



The Effect of SQ3R Method On Improving Students' Reading Skill

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Abstract

The comprehension of reading texts and searching for information in texts requires methods in their implementation. One of the things that influences learning to read text is the information in the text and the student's reading method. Therefore, the most effective reading learning method is needed to be applied, and the learning method chosen is the SQ3R method. The purpose of this research is to see how the SQ3R approach influences students' understanding, knowledge, and interest in reading texts in class VIII SMP Muhammadiyah 4 Kebomas Gresik. The method used in this research is experimental research with a true-experimental design (pre- and post-test). The sample for this research is the class VIII students of SMP Muhammadiyah 4 Kebomas Gresik. Data collection used reading text information learning assessments and reading information tests to determine whether they correctly understood the content and information of the text they read. Non-test data collection using observation and photo documentation. The results of this study are that (1) the SQ3R learning method is effective in identifying reading text information for class VIII students of SMP Muhammadiyah 4 Kebomas Gresik, with an average increase of 61.90 to 78.81. This is evidenced by the sign value = $0.000 < 0.05$, which means that there is a significant difference in learning outcomes between the pretest and posttest experimental groups using the SQ3R learning method. Learning to read texts based on class VIII students of SMP Muhammadiyah 4 Kebomas Gresik using SQ3R is an effective learning method. This learning result has increased from an average of 61.90 to 78.81. This is evidenced by the sign value = $0.000 < 0.05$, which means there is a significant difference in student learning outcomes in the pretest posttest experimental group using the SQ3R learning method.

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INTRODUCTION

English is a foreign language in Indonesia, and the majority of Indonesian students have difficulty understanding English texts (Hamra & Syatriana, 2010). One of the difficulties experienced by students in class VIII SMP Muhammadiyah 4 Gresik is reading texts. According to Henry G. Tarigan (1987), reading is a process carried out and used by readers to obtain messages conveyed by writers through the medium of words or written language. Through reading texts, students can identify the content and information of a text. In reading texts, students must not only read aloud but also pay attention to intonation, pauses, and so on, they must also think critically to find information and understand the structure, content, and language.

In essence, reading is a process of communication between readers and writers through the written words they produce. Reading is the skill of being able to understand the information contained in something written (written symbols) by digesting or reciting it. Consequently, writing and the language of expression share a direct cognitive relationship. Reading is a task that helps someone understand what is written in a text. According to Tarigan, reading is a process used by readers to capture the message the writer wants to convey through the use of words or written language. Therefore, in addition to mastering the language, a reader also needs to carry out various cognitive processes. Reading has always been a vital social activity in human existence. This expression is justified in his book "Reading as a Language Talent," which, according to him, includes the urgency of reading as an aspect, because reading is a medium of communication as well as a historical cover that is influenced by social context. First, reading is a form of communication that is expected to be mastered by young people. Second, the social background of the area in which he grew up greatly influenced the reading material obtained for each historical period. Finally, reading has produced two polar opposites throughout recorded history. Beyond urgency, reading contributes to and serves that purpose. Reading

aloud, reading deeply, reading focusedly, and reading at length are some of them.

Knowing written symbols and their meanings are two components of reading comprehension. Reading Arabic presents a challenge for Indonesian students who have experience with Latin. In addition, he stated that reading itself consists of three components: meaning, words, and a visual component for written symbols. The meaning acts as an aspect of the content of the reading. The following definitions apply to some of the concepts related to reading: Aspects of movement, especially characteristics of reading, such as grasping linguistic elements, identifying the relationship between intonation and the alphabet, and reading aloud, and comprehension factors, such as the capacity to understand implicit meaning and reading simply. A teacher should always help and direct students to improve their understanding of reading skills. Therefore, students are required to have the necessary reading skills.

In addition, the results of various studies show that Indonesian students' understanding of English texts is quite low (Hamra & Syatriana, 2010). The low reading interest of the community is one of the impacts related to students' reading ability at school. To help students read and understand text better, reading comprehension techniques are needed. SQ3R is a method to improve reading comprehension (survey, question, read, recite, and review). The SQ3R method is the earliest and most widely used technique (Lipson and Wixson, 2003, as cited in Rahyana, Kasyulita, and Rasyidah, 2016). Robinson then developed the SQ3R. (1941). Five steps create the SQ3R method: survey, question, read, read, and review (Baier, 2011). At that time, the teacher not only teaches reading but also other language skills, namely listening, speaking, and writing. When the teacher reads the text, students will react and listen.

The method chosen for identifying reading texts based on students' reading comprehension is the SQ3R method. the SQ3R method in Soedarso (2006) is a systematic reading process that includes the stages of Survey, Question, Read, Recite, and Review. Of the many reading

methods currently developing in the world of education, the SQ3R (Survey, Question, Read, Recite and Review) method will be the focus of this research. The reason for choosing this method is because the SQ3R method has steps that make it very possible for students to understand the information contained in the text. The steps of the SQ3R method (Survey, Question, Read, Recite and Review) are as follows:

- a) The first step was the SQ3R (S) survey activity, which involved surveying book names and pictures to see how readers might use past knowledge (Hedberg 2002). Readers who have trouble understanding the main material can benefit from surveys.
- b) Asking questions is the next phase (Q). Students must be better prepared to be able to study the text in more detail because this stage tries to help them read it more carefully. By asking questions, you can encourage readers to look for the solutions you provide (Baier, 2011). This will trigger the reader's interest in the content and increase their understanding (Baier, 2011).
- c) Reading (R-1) in stage three will help you uncover answers to the questions you asked in step 2.
- d) Reading (R-2) is the fourth stage, followed by restating the solution from step 3 and finally writing the response in your own words (Wright, 2003, cited in Masruroh, 2015).
- e) The last phase is the review (R-3), which requires examining the records and assessing how the supporting details relate to the main argument (Robinson, 1961, in Baier, 2011). Students are asked to take quick notes in their notebooks to study later during this phase (Dishner, 1990).

Historically, the SQ3R method was first implemented by the United States Army, which conducted military training programs at various universities in America to meet the wartime needs of junior officers and soldiers with technical skills during World War II, starting with providing learning problem solutions for American military soldiers. who are members of the ASTP (Army Special Training Programme). Francis P. Robinson is a scientist. The program's goal is to deliver high-level technicians and specialists to the Army in a continuous and accelerated flow as needed. Within that

framework, there is also academic education, in which students who achieve a sufficiently high average are sent to special military training programs.

The program includes intensive courses (approximately 25 class hours per quarter) in engineering, science, dentistry, medicine, personnel psychology, and 34 foreign languages. The program is accelerated because students are expected to complete it within 18 months with a four-year bachelor's degree. SQ3R is a reading technique that helps readers find main ideas and ideas that support these main ideas. Many civilian echelon volunteers who are at least 17 but under 18 hold positions and commissions. That is the aim of this review technique—to facilitate and accelerate TNI personnel's understanding of the information offered by the ATSP. But when Indonesia recently adopted the SQ3R learning technique in basic education, particularly in primary and junior secondary schools, this dynamic came into play. The reading approach is gaining acceptance and use. In conclusion, the SQ3R approach is considered an efficient reading strategy that can generate strong comprehension.

Psychologists like Fox, Robinson, and others from 1970 (1962) Most people say that students read textbooks too passively. A book only needs to be read for one chapter before being replaced or read carelessly while underlining. Let students daydream, and reading material will come to mind. Most of what was read afterwards came back. The SQ3R method, which works for students and starts by helping them form an understanding of the material they are studying, allows them to ask questions based on chapter titles or subtitles and then continue reading to find answers. As a result, small improvements in students' reading can be realized using this method. He emphasized that the five stages of the SQ3R method for reading procedures are survey, query, read, recite, and review.

SQ3R Learning Method Concept

They describe the SQ3R approach to learning, which involves reading literature, especially that found in books, research papers, and scientific articles, along with the authors. These instructions are intended to help you

understand the text using SQ3R, which stands for Steps to Learn a Text in Principle and consists of:

1. To "survey" a text is to thoroughly investigate, scrutinize, or identify it.
2. Question, namely, compiling a list of inquiries related to the text.
3. Reading for the purpose of obtaining information on questions that have been compiled from the text is "Reading."
4. Recite means committing to remembering every correct answer.
5. Review means going through each question and preparing answers from steps two and three.

Students are assigned to answer questions without looking back at the contents of the discourse to determine reading achievement with the SQ3R method. Then, they confirm the work done. The purpose of this research is the purpose of this study is to see how the SQ3R method affects reading comprehension in class VIII students at SMP Muhammadiyah Gresik. The application of the SQ3R method in this study can help the readability of reading texts because, before reading the text directly, students make preliminary observations to get an overview of the contents of the text (survey). Second, the stage (Question) before reading, in which students compile a list of questions so they can be motivated to be excited about reading, namely to answer questions that arise in their minds, Third, the (Read) stage becomes fun for students to focus more and concentrate on the contents of the reading text. The fourth stage, (Recite) is a stage that allows students to remember the core of the reading they have read by reciting the contents of the reading orally. The fifth stage is (review) which is reviewing important things from the reading text that students have not gotten.

Study "DEVELOPING A MODEL OF TEACHING READING COMPREHENSION FOR EFL STUDENTS" By Arifuddin Hamra & Eny Syatriana (2010) Aiming at Designing a Model of Teaching Reading Comprehension, The Results Show That the Model Significantly Improves the Reading Comprehension of Efl Students. Teachers And Students Stated That Learning Conditions, Teaching and Learning Processes, Reading Comprehension, Reading

Materials, And Teacher Teaching Performance Were Well Established. "The Effect of Sq3r Technique Toward Students' Reading Comprehension of Descriptive Text at Grade Seventh Students of Smp Negeri 02 Pagarantapah Darussalam " By Tika Rahyana*), Evi Kasyulita1), Ummi Rasyidah2) (2016). It Contains Reading for Smpn 2 Pagarantapah Darussalam Students. Reading Has Become a Basic English Skill, Aimed at Conveying Information from The Author to The Reader. Reading Is an Important Skill in Our Daily Lives.

"Using Sq3r to Improve Kpce Demonstration Junior High Students' Reading Ability of Expository Texts," Written by Henry Kwao Ayitey1 & Margaret Nyaniba Baiden2 (2020). The Results of The Study Concluded That the Sq3r Method Had A Significant Effect On The Ability Of Junior High School Students To Read Expository Texts.

A study of the SQ3R method was carried out by Imam Nur Aziz (2020) "Implementation of the SQ3R Method in Improving the Students' Basic Reading Skill" The results of the data analysis showed that the results of applying the SQ3R method in improving reading skills at MI Uyunul Ulum Gayam Bojonegoro were quite good, so the method SQ3R can improve students' reading skills. This is a solution to build student creativity and also make students dare to come forward in order to uphold the progress of the institution. "THE EFFECTS OF SQ3R ON FIFTH GRADE STUDENTS' COMPREHENSION LEVELS" by Baier, K. (2011). It was found that many of the students used in this study would do so using the SQ3R reading strategy in the future. The results of the study showed that SQ3R significantly improved the learning abilities of fifth grade students in understanding expository material.

"SQ3R IMPLEMENTATION IN TEACHING READING COMPREHENSION A Case Study of Eight Grades" Students at One State Mts in Sumedang, By Masruroh, M. S. (2015). The Research Aims Were to Describe the Application of The SQ3R In Teaching Reading Comprehension and To Identify Students' Responses to The Application of The SQ3R.

Examines the Benefits of SQ3R In Teaching Reading Comprehension in Indonesia. Data Was Collected Through Observation, Interviews, And Document Analysis. The Results of This Study Indicate That the Implementation of SQ3R Helps Students Understand English Texts. The Students Also Responded Positively to The Implementation of The SQ3R. They Focus While Reading English Text Using SQ3R. They Are Also Interested and Enthusiastic About Doing the Task. In Conclusion, SQ3R Helps Students Read English Texts. Therefore, SQ3R Is Recommended to Be Implemented in Teaching Reading Comprehension.

One of the things that influences the way students read texts is the method used. According to Miller and Veatch (2010). The SQ3R approach has been proven to improve students' reading comprehension of English texts in various experiments. According to Whorter (1992), the SQ3R method has been successfully applied for many years and can help students' reading comprehension and memory. As indicated above, comprehension strategies encourage students to actively think about the text they are reading and can be used to assess their reading comprehension. The theoretical analysis of this study focuses on reading ability. The purpose of this study is to examine how the SQ3R approach affects students' understanding, knowledge, and interest in reading materials. Is there a difference in reading ability between junior high school students taught using the SQ3R approach and students taught using the traditional method? In this study, the SQ3R technique stands for survey, question, read, recite, and review and is applied to teaching reading materials.

METHOD

The method used in this research is experimental research with a true experimental research design. The researcher will complete the critical phases of the investigation (pretest and posttest). This study will use two variables, namely the dependent and independent variables. The dependent variable will be affected by the independent. The SQ3R approach and student

achievement in reading texts were used as independent research variables. The population of this study were students of class VIII SMP Muhammadiyah 4 Gresik. The sample for this research is the class VIII-A students of SMP Muhammadiyah 4 Gresik. The sampling technique uses cluster-random samples. Collecting test data through reading texts, with assessments paying attention to intonation, pauses, articulations, and so on. Non-test data collection through observation and photo documentation The data analysis technique used in this research is the mean similarity test (t-test) to find out whether the ability to read text using the SQ3R method is effective for students based on the reading technique method. For the second sample class, the requirements test was carried out in the study, which consisted of five, namely the normality test, homogeneity test, validity test, reliability test, and independent t-test. The normality test was carried out to find out whether the pretest data for the experimental class and control class were distributed or not.

RESULTS AND DISCUSSIONS

The purpose of this study, as previously stated, is to ascertain the impact of reading comprehension utilizing the SQ3R approach. Quantitative methodologies have been used in this study. At SMP Muhammadiyah 4 Kebomas Gresik, two classes were chosen by the researcher as samples for this study. Class VIII-B will be the experimental group's model, as determined by the researcher. In the control group, class VIII-A was selected as the model. Both VIII-A and VIII-B had 21 pupils enrolled. Before the experiment began, the experimental group performed a pre-test. The researcher administered a text reading exam to each student's experimental and control groups. The students then asked the researcher all of their questions. Each student received an evaluation from the researcher after responding to all the questions. The researcher evaluated and calculated the score sheets. The researcher administered the pretest ahead of the posttest (the last stage) (first stage). The researcher first gives lectures and an explanation of the SQ3R

approach. This researcher previously administered a posttest. The post-test was then administered, with class VIII-A using the conventional approach and class VIII-B using the SQ3R method.

SQ3R Method Implementation of the Experimental Group:

On the first meeting, the researcher introduced the SQ3R method to the experimental class. The researcher provides an explanation of how to do the SQ3R method by reading the text. They were also given examples of how to do the SQ3R stages. These stages of SQ3R should be explained before the implementation because this will help them read and understand the text independently. At this first meeting, the researcher also conducted a pre-test; this was done before the participants received treatment to assess their reading ability before the SQ3R treatment was implemented. The pre-test was carried out by reading texts about zoos.

On the second meeting, the researcher started implementing SQ3R with the theme in the book, namely, "My uncle is a zookeeper," and the sub-topic "To appreciate the nature." Students are asked to work in groups; one group consists of five to six people, and there are four groups. First, from the (Survey), students examine or identify all reading texts regarding the reading text "What kind of animal is in a zoo?" This reading text tells about the situation in the zoo and the animals in the zoo. It seeks to inform students of the text's length, section names, subdivision terms, key words, and other information. The team gathers pencils, notepads, and colored marking tools like highlighters to mark significant passages that will serve as the survey's question content. This is carried out to make the process of creating a list of questions in the following phase easier. Second, (Questions) (Questions). At the second stage, the researcher gives students guidelines or examples to help them create questions that are precise, condensed, and pertinent to the passages of the book the experimental group is studying. Here, students create questions based on the text they are studying. If the text contains information that is already understood, they simply need to create a few questions. The student requires as

many questions as feasible if his prior knowledge is unrelated to the text's subject matter. Third, (Read) (Read). Here, participants actively read to find answers to previously prepared questions, in this case concentrating on reading sentences that are believed to contain information pertinent to the subject of the inquiry posed earlier.

On the third meeting, the researcher instructed the students to reconvene with their respective groups and start continuing their work from last week's meeting. Then, in the fourth stage of the SQ3R method, (Recite), students are asked to mention the answers they have compiled so far. Students at this stage are not allowed to open their answer notes. If students cannot answer a question, they are still asked to answer the next question. and so on, until all questions, including unanswered ones, have been addressed and well resolved. The last stage, the Fifth (Review), has participants briefly review all questions and answers. Furthermore, the results of their respective work are read in turn by the members of each group. The researcher asked several questions to each group to test whether they correctly understood the information they got from reading the text using the SQ3R method. The students in each group can answer the questions well, which means they understand what they read and learn.

On the fourth meeting, SQ3R was implemented, reading the text "What the zoo keepers do as their routines." This is an individual task. The researcher gave the same instructions to the students. In the (Survey) phase, students are asked to review or briefly review the entire text, so they know the length of the text and keywords, and so on. Students prepare pencils and highlighters as markers for parts that are considered important. In the next stage, (Questions), the researcher instructs students to compose questions that are clear and relevant to the reading text. Due to time constraints, the current meeting will be continued at the next meeting.

On the fifth meeting, the researcher instructed students to reopen their respective books and start continuing their work from the previous meeting. Followed by the third stage,

namely (Read), students are asked to actively read the reading text "What the zoo keepers do as their routines." This aims for students to be able to find answers to the questions they compose, and is only focused on texts that are considered to contain relevant answers to questions. Next, (Recite), each student was asked to mention the answers they had compiled; at this stage, they were trained not to look at their answer notes. If they cannot answer a question, students are still asked to answer the next question. and so on until all questions have been adequately addressed. Finally, in the (Review), students are asked to review all questions and answers briefly. After the SQ3R stage is finished, students come forward one by one to the front of the class to read and explain what they have learned. Alternately, up to ten students may come forward. After each student was asked a question by the researcher and answered the question well, today's meeting ended, and the remaining eleven students who had not advanced would advance to the next meeting. Before class ended, the researcher informed us that in the next meeting they would be given the SQ3R group assignment with the same stages as in the previous meetings.

On the sixth meeting, the researcher continued last week's meeting after eleven students came forward. The meeting continued in groups, as in previous meetings with the same group, with four groups of five to six people each. The researcher instructed the students to gather in each group, after which the researcher explained that during this meeting the students would conduct learning outside the classroom, with the theme "to appreciate nature." The researcher instructed the students to look and look for anything in the garden behind the school; they had to find at least five different things, whether it were animals or plants, and so on. This was so they would have a different picture, not just of the animals and plants in the zoo, of course, but also of what they could find out in the wild. After they finished, the researcher instructed them to make paragraph sentences for each group, with a minimum of two paragraphs per group. Researchers were also instructed to collect data today. At the end of the meeting, the researcher

informed us that this meeting would be related to the next meeting for their SQ3R method.

On the seventh meeting, the researcher instructed students to gather with their respective groups as in the previous meeting. After that, the researchers distributed books of their work from the previous meeting, which contained several paragraphs telling their respective stories while making observations. The researcher instructed the students in each group to choose one from the book and, of course, not to tell the story of their own group. Furthermore, in the SQ3R (Survey), students review or briefly examine the entire structure of the text. The goal is for students to know parts of the text by marking important parts to facilitate the process of compiling a list of questions in the next step. (Questions). Students compile a list of questions that are clear and relevant to the text section.

On the eighth meeting, the researcher continued the SQ3R stages from the previous meeting. After asking students to gather with their respective groups, Next, the researcher instructed students in SQ3R first stage, (Read), asking them to read actively to find answers to the questions that had been prepared. Without looking at the answer notes, students (Recite) the answers that have been arranged until all questions can be completed. (Review) students are asked to review all the questions and their answers briefly.

On the ninth meeting, the researcher took the post-test scores for each student. The researcher explained to the students that the post-test scores would not affect their final grades. At this meeting, the post-test scores of ten students will be taken, and the scores of the other eleven students will be taken at the next meeting. At this meeting, the post-test was carried out by reading paragraph texts about zoos. The assessment would assess how students read the text by paying attention to understanding the text, reading fluency by paying attention to punctuation marks, when to stop for a moment or when to be hit, and so on.

On the tenth meeting, the researcher took the post-test scores of the eleven students whose post-test scores had not been taken at the previous

meeting. After the researcher explained to the students that their post-test score would not affect their final score, Researcher also explained the post-test rules. The post-test assessment was carried out by reading paragraph text with the same topic, only in a different location. The students were instructed that the assessment would be carried out by reading the paragraph text of the zoo; the assessment would pay attention to understanding the text, reading fluency by paying attention to punctuation marks, and so on.

Conventional Method Implementation of the Control Group:

On the first meeting, the researcher introduced teaching materials using conventional methods to the control class by reading the text and understanding the content and information of a text. The researcher provides an explanation of how to carry out the teaching of learning by reading the text aloud. They were also given examples of how to carry out the stages of learning. These stages explained before this lesson will help them read and understand the text independently. At this first meeting, the researcher also conducted a pre-test; this was done before students got started learning in class.

On the second meeting, the researcher started the learning process with material according to the syllabus, with the theme in the books, namely, "My uncle is a zookeeper," and the sub-topic "to appreciate the nature." Students are asked to work in groups; one group consists of five to six people, and there are four groups. Students are asked to read the reading text aloud, paying attention to the content and information contained in the reading text and also paying attention to punctuation marks. All reading texts on "What kind of animal is in a zoo?" are examined and identified by students. The reading text tells about the situation in the zoo and the animals in the zoo. The students in each group read the text aloud and made conclusions in their own language. The reading text was read by two groups, with the others following in the next meeting.

On the third meeting, the researcher instructed the students to reconvene with their

respective groups and start reading the text aloud in the next group, until all were finished. Furthermore, at this meeting, the researcher reviewed the material regarding the reading text "What kind of animal is in a zoo?" The researcher gives an example of how to read the text correctly while understanding the content and information from the reading text so that he can conclude the meaning of the text. The researcher asked several questions to each group to test whether they correctly understood the information they got from reading texts using conventional methods. Most of them could not answer the questions asked by researchers properly, which means they did not understand what they read and understood.

On the fourth meeting, the researcher instructed the students to read the reading text "What the zoo keepers do as their routines," and here the researcher gave individual assignments. The researcher directed that the steps be followed in the same order as in the previous meeting. The researcher instructed the students to read the text aloud while paying attention to the content and important information contained in the text, as well as the punctuation. The students started reading the text aloud, one by one, until up to ten students had read the reading text.

On the fifth meeting, the researcher instructed students who had not read the reading text at the previous meeting to go back to reading the text until the eleventh student had read the reading text aloud. After all the students had read the reading text aloud, the researcher began to ask several questions related to the text they had read, aiming to see whether they could understand the content and information contained in the text properly or not. Before the class ended, the researcher informed the students that in the next meeting they would be given group assignments with the same stages as in the previous meetings.

The researcher instructed the students to gather in the same group as in previous meetings with the same group at the sixth meeting. There are four groups, consisting of five to six people in each group. After that, the researcher explained that this meeting would conduct learning outside the classroom, with the theme "to appreciate

nature." The researcher instructed the students to look for anything in the garden behind the school. They have to find at least five things that are different from other groups, regarding the wild animals and plants that are there. This aims to make them aware of animals that are not only found in zoos, but also wild animals and plants that are around them. The researcher was instructed to make paragraph sentences for each group, with a minimum of two paragraphs per group. Researchers were also instructed to collect data today. The researcher informed us at the end of the meeting that this meeting would be related to the next meeting.

On the seventh meeting, the researcher instructed students to gather with their respective groups as in the previous meeting. After that, the researchers shared the results of their work from the previous meeting, which contained several paragraphs telling their stories while making observations outside the classroom. The researcher instructed the students in each group to choose one from the book and, of course, not to tell the story of their own group. Next, the students were asked to read the other group's reading text while understanding the content and information in it.

On the eighth meeting, the researcher continued the learning from the previous meeting. After asking students to gather with their respective groups, Furthermore, in the previous meeting, the researcher asked students to read the entire reading text. In this meeting, the researcher gave questions to each group about their reading of the text. Researchers also reviewed their respective work and gave examples of how to read texts from some of the results of their group work.

On the ninth meeting, the researcher took the post-test scores for each student. The researcher explained to the students that the post-test scores would not affect their final grades. At this meeting, the post-test scores of ten students will be taken, and the scores of the other eleven students will be taken at the next meeting. At this meeting, the post-test was carried out by reading paragraph texts about zoos. The assessment would assess how students read the text by paying

attention to understanding the text, reading fluency by paying attention to punctuation marks, when to stop for a moment or when to be hit, and so on.

On the tenth meeting, the researcher took the post-test scores of the eleven students whose post-test scores had not been taken at the previous meeting. After the researcher explained to the students that their post-test score would not affect their final score, he also explained the post-test rules. The post-test assessment was carried out by reading paragraph text with the same topic, only in a different location. The students were instructed that the assessment would be carried out by reading the paragraph text of the zoo; the assessment would pay attention to understanding the text, reading fluency by paying attention to punctuation marks, and so on.

Researchers can learn the assessment's results from the values of the pretest and posttest. Researchers used tables to complete student scores. The analysis of the descriptive trials conducted before and after the experiment in the experimental group is displayed in the table below.

Table 1. Validity Test Results

Items	r arithmetic	r table	Conclusion
K.1	0,684	0,30	Valid
K.2	0,563	0,30	Valid
K.3	0,563	0,30	Valid
K.4	0,440	0,30	Valid
K.5	0,684	0,30	Valid
E.1	0,542	0,30	Valid
E.2	0,713	0,30	Valid
E.3	0,461	0,30	Valid
E.4	0,720	0,30	Valid
E.5	0,415	0,30	Valid

Based on the results of the validity test above, it is known that each item has an r-count value that is greater than r-table. So it can be concluded that the research instrument has been declared valid and can be used in research.

Reliability Test Results

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
0.806	5

Table 3. Reliability Statistics

Cronbach's Alpha	N of Items
0.940	5

It may be inferred from the preceding table that the research instrument is deemed dependable because each variable has a Cronbach Alpha value more than 0.60.

Normality Test Results

Table 4. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	d.f.	Sig.	Statistic	d.f.	Sig.
Pre Kontrol	0,134	2	,20 0*	0,960	2	0,5 12
Post Kontrol	0,134	2	,20 0*	0,957	2	0,4 55
Pre Eksperimen	0,135	2	,20 0*	0,973	2	0,7 89
Post Eksperimen	0,163	2	0,1 47	0,956	2	0,4 41

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

a. Lilliefors Significance Correction

It is clear that the study data are normally distributed because each data point in the table above that shows the results of the normality test using the Kolmogrov-Smirnof formula has a significance value larger than 0.05.

Table 5. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Kontrol	56,52	21	5,085	1,110
	Post Kontrol	62,52	21	4,665	1,018
Pair 2	Pre Eksperimen	61,90	21	4,647	1,014
	Post Eksperimen	78,81	21	6,486	1,415

The pre-test for the control class had an average value of 56.52, while the post-test for the control class yielded an average value of 62.52, according to the table above. In order for you to see how the average value of the two classes differs. In terms of the pre-test, the experimental class's average score was 61.90, whereas its average score on the post-test was 78.81. so that you can see how the average values of the two classes differ from one another. The average post-test scores in the control class and the experimental class likewise differ significantly from one another, as can be shown. Hypothesis testing is done as follows to demonstrate whether or not there are differences between pre- and post-tests in the two classes:

Table 6. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Kontrol - Post Kontrol	-6,000	6,928	1,512	-9,154	-2,846	-3,969	20	0,001
Pair 2	Pre Eksperimen - Post Eksperimen	-16,905	8,461	1,846	-20,756	-13,053	-9,156	20	0,000

The pre-control and post-control groups obtained a t-value of -3.969 and a significance value of 0.001, which is less than 0.05, based on the aforementioned table. So, it may be said that there is a difference between the control class' pre-test and post-test scores. The t value and significance value

for the pre- and post-experimental data, respectively, were -9.156 and 0.000, respectively, which were both less than 0.05. So, it may be said that there is a difference between the Experiment class' pre-test and post- test values.

Table 7. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post Equal variances assumed	2,785	,103	-9,342	40	,000	-16,286	1,743	-19,809	-12,762
Equal variances not assumed			-9,342	36,325	,000	-16,286	1,743	-19,820	-12,751

According to the table above, the control mean is 62.52, which is SD 4.665, while the experiment mean is 78.81, which is SD 6.486, $t(40) = 9.342$, and $p = 0.00$; thus, the two classes are significant because 0.00 is less than 0.05. According to Manik, Bu'ulolo, Sipahutar, Asrul, & Amaniarsih (2022) state that the results of using the SQ3R learning method are significant.

The researchers also collected data after the experimental and control groups underwent the normalcy test. Based on the results of the normality test, the researcher determines that the distribution of the students in the control and experimental groups is normal. the degree of significance for the experimental and control groups. It is higher in the experimental group than 0.05. Both the experimental and control

groups shared a similar makeup. The test's findings indicate that the value must be more than 0.05. We can infer from these facts that the test results for the experimental or control group are uniform.

The researcher treated the experimental and control groups according to the outcomes of the pretest. While researchers taught students in the control group using traditional methods, students in the experimental group instructed students utilizing the SQ3R method. The researchers arrived at certain results after examining the data from the experimental and control groups. As a result, on average, the experimental group outperformed the control group. The experimental group's average value at the pretest was 61.90, compared to the control group's average of 56.62. It is known that the experimental group's average following the posttest was 78.81, compared to the control group's average of 62.52. Compared to the average value of the control group, the mean value of the experimental group rose quickly.

Based on the above table, it has been determined that each variable has a Cronbach Alpha value more than 0.60 when utilizing the Survey, Questions, Read, Recite, and Review (SQ3R) approach to assess test reliability. The reliability of the research tool can be inferred. This demonstrates how trustworthy the findings of students' reading comprehension assessments are (0.60). There is a table with research results. The pre- and post-tests for this study were carried out by the researcher. Based on the outcomes of the posttest, the researchers' conclusions were established. The preliminary pretest findings were sent to the researcher. After the pre-test, the researcher administered a post-test to both the control group and the experimental group.

CONCLUSION

Students respond favorably to the application of the SQ3R approach because it enables them to recognize when they are studying English materials. SQ3R-based reading of English literature is appealing to students. When using the SQ3R method to analyze books, they also become more conscious. Students can also

record questions from the material, rephrase statistics in their own terms, and write reviews or summaries of the text using the SQ3R. Last, it enables them to lengthen their phrases. However, there are certain issues with employing SQ3R to teach reading comprehension. Of course, pupils need more time to receive explanations and examples. Researchers should therefore keep in mind the time allotment while they carry out each SQ3R stage.

The SQ3R approach has an impact on students' reading comprehension at SMP Muhammadiyah 4 Kebomas Gresik, according to its application. The experimental group's results were better than those of the control group; most of the students achieved good grades, and several even received exceptional grades. The experimental group's average score was likewise higher. Prior to using the SQ3R learning strategy, the mean was 61.90. The average value obtained with the SQ3R approach is 78.81. Standard deviation was 4,647 before testing, while it was 6,486 after testing. Pretest scores that are the highest are 70 and 89 on the posttest. 53 for the pretest and 66 for the posttest are the minimums. Although it is not acceptable, the mean value of the control group rises while the mean value of the experimental group does not. Students in the experimental group were successful readers while employing the SQ3R strategy. Students who use the SQ3R approach to learning report feeling less bored and more motivated. This implies that the success of learning strategies has a significant impact on kids' ability to read. According to Bu'ulolo, Sipahutar, Asrul, and Amaniansih, the survey learning framework Question, Read, Recite, and Review (SQ3R) can clarify and improve students' reading abilities (2022).

In other words, students in the experimental group who employ the SQ3R learning approach show a substantial difference in their learning outcomes between the pretest and posttest. According to the findings of this study, it is advised that: (1) Educators should use the SQ3R learning method to teach students to identify information in reading texts because it has been shown to be effective in teaching students to identify information in class VIII junior high school students. junior high school; (two) educators must be creative and innovative in using various learning methods that are in sync with the situations and conditions of students so that they are more motivated to be active and creative and the learning process becomes more enjoyable; (3) For other researchers, further research is needed regarding the SQ3R learning method in Indonesian for learning other basic competencies; and (4) for educational policy

makers, what is needed for this research to occur can be used as input in order to improve the quality of educators.

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