

## Improving Descriptive Text Reading Comprehension Using the SQ3R (Survey, Question, Read, Recite, Review) Method for Class VII-A Students at SMP Negeri 1 Lemola

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### Abstract

This study aims to improve the ability to read descriptive texts of students using the SQ3R method in the learning process. This research at SMP Negeri 1 Lemola. This study uses the classroom action research (CAR) method which focuses on how the SQ3R method improves students' reading skills and uses data collection techniques namely observation, interviews, assignments and questionnaires. At the beginning of this study it was found that the students' reading ability was low due to the ineffectiveness of the reading method used by the teacher. After using the SQ3R method, it shows that there is a change in students' reading ability in each cycle. The test results used also show that more than 80% of students have achieved the achievement indicators. It is hoped that in the process of learning to read teachers can use more effective reading method to be able to improve students' reading skills.

**Keywords:** *CAR; Reading Descriptive Text; SQ3R Method*



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## INTRODUCTION

To read carefully, the reader needs to be mentally and scientifically ready to understand, respond to, and remember what they are reading. Reading is a way to get information back since kids may utilize it in the real world by adding to it (Zuchdi, 2007). Reading also means understanding the articles that are being read or published, since the information that readers give is quite useful. There have been a lot of complaints lately about people who can't understand what they read. Most people don't care much about reading and think it's a boring thing to do. Some of them also say that what is taught and what is tried to be seen is often lost and not important at all. Students have a big problem in school when it comes to reading carefully. Based on a conversation with a teacher, they indicated that the average reading comprehension score for recognizing facts in a descriptive text for 7th-grade students at SMP Negeri 1 Lemola was not improved because many students did not fulfill the standards. The minimal passing score is 70. This is because the pupils don't want to or can't attentively read the different texts that the teachers give them. Teachers also have trouble using descriptive text resources since the learning system that teachers have set up hasn't been able to help pupils remember things and get better at them.

Based on observations made during the Teaching Professional Practice activities in class VII-A, one of the essential competencies to be gained in learning is identifying information (knowledge and sequence of events) in spoken and written descriptive texts. Descriptive text itself provides a detailed account of an object, whether it's a living creature, an object, a place, or an event, so that the reader feels as if they are seeing, hearing, feeling, or experiencing firsthand what the author is describing. The objective of descriptive prose is to describe an object in detail subjectively or to show the object's situation from the author's point of view. In accordance with the core skills and objectives of descriptive texts, students are needed to read the descriptive texts provided by the teacher in order to identify information and understand the suggested meaning within the descriptive text. However, many students still have problems identifying material and finding suggested meaning due to a poor willingness to read. Therefore, pupils must understand the reading material properly because most of the knowledge they receive is available in written sources. The results of reading activities are highly influenced by the strategy employed to grasp a text. The approach utilized for reading is termed the reading method.

Students who have difficulties reading textbooks with sufficient arrangement are mostly due to inappropriate reading practices when they read. The reading approach they commonly utilize is to read from the beginning to the finish of the page. If they don't comprehend the material, they will repeat it multiple times until they do. This type of reading method is termed the traditional method. In this approach, a teacher is necessary to employ techniques that are appropriate for the learning objectives, learning materials, educator's capacity, teaching and learning settings, and available time. Using the correct reading tactics can assist children to advance in building their enthusiasm in learning with the final output being an illustration-based extension. The method employed in learning is the SQ3R reading method (Akhmad, 2008). The SQ3R reading method is a method consisting of five steps: Survey, Question, Read, Recite, and Review. Reading with SQ3R offers advantages because using the SQ3R approach, students can survey the text first, students will become familiar with the organization of the writing by gaining a broad impression of the text, and this will speed up understanding of the text's content (Alwasilah, 2005). The advantage is that kids tend to master the reading content better, and it can be used for future reading for students who can already think abstractly, rationally, and systematically. Students can also construct questions about what they are going to read to raise their curiosity in obtaining relevant answers, which can eventually boost comprehension and expedite understanding of the text content. Students can also take reading notes to enhance their knowledge and recall, and ultimately, by reviewing or repeating the text content, students will obtain a complete and thorough command of the subject they have read. Steps readers should take to better understand the content of the reading. The employment of reading approaches, especially SQ3R, is vital in reading instruction at the junior high school level. The considerations are: 1) systematic procedures that make it easier, and 2) employing SQ3R makes pupils more active in the reading process.

Based on the above background, the researcher intends to conduct a study titled "Improving Descriptive Text Reading Comprehension Using the SQ3R Method in Grade VII-A Students of SMP Negeri 1 Lemola."

According to Harjasujana & Mulyati (in Delman, 2013), reading is the development of abilities starting from words and advancing to basic reading, while Rahim (2008) characterizes reading as a complicated activity

involving visual, mental, psycholinguistic, and metacognitive activities. Subyantoro (2011) characterizes reading as an ability that will quickly/gradually become an element of daily human life. Readers have certain tendencies, especially before these reading skills are created. Based on the definition of reading offered above, the author can conclude that reading is a cognitive activity or stage that strives to gather various forms of knowledge thru language symbols and language sounds in the form of writing (Enre, 1988).

Stages in teaching and learning to read. Some of these stages can be pursued when circumstances and situations allow (Tarigan, 2008): (1) Stage I. Read the material that has been studied, pronounce it well, or the stuff that may have been remembered. These resources could contain talks, songs, a series of action phrases, or short narrative about things that have been experienced. In this stage, assistance is needed to develop or improve instinctive visual reactions to the letter pictures that will be shown in the printed images. Additionally, it is vital to properly realize that written words represent or describe sounds; (2) Stage II. Constructing words and structures from a known foreign language into different dialog or paragraphs. At this stage, supervision is needed in reading freshly ordered content; (3) Stage III. Reading content featuring a number of terms and structures that are still fresh or unfamiliar. Some informal trials have demonstrated that readers had little to no trouble encountering a new word introduced amid thirty frequent words. At this stage, grammar materials comprise paragraphs or selections suitable for reading; (4) Stage IV. At this time, some reading professionals advocate adopting simplified literary works or magazines as reading material. Descriptive text is a text that attempts to describe or portray an article in depth, both inside and out, and efficiently, according to the actual state of what is being described, so that the reader feels as if they are seeing or observing it directly.

SQ3R is a method that involves five stages of activity: survey, question, read, recite, and review. This method can help students react critically and creatively, as well as think systematically. There are various benefits that can be realized from adopting SQ3R. With this method, pupils will become dynamic readers and be immediately coordinated with the subject of study. Mintowati (2003) explains the advantages of SQ3R as follows: 1) A study of reading will provide the reader the chance to select if reading meets their needs or not. If the reading content is necessary, then, at that moment, the reader will proceed with their understanding actions. If not, the reader will seek fresh material that aligns with their wants or desires; 2) The SQ3R method offers time for the reader to adapt. This suggests that reading speed criteria are such that each part of reading content does not have to be similar. Readers can rewind their comprehension if they uncover something new relevant to them, things that require thot to grasp, or even parts holding data the reader wants. Furthermore, readers will increase their understanding speed, supposing portions of the reading are considered less relevant to their needs or perhaps parts they feel; 3) The SQ3R technique prepares readers to move carefully; 4) Utilizing the SQ3R strategy in learning will lead to far-reaching knowledge, not just memory. Complete retention will persist longer in the brain than simply recalling knowledge; 5) The SQ3R technique can successfully and productively improve learning results compared to learning without a strategy.

From the description above, it can be seen that the SQ3R technique is suitable for students to use to further develop their comprehension abilities. This strategy allows students to learn how to read effectively from the beginning to the furthest extent of comprehension. Relevant research by Cindy C Saiya (2019), titled "Improving the Ability to Read Explanatory Texts Using the SQ3R Method in Class XI Students of SMA Negeri 2 Salahutu". The research results thru the SQ3R approach can improve students' capacity to interpret explanatory materials. The similarities between the research above and the researcher's thesis is that both use the SQ3R approach or method. The differences between the research above and the researcher are: (1) The research above measures the ability to read expository texts, while the researcher measures the ability to read descriptive texts; (2) The aspects of the student reading ability assessment rubric from the research above are language and written symbols, ideas, tone, and style, while the researcher understands difficult words in the text, understands objects in the text, and understands the content of the text.

Agustina Dakael (2013) titled "The Ability to Read Descriptive Texts Using the SQ3R Method for Grade VII Students at SMP Negeri 1 Ambon." This research intends to describe the capacity to read descriptive texts using the SQ3R approach for Grade VII students at SMP Negeri 1 Ambon. The form of research employed in the study in class VIII-1 of SMP Negeri 2 Ambon is Classroom Action Research (CAR), which in English is Classroom Action Research (CAR). The commonality between the two studies undertaken by the researcher is that they both use the SQ3R approach.

## METHODS

The type of research chosen for the study in class VII of SMP Negeri 1 Lemola is Classroom Action Research. The classroom action research conducted in the previous two cycles will greatly determine the form of the next cycle (Arikunto, 2007). Therefore, the implementation of the second, third, and subsequent cycles cannot be designed before the first cycle is carried out. The subjects of this research are the students of class VII-A at SMP Negeri 1 Lemola, totaling 20 people. Therefore, this research was conducted at SMP Negeri 1 Lemola, Letti District, West Southwest Maluku Regency. The object of this Classroom Action Research is the Indonesian language learning process on the material of descriptive text reading skills in class VII-A of SMP Negeri 1 Lemola, and the Indonesian language teacher as a collaborator. Before conducting the research, the study asked teachers to be collaborators. This aligns with the characteristics of classroom action research, which involves collaboration between the researcher and teachers in planning, observation, and reflection.

Data collection in this study was carried out using the following techniques: (1) Observation. Observation was employed to acquire data on teacher and student activities during the action process. The observation technique was employed during the implementation and assessment stages of learning. Observations of students focused on their active participation in the process of learning to read descriptive texts using the SQ3R approach; (2) Interviews. The interview technique was used to interview Indonesian language teachers utilizing a question-and-answer paradigm and an interview guide. This technique is used to determine the teaching and learning process of descriptive text reading comprehension utilizing the SQ3R method; (3) Assignment. This methodology is used to measure the level of descriptive text reading comprehension utilizing the SQ3R method; (4) Questionnaire. This strategy is used to filter data relevant to students' interest in studying reading comprehension utilizing the SQ3R method. The research instruments are the researcher and the teacher as key instruments. The data obtained in this study were analyzed in three stages as stated by the PGSM Training Team, namely data reduction, display, and conclusion.

## RESULTS AND DISCUSSION

This research began with interviews with subject teachers regarding reading skills instruction, specifically descriptive text material. Based on interviews with subject teachers, it was observed that pupils still find it very difficult to understand complex words and deeds in the book and to understand objects within the text. This is due to students' lack of motivation and capacity to read descriptive texts supplied by the teacher, as well as the effectiveness of the teaching methods employed by the teacher, which have not yet been able to ignite students' passion in the process of gaining reading abilities. Based on the explanation above, the outcomes of the Classroom Action Research (CAR) for Class VII-A students at SMP Negeri 1 Lemola will be detailed below.

**Results of the Classroom Action Research (CAR) Cycle I. Meeting I.** The first cycle of the CAR activity was conducted in class VII-A of SMP Negeri 1 Lemola on April 18, 2022. The class begins with an perception in the form of a question-and-answer session between the teacher and the students, outlining what will be taught today, the methods used, and the successes that will be accomplished thru descriptive text content. One of the primary issues in teaching reading skills in class VII-A at SMP Negeri 1 Lemola is the low reading ability of the pupils, which is 38.29, making the learning process unable to operate smoothly. Therefore, teachers aim to provide learning methods that are considered successful so that they can help pupils read a book. The SQ3R learning approach is one of the excellent methods that can help pupils enhance their reading skills. After the teacher presented a knowledge of the SQ3R learning approach and the processes for reading using the SQ3R method, the researcher again asked student attention to re-reading the descriptive text material in the student textbook and in the notes in their notebooks. At the end of the meeting, the researcher reinforced the material for the students, such as providing direction on obtaining references relating to the topic that had been studied, either thru books in the library or by browsing the internet.

The first meeting of Cycle I is as follows: the conclusion from the questionnaire results on the implementation of descriptive text reading ability learning in class VII-A of SMP Negeri 1 Lemola using the SQ3R method, as shown in Table 4.1, states that descriptive text material has been taught by the subject teacher, but the teacher has never used the SQ3R method. Additionally, 12 out of 20 pupils in the class prefer

descriptive literary material, including: Arianci, Belandina, Deflorian, Dominggus, Evanda, Falentino, Gloria, Hendra, Julius, Johan, Jesika, and Kesia.

**Meeting II.** The CAR activity for the first cycle, second meeting, was held in class VII-A at SMP Negeri 1 Lemola on April 20, 2022. The steps for the second meeting are as follows: the researcher delivers the learning objectives for today regarding the ability to interpret descriptive texts utilizing the SQ3R approach. The researcher inspires the students so that today's learning process goes well and all students are involved, as individual assessments will be conducted based on the three assessment criteria given in the previous meeting. After that, the researcher distributed examples of descriptive texts and discussed the stages of SQ3R one by one. The researcher described the survey procedure, then the teacher immediately requested the students to perform it and gave them 5 minutes. The text was then covered, and the researcher asked many questions connected to the reading. The students developed a list of questions, then listened to the researcher's description of reading while answering the questions they had prepared. Finally, the students summarized the topic of the material they had read. The researcher gave students the opportunity to raise questions about items they didn't grasp regarding reading descriptive texts utilizing the SQ3R approach. During the question-and-answer session, several kids raised their hands to ask questions. Then, the researcher distributed practice sheets to the students so they could understand the content of the text that had been previously shared, using the SQ3R method. Before the students worked on the given exercises, the researcher provided guidelines for the students to follow. After finishing the work, the students submitted their results to the researcher.

The final activity in learning descriptive text reading skills using the SQ3R method in the first cycle, second meeting, is for the teacher and students to summarize the learning activities and evaluate today's learning. The findings that can be reported from the implementation of the first cycle, second meeting, are as follows: Reading Comprehension Assessment Results Students' reading comprehension was measured during the learning process by the researcher and collaborators. In Table 4.2, it is defined as follows: the assessment focuses on the features of knowing difficult words in the text and understanding objects in the text. Based on Table 4.2, it can also be observed that the number of students who have not attained the minimum passing score (70) is 19 students, while the number of students who have met the minimum passing score (70) is just 1 student (1%) out of 20 students in total, with a total score of 765.8. The results of students' descriptive text reading skills in Cycle I attained an average score of 38.29, which is characterized as not sufficient because it has not met the minimum passing score (70). This average score is not considered satisfactory because it does not achieve the minimal passing score (70), as it has not yet reached the applied assessment. Student Difficulty Data Based on Table 4.3, the data on student difficulties obtained by the researcher from the results of descriptive text reading lessons for Class VII-A students at SMP Negeri 1 Lemola, shows that out of all the students, some still experience difficulties in several areas, namely understanding difficult words in the text, understanding objects in the text, and understanding the content of the text.

**Meeting III (Reflection).** The CAR activity for cycle I, meeting 2, was held in class VII-A at SMP Negeri 1 Lemola on April 22, 2022. In this meeting, the researcher delivered the findings of students' work in understanding the content of descriptive texts using the SQ3R method, declared the results of the best student work, and highlighted the weaknesses of the students' work as material for evaluation. Then, the researcher asked about the challenges experienced by the students in completing the exercises supplied by the researcher. And the pupils' experience during the learning process uses the SQ3R approach for descriptive text material. Based on the student difficulty statistics as presented in Table 4.3, it may be determined what the students' challenges are. In principle, pupils still find it difficult to understand difficult words in the text, understand objects in the text, and understand the content of the text when reading descriptive texts.

**Results of the CAR Cycle II, Meeting I.** Cycle II learning was conducted based on the results of reflection, which revealed that: 1) students still struggled to understand difficult words in the text, 2) students had difficulty understanding objects in the text, 3) students had difficulty understanding the content of the text, and only 19 students met the minimum passing score. Therefore, the researchers and collaborators established the following steps: The activities in the second cycle of the first meeting began with the delivery of the learning

objectives for reading comprehension, namely that students are competent to read descriptive texts using the SQ3R learning technique. The researcher delivered descriptive texts to the students, then the researcher and students engaged in a question-and-answer session addressing problematic words, and the researcher coached the students in crafting questions and summaries. After that, the kids began to read and understand the content of the descriptive text they had. However, before reading the offered text, the researcher gave the students an opportunity to ask questions about areas they still didn't understand, but no students asked any queries. The pupils then completed and submitted their work to the researcher. The reportable conclusions from the implementation of the second cycle of the first meeting are as follows: Results of the Assessment of Descriptive Text Reading Ability Based on Table 4.5, it is shown that only 1 student has not met the minimum passing score (70), while 19 students (99%) out of 20 have met the minimum passing score (70), with a total score of 1,741. The results of students' descriptive text reading skills in cycle II reached an average score of 87.5, or a sufficient category. Comparing the average scores from cycles I and II, there is a comparison between (50%) and the KKM limit (70) has been reached, which is very satisfactory.

Student Difficulty Data Based on Table 4.6, it can be seen that in the process of learning to read descriptive texts, there is still 1 student in class VIIa of SMP Negeri 1 Lemola who has difficulty understanding the objects in reading descriptive texts, because 1) they do not fully understand difficult words in the text, 2) they do not fully understand the objects in the text, and 3) they do not fully understand the content of the text.

**Meeting II.** Questionnaire Results Based on Table 4.7, the conclusion of the questionnaire findings from the second meeting of the second cycle of learning is that 3 students have faced difficulties when reading descriptive texts, and 18 people mentioned that they enjoy learning descriptive texts in class. This statistic is quite good because in the third meeting of the first cycle, 13 students reported difficulties when reading descriptive texts, but this has fallen to only 3 students experiencing difficulties. This is because students already understand how to read descriptive texts using the SQ3R approach, and in the first cycle, students have already applied their skills, resulting in an improvement from the first cycle to the second. In the first cycle, 8 people reported they appreciated studying descriptive text reading skills, and this grew to 18 people who enjoyed learning descriptive text reading skills, as evidenced by the increase in the average score in the second cycle, from 38.29 to 87.5. From 1 student meeting the minimal passing grade (KKM), the number grew to 19 pupils achieving the KKM. This statistic fits the assessment criteria, which specifies that success is attained if 70% of students reach the KKM, which is 70. The results of the second cycle exam show that 99% of students have attained the KKM. Teacher Interview Results The interview conducted by the researcher with Ibu Herlin Rumalatu, the Indonesian language teacher, after the work results were collected and assessed, revealed that the use of this method had a very positive impact on the results of reading descriptive texts. So, it can be concluded that the SQ3R method is very influential on the learning process, in this case, reading descriptive texts.

**Action Hypothesis.** Based on the background of the problem and the problem formulation, the action hypothesis in this study is: by applying the SQ3R technique, students' capacity to read descriptive texts in class VII-A of SMP Negeri 1 Lemola, Letti District, West Southwest Maluku Regency can be attained

## CONCLUSION

Based on the presentation of the research data, the following conclusions can be drawn: (1) The application of teaching descriptive text reading skills using the SQ3R method for VII-A grade students at SMP Negeri 1 Lemola was found to have benefits felt by the students and influenced their reading ability, thus creating active and enjoyable learning; (2) The application of teaching reading skills using the SQ3R reading method for VIIa grade students at SMP Negeri 1 Lemola led to an increase in students' academic achievement and reading ability. The average score for descriptive text reading skills in Cycle I was 38.29. After implementing SQ3R, it was found that there were still shortcomings in the implementation of Cycle I, including: a) difficulties were still found in understanding difficult words in reading, b) students had difficulty understanding the correct objects in reading, c) students were found to have difficulty understanding the content of the text, with only 1 student (1%) out of 20 students achieving the minimum passing grade (KKM); (3) The results of Cycle II showed an improvement in students' reading ability with a class average

score of 87.5 and 19 students (99%) achieving the minimum passing grade (KKM). Then the students and teachers held a question-and-answer session about the weaknesses in the reading comprehension learning process because the learning outcomes had reached the threshold, which was 70%, thus the research was completed in two cycles.

According to the conclusion, the researcher makes the following suggestions: (1) Teachers should enrich their knowledge and choose creative and appropriate teaching methods that can stimulate students' enthusiasm for learning, especially to improve reading skills; (2) Further efforts are needed, namely students should practice reading skills during the teaching and learning process in the classroom.

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