

IMPROVING THE ENGLISH READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING SQ3R AT SEVENTH GRADE OF SMP N 1 KEDIRI

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ABSTRAK

Peneliti bertujuan untuk meningkatkan pemahaman membaca siswa teks deskriptif melalui metode SQ3R. Subyek penelitian ini adalah siswa kelas VII E SMP Negeri 1 Kediri tahun pelajaran 2021 yang terdiri dari 30 siswa. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Teknik analisis data adalah data kualitatif dan kuantitatif dengan menggunakan observasi, dokumentasi, tes, dan angket. Metode SQ3R digunakan sebagai cara yang menarik untuk meningkatkan pemahaman membaca siswa pada materi teks deskriptif. Dari hasil penelitian diperoleh skor sebagai berikut. Nilai rata-rata pre-test adalah 60,5, nilai rata-rata post-test I meningkat menjadi 75,6, dan nilai rata-rata post-test II mencapai 79,8. Siswa yang lulus Kriteria Ketuntasan Minimum/Kriteria Ketuntasan Minimal (KKM) pada pre-test 0 siswa, menjadi 22 siswa pada post-test I, dan meningkat menjadi 30 siswa pada post-test II. Berdasarkan hasil penelitian dapat disimpulkan bahwa pengajaran membaca teks deskriptif dengan menggunakan metode SQ3R dapat meningkatkan pemahaman keterampilan membaca siswa terhadap teks deskriptif.

Kata kunci: pemahaman membaca, deskripsi teks, dan metode SQ3R

ABSTRACT

The researcher aims to improve students' reading comprehension of descriptive texts through SQ3R method. The subjects of this study were students of class VII E of SMP Negeri 1 Kediri academic year 2021 consisting of 30 students. This research was conducted using Classroom Action Research (PT). Data analysis techniques are qualitative and quantitative data using observation, documentation, tests, and questionnaires. The SQ3R method is used as an interesting way to improve students' reading comprehension on descriptive text material. From the results of the study, the following scores were obtained. The mean value of the pre-test was 60.5, the mean score of post-test I increased to 75.6, and the mean score of post-test II reached 79.8. Students who pass the Minimum Completeness Criteria/Criteria Minimum completeness (KKM) in the pre-test 0 students, to 22 students in the post-test I, and increased up to 30 students in post-test II. Based on the results of the study it can be concluded that teaching reading descriptive texts using the SQ3R method can improve students' reading skills understanding of descriptive text.

Keywords : reading comprehension, description text, and SQ3R method

1. INTRODUCTION

Students do not have reading comprehension skills directly. Students can have reading comprehension skills well through learning and lots of practice and habituation. In learning to read, the understanding of the educator or teacher has a very important role. The teacher in learning to read has many tasks, including helping students understand, interpret, assess, and enjoy writing. In addition, the teacher must also be able to foster student interest and attention in learning to read. Dalman (2013: 5) states that teachers should teach students about strategies, methods, and good reading techniques so that students are able to understand reading content well as well. Teachers need to choose the right learning method so that the material presented is attractive and easily understood by students.

Researchers worry that students will no longer feel the importance of understanding reading and reduce students' interest in reading. If students feel left behind in the previous material because of their failure to understand the reading, the material will then make it difficult for the students themselves. It will even be able to make students avoid reading activities in the future. This will reduce the quality of student education in terms of academics.

Based on the problems that occur in the field, researchers are looking for solutions to these problems. The solution is expected to improve students' reading comprehension skills. One solution to this problem is to use appropriate learning methods. The learning method is a method that can serve as a tool to achieve a goal. Likewise with the method in learning reading comprehension which serves to help students overcome reading comprehension difficulties experienced. One method of reading comprehension that can be used as a solution to the above problems is the SQ3R method (survey, question, read, recite, review).

2. METHOD

The research design used in this research is Classroom Action Research (CAR). Classroom action research here aims to process investigations to find and solve learning problems in the classroom, the problem solving process is carried out cyclically, with the aim of improving the quality of learning and learning outcomes in certain classes. The problems that arise in classroom action research come from problems that exist in the classroom where the research is carried out. The problem solving process is carried out cyclically. Cycle means to rotate, in general, each cycle of classroom action research consists of planning, action, observation, and reflection. The results of the reflection are used to improve the plan for the next cycle. The purpose of classroom action research is to solve learning problems in the classroom or to improve the quality of learning. In this classroom action research problem solving or improving the quality of learning is carried out with cooperation and collaboration between researchers and practitioners, in this case involving collaboration and collaboration with classroom teachers.

In this study, researchers found problems in learning English, especially in students' reading comprehension skills of descriptive texts which were still low. The researcher intends to conduct classroom action research to solve the problem by using the SQ3R method to improve the reading comprehension skills of class VII E SMP N 1 Kediri.

In this case, the researcher decided to use the SQ3R method on reading comprehension. There are five (5) steps from SQ3R inserted, but SQ3R procedure is modifying because of purpose of author research. The modifications are as follows:

1. Survey, the students was asked to survey and find the unfamiliar words of the text by reading the introduction and conclusion of the text.
2. Question, the students are ordered to close the textbook and they would be asked to make the questions concern to the whole content of the text, this way is expected to find the answer when the students return reading the text. The purpose is making the students able to find out specific aims in reading because it can be more focused to read through the question they made before.
3. Read, the student was asked to read the text in order to find out the answer of the question they made before.
4. Recite, after reading, the student was asked to close the text and recite their answer of the question. Then the students asked to answer the question by writing or recite clearly and correctly.
5. Review, the student was asked to read all of the text for the second time and then the students asked to review their answer to find out whether their answer had been clear or not.

Test is a method that used to know the ability and knowledge of the students. This technique provides two kinds of test which are pre-test and post test. Pre-test is conducted before the implementation of the actions and post-test is conducted after the implementation of the actions. They are used to measure the students' reading skill on the topics.

Here the researcher uses three tests, the first is the pre-test. In the pre-test there are 20 questions. The second is the post-test cycle I. In the first cycle there are 20 questions. And the third is cycle II with 20 questions. There are four classification of the questions in the test are, finding the topic from the text, finding the main idea from the text, finding the specific information from the text, and finding the specific reference from the text. The test that used in this research is objective test.

3. RESULT AND DISCUSSION

After finishing the discussion, the researcher gave post-test II which consisted of 20 multiple choices with mixed descriptive text types. The test results in cycle II also showed that students' reading comprehension gradually improved for the better. In post-test II there were 30 students who took the test, based on the data generated by post-test cycle II, there was a significant increase in the results of the post-test of students which showed that the average score of students was 79.8. From the criteria for the minimum level of completeness (KKM) of 71 based on the data generated by the post-test cycle II, it can be concluded that grade VII students passed the criteria for the minimum level of completeness (KKM) of 71.

In the pre-test, the researcher arranged a reading test for students to determine students' reading comprehension before using the SQ3R Method. Before the researcher did the test, the researcher gave a little material about the descriptive text, and the researcher used the a mixture of several types of text descriptions in this stage. After giving the material, the researcher gave a pre-test to the students. In the test there are 20 objective questions.

The result in the pre-test can be seen below:

Table 4. The Number of Students Based on The Criteria of Students' Reading Comprehension on Pre-test.

No	Score	Quantification	Number of Students
1	100 – 91	Excellent	-
2	90 – 81	Very Good	-
3	80 – 71	Good	-
4	70	Average	7
5	69 – 60	Poor	14
6	59 – 0	Very Poor	9

The result of pre-test shown that the students' reading comprehension was low. Which means that their average was under 70. The students who got score, 70 were 7 students, the students who got score 65 were 4 students, and 19 students unsuccessful. In addition, the total score of the students score was 1.815 the mean score pre-test was 60.5.

Then, the researcher continued by distributing learning materials for reading descriptive texts to students. Each meeting has the same procedure in using the SQ3R Method. Using the SQ3R Reading Method involves four steps.

The result in the post-test I can be seen below:

Table 5. The Number of Students Based on The Criteria of Students' Reading Comprehension on Post-Test I

No	Score	Quantification	Number of Students
1	100 – 91	Excellent	-
2	90 – 81	Very Good	-
3	80 – 71	Good	19
4	70	Average	4
5	69 – 60	Poor	7
6	59 – 0	Very Poor	-

The results of the post-test cycle I showed that the total score of the students' was 2.175 and the average score of the students was 72.5 and the number of students' who took the test was 30 students. 10 students who got a score of 80 were 10 students'. Students who got a score of 75 were 9 students. Students who got a score of 70 were 4 and 7 students who did not succeed.

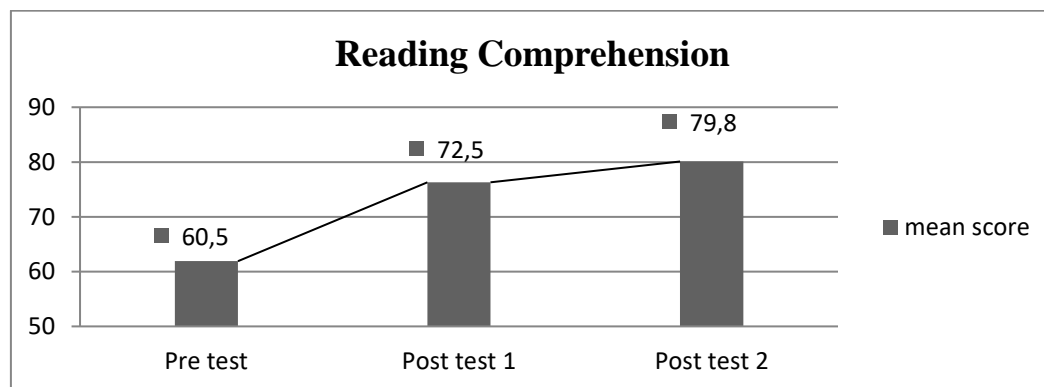
The researcher decided to continue the research in the second cycle. The second cycle will be held in March 2021 which consists of one meeting and one test. The purpose of cycle II is to increase students' scores in reading descriptive texts through the SQ3R method in the post test cycle I. The test given by the researcher in this cycle had a different theme from the final test in cycle I. They were assigned to answer several questions related to the text.

The descriptive text used in post-test II and the result can be seen below:

Table 6. The Number of Students Based on The Criteria of Students' Reading Comprehension on Post-test II.

No	Score	Qualification	Number of Students
1	100 – 91	Excellent	-
2	90 – 81	Very Good	10
3	80 – 71	Good	14
4	70 – 61	Average	6
5	60 – 51	Poor	-
6	50 – 41	Very Poor	-

The post-test results in cycle II showed that the total score of the students was 2,395 and the average score of the students was 79.8. There were 30 students who succeeded in doing the test, and 0 students who did not succeed and the number of students who took the test was 30. This means that the second cycle was categorized as successful.



The researcher concluded that the students' scores from the first test to the third test increased. This makes researchers dedicated to stopping until this cycle (cycle II). Improvements in students' abilities were found during the learning sessions in applying this method such as an increase in questions in the discussion, answering questions given and being able to identify text well.

4. CONCLUSIONS

The increase occurred because the learning process has used the SQ3R method. The steps for learning reading comprehension using the SQ3R method in this study are as follows. The first stage that students do is the *survey* stage, in which students briefly read the reading text that has been received. Skimming includes reading the title of the passage, counting the number of paragraphs, reading the first and last sentences of each paragraph, and reading sentences randomly. By skimming the students have got an overview of the reading text and provoke students' curiosity. Furthermore, the second stage that students do is the *question* stage, which is making questions related to the content of the reading. By making questions students focus more on reading to find answers to the questions that have been made. The third stage is the *read* stage, students read the entire reading text to understand and find answers. The fourth stage is the *recite* stage, students answer the questions that have been made, and make a summary of the reading text. The fifth stage is the *review* stage, namely the review of the reading text, the review is carried out by discussing the outline of the contents of

the reading text. Through the stages that have been carried out, students can more easily understand the reading and remember the contents of the reading longer.

The researcher concludes that teaching reading using the SQ3R method can improve student achievement in understanding descriptive texts. Student scores from the first test to the third test increased. This makes researchers dedicated to stopping until this cycle (cycle II). Improvements in students' abilities were found during the learning session in applying this method, such as being able to provide descriptions contained in the text, finding the main idea of the text, being able to determine the main sentence in the text, students being able to ask questions by learning both from the method or about the text and being able to recognize the types and types of text. characteristics of descriptive text well.

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