

# Improving English Reading Comprehension Skills Through SQ4R Method

Lus Firdaus Zakiya

<sup>1</sup> Universitas Mayjen Sungkono, Indonesia; firda1981@gmail.com

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## ABSTRACT

This study aims to obtain data on the improvement of English reading comprehension skills through the SQ4R method for third grade students of MI Miftahus Sholah Mojokerto. The research subjects were third grade students in semester II of the 2022/2023 school year. This research was conducted using the Kemmis and Mc. Taggart model which was carried out with the stages of planning, implementation, observation, and reflection. The results of the research using the SQ4R method showed data obtained from the reading comprehension evaluation test of students who scored  $\geq 75$  in cycle I 55.55% and in cycle II obtained 83.33%. While monitoring teacher and student activities in cycle I the first meeting was 55% and the second meeting was 70%, while cycle II the first meeting was 85% and the second meeting was 90%. Thus reading comprehension with the SQ4R method can improve the reading comprehension skills of grade III students of MI Miftahus Sholah Mojokerto.

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## Corresponding Author:

Lus Firdaus Zakiya  
Universitas Mayjen Sungkono, Indonesia; firda1981@gmail.com

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## 1. INTRODUCTION

Reading skills are very important in the lives of children. Reading skills can be developed through formal education, namely school, which starts from elementary school to college. At the basic education level, reading skills require a good and maximum learning process. This is because primary school is the first formal educational institution in the world of education which is the basis or foundation for determining a person's success to a higher level of education. This has implications for students' low level of mastery of English learning materials. Based on observations made, teachers more often use convention learning approaches, teacher-centred approaches rather than student-centred approaches. Students lack the opportunity to practice the knowledge gained.

Reading comprehension is one aspect that is the main goal of reading instruction in primary schools. Reading comprehension is the basis for understanding various fields of study. Likewise in English, to understand it requires good reading skills, one cannot understand what others mean in their writing.

English lesson is one of the subjects that is considered difficult because English is not the mother tongue or national language used daily, this causes boredom. This condition difficult practising it

correctly. Teachers often practise classically rather than individually. In English language learning, there are many ways to train students who are not used to using English in their daily lives to be interested and willing to learn English. There are several lesson methods that can be used in learning English reading activities are SQ4R (Survey, Subscribe to DeepL Pro to edit this document. Visit [www.DeepL.com/pro](http://www.DeepL.com/pro) for more information. Question, Read, Recite, Record, and Review), Speed Reading, Aloud Reading. SQ4R is a method that can help students understand reading material in English lessons.

Reading comprehension skills are an interactive process involving the reader, the passage and the context. It involves the ability to derive meaning from written text as stated by Silliman and Wilkinson (2007) "Reading comprehension is generally defined as the ability to acquire meaning from written text". Through the process of reading comprehension, readers gain an understanding of the text they read which is related to information and new vocabulary.

As for the skills that are pioneering in nature, they are the process of recognising the meaning of the words or sentences read. These skills are of a higher order. Aspects include: simple comprehension; understanding the significance or meaning (the author's intention and purpose of the reader's reaction); evaluation or judgement of the content; and flexible reading speed, which is easily adapted to the situation. To achieve the desired goals in comprehension skills, the most appropriate activity is reading silently. One aspect of language skills is reading skills which is based on the ability to read, being able to read does not mean automatically being skilled at reading.

According to Juel in Bastino (2007) reading is the process of recognising words and integrating the meaning of words in sentences and reading structures. Reading is a skill to make an interpretation of the material read. According to Crawley and Mountain, reading is essentially a complicated thing that involves many things, not just reciting the text, but also involves visual, thinking, psycholinguistic, and metacognitive activities. As a visual process, reading is the process of translating written symbols (letters) into spoken words, as a thinking process, reading includes word recognition activities, literal comprehension, interpretation, critical reading and creative comprehension. Word recognition can be the activity of reading words using a dictionary. So reading is a complex or complicated thinking process, which involves many things not only written or spoken because it also involves attitudes, thoughts and experiences to focus attention on each reading.

Hafner and Jolly (2007) state that comprehension is a person's ability to understand, to comprehend, to absorb with reason. Comprehension is divided into three categories: literal understanding, interpretation, and critical reaction. The goal is for the reader to understand the content of the reading text. Carlson argues that speed and comprehension have a correlation over difficult reading materials that can be ignored. Carlson found that, at high levels of intelligence, fast readers were best at comprehension. Slow readers often believe that fast readers are inferior in comprehension. However, this is not the case, because fast readers see a series of words as part of a whole sentence or paragraph, not in isolation in order to understand the content and meaning, they see the words in the context of the whole sentence, they read quickly and at the same time concentrate on the content.

McLaughlin and Allen (2007), researchbased reading principles that most influence reading comprehension are as follows: (1) comprehension is a process of social constructivity, (2) literacy balance is a curriculum framework that aids comprehension development, (3) Professional reading teachers influence student learning, (4) good readers play a strategic and active role in the reading process, (5) reading should occur in meaningful contexts, (6) students discover the benefits of reading from a variety of texts at different grade levels, (7) vocabulary development and learning influence reading comprehension, (8) engagement is a key factor in the comprehension process, (9) reading strategies and skills can be taught, and (10) dynamic assessment informs reading comprehension learning.

In language development, Piaget in Cox (1999: p.50) states that "language development is an aspect of general cognitive development". According to him, language development is an aspect of overall cognitive development. Language also affects the cognitive level of students. In this age range students

can use language symbolically, understand concepts, use language flexibly and articulate correctly. Finochiaro in Tarigan reading is bringing meaning to and getting meaning from printed or written material, picking and understanding the meaning or meaning contained in reading. It is clear that reading is a process that is concerned with language. Therefore, children must be helped to respond or respond to visual symbols depicting the same auditory signs they have learnt.

One reading technique that is quite often used is the Survey, Question, Read, Recite, and Review (SQ4R) technique. SQ4R is a reading technique to find the main ideas and supporters and to help the reader find the main ideas. remembering to last longer through five activity steps, namely survey, question, read, recite, and review. According to Laksono et al (2007: p.18) the characteristics of the SQ4R method are: (1) before reading, readers first survey the book title, author's name, summary, and bibliography; (2) formulate some questions for themselves about the reading that are expected to have answers in the book; (3) armed with these questions, readers begin reading activities; (4) to determine mastery of reading, after reading, readers do activities to restate the contents of the reading in their own words; and (5) reading activities with the SQ4R method end with activities to review or repeat what has been read.

The steps in applying the survey technique are as follows. Firstly, before pree reading, use the chapter survey to activate your prior knowledge of the subject you are about to read. Try to recall what you already know about the subject to anticipate the main idea of the chapter. Also use the survey to predict the author's dominant mindset. Survey to anticipate which parts of the chapter will be the most difficult or most challenging to learn. Secondly, during the reading activity (while reading) use the survey as a guide to determine what is important for you to learn. Underline, or mark key information that you have identified in the survey. Thirdly, after reading, use the survey to monitor your reading effectiveness. In this case test your ability to recall key information. If the test results are unsatisfactory immediately review the material that you were unable to recall.

## 2. METHOD

This research is a classroom action research using a cycle (spiral round) that refers to the Kemmis and McTaggart model which consists of four components, namely: Planning, action, observing, and reflection. The Kemmis and McTaggart model is a development of the basic concepts of which was introduced by Kurt Lewin. The components of action and observation are made into one unit. The unification of the two components is due to the fact that between the application of action and observation are two activities that cannot be separated. For more details, please see Figure 1:

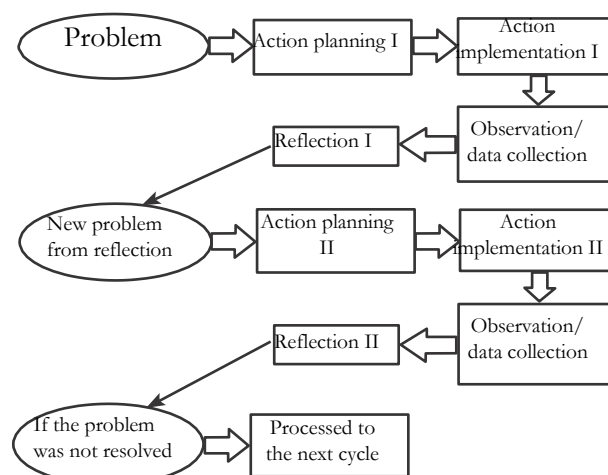


Figure 1. class action design chart by Kemmis and McTaggart

The research was conducted in the even semester of the 2022/2023 academic year at MI Miftahus Sholah Mojokerto. Data collection technique used to obtain research data are as follows. firstly, through

direct observation using an observation sheet for data collection of the learning process using Survey, Question, Read, Recite, Record, and Review methods. The observation used is direct observation which is carried out from the beginning of the activity to the end of the activity. Second, field notes to record every action of both students and teachers, both positive and negative. Third, documentation in the form of photographs during learning activities. Fourth, the data collection technique carried out by researchers was the test technique to see how much the students' abilities have improved.

### 3. FINDINGS AND DISCUSSION

#### Findings

There are twelve activities in planning. Firstly, developing a learning implementation plan with learning objectives that are in line with the material to be learnt. Second, determining competencies related to the material to be learnt. Third, developing learning scenarios. Fourth, carry out routine teacher tasks (conditioning the class). Fifth, through the Survey stage, the teacher guides students in observing the text/pictorial reading material written in English and discussing the new vocabulary contained in the observed text. Sixth, through the Question stage, the teacher guides students to pay attention to the questions about the text that students have prepared by the teacher beforehand as a prediction of their reading comprehension. Seventh, through the Read stage, the teacher guides students in carrying out the reading stage. In this stage the teacher first models how to read the reading material in English with correct pronunciation and afterwards facilitates students to read silently for comprehension. Eighth, through the Recite stage, the teacher guides students in answering questions. Ninth, through the Record stage, the teacher guides students in marking or underlining the answers in the text/reading material. Tenth, through the Review stage, the teacher guide students to deliver/read out their answers. Eleventh, the teacher provides opportunities for students to confirm their ability to use the SQ4R technique to develop their understanding by working on the students worksheet/LKS independently. Twelfth, provide follow-up (enrichment, assignment or homework). The media used during the activity are flashcards containing pictures about reading, text/reading, and LKS.

#### *Implementation of Action (Acting)*

This action implementation stage is the realisation stage of the planning stage that has been prepared and agreed upon with the collaborator. Researchers implemented reading comprehension learning through the SQ4R method in class III MI Miftahus Sholah Mojokerto. The implementation of the action was carried out for 2 cycles, each cycle consisting of 2 meetings. Each meeting was conducted for 2 lesson hours (2 x 35 minutes). The implementation of the action is adjusted to the existing lesson schedule.

#### *Action Observation (Observing)*

In the observation process, the observer has two tasks, namely: (1) observing the process of learning actions carried out by the teacher whether it is in accordance with the planning actions made or not, and (2) make observations on how much the students' reading comprehension skills have improved. After using the SQ4R method, observations were made by means of observers listening to the learning action process carried out by the research subject from preparation to the end of the action process, every activity carried out by the research subject must be listened to carefully and must be recorded so that there is no error in reporting the results of the observation. The notes referred to here are field notes that serve to document the entire series of learning action activities in full.

In addition to making field notes in the form of written observation data, observers also made documentation in the form of photographs taken through a camera. The purpose of making photo documentation is so that every activity carried out in the action can be displayed and presented clearly and clearly. This photo is used as complementary data from field note data. All data or documentation

of the results of observations of both activities or the learning process and the improvement of students' abilities are used as a reference for taking action in cycle II.

### **Reflecting**

After the corrective action is completed, the next activity is reflection on the action. Action reflection is an activity carried out by researchers and peers or collaborators in order to critically review by discussing changes that occur after corrective action is taken. Changes here include the learning process carried out by the teacher and the reading comprehension ability of students. The activities carried out in this action reflection are data analysis and interpretation of data obtained in action research. This action reflection is carried out with the aim of analysing the extent of the achievement of the learning action process carried out by the researcher, in addition, action reflection also aims to find out what obstacles are faced so that the learning action process has not been successful.

In order to collect data on the ability of students to solve problems, the researcher made an instrument grid reading comprehension ability given to students after the learning action process is completed in each cycle. The grids to measure the reading comprehension ability variable are presented in this section:

### **Discussion**

Discussion based on the results of data analysis from the results of the actions of cycle I and cycle II, it can be seen that there is an increase in all data taken. The shortcomings that occurred and were observed in cycle I such as students were still less active and less courageous to express opinions or statements during the learning process, students were less careful in doing the assignments, students' concentration was still lacking, and teachers who did not elaborate on students' abilities in applying the SQ4R method so that they did not provide deepening to students who needed more explanation and practice, were resolved in cycle II. In cycle II as a whole, it was seen that students were ready and very actively involved in carrying out reading comprehension learning using the SQ4R method. Researchers also made careful preparations so that they could carry out learning and guide students in carrying out reading comprehension learning with the SQ4R method well. All make cycle II can achieve the research target. In detail the data obtained, we will find that the results of the reading comprehension test in cycle I showed only 10 students out of a total of 18 students or around 55.55% who got a reading comprehension test score  $\geq 75$ . Whereas in cycle II there has been a significant increase in reading comprehension tests by 27.78% so that the number of students who get reading comprehension scores  $\geq 75$  increased to 15 people or about 83,33%.

The data on monitoring teacher and student activities with the SQ4R method in cycle I meetings 1 and 2 at MI Miftahus Sholah Mojokerto got a percentage of 55% and 70% of the 20 statements in the teacher and student activity monitoring instrument. While in cycle II at meetings 1 and 2 have reached a percentage of 85% to 90%. In Cycle I and cycle II there was an increase of 35%. Thus, it can be said that reading comprehension through the SQ4R method has improved. This improvement shows that the identification and findings of the problems that occurred in each cycle have found a solution and showed optimal results.

## **4. CONCLUSION**

Based on the description and analysis of data, it can be concluded that: The reading comprehension skills of third grade students of MI Miftahus Sholah Mojokerto using the SQ4R method showed an increase in students' reading comprehension skills, with an average score in cycle I of 68.33 to 83.61 in cycle II. The use of the SQ4R method in learning English, especially in the reading aspect, makes it easier for students to understand the content of reading. Overall, learning to read comprehension through the SQ4R method can have a greater impact on reading comprehension learning outcomes, therefore learning using the SQ4R method is suitable for use in elementary schools. SQ4R method in

English learning especially in reading aspect can make students to think systematically according to the steps of SQ4R method and easily able to understand the content of reading.

Teaching and learning activities carried out by teachers will be more effective if teachers can choose and use methods, approaches, or learning models that are in accordance with the characteristics of the students and the subject area being taught. This SQ4R method can be applied when in learning English, the teacher experiences difficulties in the learning process, where students' reading comprehension learning outcomes are low.

This learning strategy can have a positive impact on students, among others, students who previously disliked reading activities became fond of reading, students who previously did not understand the reading they read became aware of the contents of the reading. In answering questions students try to remember the reading text. The utilisation of the SQ4R method in the learning process can encourage students to learn actively, fun to get better learning results. Learning conditions like this can improve student learning outcomes in English language learning. The advantage obtained from the learning model is that if the SQ4R learning method can be implemented as a whole, student learning outcomes are not just memorising but in the form of knowledge, understanding of concepts obtained during the learning process so that the learning process is meaningful to students.

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