



**USING SQ4R METHOD TO IMPROVE READING
COMPREHENSION SKILL OF THE FIRST GRADERS
OF SMP ISLAM MAARIF 02 MALANG**

SKRIPSI



UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT



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MALANG**

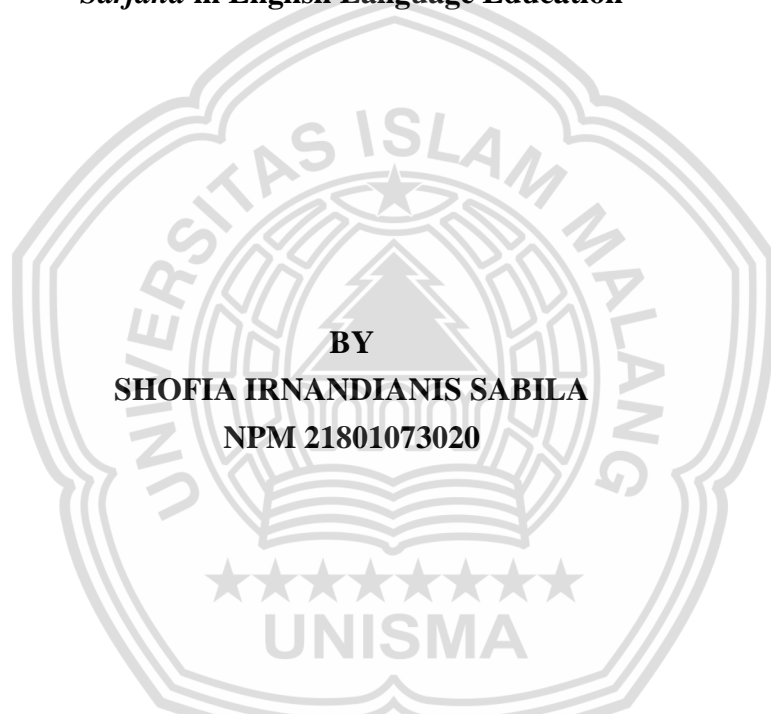
SKRIPSI

Presented to

Faculty of Teacher Training and Education

University of Islam Malang

**In partial fulfillment of the requirements for degree of
Sarjana in English Language Education**



BY

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2022**



NPM : 21801073020
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Sq4r Method To Improve Reading
Comprehension Skill Of The First Graders Of Smp Islam
Maarif 02 Malang

ABSTRACT

Sabila, Shofia Irnandianis. 2022. *Menggunakan metode SQ4R untuk Meningkatkan Kemampuan Pemahaman Membaca Siswa Kelas Pertama di SMP ISLAM MAARIF 02 MALANG.* Skripsi. Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Dosen Pembimbing I : Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D. Dosen Pembimbing II: Drs. Yahya Alaydrus, M.Pd.

Kata kunci: Keterampilan pemahaman membaca, metode SQ4R

Studi ini bertujuan untuk meningkatkan pemahaman teks bahasa inggris dengan menggunakan metode SQ4R untuk siswa kelas 7 Smp Islam Maarif 02 Malang. Pemahaman dalam pertanyaan adalah membaca teks, bekerja pada pertanyaan menggunakan metode SQ4R. Masalah yang terjadi dalam studi ini adalah kurangnya pemahaman membaca dan kurangnya keyakinan siswa pada teks bahasa inggris.

Subyek dalam penelitian ini adalah 27 siswa kelas 7C di SMP Islam Maarif 02 Malang. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK), metode pengumpulan Data yang digunakan adalah tes, pengamatan, dan catatan lapangan. Instrumen yang digunakan adalah lembar observasi, beragam lembar pertanyaan pilihan, dan catatan lapangan.

Hasil studi ini berhasil dalam siklus 1, pada pertemuan pertama, tes pendahuluan, dengan siswa target yang nilai minimum dari 70 dengan prestasi hanya 48% dan pertemuan 3, dalam ujian, siswa target yang skor di atas skor minimal 70 meningkat menjadi 93% dan masuk dalam kategori sangat baik. Ini menunjukkan bahwa ada peningkatan dalam pemahaman membaca siswa setelah menerapkan metode SQ4R kepada siswa. Penelitian ini sukses karena peneliti memberikan target skor minimum dari 70 dan siswa target yang mencapai nilai minimum adalah 80%.



Malang, 19 Juli 2023
Peneliti

Shofia Irnandianis Sabila

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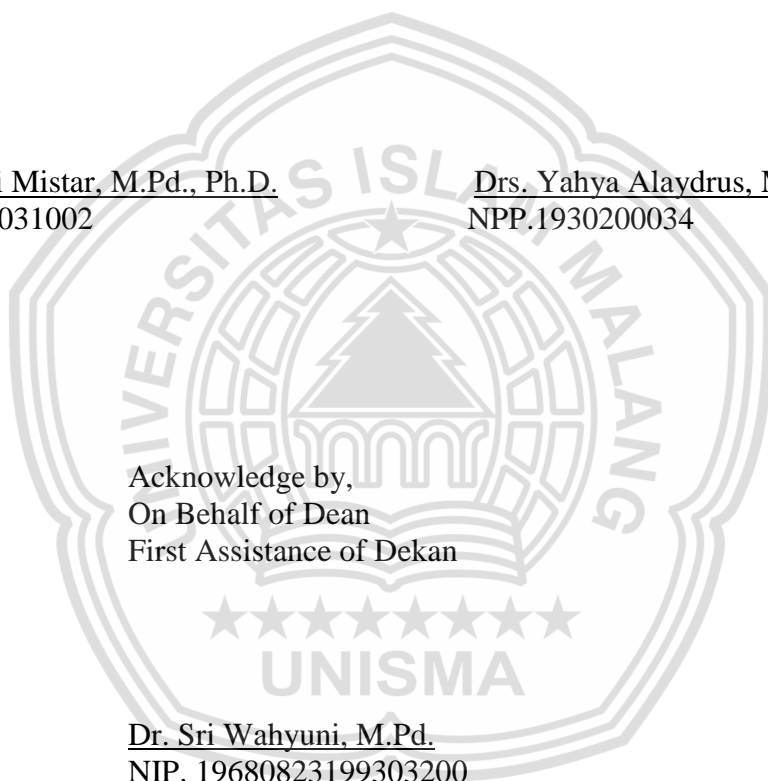
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ABSTRACT

Sabila, Shofia Irnandianis. 2022. *Using Sq4r Method To Improve Reading Comprehension Skill Of The First Graders Of Smp Islam Maarif 02 Malang. Skripsi.* English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I : Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D. Advisor II: Drs. Yahya Alaydrus, M.Pd.

Keywords: Reading Comprehension skill, SQ4R Method

This study aims to improve reading comprehension of English texts using the SQ4R method for 7th grade students of SMP Islam Maarif 02 Malang. Reading comprehension in question is reading the text, working on questions using the SQ4R method. The problem that occurred in this study was the low reading comprehension and students' lack of confidence in English texts.

The subjects in this study were 27 students of class 7C at SMP Islam Maarif 02 Malang. The method used is Classroom Action Research (CAR), Data collection methods used are tests, observations and field notes. The instruments used were observation sheets, multiple choice question sheets, and field notes.

The results of this study were successful in Cycle 1, at the 1st meeting, the preliminary test, with the target students whose scores were above the minimum score of 70 with an achievement of only 48% and the 3rd meeting, in the test, the target students whose scores were above the minimum score of 70 increased to 93% and the category was very good. This shows that there is an increase in students' reading comprehension after applying the SQ4R method to students. This research is successful because the researcher gave a minimum score target of 70 and the target student who achieved the minimum score was 80%.



Malang, July 19th 2023
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CHAPTER I

INTRODUCTION

This chapter presents some topics related to the introduction of the study. They are background of the study, research problems, objective of the study, significances of the study, scope and limitation of the study, and the definition of key terms.

1.1 Background of the study

There are four skills in teaching and mastering English: studying, listening, speaking and writing. Reading is one of the English capabilities which should be mastered by the students. Reading that a fundamental element that enables a person to have more understanding and knowledge as he or she becomes richer in knowledge through reading. The students can obtain new information and share it to the others by reading the written information stated in the text. According to Khoshima and Rezaeiantiyar (2014), among all the language skills, reading is the most important one which has always been regarded essential to educational success. Reading is an activity that someone does to obtain information or knowledge that the reader did not know before.

In other words, the students skill in reading is very important because through having the reading skill, the students can be able to improve their knowledge and explore the world. The highest reading level is reading comprehension. This represents the reader's skill to integrate information into the

text. According to AlKhateeb (2010), "reading is a dynamic, interactive process between the reader and the reading material". This means that readers must use their abilities to get the information provided in the text. Reading comprehension can also mean as an activity of making a sequence of descriptions or organizing the contents of the text, being able to evaluate as well as being able to respond to what is stated or implied in the text (Khusniyah & Lustyantie, 2017; Dalman, 2013).

According to Singer (1985), reading comprehension is defined as the process of interpreting a written sign, understanding its meaning, assimilating the ideas presented by what was written, and reasoning in deciphering the sign. In addition, reading comprehension is closely related to the reader's cognitive skill because it produces comprehension. Comprehension can be developed by complete and correct acquisition of basic language skills (Akkaya, 2011; Balta & Demirel, 2012). Reading comprehension requires the coordination of various linguistic and cognitive processes such as working memory, reasoning generation, word reading, comprehension monitoring, prior knowledge, vocabulary (Perfetti, Landi, and Oakhill, 2005). The four aspects should be mastered, especially in reading comprehension.

There are so many methods in understanding the text based on the type of text. In reading text, one method that is suitable for understanding text is using the SQ4R method. This SQ4R method has several steps, such as Survey, Question Read, Reflect, Recite, and Review. This method can make students' reading comprehension easier. Related to the English curriculum in the first grade of

junior high school which has material that contains reading text, this method can provide solutions to students' problems in understanding the text. Because, so far students have difficulty in working on reading text questions. It is very important to apply methods that can solve problems, namely methods that can get students out of boredom, a competitive and individual class atmosphere, and are more student-centered, and that can improve students' reading comprehension.

The low reading comprehension skill of the first graders of SMP Islam Maarif 02 is the students' reading comprehension skill, which is a problem that English teachers often encounter. Problem lay in students' reading skill is the lack of confidence by students because they are shy or not confident when reading English texts because they do not understand or the students are not fluent when reading English texts. Therefore the problem of low reading skill in students is often encountered by teachers. Based on the students' difficulty in understanding reading text, this method is suitable for them to solve this problem. The KKM score for grade 7 students of SMP Islam Maarif 02 Malang is 60, but in this research the researchers gave a minimum score target of 70 and the target student who achieved the minimum score was 80%.

The SQ4R method chosen by the researchers has several advantages. First, according to the type of reading text discussed in first grade of junior high school (reading text). Second, it allows students to relate story events and understanding the text they are studying or working on. One of method which is used to assist students' troubles in reading comprehension in reading text is SQ4R method. Based on Erlina (2018) SQ4R contains activities and workflows for reading and

learning to read, especially for learning to read. The goal is to help students read louder, understand the text and help for students' reading comprehension skill.

By choosing the SQ4R method, the researcher hopes that this method can solve problems in students. Because the SQ4R method provides explanations to students improve students' reading comprehension skill and also students can do questions on English texts using the SQ4R method easily. In this SQ4R method, it explains the ways to analyze English text questions. According to the name of this method, namely SQ4R (Survey, Question, Read, Reflect, Recite, Review). Besides the researcher using the SQ4R method to work on and analyze English text questions, the researcher wants to provide motivation for students so that students are more active, conditional, enthusiastic and confident when reading English texts. Also, the researcher provides a comfortable atmosphere for students so that students also do not get bored easily when the lesson starts.

The SQ4R method is one of the method that uses multiple steps to understand reading. In addition to reading the text, students can use this method to understand the content of the text and add new vocabulary. SQ3R is a study method, which was discussed by Robinson in 1961. This method was modified into a system called SQ4R by Thomas and Robinson, 1972. SQ4R stands for the initial letters of the six steps that should be taken in studying a text. This method is a further development of the SQ3R method by adding an element of Reflect. SQ4R provides a systematic approach of comprehending and studying text (Richardson & Morgan, 1997). According to Richardson & Morgan (2014) SQ4R provides a systematic way to understand and learn texts. According to Kusunyah

(2017), the SQ4R method consists of six steps, students need to educate themselves about the nature of the text, and then why, what, where, when, who asked the question and then the student will read the full text and explain how to remember the topic and key ideas. The goal is to help students understand the reading text. Based on the background of the study above, the researcher will conduct research for the first grade students at SMP Islam Maarif 02 Malang. Researcher made a research entitled "Using SQ4R method to improve Reading Comprehension Skill of the first graders of SMP Islam Maarif 02 Malang".

1.2 Research problems

The research problems of this study can be stated as follows :

- How did SQ4R method (Survey, Question, Read, Reflect, Recite, and Review) improve reading comprehension skill of the first graders of SMP Islam Maarif 02 Malang?

1.3 Objective of the study

- To figure out the way SQ4R method (Survey, Question, Read, Reflect, Recite, and Review) improve reading comprehension skill.

1.4 Significance of the study

Reading comprehension occurs when the words on the page are not just words, but thoughts and ideas. Understanding makes reading fun, entertaining, and informative. It is necessary to succeed in school, at work, and in general life. The SQ4R method can help students better understand their reading. This allows

students to use their time most effectively (Hartlep, 2000). So that with using SQ4R method to improve students reading comprehension skill.

This method is very helpful for students :

For students :

1. Students are more motivated to improve their reading comprehension with SQ4R method.
2. Students can increase the activity of asking and answering questions as appropriate to improve students understanding of the assigned material.
3. Students can find important facts and ideas in their reading text.
4. Students can apply this method to their daily reading comprehension.
5. Students can discuss all the difficulties of going through the learning process so that they could easily understand.

1.5 Scope and limitation of the study

- **Scope :**

This research focuses primarily on the application of the SQ4R method to teaching reading English texts. The SQ4R method is proposed by reading, summarizing, and evaluating a goal in the text. At this stage, guidance is needed in reading the existing material. Have them make a list of readings they have done and a brief summary of the material. In this section, the researcher used a test for students. Before the researcher held the test, the researcher gave questions for the students to work on and discuss together using the SQ4R method. Other parts can be used for parts they do not easily

understand. Because the researchers at meetings 1 and 2 did not immediately introduce and explain the SQ4R method to students, therefore before the researchers conducted the test, the researchers gave questions to students to measure problems that occurred to students before implementing the SQ4R method.

This is the main thing to do in reading, namely lack of reading comprehension, misinterpretation and difficulty finding the purpose of the text. For this reason, students must increase their knowledge of reading comprehension in texts. For the test, is making by researcher and also searching on internet and handbooks. After the researcher found out the problem with students' reading comprehension, the researcher started to introduce, explain and implement the SQ4R method to students and gave a test to students.

- **Limitation :**

The limitations of this research are when researchers begin to find problems with students related to research objectives. The problem is that often some students pay less attention, are less conditioned and more. But with the limitations of these problems, the researcher provides an atmosphere that makes students enjoy it more but still goes to the researcher's goals. Do not forget that researchers also provide motivation to students to be more active, confident, and eager to learn. Researchers usually accompany giving jokes or games to students on the sidelines of explaining material in class, so according

to researchers students enjoy and are more conditioned when researchers deliver material explanations to students.

1.6 Definition of key terms

In order to avoid misunderstanding or get the same perception of the terms used in the study, the following definitions are given :

Reading Comprehension

Reading comprehension is a very complex process that involves interaction between the reader and the text to create meaning and purpose. In other words, understanding does not just happen, it takes effort. This skills to read text, process it and understand its meaning. The skill to understand text is influenced by its nature and skills, one of which is the skill to make inferences.

SQ4R Method The SQ4R method (Survey, Question, Read, Reflect, Recite, and Review), is a way of reading that can develop students' reading comprehension, namely by assigning students to read the text carefully, through: **Survey** examining reading text, looking at the points asking questions, reading the summary as it is and examining pictures, **Questions** (why, how, where) about the main points of the material or text, **Reading** by reading the text and looking for answers such as main ideas and key points in the texts, **Reflect** on what which is read and the idea of the actual relevant context, **Recite** which is a consideration of the answers that have been found in the text and, the last is **Review** re-examine the entire section.



Not repeated reading, just look at the titles, pictures, review questions to make sure that you have a complete picture of the text.





CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research results and also the suggestion for the teachers, students, and further research.

5.1 Conclusion

The implemented of SQ4R method to students' reading comprehension skill of the first graders of SMP Islam Maarif 02 Malang in the 2022/2023 academic year can be concluded that the SQ4R method can improve students' Reading Comprehension. This can be proven from the following facts :

- 1) First, in this study the researcher gave a target score of at least 70 and the target for students who achieved a minimum score was 80%. The increase can be seen from the increase in students' reading scores and the test of students which increased compared to the preliminary test at the first meeting, with the target students whose scores were above the minimum score of 70 with an achievement of only 48% and in the test the target students whose scores were above the minimum score of 70 increased to 93%. There were only 13 students out of 27 students who were above the minimum score target in the preliminary test, while in the final test which was held at the third meeting it increased to 93% from 48%. In the test, the total of students who achieved the minimum score target was 25 out of 27 students. It can be seen that the student scores in the final test reached the target criteria of success. Then using the SQ4R method to improve the

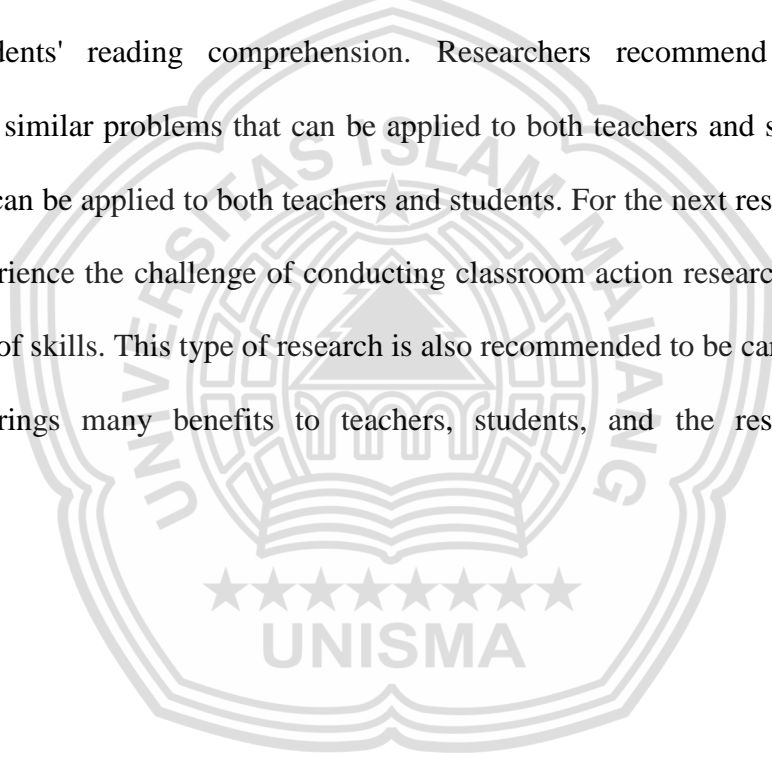
reading comprehension skills of class 7C students of SMP Islam Maarif 02 Malang can be said to be successful.

- 2) Second, with the support of motivation in students, it makes students active and more confident in reading English texts. Thus, the implementation of the SQ4R method for students' reading comprehension can be easily accepted by students. This is the SQ4R method steps a) Survey, survey is an activity to mark important parts of the text, b) Question, a question is an activity to compose or make questions relevant to the text, c) Read, reading is an activity of actively reading the text to find answers to questions d) Reflect, reflect are activities to answer questions, e) Recite, recite are activities to communicate any answers that have been found, f) Review, review are activities for review and parts to complete, correct if there are deficiencies or mistakes.

Based on the results of data analysis, the results of improving students' reading comprehension using the SQ4R method in the test were higher than the scores of students who had not implemented the SQ4R method in the preliminary test. It can be concluded that there is a significant influence and can achieve the criteria of success with a result of more than 80% in this study using the SQ4R method on reading comprehension of class 7C students of SMP Islam Maarif 02 Malang in the 2022/2023 academic year.

5.2 Suggestion

After the researcher conducted the research, the researcher concluded that the SQ4R method could improve students' reading comprehension skill. Regarding CAR subjects, the researcher suggest that teachers use SQ4R methods in the classroom because they can motivate their students and they will not get bored easily, especially applying the SQ4R method as an alternative method to improve students' reading comprehension. Researchers recommend further research with similar problems that can be applied to both teachers and students. this research can be applied to both teachers and students. For the next researchers can also experience the challenge of conducting classroom action research which requires a lot of skills. This type of research is also recommended to be carried out because it brings many benefits to teachers, students, and the researchers themselves.





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