



Comparing Students' Learning Result on Reading Comprehension Through SQ3R and Reciprocal

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Abstrak

Banyak siswa yang mengalami kesulitan belajar bahasa Inggris. Siswa merasa bahwa bahasa Inggris adalah mata pelajaran yang rumit, sehingga berdampak pada kemampuan bahasa Inggris siswa yang rendah. Penelitian ini bertujuan untuk menganalisis pemahaman membaca siswa yang dibelajarkan menggunakan SQ3R, pemahaman membaca siswa yang dibelajarkan menggunakan Reciprocal, dan menganalisis teknik yang lebih efektif antara SQ3R dan Reciprocal dalam pemahaman membaca siswa. Penelitian ini menggunakan desain pretest-posttest control group design. Populasi dalam penelitian ini adalah siswa kelas sepuluh berjumlah 35 orang siswa. Penelitian ini menggunakan sampel kelas yang terpilih dengan menggunakan simple random sampling. Prosedur analisis data menggunakan statistik deskriptif dan inferensial. Hasil penelitian menunjukkan bahwa kedua metode tersebut sama-sama efektif dalam mengajar pemahaman bacaan. Hasil uji T-test pretest-posttest paired sample test terdapat perbedaan nilai siswa yang signifikan antara sebelum dan sesudah diberikan perlakuan, baik pada kelas Reciprocal, maupun kelas SQ3R. Hal ini dibuktikan dengan hasil uji-t (independent sample test), diperoleh hasil $t\text{-hitung} < t\text{-tabel}$ pada taraf signifikansi 5% (2,042) atau 1% (2,75). Hasil analisis menunjukkan bahwa $2.042 > 0.242 < 2.75$. Hal ini membuktikan bahwa tidak ada perbedaan yang signifikan antara kelas yang dibelajarkan menggunakan Reciprocal dan SQ3R. Pengajaran Reciprocal sama baiknya dengan metode SQ3R dalam meningkatkan pemahaman membaca siswa. Dapat disimpulkan bahwa Reciprocal Teaching sama efektifnya dengan metode SQ3R dalam pembelajaran membaca pemahaman siswa.

Kata kunci: Pemahaman membaca, SQ3R, Timbal Balik

Abstract

Many students have difficulty learning English. Students feel that English is a complicated subject for students so that it has an impact on students' English skills. This study aims to analyze the reading comprehension of students who are taught using SQ3R, reading comprehension of students who are taught, and analyze which technique is more effective between SQ3R and Reciprocal in students' reading comprehension. This study used a pretest-posttest control group design. The population in this study were tenth-grade students, with 35 students. This study used a class sample that was selected using simple random sampling. The data analysis procedure used descriptive and inferential statistics. The results showed that both methods were equally effective in teaching reading comprehension. The T-test pretest-posttest paired sample test results showed a significant difference in values between before and before being given treatment in both the Reciprocal class and the SQ3R class. It is evidenced by the results of the t-test (independent sample test). The results obtained t-count $0.242 < t\text{-table}$ at a significant level of 5% (2.042) or 1% (2.75). Result $2.042 > 0.242 < 2.75$. It proves no significant difference between classes taught using reciprocal and SQ3R. Reciprocal teaching with the SQ3R method in improving students' reading comprehension. It can be said that Reciprocal teaching is as effective as the SQ3R method in learning to read students' reading comprehension.

Keywords: Understanding, SQ3R, Reciprocity

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1. INTRODUCTION

English is an international language used as a liaison language of communication between all nations and countries around the world. The ability to speak English is one of the essential skills for students because English has become a universal language used in technology, education, politics, commerce and is the most frequently used communication tool globally. Speaking English is one of the essential skills for students (Friantary &

Martina, 2018; Sya & Helmanto, 2020; Wahyudin et al., 2020). English is one of the subjects that students must obtain (Liyana & Kurniawan, 2019; Saidah et al., 2021; Saraswati et al., 2020). English lessons are one of the essential things to continue education to college. Therefore, early learning is carried out to facilitate access to more comprehensive English learning (Kurniawati, 2019; Prastikawati et al., 2021). In this modern world full of challenges and intense competition, everyone recommended does not have a high level of education, but only particular games. One of the most needed skills in English (Basri, 2018; Pravitasari & Yulianto, 2018; Trisnanti et al., 2018).

However, the current problem is that many students have difficulty learning English (Pravitasari & Yulianto, 2018; Trisnanti et al., 2018). Students feel that English is a complicated subject for students. In addition, students also rarely use English in everyday life, so that students do not understand English well (Annisa et al., 2018; Rosmiati, 2019). Other research also states that the frequent occurrence of errors in English exams is due to students' lack of vocabulary (Liyana & Kurniawan, 2019; Syawaluddin & Iswari, 2015). The result of learning English is lower than other subjects because English is considered one of the most challenging and unpleasant subjects. Other research also states that the difficulties faced by students include grammar and writing, in particular, in writing, students make many mistakes because students do not remember the written form of vocabulary in the sentences they make (Lzu'bi, 2015; Simbolon & Satria, 2016; Tobing & Pranowo, 2020). Even in conversation, students mix Indonesian and English a lot. It is due to the lack of students' vocabulary.

Communicating among citizens needs a language that can link one another. Communicating defines as conveying information, opinions, and feelings. Communication activities are established in the act of understanding and expressing the tones of meaning both through spoken and written media which are influenced, among others, by the situation, the person involved in the communication, the topic, and the psychological condition of the person involved in the communication (Patoko & Yazdanifard, 2014; Udo, 2011). Through language as the main communication tool, especially through English as a global language, we can develop science, technology, and culture by using that language (Chen et al., 2019; Mauliate et al., 2019; Rus, 2019). Based on its function, the purposes of teaching English in curriculum are: First, emerging the ability to communicate in the language both orally and in writing (Hengki et al., 2017; Khotimah et al., 2019). These abilities consist of speaking, listening, writing, and reading. Second, increasing students' willing of studying English as an important language for their life (Khoshhal, 2018; Yunanto et al., 2019). Third, providing an understanding of cross-cultural insights that can be obtained easily through understanding English so that relations between countries are established through cultural diversity (Mohammadi et al., 2020; Singh et al., 2020).

Reading is the ability to speak English which is no less important than the ability to speak, to listen, and to write (Alodwan & Almosa, 2018; Devi et al., 2016). The reason is, a person's reading ability can determine how well he can absorb the information he gets from written texts (Mokshein et al., 2019; Zijlstra et al., 2021). Furthermore, according to high school teacher guidelines, reading is an activity to understand various foods in various kind of written teks. There are different views on the use of reading strategies depending on the context and the population. Reading strategies as understanding the processes that someone does when reading as a tool to understand what they read (Samat & Aziz, 2020; Wichadee, 2011). In this process the teacher's role is very important to make reading strategies useful for students, clear orientation is needed, and guidance that allows the achievement of the process of understanding while reading. The reading strategies applied include: predicting, connecting, concluding, asking, and summarizing (Alam & Lestari, 2020; Zahra & Fitrawati, 2017).

Previous research found, that reading ability is very important for students (Samat & Aziz, 2020; Zijlstra et al., 2021). Other research found, that reading is a complex and complicated process (Alodwan & Almosa, 2018; Devi et al., 2016). Complex means that the reading process involves various internal and external factors of the reader. Internal factors can be intelligence (IQ), interests, attitudes, talents, motivations, reading goals, and so on. External factors can be in the form of reading facilities, reading texts (simple-heavy, easy-difficult), environmental factors, or factors of socioeconomic background, habits, and reading traditions. It is complicated that internal and external factors are intertwined or related, forming a kind of complicated coordination to support reading comprehension. This study aims to analyze the reading comprehension scores of students who are taught using SQ3R, analyze the reading comprehension scores of students who are taught using Reciprocal, to find out which technique is more effective between SQ3R and Reciprocal in students' reading comprehension.

2. METHOD

This study is a comparative study because the research aims to determine the difference in the scores of students who are taught the SQ3R method and the Reciprocal teaching method. In conducting this study, the researcher used a pretest-posttest control group design. There are two classes in this experimental study; the experimental group was treated by using SQ3R and the control group by the reciprocal method. The population of this study were students of grade ten SMAN 1 Muara Jawa of East Kalimantan. There are 7 classes in grade ten, each class consists of 30-35 students. Researchers took two classes as research samples. Researchers determine the selected class sample using simple random sampling. The classes were randomly selected using lottery to choose which would be the experimental group and the control group. There is no priority class. It is applied based on the consideration that each class in the population has an equal chance of being selected and has the same level.

Subjects were given treatment through teaching techniques using SQ3R in the experimental group 1, while the control class (experimental group 2) was taught using Reciprocal. Researchers gave the treatment four times within 2x45 minutes for each treatment. The researcher gave a trial test using multiple choice of reading texts. The reading test was tested on students whose level was the same. The test was intended to determine whether the test questions were good or valid. reliability, difficulty level, and discrimination power. The purpose of this study was to compare the learning outcomes of reading taught using the SQ3R and Reciprocal methods in grade ten of SMA Negeri 1 Muara Jawa, East Kalimantan. After the data was collected by giving a test, the researcher then analyzed the data using SPSS. Calculations to determine the mean, median, and standard deviation of the variables X1 and X2. The data analysis procedure used descriptive and inferential statistics. Researchers determine descriptive statistics such as: mean (mean), median, and standard deviation. After finding the mean, medium, mode, and standard deviation of each variable, the researcher used the t-test formula. The researcher used t-test to find out the significant difference in learning to read with the SQ3R and Reciprocal.

3. RESULT AND DISCUSSION

Result

In the process of learning to read using the Reciprocal method in grade ten of SMAN 1 Muara Jawa, East Kalimantan, There are 15 girls and 19 boys. The process of applying the treatment shows that students are able to follow the learning process very well. They are very

enthusiastic and pay more attention to the lessons given by the teacher. Before teaching, the researcher explained about the use of reciprocal as clearly as possible. This aims to avoid students' confusion in capturing the method given by the researcher. So that students can follow this class well. After providing an explanation of the use of this strategy, the researcher then provided and distributed materials related to descriptive texts. The researcher then tried to activate the students' prior knowledge about descriptive text, including its general structure and how to find the main ideas in the text. The teaching tools used must also include predictions, questions, clarifications, and summaries. The researcher saw that the students were very enthusiastic about this class. The researcher then gave an example of a descriptive text that accurately described the location. In each learning activity, the researcher instructs students to always apply the presentation which includes predictions, questions, clarifications, and summaries.

After the reciprocal method was applied for four meetings, a test was given which was the research data. Here the researchers get data from students in the form of post test scores. Based on the results of the data normality test, it is known that the data is normally distributed with the significance value (p) in the Kolmogorov-Smirnov test is 0.38 and 0.84 ($p > 0.05$), so that based on the Kolomogorov-Smirnov normality test the data is normally distributed. The significance values (p) in the Shapiro-Wilk test are 0.44 and 0.70 ($p > 0.05$), so based on the Shapiro- Wilk normality test the data are normally distributed. Researchers also display a histogram to clarify the data obtained. The histogram of the posttest results with the Reciprocal method is presented in figure 1.

It can be seen that the minimum score is 60 and the maximum score is 100. A score of 60 has 9 frequencies (26.47%), a score of 70 has 9 frequencies (26.47%), a score of 80 has 11 frequencies (32.35%), a score of 90 has 3 frequencies (8.82%), a score of 100 has 2 frequencies (5.88%). The lowest value is 60 and the highest value is 100. Through data analysis using SPSS above, it can be seen that the mean variable is 74,117, the median is 70, the standard deviation is 11,577 and the mode value is 80.

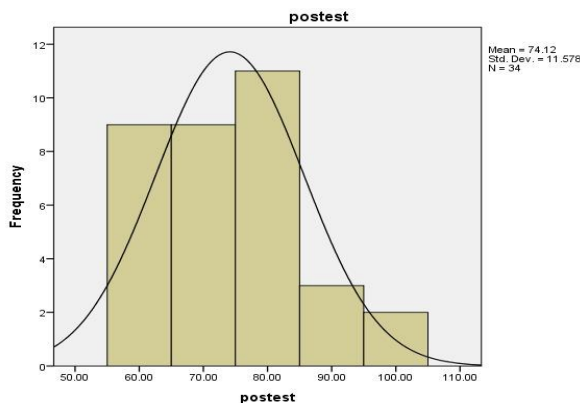


Figure 1. Posttest Histogram using the Reciprocal Method

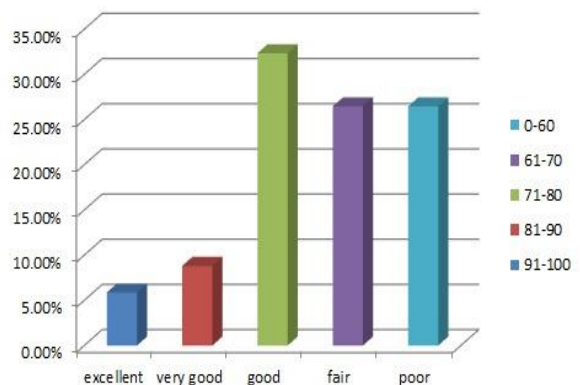


Figure 2. Class Posttest Histogram Graph Using Reciprocal

There are 25% of students' scores between 0-60 in the bad category, and 25% get a score of 61-70 in the moderate category, 11 students or 32% get a score between 71 -80 in the good category, 3 students or 8% get a score between 81-90 in the very good category, and 2 students or 5% get a score between 91-100 in the very good category. In the results of the learning process using the SQ3R method, the researchers found that the students showed their interest in the learning process. Students are actively involved in understanding the

descriptive text given. The test results showed an enhancement. This can be seen from the results of the paired sample pretest posttest where the mean value showed a significant difference. Female students appear to be more active and interactive than male students. The purpose of the Survey, Question, Read, Recite, Review (SQ3R) method is to increase student participation by reading the text when studying the material. In understanding text with SQ3R technique, students not only know how to understand but become more active and critical in understanding a text. The steps in using the SQ3R technique are activated to involve students in discussions related to reading texts. In this method, very few students appear to be still not fully able to interact in discussing the texts.

In this case, the researcher describes the data on students' reading ability after being taught using the SQ3R strategy. Through the normality test of the data, it is known that the data is normally distributed. The significance value (p) in the Kolmogorov-Smirnov test is 0.138 and 0.20 ($p > 0.05$), so that based on the Kolmogorov-Smirnov normality test the data is normally distributed. The significance value (p) in the Shapiro-Wilk test is 0.14 and 0.40 ($p > 0.05$), so based on the Shapiro-Wilk normality test the data is normally distributed. The minimum score is 60 and the maximum score is 100. A score of 60 has 8 frequencies (23.52%), a score of 70 has 10 frequencies (29.41%), a score of 80 has 7 frequencies (20.58%), a score of 90 has 6 frequencies (17.64 %), a score of 100 has 3 frequencies (8.82%). In addition to displaying the frequency and histogram of the post-test results, the researcher also shows the range, mean and standard deviation using SPSS software. The lowest value is 60 and the highest value is 100. Through data analysis using SPSS above, it can be seen that the mean variable is 75,882, the median is 70, the standard deviation is 12,819 and the mode value is 70. The total number of students teaching by SQ3R is 34 students. 8 students or 23% got a score between 0-60 in the bad category, 10 students or 29% got a score of 61-70 in the moderate category, 7 students or 20% got a score between 71 -80 in the middle category. good category, students or 17% get a score between 81-90 in the very good category, and 3 students or 8% get a score between 91-100 in the very good category.

There are many methods when a teacher teaches his students. The method can be developed or not depending on the teacher and the method. Based on this reason, teachers must have good methods to teach their students. Here, the researcher uses two methods to find out the significant difference in scores in teaching reading. It also aims to find out which method is better. The method applied is the Reciprocal teaching method and the SQ3R method. The alternative hypothesis that was formulated earlier which stated that there was a significant difference in students' reading comprehension who was taught using the reciprocal teaching method and the SQ3R method, was accepted. To find out the significant difference in scores taught by using reciprocal teaching methods and SQ3R in understanding reading texts in grade ten SMAN 1 Muara Jawa, East Kalimantan, researchers analyzed the results between the posttest method of reciprocal teaching and posttest SQ3R. In analyzing this data, the researcher used the t-test and the results were consulted with the t-table.

The researchers obtained data between the posttest and the SQ3R and Reciprocal teaching methods. This is shown from the average value of teaching SQ3R is 75.88 and the average value of post-test using the Reciprocal teaching method is 74.11. The median value of SQ3R is 70.00 and Reciprocal is 70.00. The mode of SQ3R is 70 and Reciprocal is 80. The standard deviation of SQ3R is 12.81 and Reciprocal is 11.57. The variance value of SQ3R is 164.34 and Reciprocal is 134.046. The range of SQ3R scores is 40 and Reciprocal is 40. The minimum SQ3R score is 60 and Reciprocal is 60. The maximum SQ3R score is 100 and Reciprocal is 100. To find out the difference in student scores between before and after treatment, the researchers conducted statistical tests using paired samples statistical t-test. Paired sample test above, there is a significant difference in student scores between before and after the treatment was given. In the pretest value obtained an average value of 47.35 and

the posttest value after being given treatment is 74.11 This is also seen in the class that received treatment using the SQ3R method.

Through the application of the SQ3R method, significant differences also appear, this can be seen through the difference in the mean of pretest and posttest. The mean of pretest before treatment is 52.64 and the mean of posttest result after treatment is 75.88. The methods used are Reciprocal and SQ3R (Survey, Question, Read, Recite, and Review). The reciprocal mean was 73.68 (male), 74.66 (female) and the mean SQ3R was 74.21 (male), 78 (female). Reciprocal standard deviation was 11.64 (male), 11.87 (female) and the SQ3R was 11.21 (male), 14.73 (female). The mean standard error of Reciprocal is 2.57 (male), 3.80 (female) and SQ3R is 2.57 (male), 3.80 (female). The results of the t-test (independent sample test) can be seen that the total t-count is 0.242. This is lower than the t-table at either the 5% or 1% significant level. At the 5% level the value is 2.042 while at the 1% level it is 2.75. So the value is significant at the 1% or 5% level. So it is described as $2,042 > 0.242 < 2.75$. This means that H_0 is rejected, so there is no significant difference in scores between those taught by the Reciprocal and SQ3R methods. It can be concluded that by comparing the two variables (reciprocal and SQ3R) there is no significant difference in scores, in this case the mean of reciprocal is not much higher than the mean of the SQ3R.

Discussion

Based on the data analysis of students who were taught using reciprocal, the researchers found the results of students' reading comprehension of the text. The researcher has given treatment to the X1 group, namely the learning process using reciprocal which is then carried out posttest after the learning process. The application of reciprocal learning methods that provide knowledge to students in 4 learning strategies, namely: asking, clarifying, summarizing, and predicting. These four strategies have two important functions, namely facilitating understanding and monitoring understanding (Biber et al., 2020; Molin et al., 2020; Saraswati, 2018). This method is considered effective in introducing new technologies and concepts. As an improvement students will have many opportunities to practice their ability to respond to study groups and to teachers (Rosciano, 2015; Suryawati & Osman, 2018). In this study, the researcher applies the method by trying to activate previous knowledge in descriptive texts, including the general structure and how to find the main idea in the text. The researcher then gave examples of descriptive text accurately. Then in the questioning session, the researcher gave directions to the students to ask questions related to the reading text to dig deeper into the information provided. At the clarification stage, the researcher asked students to then try to find answers by understanding reading. In the last stage, namely summarizing, the researcher asked students to summarize using their own language. The learning steps were applied for 4 meetings with different descriptive text readings.

SQ3R method is a method that can help provide solutions to students on how to understand reading text material that is considered difficult. The five basic steps in SQ3R are: Survey, Question, Read, Recite, and Review. This method is considered capable of making the reading process more effective and meaningful (Aziz, 2019; Syamsiah et al., 2012). By expressing ideas about things that are read using their own sentences it will be easier to remember (Aziz, 2019; Harnanik, 2016; Syamsiah et al., 2012; Yulia et al., 2019). In the study using SQ3R, the researcher started by motivating students and digging up information about descriptive text in terms of its characteristics and generic structure. After students answered and discussed, the researcher explained again by applying SQ3R (Survey, Question, Read, Recite, and Review). Based on the theory that has been described previously, it can be concluded that SQ3R is able to activate students' ability to understand descriptive

texts. The findings of previous studies also state that the SQ3R method can increase the effectiveness of learning (Apko et al., 2017; Zulaikhah et al., 2020).

4. CONCLUSION

The reading comprehension ability of students who are taught using the reciprocal learning method can be categorized as good. Reading comprehension ability of students taught by the SQ3R method (Survey, Question, Read, Recite and Review). This method is categorized as good. Reciprocal teaching is as good as the SQ3R method in improving students' reading comprehension. So based on the statement above, it can be concluded that Reciprocal teaching is as effective as the SQ3R method in teaching reading comprehension to grade ten of SMAN 1 Muara Jawa, East Kalimantan.

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