

Improving Students' Ability in Understanding Reading Texts Using the SQ4R Method

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Abstract. *The aim of this research is to determine the effect of using the SQ4R method in improving students' ability to understand reading texts. The stages of this research method include initial observation, pretest, learning process, posttest and discussion of the results of reading learning using the SQ4R method. This research uses a quantitative method in the form of a quasi-experiment in the form of testing a learning method with the object of research being class XI students at SMAN I Lhokseumawe. This research instrument is in the form of test questions and interview guidelines. This research will later become a benchmark for further learning for class XI students in the current year, especially in Indonesian language lessons, but can also be used in other learning. Based on the results of research conducted at SMAN 1 Lhokseumawe, there was an increase in standard grades in the experimental class. Meanwhile, in the control class there was no change in the learning process in terms of grades. This can be seen from the test results of the difference in average post-test scores $t = 0.092 < 2.021$, $\text{sig.} = 0.001 > 0.05$ from a total of 22 students. Based on the results of this research, it can be concluded that there has been an increase in the ability to understand reading texts in students whose learning uses the SQ4R method.*

Keywords: *reading, reading text, SQ4R Method*

1. Introduction

Learning Indonesian serves to improve students' ability to communicate using Indonesian, both orally and in writing. Graduate competency for Indonesian language subjects emphasizes the ability to read and write. The 2013 curriculum emphasizes sharpening emotional sensitivity, improving thinking and reasoning abilities, and having useful knowledge. With this ability, students are expected to be able to understand the information conveyed through a reading text, both directly and covertly. In the Merdeka Merdeka Learning Curriculum in Higher Education, the function of Indonesian language subjects, among others, is to; (a) increasing knowledge and skills to develop science, technology and art, and (b) disseminating the use of Indonesian as a good communication skill, thus showing a student's high intellectual level. So, it is hoped that graduates from SMAN I Lhokseumawe will be able to understand reading texts in written communication.

Planned reading learning is very necessary for high school students. However, in the teaching and learning process, not all children are able to carry out reading activities correctly. The phenomenon so far is that children are only able to read but are less able to understand the content of the text they read. When a child is instructed to read, after finishing reading the child is instructed again to tell the contents of the reading, he cannot and even forgets what he has read. Andiriyanto (2018) states that effective efforts to understand and remember reading for longer are done by two ways: 1) organizing the material read in a link that is easy to understand and 2) linking one fact to another.

Children can get something from their reading activities. The more essence that can be understood from the reading material, the more knowledge the child will gain. This knowledge really helps the child in mastering every piece of literature he reads. Apart from that, children's reasoning abilities will also develop rapidly when children succeed in getting information through their reading material. In line with this explanation, Adler (2011) affirms that reading is a journey both cognitively and emotionally for the reader.

Based on the results of observations by researchers at SMAN I Lhokseumawe, it shows that learning to read and understand in general is not yet optimal. This non-optimal learning can be seen at the end of the learning process. The final results of the learning process prove that: (1) students are not yet skilled at finding main ideas and explanatory ideas in paragraphs; (2) students are not yet able to conclude the content of the reading; and (3) students are not yet able to express their opinions based on the content of the reading. This is caused by factors, the use of inappropriate teaching methods. To optimize text reading comprehension, a method is needed. The appropriate method in the learning process of reading text comprehension to achieve the expected goals is the use of the SQ4R Method in the learning process in order to improve students' reading comprehension skills.

Aminah's (2020) previous research with the title "Application of the SQ3R method in achieving Indonesian Language Learning Indicators in Understanding Reading Content Material at Lhokseumawe Vocational High School", found that there was an increase in children's ability to understand reading content. Karmila (2019) conducted a study on the application of the SQ4R learning method to improve narrative text reading skills and found that there was an increase in knowledge of learning outcomes at the end after the SQ4R reading method was introduced. Based on the description above, researchers are interested in conducting this research by establishing the SQ4R method in the learning process for understanding reading texts, so that there is an increase in students' KKM scores.

Theoretical Basis

Curriculum 13 issued by for high school states that, in general, the objectives of learning Indonesian Language and Literature are as follows: (1) students understand Indonesian Language and Literature in terms of form, meaning and function, and use them appropriately and creatively for various purposes, needs and circumstances, (2) students have the ability to use Indonesian Language and Literature to improve intellectual abilities, emotional maturity, and social maturity, (3) students have discipline in thinking and language (speaking and writing), and (4) students appreciate and take pride in Indonesian Literature as Indonesia's cultural and intellectual treasures. So students are required to be able to understand the meaning of each reading text.

Learning Reading Comprehension with SQ4R Method

Curriculum 13 in high school states that, in general, the objectives of learning Indonesian Language and Literature are as follows: (1) students understand Indonesian Language and Literature in terms of form, meaning and function, and use them appropriately and creatively for various purposes, needs and circumstances; (2) students have the ability to use Indonesian Language and Literature to improve intellectual abilities, emotional maturity, and social maturity; (3) students have discipline in thinking and language (speaking and writing); and (4) students appreciate and take pride in Indonesian Literature as Indonesia's cultural and intellectual treasures. Hence, students

are required to be able to understand the meaning of each reading text. The procedure for using the SQ4R method in teaching reading has several steps. The first step is a survey, students are asked to read quickly to find the main idea. Shea et al. (2016) explain survey as an activity before reading a text by communicating through the reading text, by reading the title, studying the title, and predicting the information that will be conveyed, reading the introduction and conclusion.

Learning Reading Comprehension with SQ4R Method

The SQ4R method is a reading method that aims to help readers understand fully and in detail the contents of a text. It can be used as a strategy that can be used to implement learning strategies. By using the SQ4R method, readers will more quickly find the main ideas in the text. Basar and Gurbuz (2017) state that SQ4R aims to develop students' cognitive abilities by reading comprehension, full concentration, and training students' abilities to improve their skills in guessing and critical thinking. The SQ4R method is an effective way of reading by following certain steps. Hence, the steps taken in this technique seem to describe scientific procedures, so it is hoped that any information learned can be stored properly in a person's long-term memory system.

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- 2) The second step is asking (questioning) which is a reader's activity by asking questions before reading a passage in its entirety. Tarigan (2015) states that these forms of questions can use question words, what, why, when, how, or who. Readers must read actively to be able to answer these questions.
- 3) The third step is reading, which involves actively searching for keywords in each paragraph in order to answer the questions that have been prepared previously. In this case, students are advised to read the material in each section to answer the questions they have formulated at the Question stage. Nurhadi (2010) suggests that in this step, students read the text by keeping questions in mind to find answers to the questions.
- 4) The fourth step is to retell it in your own words (Recite), looking back at the notes that have been made and trying to recall the main ideas that have been recorded. Another way to do Recite is to look at the questions we have created before reading the subchapter and try to answer them on a piece of paper without looking at the book or discourse again.
- 5) The fifth step is Record, in which the readers mark things they understand from a text for future reference. The process of selecting and marking will lead us to find the main idea of the text.
- 6) The sixth step is testing or reviewing the completeness of the restatement that has been carried out in the Recite step by Zhang (2018). This step or stage can remember the material so that we can easily remember it and if at any time it is needed it will be easy to use.

The Nature of Reading

Reading is an activity carried out by many people, but not all readers are able to absorb the meaning of what is read. Tarigan (2015) explains that reading activities consist of two parts, namely the ability to process reading and the ability to produce reading

products. The reading process is an activity that combines the aspects involved in the reading process in harmony so that communication occurs between the writer and the reader. Meanwhile, in terms of product, reading is in the form of communication between the reader and the writer, namely the reader's understanding of the writer's ideas contained in the writing.

Santi (2015) explained that reading is a process that considers how the characteristics of the reader and the characteristics of the reading text interact with each other. Reading comprehension is not just limited to reading the reading that is found, but reading comprehension means that the reader is expected to be able to retell the contents of the reading using his own language. Santi (2015) states that reading is tracing word by word the meaning of a piece of writing. Reading is also to get information conveyed by an author that is useful for the reader. Khusniyah et al. (2017) asserts that the main goal in reading is to search for and obtain information, including content, understanding the meaning of reading, meaning is closely related to our aims, objectives or intensity in reading. To understand a reading, the reader must know what topic the author is conveying.

Simbolon (2017) states that in reading comprehension, there are three types of reading comprehension, namely: 1) Literal reading is the reader's ability to recognize and capture reading material that is stated explicitly (explicitly), 2) Critical Reading is the reader's ability to process reading material to find the overall meaning of the reading material, 3) and Creative Reading is the reader's ability to inform other people about the contents of the reading. According to Khusniyah et al. (2017), reading can also be interpreted as a center for teaching and learning that seeks to develop students' skills needed to add and fill the meaning of a text. If the student can already possess this, the student can be classified into a level of understanding the content of the reading perfect and tall. Zhang (2018) says that reading comprehension is defined as the process of receiving and integrating information from print media.

A student will be categorized as having comprehension ability if they already have the ability to understand what has been read or heard, not only an individual sentence but also longer discourse such as passages of text or long reading texts (Spear, 2015). Based on the opinion above, the meaning of understanding a reading text is the process of interaction between written information and the reader by understanding written language which is related to the reader's language skills and the knowledge they have acquired. Thus, a teacher in measuring students' reading comprehension achievement must first define the specific elements of their reading comprehension achievement.

Relevant Research.

Aminah (2020) states that the application of the SQ3R method can improve students' ability to understand reading content. The research conducted by Deni et al. (2017) on the effect of the SQ4R strategy assisted by Balinese Units on the reading comprehension ability of Class V students shows that there was a difference in the increase in learning outcomes using the SQ4R Strategy from previous learning. This is also in line with Rojabi (2021) on the application of the SQ4R cooperative learning method to improve EFL students' reading comprehension ability. In conclusion, the SQ4R procedure as a teaching method facilitates students to improve their reading comprehension by giving them many activities in dealing with various kinds of reading texts, such as surveying the text and formulating questions in activities before reading, reading and reflecting on texts in activities while reading, remembering important points, as well as reviewing the text in activities after reading. Rasjid (2015) studied the influence

of the Survey Question Read Reflect Recite review (SQ4R) learning model using the talking stick method on the metacognition skills and Biology learning outcomes of SMAN 9 students and reported that there is a significant influence of the SQ4R learning model with the Talking Stick method on students' metacognition skills, and there is a significant influence of the SQ4R learning model with the Talking Stick method on students' biology learning outcomes.

Based on the previous research, it can be concluded that the SQ4R method can be applied in all learning so that it can improve children's ability to understand reading texts.

2. Method

This research uses quantitative methods by testing a method in the learning process. This starts with the problems faced by students in understanding the content of the reading. Then regarding the process of learning to read, and how to improve students' ability to understand reading content. The research location is at SMAN I Lhokseumawe. The subjects of this research were 44 class XI students, divided into two classes. One class is an experimental class in testing the use of the SQ4R method during the reading learning process. One more class is a conventional class without media in the learning process.

The research technique was carried out in several stages, namely: 1) observation in order to obtain information related to the reading learning process at SMAN I Lhokseumawe. The results of the observations are used as evaluations to be improved and implemented in subsequent learning; 2) pretest, in which a student reading test is carried out at the beginning so that the student's level of reading comprehension is known; 3) post-test which was carried out after the learning process using the SQ4R method, the results of the post-test for both classes will be a benchmark for comparing the increase in students' ability to understand reading texts, 4) data processing, in which the data that has been obtained will be validated using SPSS statistical data. This was done to determine the comparison of the increase in students' ability to understand reading content in the two classes. The instrument in this research used a reading test.

The data collected is in the form of the level of success of each learning process using the SQ4R learning method, namely increasing students' ability to understand reading content. In accordance with the instrument that the researcher used, the data collection technique used was providing reading material as test questions, because this technique was used to determine the level of success of the learning process in understanding reading content using the SQ4R method which had been implemented.

The pretest and posttest results of the reading learning process using the SQ4R method to improve students' reading comprehension skills were analyzed. In carrying out data analysis, the main activity is giving reading to students. As well as carrying out a pretest by looking at the scores obtained by each student. This is done in order to be able to compare students' pretest and posttest scores. You can also find out the child's level of difficulty.

The test results are analyzed through steps, first identifying student test results based on the structure and linguistic rules used by students in understanding the content of the reading. Second, classify or classify the linguistic structures and rules found in the reading text. Third, interpret the structure and linguistic rules of reading the understanding found to process the data. Fourth, processing the data found. The data processing technique used is quantitative data processing techniques used to process data in the form of numbers obtained from the ability to understand the content of the reading in the form

of scores. The results of the two classes will be a benchmark for comparison of the increase in students' ability to understand reading content. The data processing that has been obtained will be validated using SPSS statistical data.

3. Results and Discussion

The main aim of this research is to improve children's ability to understand reading texts using the SQ4R method. The steps that will be taken during the learning process using the SQ4R method are very easy so that children do not feel bored during the learning process. During the learning process, the researcher immediately becomes the class teacher, but does not interfere with the learning process that has been scheduled by the school. Researchers did this to make it easier to get an idea of the level of difficulty experienced by children in understanding reading texts using the SQ4R method later.

Based on the results of observations at the first meeting in reading comprehension learning, it showed that only 13 students or 39.71% of students were active in the reading teaching and learning process using the SQ4R method. Furthermore, at the second meeting there was a change in the level of student concern for the learning process using the SQ4R method, namely 22 active students or 53.54. This shows that the process of learning to read using the SQ4R method has not yet been completed. Below is a ring for assessing the completeness of reading learning that meets the student's pass category in reading comprehension.

Table 1. Student assessment values and categories

Value	Categories
88 -100	Very Skilled
70 – 87	Skilled
50 – 69	Quite Skilled
35 – 49	less Skilled

Based on the passing grades above, it is necessary to carry out the learning process again using the SQ4R method in several subsequent stages of the learning process. The research stages that researchers carried out at SMAN I Lhokseumawe during this month included several steps as the researchers explained in the Research Method above. With the aim of seeing the effect of using the SQ4R Method in learning reading comprehension. The next stage is that the researcher conducts an initial ability test of students in understanding the content of the reading. And the initial test results can be seen in Table 2.

Table 2. Pretest mean difference test for understanding reading content

Average	N	Mean	Normality		Homogeneity	Significance
			Exp.	Control		
Experimental	22	33, 54	Sig. 0,152	sig. 0,088	sig= 0,254	t = 0,092 < 2,021 sig.= 0,925 > 0,05
Control	22	31,5	Normal	Normal	Homogenous	Not Significant

Based on the results of the pretest data listed in table 2 above, it shows that the level of students' ability to understand reading content has not yet reached the reading comprehension learning indicators. The value obtained is a homogeneous value between the experimental classes, getting the acquisition value, namely sig. 0.152 and the control class obtaining a sig value. 0.088. This is due to temporary suspicion that there may be several things, namely; 1) The level of ability of almost all children is the same in

understanding reading content so they do not reach the indicators for learning to read, 2) There is no interest in reading among students, and 3) Students are not motivated in the process of learning to read in a fun way.

Meanwhile, the students' pretest results showed that the average score for the ability to understand reading texts in achieving reading material indicators in the experimental class showed 33.54, while in the control class it was 31.5. From the different pre-test results in the two classes, it shows that the learning process in reading material did not reach the indicators determined in the curriculum at SMA N 1 Lhokseumawe. To achieve learning indicators in reading material, one of them is that students must understand the reading text as a whole with an average score of 80.

The success of the learning process can be seen from the achievement of indicators that have been determined in the school curriculum. However, if the KKM scores are not standard then the learning process will not be successful. So it is necessary to re-examine the problems that arise, one of the problems that researchers found at SMA N 1 Lhokseumawe was the lack of updated methods in learning to read. This needs to be addressed and followed up in every lesson in all schools using a method. The learning method that innovates in the reading learning process is the SQ4R method. The SQ4R method is very appropriate to use in the reading learning process which aims to help readers understand completely and in detail the contents of a text. As stated by Simbolon (2017), the SQ4R is a popular reading method which was specifically created as a text reading method.

Next, learning to understand reading content was carried out using the SQ4R method in the experimental class, while in the control class the reading learning process did not use the method. During the learning process in the experimental class, students looked very enthusiastic and enthusiastic. Meanwhile, in the control class, the reading learning process takes place as is or only conventionally. At the end of the lesson, a posttest was carried out in both classes in order to see changes in learning outcomes, especially in the experimental class, as shown in Table 3.

Table 3. Posttest average difference test for understanding reading content

Average Posttest	N	Mean	Normality		Homogeneity	Significance
			Exp.	Control		
Experimental	22	95,6	Sig. 0,154	sig. 0,089	sig= 0,254	t= 0,092 < 2,021 sig.= 0,001 > 0,05
Control	22	36,5	Normal	Normal	Homogeneous	Not Significant

At the end of the lesson, researchers conducted a posttest to see the effect of the SQ4R method on learning to understand reading text. The results of the post-test in both classes, especially the experimental class, showed changes in the ability to understand reading so that the indicators of reading achievement in Indonesian language learning were in accordance with the KKM values that had been determined in the Curriculum at SMAN 1 Lhokseumawe. You can see a change in the increase in learning outcomes in the Experiment class in the table above, which means there was a significant increase with the sig value. 0.001. Sig value. 0.001 has achieved the target indicator for learning to understand reading texts. The increase in students' ability to understand reading texts is due to innovative methods. This is proven in the post-test score for the experimental class, namely 95.6 after the learning process on reading material using the SQ4R method. Meanwhile, the post-test results in the control class did not increase students' ability to understand reading content. This is because the learning process takes place without a

method. The post-test results in the control class were almost exactly the same as the pre-test scores, the post-test scores in the control class were 36.5.

After carrying out pretests and posttests in both classes in the learning process with reading material and accurate data was obtained. For the validity of the data, a data normality test was carried out using Descriptive N-Gain Analysis. This N-Gain Descriptive Analysis is to see the increase in the ability to understand reading texts in the control and experimental classes. The results of this analysis can be seen in Table 4.

Table 4. N-Gain mean difference test understanding reading content

Average Pretest/Posttest	N	Mean		Normality		Homogeneity	Significance
		Exp.	Control	Exp.	Control		
Experimental	22	87,5	29,5	Sig. 0,200	Sig. 0.052	sig= 0,68	t.count: 3,852> t table: 2,024
Control	22			Normal	Normal	Homogeneous	sig.count: 0,001 < sig. table 0,005

Analysis of the N-Gain mean difference test shows that there is an increase in understanding of reading texts in the experimental class with a significant level, namely: sig. 0.001 < 0.005. This results in the acceptance of H1. It can be concluded that the increase in the ability to understand reading texts by learning using the SQ4R method is better than the conventional learning process.

4. Conclusion

Based on the results of research that researchers have carried out, the learning process carried out at SMAN 1 Lhokseumawe so far has not been optimal. This is due to the lack of student motivation in participating in the learning process. This can be seen from the pretest results in the experimental class which obtained an average score of 33.54, while the standard for student completion was only 1.54% of the total number of 22 students. However, there was an increase in students' ability to understand reading texts after learning reading comprehension using the SQ4R method. This increase can be seen in the average post-test score, namely 91.4, a standard of 100% completion from a total of 22 students.

Meanwhile, in the control class there was no change in the learning process in terms of grades. This is because every time learning takes place, students are not motivated and are not enthusiastic about participating in the learning. This can be seen from the results of the pretest score of 31.5%, while the standard for student completeness is only 0.89%. In the post-test scores, there was a very minimal difference in numbers, namely 36.5 percent, the standard of completeness remained at 0.89% of the total number of 22 students. Based on the results of research conducted at SMAN 1 Lhokseumawe, there was a change in standard grades in the experimental class. Meanwhile, in the control class there was no change in the learning process in terms of grades. This can be seen from the test results of the difference in average post-test scores $t = 0.092 < 2.021$, sig. = 0.001 > 0.05 from a total of 22 students. Based on this, it can be concluded that there has been an increase in the ability to understand reading content in students whose learning uses the SQ4R method.

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