of the reading techniques that is quite often used is the Survey, Question, Read, Recite, and Review (SQ4R) technique. SQ4R is a reading technique to find main ideas and their supporters and help remember to last longer through five steps of activities, namely survey, question, read, recite, and review.

Laksono et al (2007: p.18) the characteristics of the SQ4R method are: (1) before reading, the reader surveys the title of the book, author's name, summary, and bibliography; (2) formulate some questions for yourself about the reading that is expected to be answered in the book; (3) armed with the above questions, the reader starts reading activities; (4) to find out mastery of reading, after reading, the reader carries out activities to rephrase the contents of the reading in his own words; and (5) the reading activity using the SQ4R method ends with the activity of reviewing or repeating what has been read.

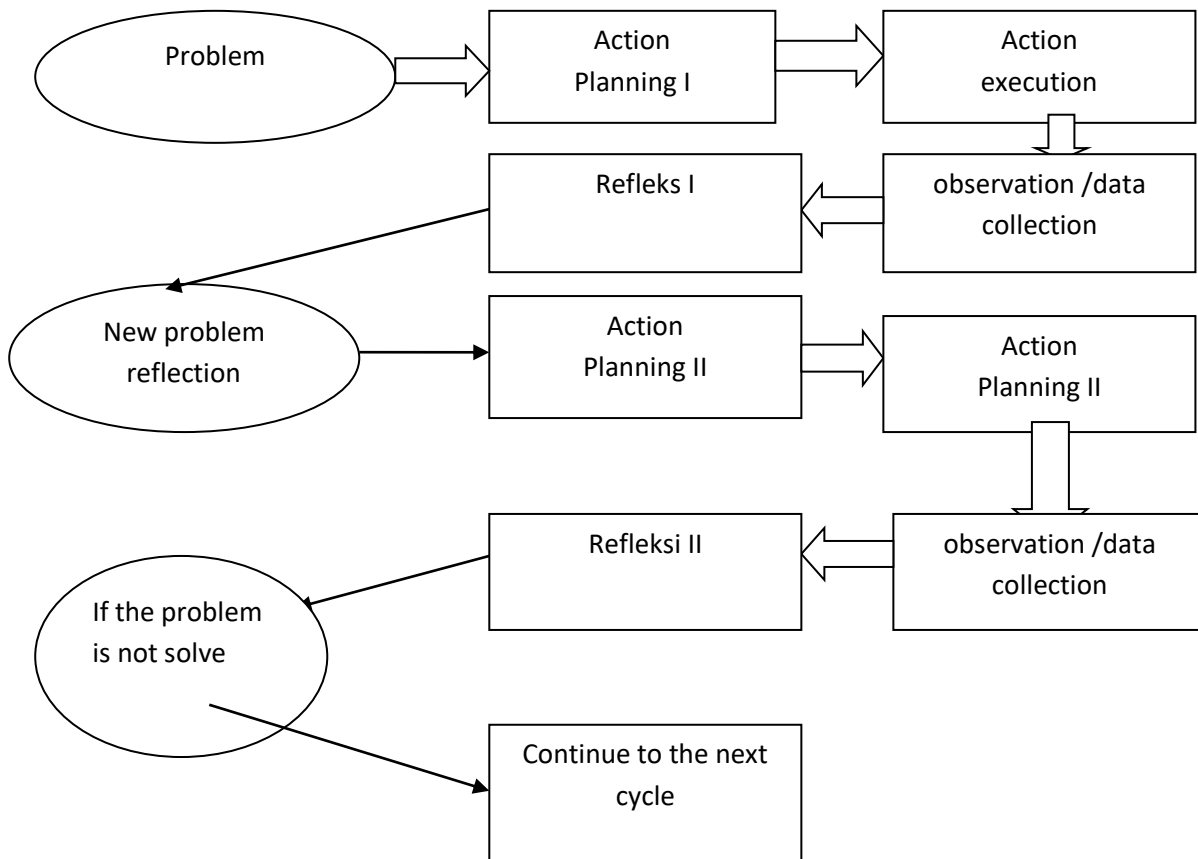
The steps in applying the survey technique are as follows. First, before reading (pre reading), use the survey chapter to activate your prior knowledge on the subject you are going to read. Try to recall what you already know about the subject of reading to anticipate the main idea of the chapter. Also use surveys to predict the author's dominant thought patterns. Take a survey to anticipate which parts of the chapter are the most difficult or 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 mark key information that has been 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 not satisfactory, immediately review the materials that you cannot remember. or mark 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 not satisfactory, immediately review the materials that you cannot remember. or mark 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 not satisfactory, immediately review the materials that you cannot remember.

## II. RESEARCH METHODS

This research is a 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. Action components with observation are combined into a single unit. The unification of the two components is due to the fact that the application of action and observation are two activities that cannot be separated.

For more details can be seen in Figure 1. Improve Reading Skills

Figure 1. Class action design chart according to Kemmis and McTaggart The research was conducted in the even semester of the 2020/2021 academic year Problem



Reflection II If the problem has not been resolved, Continue to the next cycle. Data collection techniques used to obtain research data are in the following way. First, through direct observation using observation sheets for data collection in the learning process using the Survey, Question, Read, Recite, Record, and Review methods. The observations used are direct observations 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 the researcher is a test technique to see how much the students' abilities increase.

### III. RESULTS AND DISCUSSION

#### 1.Planning (Planning)

There are twelve activities in the plan. First, develop a learning implementation plan with learning objectives that are in accordance with the material to be studied. Second, determine competencies related to the material to be studied. Third, develop learning scenarios. Fourth, carry out the routine tasks of the teacher (conditioning the class). Fifth, through the Survey stage, the teacher guides students in observing the text/reading material written in English and discusses the new vocabulary found in the observed text. Sixth, through the Question stage, the teacher guides students to pay attention to questions about the text that students have prepared previously as predictions their reading comprehension.

Seventh, through the Read stage, the teacher guides the students in doing the reading stage. In this stage the teacher first provides a model of how to read reading material in English with the correct pronunciation

and after that 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 the answers in the text/reading material. Tenth, through the Review stage, the teacher guides students to convey/read their answers. Eleventh, the teacher provides opportunities for students to confirm their ability to use the SQ4R technique to read the understanding that has been learned by doing assignments/LKS independently. Twelfth, providing follow-up (enrichment, assignments or homework).

## 2. Implementation of Action (Acting)

The implementation stage of this action is the realization stage of the planning stage that has been prepared and agreed upon with the collaborator. The researcher carries out reading comprehension learning through the SQ4R method in class X. The implementation of the action is carried out for 2 cycles, each cycle consists of 2 meetings. Each meeting is held for 2 hours of lessons (2 x 35 minutes). The implementation of the action is adjusted to the existing lesson schedule.

## 3. Observing Action (Observing)

In the observation process, the observer has two tasks, namely: (1) observing the learning action process carried out by the teacher whether it is in accordance with the existing ones (2) observing how much the students' reading comprehension increases. After using the SQ4R method, observations are made by observing the learning action process carried out by the research subject. Starting from preparation to the end of the action process, every activity carried out by the research subject must be considered carefully and must be recorded so that there are no errors in reporting the results of observations.

The notes referred to here are field notes that function to document the entire series of learning activities in full. In addition to making field notes in the form of written observational data, observers also make documentation in the form of photos taken through the 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 clearly. This photo is used as complementary data from field note data. All data or documentation of the results of observations of both activities or learning processes as well as improving the ability of students are used as a reference for taking action in the second cycle.

## 4. Action Reflection (*Reecting*)

After the corrective action is completed, the next activity is action reflection. Action reflection is an activity carried out by researchers and colleagues or collaborators in order to review critically by discussing changes that occurred after corrective actions were taken. Changes here include the learning process carried out by the teacher and the ability to read and understand students' reading comprehension. The activities carried out in this action reflection are data analysis and interpretation of data obtained in action research. This action reflection is carried out with the aim of analyzing the extent to which the learning action process carried out by the researcher is achieved, in addition, action reflection also aims to find out what obstacles are faced so that the learning action process has not been successful.

## 5. Discussion

Based on the results of data analysis from the results of the actions of cycle I and cycle II, it is seen that there is an increase in all the data taken. The deficiencies that occurred and were observed in the first cycle such as students were still less active and less daring to submit opinions or statements during the learning process, students were less careful in doing assignments, the concentration of students is still lacking, and teachers who do not elaborate on students' abilities in applying the SQ4R method so that there is less deepening of students who need more explanation and practice, have been resolved in cycle II. In the second cycle as a whole, it was seen that the students were ready and very actively involved in carrying out reading comprehension learning using the SQ4R method. Researchers also make careful preparations so that they can carry out learning and guide students in carrying out reading comprehension lessons with the SQ4R method well.

#### IV. CONCLUSIONS

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 (reading comprehension test) in the first cycle showed that only 10 students out of a total of 18 students or about 55.55% got a reading comprehension test score of 75. While in the second cycle there was an increase in the reading comprehension test. which is significant at 27.78% so that the number of students who get a reading comprehension score of  $\geq 75$  increases to 15 people or about 83.33%. The data for monitoring teacher and student activities using the SQ4R method in the 1st and 2nd meeting cycles got a percentage of 55% and 70% of the 20 statements in the instrument for monitoring teacher and student activities. While 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 the identification and the findings of problems that occur in each cycle have been found to solve and show optimal result

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