



## THE IMPLEMENTATION OF SQ3R IN HELPING STUDENTS' ASSESSMENT IN READING CLASS AT SMAN 1 ADILUWIH

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### Abstract

Learning at this time has begun to experience developments on how to make a good strategy in teaching, currently, technology, culture, and the economy already have their aspects of learning and one of them is education, especially English, English is not just about speaking but more from that we especially students are required to understand much more about English. One aspect that must be updated in education is teaching techniques, at this time the researcher describes the use and steps in the SQ3R method which was tested in class 10 MIPA 3 and MIPA 4, SMAN 1 Adiluwih Pringsewu, in this discussion the results were obtained by the researcher that the use of the SQ3R method has a significant role in teaching English, especially in improving students' reading comprehension.

**Keywords:** *SQ3R Method, Learning Style*

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## INTRODUCTION

The teaching of English as a foreign language in Indonesia has been one of the important concerns for the government and societies. The importance of English as a second language that must be mastered by Indonesian children because English is an international language which is one of the important languages used in all aspects of life (Lestari & Wahyudin, 2020), learning English does not always have to require students to use the language as a reference. life, but the language will become a benchmark for a country where many Indonesian children can compete with other countries whose education is far more advanced. By learning English, not all aspects of students must master where the main thing that needs to be emphasized is that students can understand and understand what is in the context of English, such as basic conversation or being able to understand writing. As a global language, English itself holds a very large function and role. One of the visible implications of its use is that more and more people are trying to learn/master English well. Improving conditions using learning autonomy will make people aware of the importance of English (Nunan, 2003).

English Curriculum in Indonesia has been developed over decades. The development of the curriculum in Indonesia itself has undergone several changes during this decade, the goal is to change each element that is made to take into account the contents of the main subject matter and the objectives to be achieved for each command contained therein Maslow (2002). The purpose of having a curriculum made is to see the index of an achievement made by students, and the teacher can measure whether the curriculum created can meet the index criteria in it, one example is English, namely reading comprehension, from this example one of the examples in English. the goals or objectives that the teacher hopes through which students can understand and practice the material that has been learned. Based on Richard (1991). In essence, curriculum development includes principles and procedures relating to planning, presentation, management, and evaluation, of the entire teaching and learning process.

One of the important skills to master is reading comprehension. Harmer (2007), reading is a procedure in which individuals attempt to understand written language. Reading is one of the skills that must be possessed by everyone as the key to seeking knowledge because by reading someone can find many sources of knowledge for them to understand every symbol in it. That means by reading we need

to find the meaning that the author conveys with our reading ability. According to Richard and Julian, reading is a construction of meaning from a printed or written reading. In other words, why reading comprehension is very important for students to master because with them they understand what reading content and meaning are and can explain what it means they have good reading skills for them to find information that they can use in various ways (Mandasari & Aminatun, 2019).

Hurlock (2003), interest is a source of motivation that encourages people to do what they want when they are free to choose. When they see something profitable, they feel interested. With a high interest in reading, it will become one of the superior seeds in building the nation and make Indonesian students no longer blind to education, especially reading.

Based on the results of a survey conducted by the program for international students assessment PISA ( Program for International Student Assessment ) released by the ( Organization for Economic Co-operation and Development OECD (2019), Indonesia ranks 62 out of 70 countries or in the bottom 10 countries with low literacy. in interest in reading. By looking at the data provided by PISA ( Program for International Student Assessment ) one of the institutions that observe and pay attention to education, especially in reading, Indonesia is very far behind in terms of reading, so special attention is needed to arouse students' motivation in reading. Akhadiyah (1991), reading is an integrated unit of activity that includes several activities such as recognizing letters and words, connecting them with sounds and their meanings, and drawing conclusions about the purpose of reading. One of the factors that cause students' lack of interest in reading is laziness factor themselves, most students when asked why they reason for not reading. some of them say it's boring, even though if we see and have tricks in reading it will be very fun, so one of the important factors for students' interest in reading is school, why is school said to be important in the development of students in reading? because most of the time children spend in school studying, therefore students need motivation about the importance of reading and the right technique in teaching students to read, so that with the right formula it will not make students feel bored. The teacher is one of the most important elements in student development, the teacher plays an active role in student learning in other words the teacher holds the key for students to be able to learn and be able to read well, learning to read has been done when children are 3 years old. parents who send their children to kindergarten before they enter elementary school, from this stage it is important for a teacher to motivate an early age about the importance of reading so that when students move to the next level they will not be lazy and forget that reading is an important aspect in improving educational literacy.

Reading is one of the four language skills taught since elementary school (Oktaviani and Mandasari, 2018). The four skills are interconnected with one another and form a single unit. Reading is a receptive activity, an active form of absorption. In reading activities, the mind and mental are actively involved, not only in physical activity. Many experts define reading. Reading is very important for student development because reading does not only mean reading Indonesian writing that needs to be studied and known but also reading English which students need to master because currently, English is one of the languages that need to be mastered when students get both assignments theory. According to the Big Indonesian Dictionary (2005), reading is seeing and understanding the contents of what is written. Reading is a process carried out and used by readers to get the message the author wants to convey through the medium of words or written language (Sari and Wahyudin, 2019). In other words, reading is picking and understanding the meaning or meaning contained in the written material. The main purpose of reading is to seek and obtain information, including content, and understand the meaning of reading. Meaning is closely related to the purpose of our intensive reading. Therefore, the purpose of this research is to find out how interested students are in reading and to help students improve their reading skills in a descriptive text using the SQ3R method.

## **RESEARCH METHOD**

This study uses a qualitative research method which explains the SQ3R method used by researchers in processing data. According to Creswell (in Herdiansyah, 2014: 8) that qualitative research is a process of scientific research that is intended to understand human problems in a social context by creating an overall and complex picture presented, reporting detailed views of informants conducting studies in each of the five approaches. Qualitative enterprises are much more fragmented than before and are thus challenged by writings advocating a return to experimental models of inquiry, such as those

found in the No Child Left Behind Act (Maxwell, 2005) and the National Research Council monograph on scientific research in education. (National Academy of Sciences, 2000).

## **FINDINGS AND DISCUSSION**

In this lesson, we will explain how the application of the SQ3R method is used in helping students to do reading assessments in class. As is well known, reading comprehension is a skill that must be understood and instilled from childhood, because interest in reading and understanding a text will increase the knowledge of these students and make Indonesia a country with high reading literacy. In reading comprehension itself 5 basic aspects must be understood by students, these aspects include; Identifying the main idea, in this aspect students will focus on the main idea of a story, Identifying vocabulary which focuses on vocabulary or word equations, Identifying Supporting Details explaining how to build a question in the story, Identifying references and making inferences.

In applying the SQ3R method, the researcher first made an observation whose goal was to find out the situation in the field to be studied, the researcher made observations at SMAN 1 Adiluwih Pringsewu as a place for objects to retrieve data, on this occasion the researcher monitored the situation regarding the learning process at SMAN 1 Adiluwih Pringsewu, especially in English subjects in grades 10 Mipa 3 and 4. After observing and discussing with the study teacher, the researcher began preparing aspects that needed to be used when collecting data using the SQ3R method.

After conducting field observations and knowing the conditions of the class and students who will be used as data samples, the researcher conducted a validity test with a question about the descriptive text of 55 questions. The questions were tested in the test class, namely 10 MIPA 2 as a trial class to find out whether the questions used by researchers to retrieve data are valid or invalid. The questions were given to students to work on, after finishing getting the results of the test questions, the researcher analyzed the test questions with the help of SPSS version 20, the aim was to find out the state of the questions and determine which questions could be used and which could not be used.

The validity test is a test that must be carried out by researchers to determine in advance which questions can be used to retrieve data at a later stage, at this stage after the test questions, researchers get results, namely 40 questions declared valid with an average value, while for questions as many as 15 the questions were declared invalid, in other words, the questions were too difficult for students, so the scores obtained were lower than the specified standards. After completing the validity test the researcher began to collect data in the experimental class and control class, the experimental class was in class 10 Mipa 3 and the control class was in class 10 Mipa 4.

In the second meeting, the researcher explained, namely about descriptive text, at this meeting the researcher did not differentiate between the different treatments in these two classes, at this stage, the researcher explained the objectives, aspects, and uses of descriptive text to students, and gave examples of descriptive text questions.

At the third meeting, the researcher gave treatment to the control class, namely Mipa 4 class with the SQ3R method, the researcher explained the sequence of stages in this method. At this stage, the researcher looked at the level of students' understanding and whether they understood or not. In explaining this method, the researcher used PowerPoint media which contained the SQ3R method and descriptive text. In contrast to the control class in the experimental class, the researcher repeated the descriptive material by giving a re-explanation to the students, because only the control class received treatment to find out the results of using the method.

At the fourth meeting, the researcher did the same thing in the experimental class and control class by conducting a post-test to determine the results of their final score, the researcher gave the same questions when the students carried out the pre-test, on this occasion the researcher only supervised and notified to students about the previous material or explanation related to how to do the problem.

The limitations that exist at SMAN 1 Adiluwih Pringsewu school are, students do not bring English language campuses, and the school or library does not provide English dictionaries, so that when learning English some students only try to guess the meaning of what the teacher gives orders, besides there is no dictionary The next limitation is the number of hours of subjects which are only once a week and are widely used for carrying out extracurricular activities so that students' efficiency in learning is greatly reduced and disrupted.

In data processing in the field, the researcher uses instrumental research as a reference to determine the stages in processing the data, so that the results of the data used are valid and tested according to the expectations of the researcher. The instruments include the component aspect of reading. In this aspect, the researcher must divide five aspects of reading into the questions that will be used to collect data, on this occasion the researcher used descriptive text as a medium to retrieve data by incorporating aspects of reading comprehension into them by specifying aspects into different question numbers.

After determining the reading comprehension aspect, the researcher must first determine the validity of the questions as a reference standard for data collection. At this stage, the researcher must use another class as a test item to be used. After getting the validity test the researcher must determine reliability again, whether the results of the questions tested on other classes are of adequate value and can be used to collect data or not and to determine the average student results in answering the questions.

The next stage is the difficulty level, which is to measure how difficult and easy the questions are in the test given by the researcher, if the average score obtained by students is below the reference standard, it means that the questions used by the researcher are very difficult for students, but if the scores obtained by students are all large, then too easy questions for students. Next is the discrimination index, just like the difficulty level in the discrimination index which also determines whether the average student score or total student answers fall into the very good or poor category, which means that these results will affect the test results for the researcher at the end.

The next stage is the normality test, at this stage, it is very important to measure whether the tested significance values are well distributed or not, in the normality test stage is divided into two, namely the Kolmogorov Spivov test, namely the normality test using the number of questions above 100, and Sapiro wilk test the normality test which uses questions under 50, these two tests produce the same output, only differ in the samples and questions used. After carrying out the normality test, the next test is the homogeneity test, namely testing whether the data used is homogeneous or not. differences in treatment or treatment used, but if  $H_0$  is greater than 0.005 there is no difference in the control class with the experimental class.

After processing English material in the research field, the researcher processed the data obtained. The results of the two classes, the experimental class, and the control class, namely the pre-test and post-test, were then tested by the researcher by correcting their answers one by one on a scale of if they were correct, the value was one and wrong, and the value was blank. The results of the four meetings gave significant results in learning students' understanding of reading in descriptive text. Test questions are given by reading comprehension aspects explained by Olviyanti, Marbun, et al. (2015). Five aspects of reading comprehension include identifying the main idea, understanding vocabulary, identifying references, identifying supporting details, and making an inference. The results show that among the five aspects, identifying supporting details received the greatest increase in both the pre-test and post-test in the experimental class and the control class. The lowest aspect of this research is the making inference aspect so it can be said that the questions in this aspect are difficult for students.

In conclusion, the use of the SQ3R method in improving comprehension in reading comprehension provides a significant value although not too high. This value is contained in identifying supporting details. On this occasion, students were able to answer questions about aspects that they considered easy to do both in the pre-test and post-test. In contrast to making inference questions which might make students have to think critically in answering descriptive text questions.

## **CONCLUSION**

Teaching using SQ3R is a method that is rarely used by some teachers in teaching, SQ3R itself is a method whose goal is to help students understand a text, one of which is reading comprehension. The relationship between this method and the research conducted by the researchers concluded that the use of the SQ3R method had several aspect changes in improving students' reading comprehension skills, but in other words, the use of this method must be based on the aspects and stages that will be carried out by the teacher, in this study it explains regarding the stages and final results that the use of the SQ3R method affects students.

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