Improving Students' Reading Comprehension by Using Sq3r Method in Vocational High School at SMK AL Maksum Langkat

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Abstract

SQ3R stands for Survey, Question, Read, Recite/Recall and Review. In this study, the writer used an action research. For collecting the data, the writer used test and observation. The data sources are the 10 th grade of SMK AL Maksum Langkat at TKJ department which consists of 32 students and an English Teacher as the observer. Phase I consists of planning, action, observation and reflection. Phase II added by the revision of phase I. Based on the results of the study, in phase I the percentage of students who achieved Minimum Accomplishment Criteria 75 was 65%. In other words, 21 students had achieved Minimum Accomplishment Criteria, while 11 students had not reached MAC. In phase II, all of students have reached Minimum Accomplishment Criteria. The result showed, in phase II all of the students could comprehend the text and determine the main idea and reached Minimum Accomplishment Criteria in reading it is 75. Thus, the hypothesis in this research is acceptable. It means, there is a significant improving in using SQ3R to increase the students' reading comprehension at the 10 th grade of SMK AL Maksum Langkat at TKJ department. Therefore, the research was discontinued on the second phase.

Key words: SQ3R, students' reading comprehension

I.   Introduction

Reading is a part of communication where the writer communicates his or her idea through written text. Reading is also as a vital skill (Li et al, 2014). Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text (Zare & Othman, 2013). By reading, students can get the information they need, even new knowledge that was previously unknown. Students will experience considerable obstacles if they do not have reading skills,

and lack of knowledge in continuing further education. By reading, students will have useful knowledge for growth, social development, reasoning and emotional power.

There are some factors faced students in reading comprehension subject: (1) they do not know the meaning of each word in the text. (2) they cannot understand the content of the text well, (3) they have more difficulty in pronounce words in the text, (4) they are not fluent in reading English texts. Reading is one of English skills that quite difficult to learn, these are the reasons why students should develop their reading to face the problems (Adila, 2018).

Based on the explaination above by the writer, teaching reading process at the tenth grade students of SMK Al MAksum have some problems. They are; the students feel difficult in comprehending the text as whole. For example, in answering the questions related to the text and finding the main idea of each paragraph in the text. It is because the learning method used in teaching reading was not oriented to the students, it means the students tend to be passive in reading learning process. In other words, the learning method must involve the students in learning process. SQ3R stands for Survey, Question, Read, Recite/Recall Review. In this method the first step is to read on the surface of the all items in the text reading and find out how the text is organized (Survey), and then compiling the questions will be answered from the text (Question), started by reading the material with the objectives and questions that had been developed (read), then students recall the information what is learned and spoken, or make a small note of the important points to remember more (Recite), and finally review the material read before to ensure and to remember what was read (Review) (Bakhtiar, 2018). The student of SMK AL Maksum Langkat at TKJ department will become a object for this technique.

II. Literature Review

2.1 Reading Comprehension

Reading comprehension is the ability to understand important parts of reading, understand the main ideas, and a thorough understanding of the reading. Therefore, students are asked to master the meaning of words and the structure of writing. Reading has a very strategic value in self-development. Through reading this understanding, students can explore and search for various kinds of knowledge stored in books and other written media. Reading comprehension will continue to be needed as a tool to learn various fields of science. Through reading comprehension students will be helped in the context of developing academic abilities skills, and intelligence. The purpose of reading includes: (1) enjoyment, (2) perfecting reading aloud, (3) using certain strategies, (4) updating their knowledge about a topic, (5) linking new information with information that has been read. He knows, (6) obtains information for verbal or written reports, (7) confirms or rejects predictions, and (8) answers specific questions (Farida, 2007). Reading comprehension involves much more than readers" responses to text (Klingner, 2007).

Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text

(previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).He also states that reading comprehension is not only the process of reading the words correctly but also the reader have to understand what they say. In fact, the reader not only need to understand what they say but also must be able to go beyond the literal meaning of the text, think critically about the message, and understand when the reader do not understand (Falenti, E. 2012). Comprehension is an active in the contruction of meaning and the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one (Klingner, 2007). It means that comprehension is process activity to get the meaning from text or knowledge from vocabulary that active process.

2.2 SQ3R Technique

SQ3R is one of excellent strategies in which each guides students to comprehend the text easily. One of the reading methods that is often known is the SQ3R method. In this method, it can be interpreted that the reading method has a purpose, namely to understand the materials to be read, questions in the form of analytical stories, and other forms of writing. In the SQ3R method, it has been proven that by using yhis method itis believed that there can be an increase in understanding the readings that have been prepared in the form of stories about everuday life, novels, or it could be in subject matter. SQ3R is a strategy used for studying of the texts or documents, firstly by understanding the text, and build a mental framework into the facts that can be applied. In this method the first step is to read on the surface of the all items in the text reading and find out how the text is organized (Survey), and then compiling the questions will be answered from the text (Question), started by reading the material with the objectives and questions that had been developed (read), then students recall the information what is learned and spoken, or make a small note of the important points to remember more (Recite), and finally review the material read before to ensure and to remember what was read (Review).

There are some steps of SQ3R method, according to (Tarigan ,2008: 35),

1) Survey
   Students begin by reading the main topic, title, headings and chapter summary.
2) Question
   The students make questions based on the text.
3) Read
   The students read the text actively and try to find the answer of the previous questions.
4) Recite
   The students recall the information learnt and make a brief note of the contents of the text.
5) Review
   The Students re-read the brief note that has been created. If it is necessary, repeat the entire contents of the text.

The SQ3R method provides a general description of the material being studied, students can make questions, through titles, read actively to get answers to questions, and tell answers to questions that have been made without opening book, to train students memory and review all questions as well as answers, so that students get a brief conclusion, but can explain all the answers to the questions that have been given.

III. Research Method

This was a classroom action research. Burns states, action research is part of a board movement that has been going on in education generally for some time. It is related to the ideas of reflective practice and the teacher as researcher. The central idea of the action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice (Akber, 2012). Concerning the statements that, this research is conducted in the classroom in order to improve the students' achievement and to develop the SQ3R technique in teaching comprehension of tenth grade students in SMK AL Maksum Langkat. This research is appropriate to improve teaching learning process.

This study uses the Kemmis and Mac Tanggart model (Kemmis and McTaggart, 1992) with four stages, namely planning, implementing actions, observing, and reflecting.

The steps of the research procedure which are illustrated below:
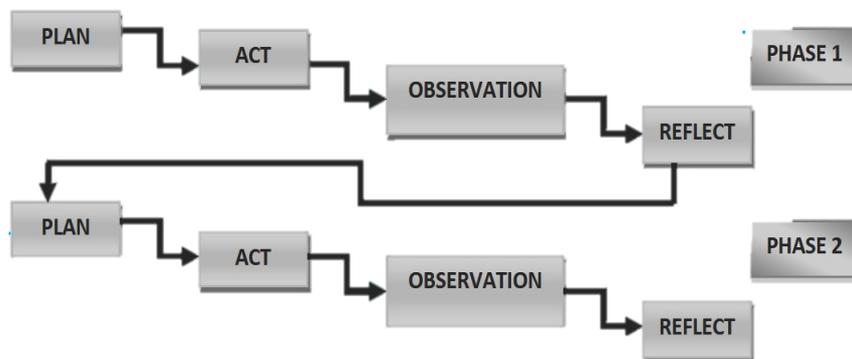
1.Planning
By considering the problem, the researcher arrange the lesson plan, select material, and determined the instruments that are suitable for students of vocational high school such SQ3R technique. In addition, the writer filled out observation sheet when teaching.
2.Action
In this part, researcher taught material through SQ3R technique with the lesson plan and the materials prepared. So, that the students become more active in teaching process. It is done in order to make the students familiar with what they would do. The researcher observe the situation in the class and make some necessary notes.

3.Observation

Observation was done on three parts. First part when the teaching learning occurs; the researcher and collaborator observed the teaching learning process. Second part when students work in an individual to read paragraph, the researcher and collaborater observed the learning process. Third the researcher and collaborator observed the discussion. For individual task performance, the teacher discussed with all students. In addition, observation of the improvement of students' reading comprehension made note of sheet and then writer transcript it.

4. Reflection

Reflection meant reviewing what had done in the teaching learning process; the researcher and collaborator analyzed and reflected about teaching learning process based on observation result, students' performance, test, and the note of students' utterance to see the improvement of their reading comprehension. The result of this analysis showed the weaknesses and strength of teaching learning activity, material media, and students' reading comprehension.

1. Learning product

For students' reading the improvement is analyzed by comparing the mean of score from each cycles and percentage of high score. If the students get improvement 80% of students achieved 75 or more than it assume that teaching reading by using SQ3R technique used to improve students' reading comprehension.

To see the percentage of student who gets ≥75 the formula is :

$$\frac{number\ of\ students\ that\ got\ score\ \geq 75\ x\ 100\%}{total\ number\ of\ students}$$

2. Learning process

The students and the researcher and collaborator observed the learning process during the teaching learning process by observing all class activities in the class and by filling the observation form. The data will be analyzed based on the indicators and the problem of students and teacher by encoding it: if more than, 80% of students achieved the indicators that meant the teaching learning categorized as very good. If the result of first cycle did not reach the indicators then researcher see the weaknesses of teaching learning process and arranged the next cycle based on problem or weaknesses in first phase.

IV. ANALYSIS AND FINDING

After applying SQ3R method in teaching reading comprehension, the result shows that there is an improvement of students reading comprehension. It is proven from the progress of students' reading achievement. From the phase I, there are 21 students or 65% who achieve over Minimum Accomplishment Criteria (MAC) 75. In the phase II, there are 32 students or 100% who have achieve over Minimum Accomplishment Criteria (MAC) 75.

There is an improvement of students' reading comprehension using SQ3R method. The writer gets the data both from the test result and the observation

result from the phase I and II. Based on the research results above, the writer knows some problems found by the readers in reading comprehension. Most of them are confused to determain the main idea and applicating SQ3R method in reading text. All of the students achieve Minimum Accomplisment Criteria.

Based on the research result, it is clearly that SQ3R implementation method can improve the reading comprehension of the students. By using this method, students begin by reading the main topic, title, headings and chapter summary (survey), make questions based on the text (question), read the text actively and try to find the answer of the previous questions (read), recall the information learnt and rewrite the contents of the text (recite), students re-read the brief note that has been created. If it is necessary, repeat the entire contents of the text. The results of students' learning by using SQ3R can be expected to be more satisfactory because SQ3R method can make students to be an active reader and focused directly to the essence of implicit and explicit contents of the subject in the text.

Students can improve their reading efficiency through SQ3R technique. In teaching reading process, SQ3R method provides students with a systematic and efficient method. In this way, students are expected to be an active reader. Based on the data above, the writer concludes that the 10 th grade students of SMK Al Maksum Langkat get development in their English learning. The researcher thinks that the English teacher can use SQ3R method for increasing reading comprehension of the students.

V.   Conclusions

To conduct this research, the writer used the classroom action research. There are four stages in the implementation of the action research, they are planning, action, observation, and reflection. The objective of the research is to find out the improvement of students' reading comprehension using SQ3R technique. The research is successful if all students can reach KKM $\geq$ 75. The result of the research are presented as follows:

Phase 1

In the end of the learning process at the phase 1, the teacher gave a post test to measure students' reading comprehension. The result of test will be used as the data to determine need or no phase II is conducted.

Based on the data the total numbers of the students achieving KKM (75) are 21 from 32 students. It means that there are 11 students who do not get the score over KKM. Thus, the percentage of the students achieving.

$P = \frac{n}{N}$ x 100%

$P = \frac{21}{32}$ x 100%
$= 65\%$

The Result of the reflection at the phase I shows that teacher role in learning process should be revised. The revision should be done without ignoring the elements of learning process.

Phase II

The presentation of students' Achievement in getting KKM at the phase II can be shown in the result below:

$$P = \frac{n}{N} \times 100\%$$

$$P = \frac{32}{32} \times 100\%$$

$$= 100\%$$

Based on the result of the action process, the writer got the significant progress. In cycle I there are just 24 students who reach KKM or 65% from all students. In cycle II all of students have reached KKM or the percentage reach 100%. It means the action hypothesis of this research "using SQ3R method can improve the students' reading comprehension at the tenth grade of SMK Al Maksum Langkat " is accepted. Based on the result, the writer and the observer made decision that the research should be stopped until phase II.

After analyzing the data, it concluded that SQ3R method has positive influence on the students' reading comprehension. By using SQ3R method, the students' reading activity becomes more attractive and interesting, and teaching learning process is not monotonous. In phase I there are 65% students who reach MAC. Meanwhile, at the phase II all of the students have reached MAC. It indicates that the students' learning accomplishment is successful, and it doesn't need to be continued to the phase III or next phase.

It means that SQ3R method is very useful and appropriately method to use in teaching reading. SQ3R is proven can increase reading comprehension of the students. Finally, the writer concludes from the research result shows that the use of SQ3R method in teaching reading can increase reading comprehension of the students effectively. It has been proven from the test and the observation result. The researcher suggests the English teachers will apply SQ3R technique as one of the ways in teaching reading comprehension of analytical text because it can help the students in comprehending the text easier.

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