

Seminar Nasional PPG UPGRIS 2023

IMPROVING STUDENTS' READING SKILLS OF NARRATIVE TEXT USING SQ3R (SURVEY, QUESTION, READ, RECITE AND REVIEW) METHOD

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ABSTRAK

Penelitian ini berkaitan dengan Peningkatan Keterampilan Membaca Teks Naratif Siswa Menggunakan Metode SQ3R (Survey, Question, Read, Recite, and Review) sebuah Penelitian Tindakan Kelas Siswa Kelas XI di SMA Islam Sultan Agung 1 Semarang Tahun Akademik 2023/2024. Populasi dari penelitian ini adalah siswa kelas XI-9 SMA Islam Sultan Agung 1 Semarang, yang terdiri dari 25 siswa. Dalam penelitian ini, penulis menggunakan teknik *total sampling*. Data penelitian dikumpulkan dengan menggunakan tes, yaitu pre-test dan post-test. Hasil menunjukkan bahwa skor rata-rata pada pre-test sebesar 62,8 dan dalam post-test sebesar 87,6. Hal ini menunjukkan bahwa kemampuan siswa sebelum perlakuan rendah, tetapi setelah diberikan perlakuan menunjukkan kemampuan siswa meningkat. Ini berarti bahwa Teknik SQ3R efektif untuk meningkatkan kemampuan siswa dalam keterampilan membaca.

Kata kunci: Teks naratif, SQ3R, membaca

ABSTRACT

This research deals with Improving Students' Reading Skills Narrative Text Using SQ3R (Survey, Question, Read, Recite and Review) Method (Classroom Action Research of the Eleventh Graders at SMA Islam Sultan Agung 1 Semarang in the Academic Year 2023/2024). The population of this research is the students XI-9 Grader of SMA Islam Sultan Agung 1 Semarang, consisted of 25 students. In this research, the writer uses total sampling technique. The research collected data by using a test namely pre-test and post-test. The result shows that mean score in pre-test 62,8 and in post-test 87,6 show that the students' ability before treatment is low but after giving treatment the students' ability higher. It means that SQ3R Method is effective to improve the students' ability in reading skill.

Keywords: narrative text, SQ3R, reading

1. INTRODUCTION

The universal language of English has a significant impact on global development. English is increasingly serving as a crucial tool for national development, particularly in Indonesia. In Indonesia, English as one of the mandatory lessons that must be taught in Senior High School. English plays a significant role in strengthening students' capacity to use English as a medium of communication. Students can develop their vocabulary, grammar, understanding, and other skills by

reading. Additionally, it aids students in developing their speaking, writing, and listening skills.

Reading becomes the one of important subjects that students should learn hard since it can help them develop other skills such as speaking, listening, and writing. Reading is a way to learn something new. No one can acquire knowledge without reading. Students can develop their vocabulary, grammar, understanding, and other skills by reading. Additionally, it aids Students in developing their speaking, writing, and listening skills. Indonesian

English instruction aims to advance science and technology in the country as well as academic goals. As a result, the kids are proficient in a language, particularly in English reading.

Aebersold and Field (1997: 15) state that reading is what happens when people look at the text and assign meaning to the written symbols in that text. It means that reading is the activity where words are written on the paper but also looks for their meaning. Pang, et al. (2003: 6) define reading as a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. The process of recognizing how written symbols match to one's spoken language is defined as word recognition; they go on to say. The process of creating some words, sentences, and connected text is then referred to as comprehension. They add that readers frequently use prior knowledge, vocabulary, grammatical expertise, text-reading experience, and other tactics to aid in their comprehension of written content. Reading can be summed up as an activity related to textual symbolism in which the reader must decipher the meaning from the way the words, sentences, and paragraphs are organized.

Narrative text is one of the text types that should be learned by students. Narrative text is interesting text and the students can learn from it. Sugeng and Bambang (2018) stated that narrative is a story that is connected some events based on the plot. Then why the teachers use narrative text, it is because the narrative as a story of human experience, so that the students easily understand the narrative text. Narrative text is a story with some complications or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate to the narrative is a process narration or description.

The purpose of narrative text is to entertain, to tell a story or to provide literary experience (Mislaini, 2015). The objective of a narrative text is to entertain, tell a story, or provide literary experience; nevertheless, according to the researcher's observations,

the students' comprehension of reading English texts was quite low and fell below the minimum criterion for successful action. This could be due to a number of factors, including (a) students' limited vocabulary, (b) students' lack of interest in improving their reading ability, (c) a lack of learning support, (d) a lack of language knowledge, (e) pronunciation difficulties, (f) a lack of knowledge of words, phrases, paragraphs, and passages or texts, (g) a lack of reading application of reading strategies, and (h) a lack of reading motivation.

One strategy of reading comprehension that can be used as a solution in the problems above is the SQ3R method (survey, question, read, recite review). The SQ3R strategy is a method that consists of five steps, which starts from survey activities to reading, making question about reading, followed by reading the whole reading, then recounting the reading, and the last is to review the reading.

Feldt & R Hensley (2009) states that SQ3R is one effective series of procedures for approaching a reading text has come to be labelled the SQ3R method, a process consisting of the five steps: Survey, Question, and Read, Recite, and Review. Purwanto (2013) states use of SQ3R assumes that students have requisite skills, which include selecting main ideas, identifying the structure of text, and asking question. It means that benefit of implementing the SQ3R method is to help students to get an overview of the text, analyze the topic before they read, and ask question based on their curiosity to the topic, and select the important information in periodic review. Students become more active participants in reading the text.

The advantages of the SQ3R method are useful for students who are active in reading activities, students become easy to read and master the contents of reading, and students can remember the contents or important things in reading longer. Students become active in reading activities because by using the SQ3R strategy steps students are directly involved in reading. Students become easy and understand the contents of the reading because in the SQ3R method before reading activities students conduct a survey of readings to get general ideas about

reading, then ask questions based on reading, and then the answers are obtained when reading the entire reading material, in that way students will be easier understand reading, and then with the final step that is expressing in words themselves the important points of reading students can remember longer.

Based on the problems discussed previously, the researcher is inspired to apply this strategy in teaching English reading and takes a title of this study “Improving Students’ Ability to Read Narrative Text Using SQ3R (Survey, Question, Read, Recite and Review) Method.”

2. RESEARCH METHOD

This research was conducted in class XI-9 of SMA Islam Sultan Agung 1 Semarang. This research was conducted from 18 July until 15 September 2023 at the eleventh grader of SMA Islam Sultan Agung 1 Semarang in the First Semester of academic year of 2023/2024.

This research is a Classroom Action Research (CAR) conducted in two cycles. Each cycle contains four steps which are planning, action, observation, and reflection. Before the cycle I begun, orientation test is administrated to identify the basic knowledge of the students about speaking skills.

The orientation test resulted only 24% of students completed their studies or obtained a score above the KKM for Class XI SMA Islam Sultan Agung 1 Semarang for English subject which is 75. The researcher expected the results are 80% of students obtained a score above the KKM. The researcher used the formula below to find students’ average learning outcomes:

$$M = \frac{\sum X}{N} \times 100\%$$

M = Average Score
 $\sum X$ = Total Students’ Score
 N = Total Students

Table 1 . Timeline of Research

No	Activity	Cycle 1					Cycle 2					
		1	2	3	4	5	1	2	3	4	5	
1.	Observation	■										
2.	Pre-Test 1		■									
3.	Treatment 1			■	■							
4.	Post Test 1					■						
5.	Reflection					■						
6.	Treatment 2						■	■				
7.	Post Test 2								■			
8.	Reflection 2								■			
9.	Making Classroom Action Research Report									■	■	

3. FINDING AND DISCUSSION

In this action class research the researcher conducted in in XI-9 grader of SMA Islam Sultan Agung 1 Semarang. Which is the student in one class are 25 students and all of them are female students. The criteria of students' mean scores were used to classify the data based on the KKM (Kriteria Ketuntasan Minimum) of SMA Islam Sultan Agung 1 Semarang. The KKM of SMA Islam Sultan Agung 1 Semarang is 75.

Table 2. Student's perform at orientation test

Classification	Frequency	%
Passed	6	24%
Unpassed	19	76%
Total	25	100%

It can be seen from table 2 that only 6 or 24 % of the total students were passed Kriteria Ketuntasan Minimum (KKM) of the school. While 19 students or 28.57 % were failing to pass the minimum required score. In this orientation test, total score from all students was 1570 or only made 62,8 average score. Taken from above data, to solve the reading problem among students, the writer used SQ3R Method to improve students skill.

Following up orientation result, the researcher conducted the method in the first cycle. The students will survey the text by reading and thinking about the text title, the introductory paragraph, information, the concluding paragraph, and the end of chapter questions as part of Survey stage. Then students begin to generate questions about their reading and restate it in the form of questions. The next step, the students must re-read the text immediately to find the answer to the question developed in the previous step. As for recite stage, the students must recite the information obtained in step 3 by restating the answer in their own words and then writing the response. As students move through the text they should recite or rehearse the answers to their questions and

make notes about their answer for later studying. Final step, the students should review the text to answer lingering questions and recite the questions they previously answered. The students must review the above information for 5 minutes and attempts to recall the main points of the chapter and the supporting details.

Table 3 shows the result of students score after implementing SQ3R at first cycle.

Table 3. Student's perform at Cycle 1

Classification	Frequency (F)	%
Passed	16	64%
Unpassed	9	36%
Total	25	100%

Statistics in cycle 1 shows the number of students who pass the minimum score increase drastically with 16 students or 64% of total students with average score 75,2.

With the above result at cycle 1 compared to pre-cycle test are determined to have significant changes for students pass the score with 166,67% improvement as shown at table 4.

Table 4. Student's perform between pre-cycle and cycle 1

Classification	Pre-cycle (F)	Cycle 1 (F)	Performance
Passed	6	16	166,67% ▲
Unpassed	19	9	(52,63)% ▼
Total	25	25	

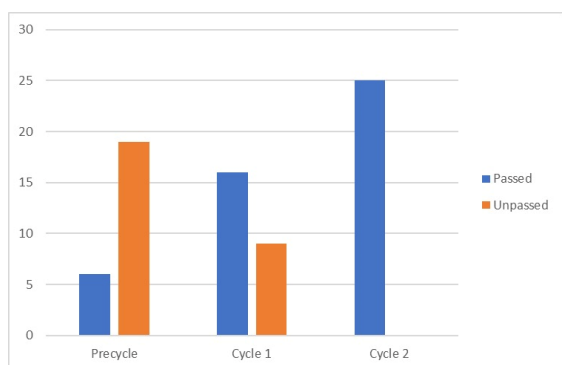
With the obtained result at cycle 1, the average score are passed the KKM. However, if we take a look at individual students, there are still among of them have less than the required score. In order to improve students reading ability and willingness to read more also to reach 80 mean score. Therefore, cycle 2 of learning activities must be conducted to gain the result.

Learning activities in cycle 2 are the same as learning activities in cycle 1, through four activity stages, namely planning, action, observation and reflection.

Table 5. Student's perform at Cycle 2

Classification	Frequency (F)	%
Passed	25	100%
Unpassed	0	0%
Total	25	100%

Furthermore the students performance in cycle 2 getting more better than cycle 1. the improvement of the students can be seen in the table 5, it show that 100% students passed the test when using SQ3R method. Its means that, SQ3R method can improve students reading skill narrative text.



Picture 1. Student's perform at pre-cycle to cycle 2

Taken finding since pre-cycle to cycle 2 shown at Table 6, students pass the minimum required score increase gradually from 24% at pre-cycle, then rise drastically with performing 64% of all students then all students pass above KKM score at cycle 2.

Table 6. Student's perform at pre-cycle to cycle 2

Classification	Precycle		Cycle 1		Cycle 2	
	f	%	f	%	f	%
Passed	6	24%	16	64%	25	100%
Unpassed	19	76%	9	36%	0	0%
Total	25	100%	25	100%	25	100%

We can conclude the students' ability before treatment is low but after giving treatment the students' ability higher. It means that SQ3R Method is effective to improve the students' ability in reading skill.

4. CONCLUSION

Based on the low level of learning activity and student learning achievement which is stated in the background of the problem, the use of the SQ3R (Survey, Question, Read, Recite, and Review) method is attempted to be able to complete the aim of this research, namely to determine the increase in student learning achievement. How much improvement has been achieved has been explained in clear at the end of the analysis. From the research results presented, the research objectives presented can be achieved. To answer the research objective, namely achieving an increase in student learning achievement, the evidence that has been presented can be seen.

This research has been able to prove the main effect of SQ3R (Survey, Question, Read, Recite, and Review) method in increasing learning activity and achievement, it is certain that in this research there are still things that have not been done perfectly, therefore other researchers who are interested in researching the same topic should research parts that have not been researched.

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