



The Effect of SQ3R Method on Students' Achievement in Reading Narrative Text

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Abstrak

Penelitian ini dilakukan untuk menganalisis pengaruh metode SQ3R terhadap pengetahuan, pemahaman dan minat siswa dalam membaca teks naratif. Masalah pokok dalam penelitian ini adalah SMK TELKOM MEDAN di kelas X. Penelitian ini bersifat semi eksperimen, dengan kelas eksperimen dan kontrol, serta tes yang diberikan sebelum dan sesudah perlakuan. Setelah dilakukan tes, hasilnya menunjukkan bahwa 21 siswa atau 84% memiliki nilai tinggi dan 4 siswa atau 16% memiliki nilai tinggi. Selain itu, skor rata-rata kelompok eksperimen meningkat. Nilai rata-rata 54,60 sebelum metode SQ3R digunakan. Metode SQ3R menghasilkan rata-rata hasil belajar sebesar 87,64. Setelah belajar melalui metode SQ3R, mediannya adalah 86, sedangkan pada tes sebelumnya adalah 55. Standar deviasi kelompok eksperimen adalah 1,676 sebelum diproses. Standar deviasi kelompok eksperimen adalah 2,084 setelah pembelajaran melalui metode SQ3R. Setelah menerapkan model learning and answer untuk meningkatkan minat, siswa lebih banyak membaca untuk meningkatkan minat bacanya. Hal ini menunjukkan bahwa kemampuan membaca teks naratif siswa sangat dipengaruhi oleh keefektifan pembelajaran strategi ekspresi wawancara. Paradigma pembelajaran *Survey, Question, Read, Recite, & Review* (SQ3R), dapat menjelaskan dan dapat meningkatkan kemampuan membaca siswa.

Kata Kunci: *Metode SQ3R, keterampilan membaca, teks narasi*

Abstract

This research was conducted to analyze the effect of SQ3R method on the students' knowledge, comprehension and enthusiasm in reading narrative texts. The central problem in this study is SMK TELKOM MEDAN in X grade. This study was semi-experimental in existence, with the experimental and control class, as well as tests given before and after the treatment. After test, the results showed that 21 students, or 84%, had, high grades and 4 students, or 16%, had high scores. Additionally, the experimental group's mean score increased. The mean value 54.60 before the SQ3R method was used. The SQ3R method yields an average learning result of 87.64. After learning through the SQ3R method, the median was 86, whereas it was 55 on the previous test. The experimental group's standard deviation was 1.676 prior to processing. The experimental group's standard deviation is 2.084 after learning through the SQ3R method. After applying a learning-and-answer model to increase interest, students read more to increase their reading interest. This indicates that students' reading abilities of narrative texts are greatly affected by the interview expression strategy's learning

effectiveness. The Survey, Question, Read, Recite, & Review (SQ3R) learning paradigm, It is possible to explain and can improve students' reading proficiency.

Keywords: *The SQ3R method, Reading proficiency, Narrative text.*

INTRODUCTION

Reading is a complex process consisting of two stages. The first stage is where the individual distinguishes between what he sees and then tries to recall, analyze, decide, and evaluate what he reads. As a complex process, reading values one's self- development. Learning English requires four language talents: write, speak, listen and read. Students must be able to read. When we read, we see a series of words and putting them into paragraphs and phrases that tell us something. We use our brains to do this. Reading is used to obtain information and knowledge from a text. Reading is one of the four fundamental abilities that should be fostered in the field of education, according to 2nd Act of 1989, which concerns the national educational system.

The purposes of reading for students these to search and get information, recognize the meaning of difficult words while reading and find the contents of the reading. Reading has benefits for students, and reading can help students understand every sentence they read and help them develop intellectual property, improve thinking skills, and increase creativity. Students can improve their vocabulary when reading storybooks or articles and learn to make proper sentences, paragraphs, and text. Difficulty faced by teachers when delivering reading comprehension material is that students are assigned to look for complex words, determine paragraphs, and retell the contents of the reading by delivering material that is repeated and takes a long time so that students be bored and unmotivated. In this conventional way, students are not motivated to read comprehension material.

The SQ3R method is a student-centred learning method. In this method, the researcher provides knowledge about the SQ3R method to facilitate the search for answers to a text so that students should take an active role in discovering their understanding of students' reading preferences. When applying the SQ3R method to narrative texts, students do not memorize much. However, they carefully read and understood to answer the questions the teacher posed related to the narrative text's content. Narrative text is in form of an imaginative composition intended to entertain the reader. It tells a series of events with a chronological system of interconnected stories that are given in sequence. These stories are non-fiction in the form of fairy tales, myths, folklore, animal stories, etc.

In 2019, Covid-19 was sweeping the world. It has a tremendous impact on all aspects. One of them is in the field of education, so it provides a policy of learning advantages online and offline. In offline learning, the researcher explains the material using the SQ3R method in class orally and in writing and distributes narrative texts to students to read and apply the SQ3R method to narrative texts. However, in the current COVID-19 situation, the learning process in schools is

limited, so schools implement 50% offline learning and 50% online learning to prevent COVID-19 from spreading to the community. When studying online, applications that support learning, such as zoom, google classroom and other e-learning as a medium for discussion to use as students learning media.

The survey is after they give a narrative text to study, then survey the words used and how difficult it is in the text. It can be quickly traced to the title, and the main idea in the text, this final phase aims to make the issue's purpose clear, comprehend the topic, and determine how much time pupils spend on literacy activities. The researchers need to ask questions after conducting a survey. They directed students to write questions about the text on their worksheets, including what, where, who, why, and how. This step is the main point of this strategy, and students must be active in reading activities. This step serves as an answer to previously prepared questions. Next, students should underline the main idea at this stage. The next stage is The Recite. Argue that reciting is a step that students

need to pronounce readings according to the understanding they are reading so that they can pronounce the readings in their language. However, it does not all can be summarized. Only the key points can answer the previous questions. Then students have to rewrite the answer without rereading it. I think this stage requires students to recall their memories of the most recent information after reading it, and they can also retell the information by rewriting or speaking. Review is an activity that will be repeated in the previous stage. Furthermore, this stage helps students get information conclusions so that the information remains in students' memories permanently.

In this study, the researchers proposed two methods: the lecture method and the SQ3R method. In the lecture method, the researcher only reads the text and has his understanding of the text that is read orally and explained briefly. While using the SQ3R method, the researcher provides a more precise and detailed explanation before answering each of the questions in the text. The advantages of the SQ3R method can be helpful for students who like to read and simplify reading comprehension for students by reading often. Use the SQ3R method in active reading activities. Then they can get answers to the questions quickly when they understand the reading. Students can easily understand the contents of the reading by using the sq3r method. Before reading, students will survey to get an overview or main idea. The teacher asks questions related to the reading, and students get answers when reading the entire passage. The last step is that students can conclude essential points in their sentences, making them remember the reading longer.

The SQ3R learning technique has the following disadvantages: it cannot be used for arithmetic studies because the subject matter is sometimes difficult to comprehend from reading only and furthermore calls for a practical. If not every students have reading materials, secondary teachers will struggle to prepare books for each student. To repair the reading comprehension process, teachers can apply the SQ3R method. With this method, the teacher can show the steps quickly and precisely in reading a text. Adjusting the reading comprehension

sequence starting with preparation, such as looking at the title, reading paragraphs, reading as a whole actively, and then students must be able to examine the content of the reading, test the discussion of the content of the text such as analyzing, evaluating and commenting on the content of the reading. In the process of reading, students must perform these stages consistently being able to comprehend the content of the text and be able to retell the entire contents of the text that is read in order to improve students' reading skill. The research is conducted to ascertain the impact of the SQ3R approach on reading narrative texts on the ability of class X TKJ at SMK Telkom 2 Medan based on the research problem formula.

METHODOLOGY

The model that will use in this research is true-experimental. Researchers will conduct pretest and posttest as an essential stage of the study. Researchers will divide two groups of research samples, namely the groupings: experimental and control. These researchers will use two variables in this research to measure the difference between the treatment with and without the technique. The variables will be the dependent and independent variables. The independent variable will affect the variable. The variables in this research are the SQ3R method and Students' Achievement in Reading Narrative as the independent variable. After completing pre and posttests, the researcher will contrast the outcomes attained prior to and following the SQ3R study (SQ3R is Survey, Question, Read, Recite, and Review) method.

The population of this study is class X TKJ at SMK Telkom 2 Medan, which has a total of fifty students. The class will be divided up into two classes, 25 students are enrolled in classes X TKJ-1 and X TKJ-2 respectively. The researcher will take the two classes as samples. The total sample will be 50 students. The sample of the research will be chosen by using random cluster sampling. For research purposes, researchers can divide a population into many groups (called clusters) using the probability sampling approach of cluster sampling. To gather and evaluate the data, the researchers then choose random groups using basic or systematic random sampling approaches.

The pre-test tests the participant's level of knowledge about the material to be delivered to get the primary value from the control and experimental classes. Before learning the SQ3R technique, the researcher must first test the students with 20 multiple-choice questions about the narrative text.

The writers will score the pretest and posttest by using the test's evaluation criteria. The students will do the pre-test before the teacher delivers the material. The teacher will assess the student's work pre-test and whether the student understands the material. Then the teacher will teach the learning material and give posttest. After the pupils will do a post-test given, teacher will assess whether the students have understood the material that has been explained.

RESULT AND DISCUSSION

As explained in the previous chapter, these researchs aimed into determine the affect comprehension of reading in using SQ3R method. This research has been applied using quantitative methods by researchers. This research has been done in two classes selected by researchers to be used as samples at SMK Telkom 2 Medan. Class X TKJ-1 were students to chosen by researchers as model in the group of experimental. At sametime, the students of class X TKJ-2 were chosen as models in the control group. The number of students in class X TKJ-1 is 25, and in-class X, TKJ-2 is 2s.

Both experimental group as well as control group took a pre-test before the trial began. The experimental and control groups of students each received 20 questionnaires from researcher. Then, all the questions were answered by students in the answer sheets provided by the researcher. After they answered all the questions, the answer sheets were given by students to the researcher. The answer sheets were checked and calculated by the researcher.

Before did posttest (final stage), these researchers gave a pretest (first stage). The first these researchers explained SQ3R method and lecture, before these researchers gave the post test. And then these researchers gave post-test for classes using of SQ3R method in class X TKJ-1 and the conventional method in class X TKJ-2. The student's score was described by the researcher using tables. The table below shows a descriptive analysis of the trials before and after the trials in group of experiment.

Table 1. Pre and Post test scores descriptive analysis in group ofexperimental

Category	Score	Frequency		Percentage	
		Pre Test	Post Test	Pre Test	Post Test
Very high	80 – 100	0	21	0%	84.00%
Tall	60 – 79	10	4	40.00%	16.00%
Fair	40 – 59	13	0	52.00%	0.00 %
Low	0– 39	2	0	8.00 %	0%

Retrieval of data from the answer sheet and analysis by researchers. After being reviewed, it is known that the experimental class got the lowest score of 70, the maximum value of 100 and an average of 87. There were 0 students in the very high category, ten students got high scores, and 13 got good grades. Good. Grade point average and two students had low pre-exam scores. After review, there are 21 students with very high scores and four with high scores.

Table 2. Analyze of Pre and Post Test on group Experimental

Means		median		SD		Max		min	
Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
54.60	87.04	55	86	12.3	8.65	75	100	30	70

The experimental group students were given a post-test by the researcher. These researchers gave understanding to students in applied SQ3R method, to determine reading comprehension, these researchers gave posttest (final stage)

to students. Such as the table above, the average score for the pre-test is 54.60, while the average value for the post-test is 87.04. The pre-test median was 55, while the post-test median was 86. The pre-test standard deviation was 12.3, while the post-test standard deviation was 8.65. The maximum of the pretest is 75, while the maximum of the post test is 100. The minimum of the pretest is 30, and then minimum of the post test is 70.

Table 3. Pre and Post Test comparisons the group of Experimental

Data	Pre Test	PostTest
Case Number	25	25
Total score	1,676	2,084
Average Score	54.60	87.04
SD	12.3	8.65

Table 4. Analysis of Student Values in the Experimental Group

Variable	Means	Average Difference	Percentage Increase
Pre-Test	54.60	32.44	59.41%
Post-Test	87.04		

Table 5. Pre and Post Test descriptive analysis in the group of Control

Category	Scores	Frequency		Percentages	
		Pre Test	Post Test	Pre Test	Post Test
Highest	80 - 100	0	8	0.00%	32.00%
Tall	60 - 79	2	14	8.00%	56.00%
Fair	40 – 59	16	3	64.00%	12.00 %
Low	0– 39	6	0	24.00 %	0%

The data was obtained from answer sheets and analyzed by researchers. The lowest score the group of control was 50, and the highest was 85 after the post-test. The average score was 72.80. There were no children who got very high scores. Two children got good marks, 16 students got moderate scores, and six got low scores on the pre-test. After doing the post-test using conventional teaching strategies, eight students got very high scores, 14 students with high scores, and three with moderate scores.

Table 6. Analysis of the Experimental Group's Pre- and Post-Tests

Means		median		SD		Max		min	
Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
44.80	72.80	50	75	10.65	9.13	60	85	30	50

The Post test was given by these researchers to students in group of control. Posttest sheets have been given to determine students' reading comprehension ability after learning to use traditional teaching techniques. Based on the table, the pretest has an average is 44.80, whereas the posttest has average is 72.80. The median pretest was 50, whereas the median of posttest was 75. Pretest has SD (Standard Deviation) was 10.65, whereas posttest has SD (Standard Deviation) was 9.13. The pretest maximum is 60, whereas the

posttest maximum is 85. The pretest minimum is 30, and then posttest minimum is 50.

Table 7. Pre- and Post- Test descriptions in experimental group was compared

Data	Pre Test	Post Test
Case Number	25	25
Total score	1,538	1,829
Average Score	72.80	73.16
SD	3.839	5.411

Table 8. Analysis of Student Values in the Experimental Group

Variable	Means	Average Difference	Percentage Increase
Pre-Test	44.80	28.00	62.5%
Post-Test	72.80		

Table 9. Results of Normality Test After Pre and Post Test

Group	Number	Significance Level		p		Conclusion	
		Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
Score from class X TKJ- 1 as an Experimental Group	25	5%	5%	0.548	0.446	Normal	Normal
Score from class X TKJ- 2 as Control Group	25	5%	5%	0.104	0.217	Normal	Normal

Table 10. Homogeneity Test Results (Pre-Test)

Group	W	df1	df2	P	Interpretation
As an Experimental Group in X TKJ-I	0.125	1	75	0.718	Homogeneous
As Control Group in X TKJ-II					

Table 11. Homogeneity Test Results (Post-Test)

Group	W	df1	df2	P	Interpretation
As an Experimental Group in X TKJ-I	1.342	1	70	0.298	Homogeneous
As Control Group in X TKJ-II					

Table 12. Summary of ANCOVA Results

F	df	p
34,618	1	0.00

Table 13. Test Reliability Coefficient

Reliability Coefficient	Explanation
0.00 – 0.20	Lowest reliability
0.21 – 0.40	Low reliability
0.41 – 0.60	Reliability is fair
0.61 – 0.80	High reliability

0.81 – 1.00	Highest reliability
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After testing the reliability of the test, it is known that the reliability of the test is 0.75 when using the Survey, Questions, Read, Recite and Review (SQ3R) method. This shows that the students' test results for reading comprehension are quite reliable (0.75). A table with research data is shown. The pre and post tests used in this study were given by the researcher. The conclusions of the researchers established on the result of the posttest. The researchers accepted the pretest results in the interim. The researchers gave post-tests to two groups after the pre-test and one each to the control and experimental groups.

According to the outcomes pretest, these researchers gave treatment to the groups experimental and control. These researchers in control group taught students to use the conventional method, while the experimental group taught students to use the SQ3R method. After analyzing data from controls and experiments, these researchers came to certain conclusions. The group of experimental outperformed the group of control in terms of the mean. The mean score the group of control on the pretest was 61.52, but group of experimental was 67.04. It is known that the average of the group of experimental was 83.36 after posttest whereas the group of control got an average of 73.16. Average value the group of experimental increase quickly compared to average value the group of control.

These researchers also obtained the data after the normality test was carried out in the groups of experimental and control. Based on that normality test, these researchers took conclusion that the students in groups of control and experimental were normally distributed. The significance level the groups of control group and experimental. Experimental group is higher than 0.05. The groups of experimental and control both have homogeneous. The test results show that the value should exceed 0.05. The data allow for the conclusion that the test results of the control or experimental group were homogeneous.

Subsequent by these researchers was the test of ANCOVA. According to the test result, the ANCOVA significance level (0.00) less below 0.05. These are test results, as seen by the author. The researcher concludes that H_0 (zero hypotheses) is rejected. H_1 (alternative hypothesis) is accepted for now. The following analysis of the provided data previously, these researcher discovered to used Survey, Questions, Read, Recite, Review (SQ3R) method had greatly affected students' reading comprehension in group of experimental.

CONCLUSION

SQ3R method effected students' reading comprehension of narrative text at SMK Telkom 2 Medan. The findings on experimental group, four students received high scores and 21 students received very high scores. The experiment group's typical score likewise went up. The average is 54.60 before adding the SQ3R approach to learning. After learning by applying the SQ3R method, the average is 87.04. The standard deviation before the test was 12.3, and after the test it was 8.65. The highest possible pretest is 75, and the highest possible

posttest is 100. For the meantime, the pretest minimum is 30, and the posttest minimum is 70. The mean value of the control group grew, although not accordingly, while the group of experimental was not like that. The group of experimental students has been able to read effectively using the SQ3R approach. After learning with the SQ3R approach, students did not feel bored and were more motivated.

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