

# The Effect of SQ3R Method on Students' Reading Comprehension Achievement at SMA Al-Washliyah 1 Medan

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## Abstrak

Penelitian ini bertujuan untuk mengetahui pencapaian pemahaman membaca siswa dengan menggunakan metode SQ3R untuk mencapai pemahaman membaca siswa ditinjau dari pemahaman, kemampuan membaca dan kelancaran membaca teks. Sampel penelitian ini adalah siswa kelas XI SMA Al-Washliyah 1 Medan yang berjumlah 40 orang, kelas XI-IPA dan XI-IPS tahun pelajaran 2023/2024, dan diambil secara acak. Peneliti menggunakan teks naratif untuk didiskusikan kembali sebagai instrumen dalam pre-test dan post-test. Penelitian ini dilakukan dengan menggunakan metode kuantitatif, dengan metode eksperimen dengan kelas eksperimen dan kelas kontrol dengan pre-test, treatment dan post-test menggunakan 20 soal pilihan ganda. Hasil penelitian menunjukkan terdapat ketercapaian nilai siswa dari pre-test hingga post-test. Hasil pre-test eksperimen yang awalnya 67,65 mengalami peningkatan pada post-test eksperimen sebesar 85,50. Hal ini dapat berjalan secara efektif dan efisien dalam mencapai pemahaman membaca siswa di SMA Swasta Al-Washliyah 1 Medan dan pembelajaran ini telah berhasil dilaksanakan dan mampu meningkatkan pemahaman membaca siswa.

**Kata Kunci :** *Pemahaman Membaca, Metode SQ3R*

## Abstract

This study aims to determine the achievement of students' reading comprehension using the SQ3R method to achieve students' reading comprehension in terms of comprehension, reading and fluency in reading texts. The sample of this research was 40 students of class XI SMA Al-Washliyah 1 Medan, class XI-IPA and XI-IPS for the 2023/2024 academic year, and were taken randomly. The researcher uses narrative text to be discussed again as an instrument in the pre-test and post-test. This research was conducted using quantitative methods, with experimental methods with experimental class and control class with pre-test, treatment and post-test using 20 multiple choice questions. The results showed that there was an achievement of students' scores from the pre-test to the post-test. The experimental pre-test results which were initially 67.65 had an increase in the experimental post-test of 85.50. This can work effectively and efficiently in achieving students' reading comprehension at Al-Washliyah 1 Private High School Medan and this learning has been successfully implemented and is able to improve students' reading comprehension.

**Keyword:** *Reading Comprehension, SQ3R Method*

## INTRODUCTION

Reading is considered a simple activity, but it is actually a complex one. In reading, students are expected to observe, understand and reflect. The first problem for students when reading a text is to understand the meaning of words. According to Laufer in journal Ariandika & Kartikawati (2018), automatic recognition of large vocabularies is necessary to interpret the overall meaning of the text, because if the reader's cognitive effort is directed to decoding

sentence-level information, he or she should have difficulty connecting paragraphs. Therefore, to be able to interpret the meaning of the text, reading comprehension is needed.

According to Duke in journal of Gilakjani & Sabouri (2017) states that comprehension is a process in which a meaning is made by the reader who interacts with the text through a combination of prior knowledge and previous experience, information and views of the reader connected to the text. Reading comprehension improves more when readers know the words in the text, and they can continue reading with confidence knowing that certain meanings are true. Therefore, teaching reading comprehension is very necessary for students.

In teaching reading comprehension, students need direction from the teacher to know the meaning of a reading text, how to connect one sentence to another in order to understand the contents of the text.

To achieve this understanding, a learning method is needed to achieve students' reading comprehension. Based on experience of the researchers' observation at SMA Al-Washliyah 1 Medan, precisely in class XI. Many of students do not understand what they read, do not understand the main points of the reading, and also lack motivation in learning to comprehend the reading, and also due to lack of creativity of the teacher in teaching students' reading comprehension. For this reason, a method is needed to make it easier for students to understand reading. There are many methods to get students' achievement in reading comprehension, one of them is the SQ3R method.

Here the researcher will use the SQ3R method to overcome reading comprehension problems. This method can affect students' ability to understand reading and help them remember in the long term, and can also make students more enthusiastic about learning (Restika, 2019). The researcher want to using SQ3R method that is a reading method that can improve students' metacognitive, namely by directing students to read a reading text carefully with the steps: survey (observing the reading text); question (make a question); read (read the text and look for the answer); recite (consider answers, take notes and discuss together); and review (review).

## **METHOD**

The design of this research is quantitative research with experimental research method. According to Suarez (2015), quantitative research includes a set of methods for the systematic study of social phenomena using statistical or numerical data. According to Gay and Airasian (2000: 367) as cited in Bakhtiar (2018), experimental research is a type of research that tests hypotheses to establish causal relationships. The design of this study was a quasi-experimental design that focused on a non-equivalent control group. In conducting this research, 2 classes of second graders participated. The first class is the experimental class, and the second class is the control class. The experimental class is a class that uses the SQ3R teaching method, and the control class is a class that does not use the SQ3R teaching method. In this study there were two variables, namely the independent variable (X) was the use of the SQ3R method and the dependent variable (Y) was students' reading comprehension.

## **RESULT AND DISCUSSION**

### **Research Finding**

The research was conducted in SMA Al-Washliyah 1 Medan. The researcher tok two classes of eleventh grade, one as an experimental group and another class as a control group.

As described in the previous chapter, researcher used an experimental research design to observe the effect of SQ3R on students' reading comprehension. The data used to view the results of the study were obtained through the pre-test and post-test of the control class and the experimental class.

In addition, the materials used by the researcher in the treatment of both control and experimental groups were narrative texts. The researchers used the SQ3R teaching method

to teach narrative texts in the experimental group, while the conventional methods were used in the control class.

### The Data

The data in this research were obtained by using multiple choice tests consisting of 20 items. The quality of the students was scored based on the right answer and wrong answer of students namely each item was scored 5 points and for wrong answer was scored 1 point. There are 40 students in the eleventh grade of SMA Al Washliyah 1 Medan in academic 2022/2023 were analyzed in this study. Twenty students were in experimental and control class was taken from multiple choice from narrative text. The collecting data in this research was using SPSS application. SPSS is an acronym for Statistical Product and Service Solution. SPSS is an integral part of the analysis process range, providing data access. SPSS can read various types of data or enter data directly into the SPSS Data Editor.

### Data Analysis

The results of the evaluation of the experimental class and the control class were taken using the random sampling method from class XI IPA and XI IPS, in which 20 students from each class were taken as samples.

The values obtained from the test results are as follows:

**Table 1. Students score in Pre-test and Post-test of Experimental and Control Group**

NO	Experimental Class (SQ3R)			Control Class (Konvensional)		
	Students' Name	Pre-Test	Post-Test	Students' Name	Pre-Test	Post-Test
1	AB	67	87	AN	56	72
2	BS	72	92	AF	55	67
3	FK	56	87	IK	78	89
4	NS	58	85	MD	67	67
5	PR	70	89	NZ	72	74
6	RW	68	86	PA	74	79
7	RF	76	90	SN	81	83
8	SB	70	86	TI	71	83
9	RZ	69	80	FD	70	79
10	ZA	58	85	NM	56	77
11	MA	65	90	AA	67	79
12	NA	70	83	CA	68	81
13	MD	75	80	DK	59	76
14	RA	67	87	UN	69	72
15	MN	72	82	MC	70	78
16	NK	60	85	KT	70	77
17	ZS	62	89	LN	72	79
18	FJ	68	82	PD	64	76
19	PR	76	85	KM	62	77

20	RW	74	80	BD	60	78
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From the data above, we can do the descriptive analysis method

### The Basic Concept of Descriptive Analysis

Descriptive statistical analysis is useful for explaining and describing research data, including the amount of data, maximum value, minimum value, average value and so on. Results of Descriptive Analysis using SPSS

**Table 2. Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	20	56	76	67,65	6,115
Post-Test Eksperimen	20	80	92	85,50	3,532
Pre-Kontrol	20	55	81	67,05	7,244
Post-Kontrol	20	67	89	77,15	5,184
Valid N (listwise)	20				

N = amount of data  
Min = minimum value of the student  
Max = maximum value of the student  
Mean = average value  
Std.d = standard deviation value

### Normality Test

Basic concept of normality test

1. The normality test is carried out to find out whether the research data is normally distributed or not.
2. Normal data is an absolute requirement before we carry out parametric statistical analysis (paired sample t-test and independent sample t-test).
3. In parametric statistics there are 2 kinds of normality tests that are often used, namely the Kolmogorov-Smirnov test and the Shapiro-Wilk test.

**Table 3. Tests of Normality**

Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Learning outcomes of students' reading comprehension	Pre-Test experiment (SQ3R)	,158	20	,200*	,934	20	,183
	Post-Test experiment (SQ3R)	,144	20	,200*	,953	20	,416
	Pre-Test control (Konvensional)	,147	20	,200*	,957	20	,483
	Post-Test control (Konvensional)	,162	20	,177	,948	20	,333

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the output above, it is known that the significant value (Sig) for all data on both the Kolmogorov test and the Shapiro-Wilk test > 0.05, it can be concluded that the research data is normally distributed. Because the research data is normally distributed, we can use

parametric statistics (paired sample t-test and independent sample t-test) to carry out research analysis.

### Basic Concepts of Paired Sample T-test

Used to determine whether there is a difference in the mean of two paired samples. The paired sample test is also used to answer the formulation of the problem "does the SQ3R learning model affect student learning outcomes in English subjects?" And also used to answer the formulation of the problem, experimental class pre-test data (SQ3R model) then the control class pre-test data with the control class post-test data (conventional model).

**Table 4. Paired Samples Test**

Pair		Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	Pre-Test Eksperimen - Post-Test Eksperimen	-17,850	7,576	1,694	-21,396	-14,304	-10,537	19	,000
Pair 2	Pre-Kontrol - Post-Kontrol	-10,100	5,830	1,304	-12,829	-7,371	-7,748	19	,000

Based on the output results above, a sig (2-tailed) of 0.000 < 0.05 is obtained. It can be concluded that there is a difference in the average student learning outcomes for the pre-test of the experimental class and the post-test of the experimental class (SQ3R model). And based on the output results above, a sig (2-tailed) of 0.000 < 0.05 is obtained, so it can be concluded that there is a difference in the average student learning outcomes for the pre-test control class and the post-test control class (conventional model). Therefore, it can be concluded that there is an influence of the SQ3R learning model on student learning outcomes.

**Table 5. Paired Samples Statistics**

Pair		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Eksperimen	67,65	20	6,115	1,367
	Post-Test Eksperimen	85,50	20	3,532	,790
Pair 2	Pre-control	67,05	20	7,244	1,620
	Post-control	77,15	20	5,184	1,159

From the data above it can also be concluded that the experimental pre-test results which were initially 67.65 had an increase in the experimental post-test of 85.50 whereas in the pre-control there was also an increase, but not too significant. Thus, it can be concluded that the application of learning with the model (SQ3R) greatly influences students' learning achievement in reading comprehension.

### Homogeneous Test

In this study, a homogeneous test was used to determine whether the variations in the post-test data for the experimental class (SQ3R) and the post-test data for the control class (conventional) were homogeneous.

**Table 6 Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Learning outcomes of students' reading comprehension	Based on Mean	,847	1	38	,363
	Based on Median	,840	1	38	,365
	Based on Median and with adjusted df	,840	1	30,178	,367
	Based on trimmed mean	,846	1	38	,363

Based on the output above, it is known that the significant value (Sig) based on the mean is 0.363 > 0.05. Therefore, it can be concluded that the variance of the post-test data for the experimental class and the post-test data for the control class are the same or homogeneous. Thus, one of the requirements (not absolute) of the independent sample t-test has been fulfilled.

### Independent Sample T-test

The independent sample t-test in this study was used to answer the formulation of the problem "are there differences in student learning outcomes between the learning model (SQ3R) and the conventional model?" and to answer the formulation of the problem, the independent sample t test was carried out on the post-test data of the experimental class (SQ3R model) with the post-test data of the control class (conventional).

**Table 7. Independent Sample Test**  
Independent Sample Test

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- Tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of The Difference	
									Lower	Upper
Students' Reading Comprehension Achievement	Equal Variances Assumed	847	363	,953	8	,000	,350	,403	,511	1,189
	Equal Variances			,953	3,513	,000	,350	,403	,498	1,202

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Based on the output results above, the sig (2-tailed) value is  $0.000 < 0.05$ , so it can be concluded that there is a difference in the average student learning outcomes between SQ3R learning and the conventional model.

**Table 8. Results Descriptive Statistic  
Group Statistics**

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Learning outcomes of students' reading comprehension	Post-Test Experimental Class (SQ3R)	20	85,50	3,532	,790
	Post-Test Control Class (Conventional)	20	77,15	5,184	1,159

From the results table above, it can be ascertained that the SQ3R learning model is more effectively used than the conventional learning mode

## CONCLUSION

Based on the output results, a sig (2-tailed) of  $0.000 < 0.05$  is obtained. It can be concluded that there is a difference in the average student learning outcomes for the pre-test of the experimental class and the post-test of the experimental class (SQ3R model). And it can be concluded that there is a difference in the average student learning outcomes for the pre-test control class and the post-test control class (conventional model). Therefore, it can be concluded that there is an influence of the SQ3R learning model on student learning outcomes

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