

THE EFFECT OF SQ4R METHOD TO THE IMPROVEMENT OF CRITICAL READING COMPREHENSION

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Abstrak

Penelitian ini bertujuan untuk membuktikan bahwa penggunaan metode SQ4R dapat meningkatkan kemampuan membaca kritis siswa MAN 1 Sausu kelas XI MIA. Metode yang digunakan dalam penelitian ini adalah design penelitian kuasi-eksperimental. Sample dalam penelitian ini dipilih menggunakan teknik purposive sampling dimana peneliti memilih kelas XI MIA 2 sebagai kelas eksperimental dan XI MIA 4 sebagai kelas control. Instrument pengumpulan data yang digunakan adalah item-item kuesioner, item-item wawancara dan juga beberapa test. Data dalam penelitian ini dianalisis menggunakan t -test statistical dan metode-metode deskriptif. Berdasarkan hasil perhitungan test-test yang diberikan, rata-rata skor yang didapatkan oleh kelas eksperimental adalah 80.38 sedangkan rata-rata skor dari kelas control adalah 71. Lebih jauh lagi, hasil dari item-item kuesioner yang diberikan kepada siswa-siswa, ada 96% siswa-siswa yang memutuskan bahwa pengimplentasian metode SQ4R memberikan kontibusi dalam meningkatkan kemampuan berpikir dan juga membaca kritis mereka. Dengan kata lain, pengimplentasian metode SQ4R mempengaruhi pemahaman membaca kritis siswa-siswa kelas XI MIA di sekolah MAN 1 Sausu.

Kata kunci: Meningkatkan; Membaca Kritis; Metode SQ4R

Abstract

This research aims at proving that the use of SQ4R method improves the critical reading ability of the grade XI MIA of MAN 1 Sausu. The method used in this research was quasi-experimental research design. The sample of the research was selected by using purposive sampling technique, in which the researcher intentionally chose grade XI MIA 2 as experimental class and XI MIA 4 as control class. The instruments of data collection were questionnaire items, interview items and tests. The data were analyzed by using t -test statistical and descriptive methods. Based on the results of the tests, the mean score of the experimental class is 80.38, while the mean score of the control class is 71. Furthermore, based on the result of questionnaire, there were 96% students decided the implementation of SQ4R method had given contribution to improve their thinking and reading critical ability, then considered that the practice of SQ4R method was very effective for them. In other words, applying SQ4R method affects students' critical reading comprehension of the grade XI MIA of MAN 1 Sausu.

Keywords: Vocabulary Tree; Students' Perception; Learning English.

Introduction

In this era, many people learn English from school or course. They think that English is an important aspect for life. Mastering English well can bring many privilege

for them one of them is they can easily get a job, communicating with people from abroad, improving knowledge from various field, and to get a scholarship. Al-Zoubi (2018) states that learning English are able to improve better performance in the classroom. Hence, learning English is considered as a vital feature to be learned nowadays.

Reading is one of the most critical pedagogical areas for students in mastering a language. (Tarigan, 2015). It is supported by Harmer (2011) that reading serves as an aid for language learning and has a good effect on students' comprehension of vocabulary, spelling, and even writing ability. People will have acquired some important and helpful information from reading activities that they will need for the rest of their lives.

Reading is considered a complex activity, a difficult process in order to understand the main idea or fully understand the content of a text. When we read a text, there is an interaction process between the reader as an information seeker and the text as the source of information (Arrasul 2020). For instance, by constructing the text in a certain sense, determining the author's meaning, reflecting on the difficulties or eases the readers face right when reading and while solving or transitioning, and he/she can “think” in relation to what he/she read and even try to guess what will happen next in the text (Alderson, 2000).

Octasary, et al (2023) stated that reading comprehension is a requirement of the junior and senior high school exams. Students should be able to read extensively because almost all of the questions are written while contradictory, in MAN 1 Sausu, the majority of students can read, but they read slowly and comprehend the material poorly. Additionally, they struggle to comprehend and interpret the content. The fact that the kids appear to learn nothing from their reading suggests that they are poor readers. Additionally, they are difficult to comprehend and interpret the content. Since they do not learn anything from their reading, it appears that the students can be classified as poor readers. It can be seen from their grade that only 40% of students can attain the standard score while the other 60% cannot, as the KKM for the English subject is 82.

Additionally, it frequently finds that when asked to respond to reading assignments, including to defend and explain presumptions or to practice critical reading, students at schools shy away from the challenge of thinking critically about the topics or ideas in greater understanding. This avoidance occurred as a result of the students' excessive practice with lower-order cognitive tasks in their reading lessons, such as answering questions based on the text dependent on the preservation and retrieval of information

Dealing with the problems mentioned above, this research is going to focus on the students' critical reading. So, the researcher applies SQ4R method which stands for Survey, Question, Read, Recite, Reflect and Review to help the students in solving reading problem.

Previously, it was known as SQ3R (Survey, Question, Read, Recite, and Review) method and later on Reflect was added before coming to the final steps. SQ4R is an active reading technique for getting the most out of reading. Students are expected to do more than just read and comprehend the material; they are also expected to remark on, interpret, analyze, and review the passage in their own words and attempt to establish connections between the text and their own experiences or prior knowledge.

According to Carter (2013) those strategies are best way to read textbook or schoolbook materials which have long passage and subheadings. The steps of this strategy are:

1. S = Survey means observing the reading, by looking at the title, subheadings, boldfaced words, graphics, and tables. If there any read the summary at the end of the chapter and study the questions. Carter (2013) suggested that surveying a reading requires scanning technique and examining what the readers have already known about the topic, so their brain will be ready to learn a new knowledge and also it will aid them to construct the information in their brain.
2. Q = Questions are created by using main headings into questions, namely WH question (Who, What, Where, When, Why and How). The questions also can be prepared by the teacher as well. It will assure that the readers apply their existing knowledge and gain a purpose of reading.
3. R1 = The reader will start to read the text with definite question in mind.
4. R2 = Having read the material, the readers look away from the book and attempt to recite or repeat the answers that have been found in their mind (even in writing) to always keep learning (Brown, 1991)
5. R3 = Reflect means the readers should think critically and evaluate of what have been reading as well as they can hook their pre-existing knowledge. As Coon, et al (2012) pointed out that when reading the material, they should make an effort to connect newly learned information to concepts they have already learned or are already familiar with.
6. R4 = After completing all the procedures, the readers should review them again or skim back over the reading text, but do not repeat to read the text. Take a look the title, pictures, diagrams, charts, or graphics and check the questions and the answers or read notes in order to ensure that they have already completed overview about the text (Başar, 2017)

Research Method

This research used quasi-experimental design. It consisted of two classes to be sample of this research namely experimental and control classes.

O1 and O3 refer to the pretests that were administered to both groups, X to the treatment that was offered to the experimental group, which involved implementing the use of authentic materials in the classroom, and O3 and O4 to the posttests that were administered to both groups.

Population of this research was the grade XI MIA of MAN 1 Sausu. It consisted of six parallel classes. The total number of population is 149 students. Purposive sampling was used to choose the sample for this study. As a result, XI MIA 2 served as the experimental group and XI MIA 4 as the control group. Regarding the research's title, the dependent variable was the students' capacity for critical reading, while the independent variable dealt with the impact of the SQ4R approach on that capacity.

In collecting data, the researcher used questionnaire, interview and test. The researcher observed the condition of the students' atmosphere in the class during the teaching and learning process.

A questionnaire was the next method the researcher used to gather data, and it was given to the students in the experimental class. This method was used to assess the treatment's effectiveness as well as to gather student opinions and interest in the treatment's implementation. The questionnaire had 11 questions, which were divided into two main categories. The first one dealt with the student's prior experience with reading practice, and the second one asked about the student's attitude towards the treatment's potential impact on their ability to read critically. The second category was used to assess the impact of the SQ4R method's implementation of the student's way of thinking.

Interviewing was the third strategy. The English teacher was asked a few questions regarding the use of the treatment in the experimental class in order to accomplish this.

Tests are the final method of data acquisition. In this study, there are two different test types. both the pretest and the posttest. Prior to treatment, it was given to the experimental and control classes. Similar tests were obtained by both groups. True-false and essay tests were the two test types. The essay test had five things, each worth five points, while the true-false questions had ten items apiece, with the correct response receiving one point. Additionally, the posttest was given after the experimental group's critical reading session had been completed.

After gathering the data, the researcher began to analyse it using a number of formulas that other experts had suggested. For both groups, a straightforward statistic was employed to analyse the results of the pretest and the posttest. The researcher placed the students' scores into a scoring scale after obtaining their scores.

Findings and Discussion

Based on the findings of the data analyses, the researcher examined to determine whether the research's hypothesis was accepted or denied. The researcher wrote the standards for standard acceptance or rejection prior to testing. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected if the t-counted value is greater than the t-table value. It suggests that the posttest and pretest significantly differ from one another. However, if the t-counted is lower than the t-table, the hypothesis is disproved or the students' performance did not significantly increase.

According to the findings in the observation sheet, the researcher claimed that before using her strategy for teaching reading, the English instructor and the researcher each took a distinct approach to the teaching and learning process in the classroom. As a result, it might also affect how well students can read. Additionally, it was discovered that the English teacher often uses a three-phase approach to teach reading that involves pre-, while-, and post-reading stages. The lesson started out with the teacher explaining what the day's reading lesson was going to be about. She asked the students to read and debate the text with their groups as part of the activities she provided while they were reading. Following that, she inquired about the students' comprehension of the book as well as their opinions on it. She asked a few more general questions, but she stopped there. In order for the students to work most effectively with the explicit ideas in the reading text, the teacher provided them with learning materials.

Results of the Questionnaire

Only the experimental group received the questionnaire, which was specifically designed to assess student interest in and thoughts towards the application of the SQ4R technique to the teaching and learning of reading.

The questionnaire had 11 questions, which were divided into two main categories: the student's prior reading practise and attitude towards the treatment's impact on the student's critical reading ability. The second category was intended to assess the impact of the SQ4R method's implementation of the student's way of thinking.

Results of Pre-test

The pretest was administered to measure the students' ability in critical reading to both classes. After conducting pretest, the researcher gave treatment to experimental class for eight meetings while the control class was taught by using conventional teaching method by the English teacher. Then, after giving the treatment, the researcher conducted

posttest to both classes. The researcher used the same formula to calculate the students' score on posttest of experimental group and control group.

Table 1. Mean Score of Pretest and Posttest

Class	Pretest	Posttest
Experimental	63.67	80.38
Control	61.86	71

Based on the result, there was difference between both of those classes. It indicates that there was an improvement on students' reading skill of critical reading in experimental class after getting the treatment.

After calculating the mean deviation of both groups, the researcher calculated the sum-squared deviation of the mean score in control and in experimental groups. It was found that the experimental class was 3081 and control was 925.31. Next, the researcher continued to find out the score of two groups using t-table to see whether there was significant difference between the means of the two classes and the result showed that the t_{counted} **2.41**.

To achieve the t_{table} value, the researcher applied interpolation formula because the degree of freedom (df) 45 ($N_1 + N_2 - 2$) with level of significance of 0,05 cannot be found in the t-table list, , the researcher applied the intrpolation computation $\frac{a}{b}xc$ and found t_{table} value is **2.016**. The result of the test showed that t_{counted} (2.41) is greater than t_{table} (2.016). It means that the researcher hypothesis is accepted. In other words, SQ4R method can improve students' critical reading by the eleventh grade science major students at MAN 1 Sausu.

The SQ4R method also help them to overcome difficulties when reading text as they surveyed and generated question first before reading the text. Then, they began to read the text and also to find out the answer of the questions. After reading, they taught to recite by using their own words according to the text of what they have been read. The most important thing, the students should relate or reflect with the knowledge they already known. The following stages are discussed as the empirical evidence of the SQ4R method procedure during pre-, while and post reading activities.

In pre- reading stage, the students were taught to survey the title of the text and also get an overview of the text. According to the finding in the observation, the English teacher did not ask the student to generate ideas or observe the title; she directly asked to read the text. Meanwhile, as claimed by Brown (1991) that by surveying or observing first, it will help the students to predict of what the content of the text. Before generating questions; they have to do a survey such as using skimming and scanning technique in order to make their brain ready to learn a new knowledge. The researcher also already provided them questions before reading the text. It was used to stimulate students' prior knowledge.

In while reading activities, the students read the text silently and look for the answers to the previously formulated questions. When they are reading, they had to make note of emphasized words or the words that always been repeated in the text and if there were unclear or difficult passages, they should reread the text. With respect to the finding in observation, the English teacher just asked the students to read the text without giving reading technique. As mentioned in the interview, the teacher tried to find out the vocabulary of students and taught them the generic structure of the text, whilst some students wanted to learn new technique to help them understand reading passage quickly

as what their responds in the questionnaire. Then, after reading the text, the students recited by writing used their words. It could help them to know which questions they had not answered and it discussed in the next stage.

In post reading activities, the students related the new knowledge which obtained through the text. Almost of students were trying to give their comments and opinion. They might share their ideas about the questions that have not been answered in while reading activities. Meanwhile, there are also a few of them seemed having little difficulty in doing the tasks. Students got problems in post reading questions, such as when they were instructed to identify the hidden purpose of the writer, or analyze what the language can tell us about the text. They looked hesitant of what they have supposed to do.

Despite the fact above, in experimental class, the students improved their critical reading comprehension through SQ4R method. It leads the students to read critically and they acknowledged that during the learning program, the students worked with knowledge by analyzing the information, comprehending the text deeply, searching for supporting information, and analyzing the differences. Additionally, the students' attitude towards the implementation of SQ4R method, it was found that the students in experimental class agreed that the use of SQ4R method can assist them in training their critical reading. It was supported by the data in the questionnaire that 96% students claimed the method of SQ4R help them in drawing conclusions and it gave contribution in improving their thinking skills and also approved that the application of SQ4R method on their normal reading practice was effective for them.

Conclusion

The application of the SQ4R approach has considerably improved the critical reading skills of eleventh grade science major students at MAN 1 Sausu, the researcher concludes after analyzing the data from the chapters that came before it. It has been established that the posttest results for the experimental group and the control group of students differed significantly. The hypothesis is therefore confirmed because it can also be argued that using the SQ4R approach has influenced students' capacity to read critically.

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