The Factors Influence the Improvement of Students' Reading Comprehension in Narrative Text through SQ3R Reading Methods of The Third-Year Students at SMPN 2 Kampar Kiri

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Abstract

This study discussed the factors that influence the improvement of students' reading comprehension in narrative text. By using SQ3R, it is an effective method to teach students reading comprehension. The method used in this research was descriptive research as the research design. The participants in the research study consisted of third-year students at SMPN 2 Kampar Kiri of Class 9.2. The results of this research are: first, the student's interest in using the SQ3R reading method found from interviews the research which showed that they were interested and enjoyed learning reading using the SQ3R reading method. Second, the students' motivation in reading. It was also found from the interviews done during the research that they had more motivation to be involved in the reading class. Third, the use of the SQ3R reading method had given more advantages in learning reading text; they could comprehend the text easily and answer the question quickly. Thus, this method is effective to use in comprehending reading the narrative text. It can improve students' ability in understanding the text. Therefore, the SQ3E method is suitable to be implemented in teaching reading comprehension.

Abstrak
Penelitian ini membahas faktor-faktor yang mempengaruhi peningkatan pemahaman membaca siswa dalam teks naratif. Dengan menggunakan SQ3R, metode ini merupakan metode yang efektif untuk mengajarkan pemahaman membaca kepada siswa. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif sebagai desain penelitian. Partisipan dalam penelitian ini adalah siswa kelas 9.2 SMPN 2 Kampar Kiri. Hasil dari penelitian ini adalah:

pertama, minat siswa dalam menggunakan metode membaca SQ3R yang ditemukan dari hasil wawancara yang dilakukan pada saat penelitian yang menunjukkan bahwa mereka tertarik dan menikmati pembelajaran membaca dengan menggunakan metode membaca SQ3R. Kedua, motivasi siswa dalam membaca. Hal ini juga ditemukan dari hasil wawancara yang dilakukan selama penelitian yang menunjukkan bahwa mereka memiliki motivasi yang lebih untuk terlibat dalam kelas membaca. Ketiga, penggunaan metode membaca SQ3R telah memberikan keuntungan lebih dalam mempelajari teks bacaan; mereka dapat memahami teks dengan mudah dan menjawab pertanyaan dengan cepat. Dengan demikian, metode ini efektif digunakan dalam memahami bacaan teks naratif. Hal ini dapat meningkatkan kemampuan siswa dalam memahami teks. Oleh karena itu, metode SQ3E cocok diterapkan dalam pengajaran pemahaman membaca.

INTRODUCTION

One of the aim of English teaching is to get the students have the competency to use English in communication. Of the four skills, reading plays its role as the skill people need to broaden their knowledge. Nowadays, there are a lot of materials that provided in English Reading activity is actually a complicated process of human functions and considered essential by many experts. Reading is essential to students' academic achievement and involves a complicated process (Heisat, Mohammed, Khrisnasamy and Issa ,2009).

Reading comprehension is a key cognitive skill that affects a student's ability to grasp and interpret texts. According to Neufeld (2005), comprehension is the process of developing a justified understanding of a text. It entails actively engaging with the material and using relevant background knowledge to extract meaning and learn new things. As defined by Klingner (2007), reading comprehension is a complex process involving both the reader and the text. The comprehension process requires students to go beyond mere word recognition and delve into the deeper layers of a text. It involves identifying factual information, recognizing main ideas, understanding contextual vocabulary meanings,

identifying references, and making inferences. However, students often encounter challenges with reading comprehension, especially when dealing with texts in a foreign language like English.

The reading comprehension processes are four. Firstly, focus on and retrieve explicitly stated information: These types of processes require students to recognize information or ideas presented in the text concerning answers sought. The specific information to be retrieved typically was located in a single sentence or phrase. Secondly, make straightforward inferences: Based mostly on information contained in the texts, usually these types of questions required students to connect two ideas presented in adjacent sentences and fill in a "gap" in meaning. Skilled readers often make these kinds of inferences automatically, recognizing the relationship even though it is not stated in the text. Thirdly, interpret and integrate ideas and information: For these questions, students needed to process the text beyond the phrase or sentence level.5 Sometimes they were asked to make connections that were not only implicit but needed to draw on their own knowledge and experiences. Fourthly, examine and evaluate content, language, and textual elements: This process required students to draw on their knowledge of text genre and structure, as well as their understanding of language conventions and devices.

There are many types of text in English, including narrative text. Prince stated that narrative recounts a certain number of situation and events occurring in a certain world. Indeed, Pamela J. Farris stated that reading narrative text in a historical period or related to scientific findings usually necessitates having some related knowledge in that specific area. Consequently, readers need to develop their background knowledge of literary elements to make connections.

Furthermore, the SQ3R method is the survey, question, read, recite, review method of study was developed by Robinson (l961) to provide students with a systematic approach to studying a textbook assignment. This reading method was developed to help students read with purpose and understand complex information. The name comes from the first letters of the activities the student is asked to do in this method   Survey, Question, Read, Recite and Review.   It is

particularly useful to help you get through your weekly set readings. This study method capitalizes on the predictable format in most traditional content textbooks (e.g., title, introduction, headings, subheadings, conclusion, etc.) The steps are: (1) Survey, (2) Question, (3) Read, (4) Recite, and (5) Review. The survey, question, read, recite, and review is a strategy for effective academic reading that has been around for decades. It is all about standing back and looking at the outline of the text you are going to read, preparing for the reading by getting some questions ready, looking for answers as you read, remembering what you read and then reviewing what you have read so you do not forget it.

According to Scevak and More (1999) in Marza (2013, P. 3), RIDER strategy will improve the comprehension of a whole class of students, as opposed to working with a small intervention group. RIDER strategy can work as effectively as teaching a small group intervention group. The implication of this study is that comprehension strategies like RIDE can be taught successfully by classroom teacher. It is taught during their literacy block, without the need for intervention teachers to remove groups of students for specialized teaching. This is developed to improve each student's ability to visualize and led to an improvement in their ability to spontaneously recall details of a text and their understanding of the text. RIDER strategy can be used to strengthen the students' ability to monitor their comprehension and to recall information, this strategy can be also applied both when listening to text or when reading (Lewis & Lewis, 2006).

This method was implemented by Aziz (2020), in his research, he found that the implementation of the SQ3R method in reading was good enough, it improved the students' reading skills. It serves as a way to foster students' creativity and gives them the courage to grow in order to support the institution's advancement. in line with Nabila's research (2022), she found that implementing the the SQ3R method in comprehending the reading text influenced the students' understanding, knowledge, and interest. In other words, it can be said that the implementation of SQ3R was effective to be used in comprehending the text.

Therefore, based on the discussion above, it was proven that the SQ3R successfully improved students' reading ability. Hence, the researchers are interested in finding the factors of the SQ3R method that influence the improvement of students' reading skills in reading comprehension in the third year at SMPN 2 Kampar Kiri.

METHOD

Based on the problem found in the students' comprehension in narrative text this research aimed to find out the factors that influence for teaching reading. The approach of this research was descriptive research. Descriptive research is based on the idea that problems can be solved and practices improved using observation, analysis, and description (Koh et al., 2000).

In this research, the researchers used an interview as the instrument. This instrument was used to obtain data about the teacher's activity and students' impressions after applying the SQ3R reading method in the reading class. The data taken is representative from the data collection that can not be obtained by using observation sheet. The questions will be served and analyzed to the teacher and students to know the teaching and learning process.

The result of the interview was used to describe the factors that influence the improvement of students' reading comprehension in a narrative text through SQ3R reading methods. It was used in teaching reading narrative text for the third years student at SMPN 2 Kampar Kiri of Class 9.2 was taken as the participants of the research.

FINDINGS AND DISCUSSION

This research describes the factors influenced students' reading comprehension in narrative text trough SQ3R reading method. The factors that influenced students' reading comprehension in narrative text trough SQ3R reading method can be seen from the instrumentation such as interview result. There are factors influenced the improvement of the students' reading comprehension in narrative text could be identified as follows:

1. *The Students' 1nterest in Using SQ3R Reading Method*

There were some factors that made the students interest during conducting the teaching and learning process by applying SQ3R reading method. The SQ3R reading method helped them to learn reading comprehension in narrative text and help them to be easy to comprehend the text well. Most of the students said that the SQ3R reading method was easy to use. They easier in found the meaning of words and sentence, they knew more vocabularies. Also, they enjoy learning English with using SQ3R reading method.

In the teaching and learning process, the researcher as the teacher explained the material with used the language that can easy to understand by the students. The teacher gave the warming up by telling a short story, and the teacher tried to create good atmosphere and made a good relationship with students. Teacher guided students to comprehend the text with using SQ3R reading method. If, there was students did not understand about the topic, teacher gave more explanation and helped them to solve their problem with patient. The classroom situation created so well and fun, it was done to make students interest and did not feel bored in learning English.

The students in class where did the researchers research, most of them was active, they were active in involving the class, active in responding the teacher' questions, and active in practicing the material. Therefore, the students were very interested toward the SQ3R reading method in learning reading comprehension in narrative text. This is in line with Baier's research (2011), he said that the SQ3R method will trigger the students' interest in the content and increase their understanding. The students also interested and enthusiastic about doing the task.

It was also supported by the students' opinions such as:

Representative of the class:

Answer: *"I think the SQ3R reading method Strategy is very good. We will understand about SQ3R reading method because SQ3R reading method is very simple."*

''I think study English with SQ3R reading method is good, because I can understand the story without any trouble."

2. *The Students' Motivation in Reading*

During conducting the research, the students' were motivated toward the use of SQ3R reading method in learning, reading comprehension in narrative text. The students were happy and enjoyable toward the SQ3R reading method. The SQ3R reading method made students could be enough easy to memorize and understand about the material It made them motivated in. learning reading. Moreover, the teacher created the fun atmosphere in class and during the learning process. Teacher presented to them that learning English was not bored and easy. The teacher also gave some awarded to the students who could answer the questions in order to motivate the students. It was supported by Nabila et al (2022), they mention that active, creative, and various learning activities encourage the students and motivated them to read the text.

It was also supported by the student's opinion, such as:

Representative of the class:

Answer: *"I think ee.. easily answer the questions, especially questions that about setting, important words, hard words, etc from narrative text. I will say thanks to my teacher, he is .Mr. Gery who teach me the method."*

3. *The Use of the SQ3R reading method were Beneficial*

During conducting the research by using SQ3R reading method, the students felt that SQ3R reading method was helping them to improve their reading comprehension in narrative text. It can enhance students' motivation and the students' skill in learning reading. Also, the students can easily in comprehending the reading text and the' can answer the question of the text given quickly. It is supported by Aziz (2020), in his research, he said that this method gives an advantage to the students. One of the elements of this method (Review) is the benefits by repeating the subject that make the students remember about the lesson given. it was also supported by the student's opinion as follow:

Representative of the class:

Answer: *"after I use the SQ3R reading method.' I think I can understand the text and t have gained the questions about the text."*

4. *The students' Understanding of the Text*

During conducting the research by using SQ3R reading method in reading comprehension in narrative text, the students could understand the text easily. The SQ3R reading method helped them to comprehend the text; learning reading is different than before. The topic or material is more interesting and easier to understand. They find out new words and it can rich their vocabulary. So that, it could be easy to improve their reading comprehension in narrative text. In line with Nabila et al (2022) research, they mentioned that the SQ3R is possible to use since it makes the students understand the information contained in the text. It was also supported by the student's opinion, such as:

Representative of the class:

Answer: *"for me after I use SQ3R reading method eehmm.. stuck English become easier and eeehm.. make answer question eee.. quickly."*

CONCLUSION

Based on the result, it can be concluded that this research found out the factors SQ3R reading method is an effective method to teach students reading comprehension. It can be seen that this research found out the factors the improvement the students' reading comprehension in narrative text through S3QR reading method. They are: first, the students' interest in using SQ3R reading method found from interview done the research which shown that they were interest and enjoy learning reading with using SQ3R reading method. Second the students' motivation in reading. It was also found from the interview done during the research which shown that they had more motivation to involve the reading class. Third, the used of the SQ3R reading method had given more advantageous in learning reading text; they could comprehend the text easily and answered the question quickly. And the last, students understood about the reading text and the

questions, it also gave influence to the improvement of the students' reading comprehension in narrative text. In short, the factors influenced the improvement of the student's motivation, especially in understanding the narrative text with using SQ3R reading method.

However, teaching reading with the appropriate method is important to improve the understanding of reading the text. SQ3R reading method can be considered to use in teaching learning process. The use of this reading method in comprehending narrative text is one of the methods to make students more active and motivated in the learning and teaching process.

Therefore, the SQ3R method is suitable to use in the reading text activity, especially for narrative text. This method contains steps, such as survey, question, read, recite, and review that can improve students' ability to comprehend the text. All of these steps are complex enough to be used that make students become interested and motivated to the lesson. Thus, it can be said there are many good factors that influence the improvement of students' reading comprehension.

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