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IMPROVING STUDENTS' READING COMPREHENSION TROUGH SQ4R TECHNIQUE (A CLASSROOM ACTION RESEARCH AT SMP GENESIS MEDICARE CIMANGGIS-DEPOK)

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Abstract
This research was aims to know students' reading comprehension ability after the researcher was given treatement to the students. The students was given treatment by SQ4R technique. SQ4R technique means survey, question, read, reflect, recite and reviews. This research was conducted to SMP genesis Medicare Cimanggis Depok. The students was conducted eight grade. This research used Classroom Action Research Method. It was consists of three cycle. In every cycle, there are four steps. Planning, acting, observing and the reflecting. After researcher was conducted eight grade students, it was gotten in Cycle I there are 60% students pass KKM, and in Cycle II there are75 % students pass KKM then in Cycle III, there are 95 % students pass KKM. Students get improve in their reading comprehension trough SQ4R technique.
Keywords: SQ4R technique, Classroom Action Research

INTRODUCTION

English has become International language in the world. We use English as comunication. Human in the world use Englsh for communicaion verbal. Communication can happen if it can be feedbak between sender and receiver. If one of the element in communcation lost, it doesn't happen well. In Junior High School, English becomes on of the lesson in which the competence was needed for graduation. Several cases appear in junior high school, indedd english lesson. One of the competence in English is reading. In Reading, Junior High School Students must able to comprehend meaning of the text and also understand what the teacher saying.

The reading skill becomes very important in education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students, because the success of their study depends on the greater of they will have difficulty in making progress. On the to her hand, if they have good ability in reading, they will have a better chance to success in their study.

Al- Odwan (2012:3) states that reading comprehension is process a requires how to decode through the development of an extensive repertoire of sght words, learning the meaning of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It means that in reading comprehension process, learner develop meaning from the text and also vocabulary words. According to Megawati (2017: 95) reading skill especially reading comprehension is a substantial part of language production. Reading is form of non verbal communication. Teaching reading for junior high school students must be different from children in elementary school because of their different characteristic of psychological background. Through SQ4R technique gives the students to read. SQ4R technique also can make students' more active to interest with the other a good process in reading. By joining SQ4R technique, students can share with another person or group

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discussing descriptive text in an enjoyable situation.

SQ4R which survey, question, read, reflect, recite and reviews is not a new technique in reading comprehension of English. This method is designed to help students become more active reading and retain easily. If the students become are disciplines to use these tools, students will feel better preparing to study naturally and perform on exams. According Rahayu (2016: 35) "SQ4R (Survey, Question Read, Recite, Reflect, Review.), learning model of cooperative model, SQ4R is development of SQ3R with adding reflect. Reflect is an activity give example and guessing relevant context" by learning application of model learning SQ4R is expected to help students in remembering and understanding any material that they have read, so that their knowledge can be more meaningful, and can increase the activeness and students learning outcome.

According Wardayani (2018: 319) SQ4R learning Model is a way of reading that can develop metacognitive students, by assigning students to read the study materials carefully, thoroughly, through; surveys by looking at reading texts, looking at the questions in the last of the session, reading the summary when available and looking at the pictures, graphics, and a maps.

There are steps in SQ4R technique in following below:
1. students makes **survey** to the whole chapter,
2. students write **questions** in each of the chapter, find main idea and supporting details,
3. students **read** the text and get the meaning in one paragraph,
4. students **record** important the information by taking note,
5. students **recite** the meaning of the paragraph in the text,
6. students make **review** all about thing which relation with the chapter with the teacher.

The Criteria assessment of reading comprehension in Alderson (2000:134) in Megawati (2020:4)

Level	Criteria	Score
C2 Excellent to very good	Students are able to comprehend and describe the meaning of the written.	9-10
C1 Very good	Students are able to know the difficult words, all about related with the context of the text.	8-9
B2 Average to good	Students have speed in reading with the kind of different text, understand with the vocabulary but low-frequency idioms.	7-8
B1 Poor to Average	Students read straight to his/ her field and interest with a satisfactory level of comprehension	5-6
A2 Fair to poor	Students can understand simple text with the highest frequency everyday and frequency vocabulary	3-4
A1 Very poor	Students can understand very short phrase and rereading as required	1-2

Component of reading comprehension are pronunciation, vocabulary, grammar, fluency, meaning, comprehend and intonation. Vocabulary is the system of technique of symbol serving as a means of expression. Fluency is the ability to read as well as speaking and to make sense. Comprehension is what most people thinking reading it. Pronunciation is how to translation of language to others. Intonation is rise and fall of the voice in speaking.

METHODOLOGY

This research used Classroom Action Research. It was conducted to the eight grade students of Junior High School Cimanggis Depok. This research consists of three cycle. Each of cycle depend on the planning, acting, observing and also reflecting. In Cycle I, researcher made a students' group. Every group consists of 5 students. The researcher distributed the material of reading text with the title "person". The researcher gave a question about the person. The researcher asked the students to read the text. Before they read they must survey about the text, after that they read the text to get the answer from the question. After reading, they must recite. In reciting they to make notes to comprehend the text. The next, the students' reviewed what they read to answer the question. Indicators in Reading is students read about information in descriptive text, understood vocabulary about information in descriptive text, find the information from descriptive text know the information about the text, and read the information from descriptive text.

The researcher gave a question about the animal. The researcher ask the students to read the text. Before they read, they must survey about the text. after that they read the text to get answer of the question. After reading, they must recite.in reciting they had to make notes to comprehend the text. The next, the student reviewed what they read to answer the question. The target of cycle I is 80% students pas KKM. The standard competence is 70, but based on the data that had been collected, it described that some of students could not achieved KKM score (70). The average score is 64. The highest score was 80 and the lowest score was 62. There were 20 students or 60 % who achieved the standard score, and 8 students or 40 %.

The result of this observation is that students who could not achieve the target score, they need improvement. To solve the problem this still found in cycle one the researcher continued the learning process through SQ4R technique by using descriptive text in the next cycle. It described there was improvement on students' reading skill . the target of cycle 2 is 80%. But based on the data that had been collected, the highest score was 85 and the lowest score was 64. There were 13 students or 80% who achieved the standard score, and 7 students or 20 % who could not achieved the standard score.The result of reading test could not achieve the target score , so need improvement. To solve the problem that still found in cycle 2 the researcher continued the learning process with the same technique conducted in the previous cycles.

As a result, the test of the cycle one brought into relief that not all students' score reached the minimum mastery criteria (KKM) 70. There were 8 students than minimum mastery criteria of success that reached more than minimum mastery criteria (KKM) 70, but 12 students were failed in test cycle I they score were under the minimum mastery criteria (KKM) with the average of cycle I is 64. It has been that the use of SQ4R is not successful, so the researcher continued to the next cycle.

In cycle II, the researcher give a text again which more familiar for students' easier in read a text description with their new team. In the progress of their reading comprehension were better than in cycle one. And students' interest to join reading class was good. Although, these activities were good enough, but in assessment some students still failed to reach the score more than minimum mastery criteria 70. The result of their final draft cycle II showed that students' score reached more than 70 were 13 students. On the other hand, the students' score that failed in reaching more than 70 were 7 students, with the average of score is 75. It was concluded that the use of SQ4R had not been success yet. Then, the researcher contained to the next cycle to make better Based on the description in cycle III, the result of assessment of students who did not reach the minimum mastery criteria in previous cycle, all

of them has been success. Their score were more than KKM. The result of cycle III showed that students' score reached more than 70 were 20 students with the average score is 83. It can be summarized that the use of SQ4R could improve students' reading comprehension in reading a descriptive text by using a SQ4R to make it easier for students to read. They enjoy reading activity using SQ4R because they were free to share everything and they really like text given to them, because that text was familiar, so that reading comprehension also improved.

In cycle III, the researcher paid more detail in subject and concluding sentence. After given explanation clearly, the researcher asked them to make a descriptive text. The researcher focused on students who were the score had not reached more than KKM. The researcher made a close attention and helped them in their read. They felt more enjoyable and confidence in reading after the researcher gave explanation and motivation. Beside that, the researcher give more and more familiar picture for students in reading a text description to make it easier.
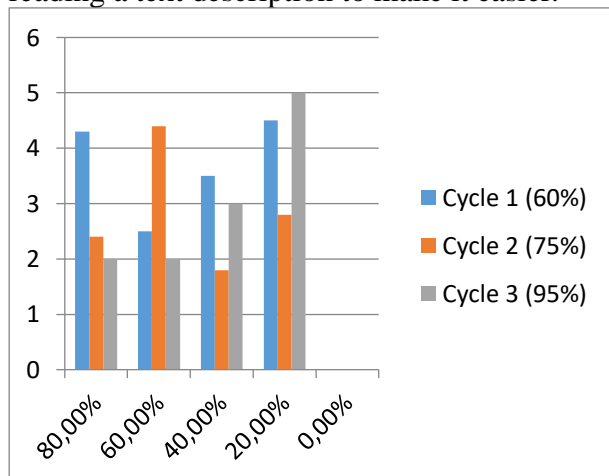
SQ4R technique can improve students' reading comprehension, this is evidenced by the increasing students' readingcomprehension. The result of reading test in cycle I by using SQ4R technique 60% students pass KKM and they was gotten the average score of 64. In cycle II, the result of reading test using SQ4R technique 75 % students pass KKM and also they got the average score of 75. The result of

SQ4R test got better in cycle III, 95% students pass KKM. They got the average score of 85. From these results it is proven that SQ4R technique can improve students' reading comprehension in each cycle.

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