IMPROVING STUDENTS' READING COMPREHENSION SKILLS BY USING SQ3R (SURVEY, QUESTION, READ, RECALL, REVIEW) TECHNIQUE OF TENTH GRADE AT SMA NEGERI 1 REJOSO

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Abstract—*Indonesian students currently have a low level of literacy. Indonesia's literacy score in PISA 2022 dropped from 371 to 359. It is indicated that they have difficulty in gaining understanding from the text they read, it makes them less interested in reading activities, especially reading English texts. The objectives of this study are to find out the significant difference in students' reading comprehension skill before and after using SQ3R technique. This research is a quasi experimental research one group pre-test post-test. This research was conducted at SMA Negeri 1 Rejoso by using the population of all tenth grade namely 321 students, the sample used was class X-8 with 34 students. The sampling technique used non-probability sampling type convenience sampling. Data collection used tests.The data analysis technique used is descriptive statistics and inferential statistics t-test. Based on the results of the pre-test showed an average value of 46.76 with a low category. While the results of the post-test showed an increase with an average value of 85,29. From the t-test calculation results obtained $t_{count}=19,06 > t_{table}=1,692$ with a significant level of 5% with dk=33, so that H0 is rejected and Ha is accepted. So that "there is a significant difference in students' reading comprehension skill before and after using the SQ3R (Survey, Question, Read, Recall, Review) technique in the tenth grade at SMA Negeri 1 Rejoso in the academic year 2023/2024".*
Keywords—Reading comprehension, SQ3R (Survey, Question, Read, Recall, Review) technique

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INTRODUCTION

Language is an essential part of human life. This is because language allows us to interact and communicate with others, express our emotions, exchange information, and build relationships to develop connections. Pinker (2019:83) stated that language is an intricate tapestry woven from the threads of human thought that goes beyond its role as a mere communication tool, shaping the way we perceive the world, interact with others, and express ourselves with depth and nuance. It serves as the cornerstone of human connection, allowing us to build relationships, foster empathy, and convey emotions with a richness that goes beyond basic needs (Crystal, 2018:2). This allows us to understand that language is a means for humans to communicate with one another, and therefore language cannot be separated from human life. Slobin (2021:4) utters that language is inextricably interwoven into the fabric of human life, pulsating through every aspect of our existence. Language is not only a means for delivering information, it is the basic basis upon which we create our thoughts, navigate social relationships, and shape our perception of the world. Therefore, it is very vital for us to gain knowledge and understand about language. This is because, as time passes, social society, technology, and education all undergo enormous changes. So it does not rule out the possibility of changes in development every year. Among the various advances and changes that are taking place, some people understand the need to study and master foreign languages, especially English.

English as an official international language. English is one of the languages that has been officially recognized as a connecting language between countries around the world. This is formalized by all countries in various parts of the world, thus making English a connecting language between countries and making English an official international language agreed upon by all countries on various continents. As a result, many people recognize the importance of learning and mastering a foreign language, particularly English, which has emerged as the global language of business, education, and diplomacy.

Every goal that a language learner wants to achieve in learning a language, it will direct the learner to ways that make it easier for the learner to improve the skills she/he wants to have, such as reading comprehension skills. Reading comprehension skill is important in students' life (Widiawati, Nuraida, & Saputi, 2020:72). Reading comprehension is one of the most important skills to master when learning English because it provides the foundation for effective communication, academic success, and lifelong learning. This skill entails the ability to understand, interpret, analyze, and critically evaluate texts, allowing learners to extract meaningful information and insights from various written materials. Reading comprehension skill is crucial in educational environments. This because students need to become proficient readers, particularly when gathering knowledge from books (Cataraja, 2022:549). Effective reading comprehension not only enhances vocabulary and writing abilities but also fosters

critical thinking and a deeper understanding of complex concepts. As (Perfetti & Stafura, 2014:23) explain, skilled reading involves not only the automatic recognition of words but also the ability to construct meaning from text, which can be particularly demanding for non-native speakers. Reading comprehension involves absorbing, analyzing, and applying knowledge through interaction between the reader and author (Khafidhoh, Tasnim, & Sukmaantara, 2024:20). Reading involves understanding as well as reading itself.

Reading is also a challenging skill to master, requiring the integration of various cognitive processes. This difficulty stems from the need to decode symbols, recognize vocabulary, and understand complex syntactic structures simultaneously. There are still problems related to reading literacy among Indonesian students. In 2022, a three-year survey conducted by the Organization for Economic Co-operation and Development (OECD) revealed that Indonesia scored 359 in reading literacy, on the Program for International Student Assessment (PISA). The reading competency score has declined from 371 in 2018 to 359 in 2022. In Indonesia, around 25% of students obtained level 2 or higher in reading (OECD average: 74%), and nearly no pupils achieved level 5 or higher in reading (PISA, 2022:2). From the data above, it can be said that most of the Indonesian students still have a low level of literacy, which indicates that they have difficulties in gaining understanding from the texts that they read, and it makes them less interested in reading activities, especially in reading English texts.

Problems in reading comprehension can be caused by various factors, namely internal factors from the readers themselves and external factors from the reading text that are too long, too difficult, so that students do not have enough motivation to read because they feel inadequate and complain first before reading the entire text. Based on the initial observation conducted by the researcher in class X at SMAN 1 Rejoso, it shows that most students are still lacking in understanding the content and structure of the story in the reading text they read, lacking in identifying the main idea and supporting details in the text, lack of concentration in reading. Therefore, teachers need to find and provide appropriate learning techniques to be applied in the classroom to create an interesting classroom situation to improve students' reading comprehension.

There are many learning techniques that teachers can use to help students read and comprehend texts better. One of the appropriate techniques to be applied in learning reading comprehension is by using the SQ3R technique (Survey, Question, Read, Recall, Review). According to Gurning and Siregar (2017:193), SQ3R technique (Survey, Question, Read, Recall, Review) is an efficient technique for reading textbooks and assisting students in developing a framework of understanding in reading. SQ3R technique is a reading approach that involves survey, question, read, recall, and review the material to improve understanding (Flemming, 2018:3). The SQ3R technique is more than just a set of steps, it is a transformative approach to reading. By actively engaging with the text through surveying,

questioning, reading, recalling, and reviewing, we move from passive consumption to deep comprehension and knowledge retention. Aziz (2020:100) stated that, SQ3R is a great strategy for both intensive and rational reading. This strategy is better suited for academic purposes, because this technique's level-based approach promotes systematic and efficient learning for students. This strategy can lead to slight gains in students reading skills (Nabila & Asmara, 2022:511)

Various empirical studies have stated that SQ3R techniques are effectively used to improve reading comprehension. The research was conducted by Hilaikal, Wahyudin, & Ayu (2023) with the title "The Implementation of SQ3R in Helping Students' Assessment in Reading Class At SMAN 1 Adi luwih", in this research the researcher discovered that using the SQ3R technique plays an important role in teaching English, particularly in boosting students' reading comprehension. The research was conducted by Nabila & Asmara (2022) with the title "The effect of SQ3R Method on Improving Students' Reading Skill", this study found that the SQ3R learning approach improves reading comprehension for class VIII pupils at SMP Muhammadiyah 4 Kebomas Gresik by an average of 61,90 to 78,81. The research was conducted by Ilmiah, Nadziroh, & Sulistyowati (2023) with the title "Improving Reading Skills through the PBL-Based SQ3R Method in Class IV Students in Sleman Regency", the study showed that the PBL-based SQ3R technique effectively improves reading skills. The average level of completeness has grown. The study found that using the PBL-based SQ3R technique improved the reading skill. The research was conducted by Aziz (2020) with the title "Implementation Of SQ3R Method In Improving The Students' Basic Reading Skill", the SQ3R approach successfully improved reading abilities. It becomes a solution to enhance student creativity and also makes students dare to advance in order to support the institution's success.

Therefore, the SQ3R (Survey, Question, Read, Recall, Review) technique was chosen by the researcher to be used as a strategy in improving reading comprehension skills. By introducing the SQ3R technique, it is expected that students can improve their understanding of the content of the reading text they read. So that by using the stages in the SQ3R technique, it will make students more active in the reading process and make the reading class more interesting and structured. Based on this, the researcher decided to conduct this study with the title "Improving Students' Reading Comprehension Skill By Using SQ3R (Survey, Question, Read, Recall, Review) Technique of Tenth Grade At SMA Negeri 1 Rejoso in the Academic Year 2023/2024".

RESEARCH METHOD

This research is quasi-experimental with one group pre-test and post-test design. The use of this research design means that all subjects in this study will get the same treatment, and there is no other group that serves as a comparison. The data collected are numerical data obtained from the measurement

of the dependent variable, both before and after treatment. In this study, the researcher will prove that the SQ3R (Survey, Question, Read, Recall, Review) technique can provide a significant difference in students' reading comprehension skills. The researcher used a quasi-experimental one group pre-test post-test with a quantitative approach. Data collection was carried out by comparing the results of the pre-test and the post-test.

In applying this technique, the research was conducted on one group in one class. The first step in this research is that students as subjects will be given pre-test questions, this aims to determine and measure the results of students' reading comprehension before applying the SQ3R technique. The second step is the provision of treatment, where students will be taught to read comprehension using the SQ3R (Survey, Question, Read, Recall, Review) technique. Finally, students will be given a post-test question which aims to show how students' reading comprehension after using the SQ3R (Survey, Question, Read, Recall, Review) technique. The research design in this study is as follows:

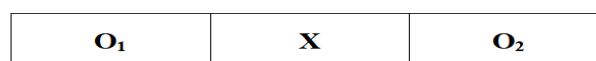| O_1	X	O_2

Figure 1 Design of the One Group Pre-test and Post-test

The research was conducted at SMA Negeri 1 Rejoso. The population in this study were all tenth grade students of SMA Negeri 1 Rejoso with a population of 321 students. While the sample in this research is class X-8 consisting of 34 students. The sampling technique used non-probability sampling type convenience sampling. The data analysis technique in this research used descriptive statistics to determine the mean score of the students' result test and standard deviation, and using inferential statistics to determine the t-test to find out statistically significant differences to be able to determine whether Ha is accepted or rejected. Ha accepted if $t_{count} > t_{table}$, there is significant difference in students' reading comprehension skill before and after using the SQ3R technique in the tenth grade at SMA Negeri 1 Rejoso in the academic year 2023/2024.

RESEARCH FINDING AND DISCUSSION

In this study, the improvement of students' reading comprehension skills can be seen in the pre-test and post-test results. The research findings of the experimental class conducted showed the following results:

Table 1 Pre-test and post-test result

Test	Mean	Category
Pre-test	46,76	Low
Post-test	85,29	Good

From the table, it is known that there is a significant difference in the improvement of students' reading comprehension. This is shown in the students' post-test results after using the SQ3R technique in learning which shows the results of many students having an increase in the test scores they get. This is explained in the following frequency table:

Table 2 Frequency Distribution of Pre-test and Post-test

Test Score Interval	Absolute Frequency	
	Pre-test	Post-test
0-20	1	0
21-40	17	0
41-60	10	1
61-80	6	14
81-100	-	19
Amount	34	34

After knowing the average results of the pre-test and post-test scores, the researcher determined the difference in the average student test scores using the mean formula, was obtained 38,52. While the standard deviation was obtained 40,25. Based on these results, the t_{count} result was 19,06. To known the significant difference of students' reading comprehension skill before and after using the SQ3R technique, the result of t_{count} be consulted to t_{table}. t_{table} for $t_{0.05}$ is obtained 1,692. From the data, the t-test obtained tcount = 19,06 > ttable = 1,692. So Ha accepted, the alternative hypothesis (Ha) states that "there is a significant difference in students' reading comprehension skill before and after using the SQ3R technique in the tenth grade at SMA Negeri 1 Rejoso in the academic year 2023/2024"

The Students' Reading Comprehension Skill before Using the SQ3R Technique: Based on the results of the pre-test scores of students in class X-8 SMA Negeri 1 Rejoso, it showed that students' reading comprehension was still in the low category. Students still have difficulty in understanding the content and structure of the story, and difficulty in identifying the main idea and supporting details in the text. From the pre-test result, many students still have difficulty when working on questions with indicators recognize supporting details, identify critical understanding of the story, and identify the summary of the story. The calculation results of the pre-test, showed that the average value of students' reading comprehension on the narrative text given by the researcher was 46,76. A total of 6 students got the predicate of "good", and the other 28 students were still below "good". Based on the data, the researcher concluded that their reading comprehension was still lacking and needed to be improved.

The Students' Reading Comprehension after using the SQ3R Technique: Based on the Post-Test results, it is known that many students answered the questions correctly. The majority of students scored very well, with each student showing improvement in their reading comprehension. Based on the results of the Post-Test scores for class X-8 students at SMA Negeri 1 Rejoso, the majority of

students had the predicate "Excellent". The calculation results show that the average score for students' reading comprehension in narrative text in this post-test is 85,29. Based on the data, the researchers concluded that students' reading comprehension had improved significantly. Students are able to understand the content and structure of reading well, are able to identify texts and actively participate in the texts they read. So the researchers concluded that the SQ3R technique could improve the reading comprehension of class X-8 students at SMA Negeri 1 Rejoso.

The Analysis of Student Reading Comprehension before and after Treatment by Using the SQ3R Technique: Based on the results of statitical calculations, the hypothesis tests shows significant results, namely $t_{count} > t_{table}$. By having a p value < (0,05) the results obtained from the pre-test and post-test in experimental class are the t_{count} value of 19,06 and the t_{table} of 1,692 so that the $t_{count} > t_{table} = 19,06 > 1,692$. Then the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. It is conclude that there is a significant difference in students' reading comprehension skill before and after using the SQ3R technique in learning.

CONLUSION AND RECOMMENDATIONS

Based on the statistical data testing that the researchers conducted it is known that, the result of the research on students' reading comprehension skill before being taught using the SQ3R technique in class X-8 in the academic year 2023/2024 is categorized as low. This is evidenced by the average value of the pre-test was 46,76. There are difficulties faced by students, such as students still not understanding the content and structure of the text they read, and not knowing the main ideas and supporting details in the text, students also lack concentration when reading so they cannot understand the content of the text. This is shown in the results of reading comprehension of narrative text in the pre-test results, there are 6 students get good predicate, 10 students get fair predicate, 17 students get poor predicate, and 1 student get very poor predicate.

The result of the research on students' reading comprehension skill after being taught using the SQ3R technique in class X-8 in the academic year 2023/2024 is categorized as good. This is evidenced by the average value of the post-test. The average result of the post-test was 85,29. There is an improvement in students' reading comprehension, students can understand the content and structure of the text they read, know the main idea and supporting details in the text. This is shown in the results of reading comprehension of narrative text in the post-test result, there are 19 students get excellent predicate, 14 students get good predicate, and 1 student gets fair predicate.

The SQ3R (Survey, question, Read, Recall, Review) technique can improve students' reading comprehension skills in tenth grade at SMA Negeri 1 Rejoso students in the academic year 2023/2024. Based on research data obtained tcount = 19,06 and ttable = 1,692 with a significant level of 5%. Then

the two are compared and It can be seen that the tcount > ttable (19,06 > 1,692) so that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. This means that the hypothesis proposed by the researcher is accepted. The hypothesis in question reads: "there is a significant difference in improvement students' reading comprehension before and after using the SQ3R technique in the reading comprehension learning of X-8 grade students at SMA Negeri 1 Rejoso in the academic year of 2023/2024".

The researcher recommends the following: for teachers, teachers are advised to use appropriate methods or techniques in learning to achieve learning objectives appropriately, researchers recommend teachers to use SQ3R as an alternative to reading comprehension learning to help students better understand the reading they read, by actively participating in identifying the reading. For students: the researcher recommends that they can improve their reading literacy level and can improve their ability to understand text or material with this technique. For future researchers: the researcher recommends this study to be used as a reference in conducting future research, so that it can be developed, and it is recommended for future researchers to use this technique in different discussions.

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