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IMPROVING READING COMPREHENSION OF GRADE VIII STUDENTS AT SMP NEGERI 2 PALU THROUGH SQ3R

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ABSTRACT

The objective of this research is to find out whether the use of the SQ3R method can improve the reading comprehension of grade VIII students at SMP Negeri 2 Palu or not. This research used a quasi-experimental research design. The sample of the research was 21 students from class VIII A as the control class and 20 students from class VIII B as the experimental one. The instruments used in this research were test, pre test, and post test. The result of the data analyzed showed that there was a significant difference between the results of the pre test and post test. The mean score of the pretest of the experimental class was 49.99 while the control one was 52.54 after giving the treatment. The mean score of the experimental class in the post test was 79.50 and the control one was 67.13. By applying 0.05 level of significance, the researcher found that the value of the t-counted (3.91) was higher than the t-table (2.0399). It means that the use of the SQ3R method can improve the reading comprehension of grade VIII students at SMP Negeri 2 Palu.

Keywords: Improving; Reading Comprehension; SQ3R.

INTRODUCTION

Reading is a process of getting language messages from printed sources like books, magazines, newspapers, emails, etc. Mertosono, Erniwati, Hastini & Arid (2020;1) define reading as "a process of communication between writers and readers. Reading is not only about spelling letters in a text, but it is also about understanding its meaning to get the message across as expressed by the writer." Thus, reading is the way to construct meaning or to comprehend the text to get information or message meant by the writer in his writing.

The Curriculum Merdeka is distinguished from the K-13 curriculum in that it not only prioritizes the enhancement of students' knowledge but also places significant emphasis on the cultivation of their abilities. According to Saleh (2020), the program known as Curriculum Merdeka aims to explore the potential of both teachers and students in fostering a higher level of learning within the classroom setting. Additionally, Sapitri (2022) states the Curriculum Merdeka program focuses on empowering schools to develop their curriculum according to the specific requirements of their pupils. This approach grants instructor's complete autonomy in establishing their own instructional and learning methods.

One appropriate way is the SQ3R method to improve students' reading comprehension. According to Kirantha (2020), SQ3R technique is a reading method that gives numerous exposures to the text being covered. In short, the SQ3R method is a way to read material that involves readers actively. It is also an effective series of method for reading that can increase the reader's comprehension by its five steps. The step by step activity in this method will help students focus their reading. SQ3R will guide students in finding the meaning of the text without losing much time. In this research, all steps helped the students to enhance their reading comprehension.

Based on the explanation above, the researcher is interested in conducting research on teaching reading through SQ3R to improve students' reading comprehension. Using SQ3R for reading will guide students in reading step by step. Students with lower intelligence in reading comprehension will improve their reading comprehension. The researcher hopes that by using this method, students can improve their reading comprehension and enjoy learning English as a foreign language.

METHOD

The design of this research used quasi-experimental research, where the sample was divided into two classes of grade VIII, they were an experimental class and a control class. Both classes were given pre-test and post-test. The design of this research is proposed by Arikunto (2013, p.87) as follows:

E O1 X O2
F O3 X O4

Where:

E : Experimental class
F : Control class
X : Treatment

O1 O2 : Pretest

O3 O4 : Posttest

The population of this research focused on grade VIII students of SMP Negeri 2 Palu. To obtain research data, tests were given to the students. The test was divided into two sections, they were pre-test and post-test. This test is to find out the differences of results before and after treatment using method SQ3R.

RESULT AND DISCUSSION

1. Results of the Pre Test

At the first meeting, the researcher gave a pretest to the students to assess and learn about their prior reading comprehension. The first type of test was a multiple choice and essay with a total of 20 questions. This test was administered to both students, the control class VIII A and the experimental class VIII B. The control class received the pretest on 29 January 2024 and the experimental class received the pretest on 29 January 2024. Tables 4.1 and 4.2 reveal the results of the two classes as follows:

Table 1 - Pre test Results of the Experimental Class

No.	Initials	Multiple choice	Essay	Total Score	Max Score	Obtained Score	Category	Qualification
1	AC	13	4	17	30	56.66	Poor	Failed
2	AG	11	3	14	30	46.66	Poor	Failed
3	AN	11	3	14	30	46.66	Poor	Failed
4	AP	11	5	16	30	53.33	Poor	Failed
5	AR	10	5	15	30	50.00	Poor	Failed
6	ARR	8	6	14	30	46.66	Poor	Failed
7	B	12	7	19	30	63.33	Poor	Failed
8	GV	10	4	14	30	46.66	Poor	Failed
9	IF	10	6	16	30	53.33	Poor	Failed
10	JC	7	10	17	30	56.66	Poor	Failed
11	MF	9	6	15	30	50.00	Poor	Failed
12	MS	13	5	18	30	60.00	Poor	Failed
13	MRU	10	6	16	30	53.33	Poor	Failed
14	MRB	4	8	12	30	40.00	Poor	Failed
15	NA	11	2	13	30	43.33	Poor	Failed
16	NR	10	4	14	30	46.66	Poor	Failed
17	R	5	5	10	30	33.33	Poor	Failed
18	SC	9	5	14	30	46.66	Poor	Failed
19	V	10	7	17	30	56.66	Poor	Failed
20	VN	10	5	15	30	50.00	Poor	Failed

Total	194	106	303	600	999.92		
Mean	09.07	05.03	15.15	30	49.99	Poor	Failed

Table 2 - Pre test Results of the Control Class

No.	Initials	Multiple choice	Essay	Total score	Max Score	Obtained Score	Category	Qualification
1	AC	9	6	15	30	50.00	Poor	Failed
2	AD	12	5	17	30	56.66	Poor	Failed
3	AN	13	3	16	30	53.33	Poor	Failed
4	AP	4	10	14	30	46.66	Poor	Failed
5	AW	12	4	16	30	53.33	Poor	Failed
6	CL	10	5	15	30	50.00	Poor	Failed
7	CR	13	5	18	30	60.00	Poor	Failed
8	DR	11	4	15	30	50.00	Poor	Failed
9	G	12	5	17	30	56.66	Poor	Failed
10	JP	10	5	15	30	50.00	Poor	Failed
11	KP	11	5	16	30	53.33	Poor	Failed
12	M	12	5	17	30	56.66	Poor	Failed
13	MA	13	5	18	30	60.00	Poor	Failed
14	MB	11	5	16	30	53.33	Poor	Failed
15	MM	10	4	14	30	46.66	Poor	Failed
16	MS	10	5	15	30	50.00	Poor	Failed
17	NN	12	5	17	30	56.66	Poor	Failed
18	RZ	12	5	17	30	56.66	Poor	Failed
19	SR	5	7	12	30	40.00	Poor	Failed
20	SS	12	4	16	30	53.33	Poor	Failed
21	Z	10	5	15	30	50.00	Poor	Failed
Total		224	107	331	630	1103.27		
Mean		11.02	05.35	16.55	30	52.54	Poor	Failed

2. Results of the Post test

Following the treatment in the experimental class using SQ3R methods and in the control class using the conventional method, the researcher administered a post test to both classes. The post test was administered to both classes on 26 February 2024. The purpose of this test is to ascertain how the two classes have progressed since receiving the SQ3R method and the conventional method. The post test results for the experimental class and control one are shown in Table 4.3 and Table 4.4.

Table 3 - Post test results of the Experimental class

No.	Initials	Multiple choice	Essay	Total score	Max Score	Obtained Score	Category	Qualification
1	AC	15	13	28	30	93.33	Very Good	Successful
2	AG	13	9	22	30	73.33	Fair	Successful
3	AN	15	8	23	30	76.66	Fair	Successful
4	AR	13	9	22	30	73.33	Fair	Successful
5	BI	15	10	25	30	83.33	Good	Successful
6	GV	14	12	26	30	86.66	Good	Successful
7	ID	12	11	23	30	76.66	Fair	Successful
8	JC	15	13	28	30	93.33	Very Good	Successful
9	MF	12	11	23	30	76.66	Fair	Successful
10	MY	12	12	24	30	80.00	Good	Successful
11	MRB	12	11	23	30	76.66	Fair	Successful
12	NK	13	10	23	30	76.66	Fair	Successful
13	NR	13	10	23	30	76.66	Fair	Successful
14	NAR	13	9	22	30	73.33	Fair	Successful
15	R	11	10	21	30	70.00	Fair	Successful
16	SC	14	11	25	30	83.33	Good	Successful
17	SS	14	10	24	30	80.00	Good	Successful
18	SMK	13	11	24	30	80.00	Good	Successful
19	SWK	13	12	25	30	83.33	Good	Successful
20	V	12	11	23	30	76.66	Fair	Successful
Total		224	107	331	630	1103.27		
Mean		13.02	10.65	23.85	30	79.50	Fair	Successful

Table 4 - Post test Results of the Control Class

No.	Initials	Multiple choice	Essay	Total score	Max Score	Obtained Score	Category	Qualification
1	AC	10	10	20	30	66.66	Poor	Failed
2	AN	8	10	18	30	60.00	Poor	Failed
3	AP	11	10	21	30	70.00	Fair	Successful
4	AW	12	4	16	30	53.33	Poor	Failed
5	CL	10	10	20	30	66.66	Poor	Failed
6	DR	13	9	22	30	73.33	Fair	Successful
7	FH	11	10	21	30	70.00	Fair	Successful

8	GN	12	11	23	30	76.66	Fair	Successful
9	HA	12	10	22	30	73.33	Fair	Successful
10	KP	8	10	18	30	60.00	Poor	Failed
11	M	11	9	20	30	66.66	Poor	Failed
12	MA	11	10	21	30	70.00	Fair	Successful
13	MM	11	9	20	30	66.66	Poor	Failed
14	NN	10	9	19	30	63.33	Poor	Failed
15	RA	11	9	20	30	66.66	Poor	Failed
16	RZ	12	9	21	30	70.00	Fair	Successful
17	S	12	10	22	30	73.33	Fair	Successful
18	SC	10	5	15	30	50.00	Poor	Failed
19	SR	10	13	23	30	76.66	Fair	Successful
20	YD	11	9	20	30	66.66	Poor	Failed
21	Z	12	9	21	30	70.00	Fair	Successful
Total		228	195	423	630	1409.93		
Mean		10.85	09.28	20.15	30	67.13	Poor	Failed

3. Result of the Deviation

After getting individual scores and calculating the average value of the experimental and control class students, the researcher calculated the deviation and square of the two classes. The pre test and post test scores of the two class can be seen in tables 4.5 and 4.6 as follows:

Table 5 - Deviation of the Experimental Class

No	Initials	Pre test x_1	Post test x_2	$(x_2 - x_1)$	$(x_2 - x_1)^2$
1	AC	56.66	93.33	36.67	1344.64
2	AG	46.66	73.33	26.67	711.28
3	AN	46.66	76.66	30.00	900
4	AR	50.00	73.33	23.33	544.28
5	BI	63.33	83.33	20.00	400
6	GV	46.66	86.66	40.00	1600
7	ID	56.66	76.66	20.00	400
8	JC	56.66	93.33	36.67	1344.68
9	MF	50.00	76.66	20.66	426.83
10	MY	60.00	80.00	20.00	400
11	MRB	40.00	76.66	36.66	1343.95
12	NK	53.33	76.66	23.33	544.28
13	NR	46.66	76.66	30.00	900
14	NAR	46.66	73.33	26.67	711.28

15	R	33.33	70.00	33.33	1110.88
16	SC	46.66	83.33	36.67	1344.68
17	SS	46.66	80.00	33.34	1110.88
18	SMK	53.33	80.00	26.67	711.28
19	SWK	60.00	83.33	23.33	544.28
20	V	56.66	76.66	20.00	400
	Total			564	16793.2
	Mean			28.22	839.66

Table 6 - Deviation of the Control Class

No	Initials	Pre test x_1	Post test x_2	$(x_2 - x_1)$	$(x_2 - x_1)^2$
1	AC	50.00	66.66	16.66	277.55
2	AN	53.33	60.00	6.67	44.48
3	AP	46.66	70.00	23.34	544.75
4	AW	53.33	53.33	0	0
5	CL	50.00	66.66	16.66	277.55
6	DR	50.00	73.33	23.33	544.28
7	FH	60.00	70.00	10.00	100
8	GN	50.00	76.66	26.66	710.75
9	HA	53.33	73.33	20.00	400
10	KP	53.33	60.00	6.67	44.48
11	M	56.66	66.66	10.00	100
12	MA	60.00	70.00	10.00	100
13	MM	46.66	66.66	20.00	400
14	NN	56.66	63.33	6.67	44.48
15	RA	53.33	66.66	13.33	177.68
16	RZ	56.66	70.00	13.34	177.95
17	S	56.66	73.33	16.67	277.88
18	SC	50.00	53.33	3.33	11.08
19	SR	40.00	76.66	36.66	1343.95
20	YD	53.33	66.66	13.33	177.68
21	Z	50.00	70.00	20.00	400
	Total			313.32	6154.54
	Mean			14.92	

After adding up the deviation scores of the experimental class, the researcher then added up the deviation score of the control class. The formula used is the same as the formula in the experimental class, as follows:

$M = \frac{\Sigma \quad y}{N}$

$M = \frac{313.32}{21}$

M= 14.92

By using the above formula, the mean deviation score of the control class was obtained which is 14.92. After getting the average deviation score of the two classes, the researcher then calculated the deviation of the squares of the two classes, experimental and control. The following is the calculation of the squared deviation of the experimental class:

$$\sum \quad x^2 = \sum \quad x^2 - \frac{\left(\sum \quad x^2\right)}{n}$$

$= 16793.22 - \frac{(564^2)}{20}$

$= 16793.22 - \frac{318.096}{20}$

$= 16793.22\text{-}1590.48$

$= 1520.27$

Apart from the squared deviation of the experimental class, the researcher also used the same formula to calculate the squared deviation of the control class, with the following calculation.

$$\Sigma \quad y^2 = \Sigma \quad y^2 - \frac{\left(\Sigma \quad y^2\right)}{n}$$

$= 6154.54 - \frac{(313.32^2)}{21}$

$= 8599 - \frac{98169.42}{21}$

$= 8599 - 4674.73$

$= 3924.27$

Furthermore, at the final stage. The researcher wanted to find out whether there was a significant effect of the SQ3R in improving the reading comprehension of the experimental class students. Where the number of squared deviations in each experimental and control class is 1520.27 and 3924.27, while the t-test formula for the t-counted is as follows:

$$T = \frac{Mx - My}{\sqrt{\Sigma \quad \left(\frac{\Sigma \quad x^2 + \Sigma \quad y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$= \frac{28.22 - 14.92}{\sqrt{\Sigma \quad \left(\frac{1520.27 + 3924.27}{20 + 21 - 2}\right)\left(\frac{1}{20} + \frac{1}{21}\right)}}$$

$$= \frac{13.3}{\sqrt{\Sigma \quad \left(\frac{5444.54}{39}\right)(0{,}05 + 0.06)}}$$

$$= \frac{13.3}{\sqrt{\Sigma \quad (13.96)\,(11)}}$$

$$= \frac{7.04}{\sqrt{(3.56)}}$$

$$= \frac{7.04}{1.8} \quad = 3.91$$

DISCUSSION

This research initially wanted to take a research sample of 62 students, which were divided into 31 students in each class. However, when the research was the proceed, only 20 students in the experimental class took the pre test but when giving the pre test in control class, 21 students could take this test. Finally, the researcher decided to take 41 students as a sample.

The research findings show that some students find it difficult to learn English, especially in working on the questions given, some of them complete pre test and post test questions without understanding what they have read so they make mistakes in answering essays such as incorrect grammar but the correct answer or the incorrect answer and incorrect grammar. Researcher found that there were not enough opportunities for students to practice reading. The students' comprehension skills remain inadequate because of the teachers' simple request that they read the passage and respond to questions based on it without implementing any specific teaching or learning strategies. To increase students' enthusiasm and interest in reading, the researcher used the SQ3R method.

After that, the researcher gave the students a pre test. It was conducted before treatment. Data analyzed showed that the pre test average mean score result of students from both classes was 49.99 for the experimental class and 52.54 for the control one. After that, the researcher taught the experimental class using the SQ3R method in reading activities and the control class using the conventional method taught by the teacher. In teaching reading comprehension, a teacher needs to make sure that using a suitable method of teaching such as, using SQ3R in recount text was an interesting way of stimulating the students to be interested in reading. It also helps the students easily understand and improve their reading comprehension. The researcher explained about recount text and the SQ3R method. After that, the researcher gave a recount text to be done using the SQ3R method. Lastly, the researcher asks the students to do the assigned tasks. This situation made them participate.

The students were given a post test by the researcher after the treatment. The mean average score of the two classes was 79.50 for the experimental class and 67.13 for the control one. It showed that the post test result outperformed the pre test result. It might suggest that teaching grade VIII students at SMP Negeri 2 Palu through SQ3R can help them improve their reading comprehension. In to Purwanto (2013), using SQ3R assumes that students can pick out main ideas, figure out how text is organized, and ask questions. Using the SQ3R method helps students get a general overview of the text, think about the topic before they read, ask questions based on their curiosity about the topic, and choose vital information when they review the text at different points in time. As the text is read, students become more involved in the process. As stated by Robinson (1961), the SQ3R method is an efficient method for students to read faster, pick out the important points of the text,

and memorize it. As a result, the students started to learn actively and developed comprehension skills when completing exercises.

This method is also used in two previous studies using the SQ3R method, conducted by Wulandari (2023) and Amiruddin (2022). The researcher was successful in using the SQ3R method as material to improve students' reading comprehension. When teaching reading comprehension, it must use an appropriate teaching method, such as the SQ3R method can make students interested in reading, especially in recount text. It also makes reading more enjoyable for students, makes it easier for them to understand, and improves their reading comprehension. However, even though the maximum passing grade had not been achieved, thanks to the enthusiastic participation in the learning process, this research was finally able to run well. Even though it has not reached its maximum score, SQ3R is still recommended for teachers, especially English teachers at SMP Negeri 2 Palu, to improve students' reading comprehension.

CONCLUSION

This research aims to improve the reading comprehension of class VIII students. Based on data analyzed, it was found that class VIII had deficiencies in understanding English text. Therefore, researcher used the SQ3R method to help improve the reading comprehension of class VIII students. The results of this research indicate that the SQ3R method can improve the reading comprehension of class VIII students. However, the research process has limitations, namely the limited sample which may affect the generalization of the results. Therefore, it is recommended that further research use the SQ3R method to monitor long-term changes, expanding the sample to increase external validity. Overall, the used of the SQ3R method can improve the reading comprehension of grade VIII students. SQ3R method helps the students improve their reading comprehension, based on the data analyzed, the research hypothesis is accepted.

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