



Application of Survey, Question, Read, Reflect, Recite, and Review (SQ4R) Reading Method in Learning to Read Argumentation Text by Class X Students

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Article History:

Received: Dec 28, 2022
Revised: Jan 22, 2023
Accepted: Feb 15, 2023
Online First: Feb 27, 2023

Keywords:

Argumentation Text
Read,
SQ4R method,

Kata Kunci:

Membaca,
Metode SQ4R,
Teks Argumentasi

How to cite:

Siregar, J. (2023). Application of Survey, Question, Read, Reflect, Recite, and Review (SQ4R) Reading Method in Learning to Read Argumentation Text by Class X Students. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(2), 521-532.

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Abstract: The diversity of reading methods does not mean that learning activities must use in various ways. Using a plan that suits the material and needs involves using multiple techniques. This research aimed to obtain the ability to read argumentation texts by students of SMA Negeri 1 Dolok Panribuan using the SQ4R method. The research method used is the experimental method. This research was conducted at SMA Negeri 1 Dolok Panribuan. In particular, the research was carried out in class X. The empirical research design was a group pre-test and post-test design. The research instrument used to obtain data is by using a test. The study results mean that the average value of student learning outcomes in the experimental class before being given less/low treatment and after being given treatment using the SQ4R method increased. This indicates an increase in student learning outcomes after being given treatment. This study aims to improve students' reading skills in understanding argumentation texts and applying the SQ4R method to other texts or discourses.

Abstrak: Keragaman metode membaca tidak berarti kegiatan pembelajaran harus menggunakan metode bermacam-macam. Menggunakan metode yang sesuai dengan bahan dan kebutuhan merupakan maksud dari penggunaan teknik beragam. Tujuan dilakukannya penelitian ini Untuk memperoleh tingkat kemampuan membaca teks argumentasi oleh siswa SMA Negeri 1 Dolok Panribuan dengan menggunakan metode SQ4R. Metode penelitian yang dilakukan adalah metode eksperimen. Penelitian ini dilaksanakan di SMA Negeri 1 Dolok Panribuan. Secara khusus, penelitian dilaksanakan di kelas X. Desain penelitian eksperimen ini adalah one group pre test post test design. Instrumen penelitian yang digunakan untuk memperoleh data adalah dengan menggunakan tes. Hasil penelitian rata-rata nilai hasil belajar siswa pada kelas eksperimen sebelum diberikan perlakuan kurang/rendah dan setelah diberikan perlakuan dengan menggunakan metode SQ4R meningkat naik. Hal ini menunjukkan bahwa adanya peningkatan hasil belajar siswa setelah diberikan perlakuan. Kesimpulan dari penelitian ini adalah Meningkatkan kemampuan membaca siswa dalam memahami teks argumentasi dan dapat menerapkan metode SQ4R dalam teks atau wacana lainnya.

A. Introduction

Language is a communication tool humans use to convey meaning to others. To be able to communicate well, good language skills are also needed. Language skills include four components, namely: listening skills, reading skills, speaking skills, and writing skills." Of the four skills, the reading skill is a language activity carried out orally by a person (Rizki et al., 2022). Reading can increase our insight, according to the definition of reading itself. Reading consists of two types depending on our reading purpose (Hisbullah & Firman, 2019). If the aim is to get detailed information, it is called intensive reading. If it is only read in outline, it is called extensive reading (Nurvicalesti et al., 2019). The more reading practices, the better-mastered reading skills. No one is skilled at reading without a training process (Paramita, 2021). In order to convey ideas effectively, the reader should understand the meaning of the text he is reading. Based on World Bank report No. 16369-IND and the IEA study in East Asia, Indonesia holds the lowest reading level, scoring 51.7 below the Philippines and Thailand. Not only that, it turns out that the ability of Indonesians to master reading material is still deficient, namely 30%. Based on the research data, our country still needs to catch up in reading and mastering reading materials (Susilowati, 2021). In the 2013 curriculum, students are required to be more proactive in learning. Likewise, in the implementation of learning the Indonesian language and literature. Learning the Indonesian language and literature should emphasize students' verbal and written skills (Wahyudi & Jamal, 2022). Students must master all language skills. This is in line with the objectives of the curriculum, namely, for students to master competence skills that are mutually sustainable (Mailasari et al., 2021).

Based on the initial data from the preliminary study results obtained through a questionnaire, the researcher can conclude that the Indonesian language learning process students have followed boring (Fadillah et al., 2022). In delivering the material, the teacher is more concerned with it without balancing it with practice (Dianto, 2020). In using the material delivery method, the teacher gives more lectures. In material related to reading texts, students feel very bored because the text presented needs to be shorter, and there need to be proper methods in reading, so competence is achieved optimally (Rojabi, 2020). One of these problems occurs in learning to read. The main problem of learning to read in schools today is that learning to read is rarely carried out to encourage students to have the right speed and reading style. Students are shown only beneficial interests, such as being able to answer reading questions (Sulikhah et al., 2020). The impact is that students have a low reading speed followed by a low level of understanding (Siahaan et al., 2021).

This can happen because the subject of reading presented at school is never accompanied by appropriate reading strategies or methods (Annisa & Febriastuti, 2021). The implementation of reading strategies or methods can bring students closer to discourse. Thus, students can achieve competence and study in learning to read (Yudiati, 2022). The diversity of reading methods does not mean that learning activities must use various methods. Using a method that suits the material and needs involves various techniques

(Sinaga, 2021). Appropriate reading methods can lure students into learning to increase student interest in learning, improving the quality of learning (Pratiwi et al., 2020).

Learning techniques refer to how the teacher carries out the teaching and learning process inside and outside the classroom. Learning techniques are the teacher's way of carrying out the teaching and learning process as a whole and systematically as a tool to achieve goals (Alemia, 2020). Given the benefits of reading, researchers want to know how far students have succeeded in following the lessons given by the teacher, especially in reading argumentation texts. This assessment is with KKM 65% and is helpful to determine whether the method used is appropriate or not appropriate. If this happens, the teacher should be introspective and try other methods of reading argumentation texts. Methods used in learning include look-read, retelling, continuing the story, paraphrasing, skimming-scanning, PQRST, SQ4R, and others (Indrawaty, 2022).

The SQ4R method is a method that consists of five steps, namely: Survey, Question, Read, Recite, Record, and Review (Halik et al., 2022). suggests that the reading steps in the SQ4R technique are systematic steps that a reader must take to have a better understanding of the content of the reading. The use of reading methods, especially SQ4R, is essential in teaching reading in high school (Hidayani et al., 2022). The considerations are 1. Systematic steps so that students more readily understand reading content 2. The use of SQ4R makes students more active in the reading process. Reading using SQ4R is considered more satisfying because this technique can encourage a person to understand better what he is reading, directed at the essence or main contents that are implicit and explicit in a book or text. Besides that, the steps taken in the technique describe a scientific procedure so that it is hoped that any information learned can be appropriately stored in one's long-term memory system (Wahyuningsih et al., 2019).

Churat et al (2022) conducted research in her thesis entitled "Model of Reading Comprehension Learning Using the SQ4R Technique in Grade IX MTs Students. Muhammadiyah Karangpawitan Garut Regency Academic Year 2011/2012". After conducting research and processing research data, the authors conclude that there is a significant relationship between the learning model using the SQ4R technique and students' reading speed, this is based on the results of the average student score and the two tests carried out, in the first test (Test SQ4R method) the results obtained were 57.91 which has a poor category, then the average KEM test score obtained 172.88, which also has a deficient category. Then the hypothesis test results showed that tcount obtained 2.21 ttable, which obtained 1.72. This indicated that there was a significant relationship between variables X and variable Y. From the results of the influence test, it was known that the SQ4R method affected students' reading speed by 43%, and 57% was another factor.

In addition to the research above, research related to this research is the research of Selfie & Hartati (2021) in her thesis entitled "Improving the Ability to Understand Discourse Content Through SQ4R Learning Strategies in Grade VII A Students at Pancasila Awkward Middle School in the 2012/2013 Academic Year." Based on the presentation of the SQ4R learning strategy research results, it can improve the ability to understand the contents of

discourse in class VII A students of Pancasila Clumsy Middle School in the 2012/2013 academic year. This is evident from the results of the initial test to test III. There was a significant increase in students' ability to understand the contents of discourse through the SQ4R learning strategy, namely from an average score of 58.94 on the initial test to 66.05 in cycle I, an increase to 72.10 in cycle II, and increased again to 80.52 in cycle III. With the achievement of an average value of 80.52 in cycle III. By achieving an average value of 80.52 in cycle III, it has been shown that achieving the set value of 75 is fulfilled so that this research can be stopped in cycle III. The two studies are relevant to the research conducted by researchers so that they can be used as research references. First, these studies both discuss the use of the SQ4R method. The thing that distinguishes the two studies from this lies in the object of study, namely, the understanding of argumentation texts.

B. Method

The research method plays an essential role in a study to achieve the expected goals. The method is the primary way to achieve a goal, such as testing a series of hypotheses using specific techniques and tools. The research method must be suitable and by the problem being discussed so that the research objectives can be adequately achieved (Wahyuningsih et al., 2021).

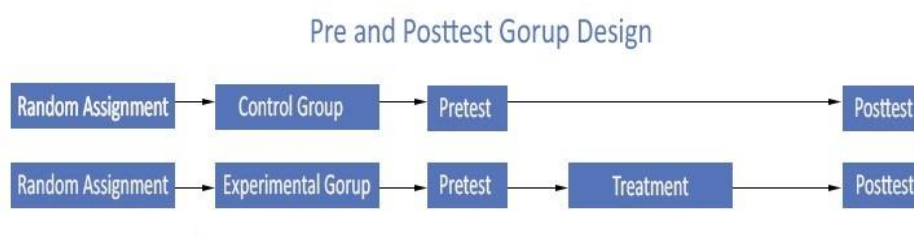


Figure 1. Experimental Method Design

To achieve the objectives of this study, researchers used the experimental method. Experiments are planned and carried out by researchers to gather evidence about hypotheses (Sakriani & Ammade, 2022). Through this method, researchers will obtain the most convincing evidence about applying the SQ4R method in teaching reading argumentation texts for class X students of SMA Negeri 1 Dolok Panribuan.

This research was conducted at SMA Negeri 1 Dolok Panribuan. Specifically, the research was conducted in class X SMA Negeri 1 Dolok Panribuan because the problems that arose in it were related to learning to read argumentation texts.

The population in this study were all 210 class X students of SMA Negeri 1 Panribuan. The sample is part or representative of the population being studied. Since this research is experimental, the sampling is done by cluster sampling (group samples).

Table 1. The Population of Class X Students of SMAN 1 Panribuan for the Academic Year 2022/2023

Number	Class	Amount
1	X-1	30 people
2	X-2	30 people
3	X-3	30 people
4	X-4	30 people
5	X-5	30 people
6	X-6	30 people
7	X-7	30 people
Amount		210 people

This study's population was 210 students, consisting of 7 classes. Researchers took a sample of 2 classes totaling 60 students with a sampling table with an error rate of 5%.

Table 2. Details of the Class X Students of SMA Negeri 1 Panribuan

Number	Class	Amount
1	X-2	30 people
2	X-3	30 people
Amount		60 people

This experimental research design is a group pre-test post-test design. Ary (in [Muhibbah, 2022](#)), "one group pre test post test design", namely experiments conducted in one group only without a comparison group. With this design, the magnitude of the effect from the experiment can be known with certainty because it has used the initial test.

Table 3. One Group Pretest-Posttest Research Design

Class	Pre-test	Treatment	Post-test
Experiment	Y1	X	Y2

A research instrument is a tool used to capture research data. [Arikunto \(2009\)](#) states, "In research, data has the highest position, because data is a description of the variables studied and serves as a means of proving the hypothesis." Therefore, the size of the data determines the quality or not of the data collection instrument. The research instrument used to determine the application of the SQ4R method in the ability to read arguments is a test. Data collection techniques are essential in research because the primary purpose of research is to get data. Nazir (in [Adrianti et al., 2022](#)) argues, "Data collection is a systematic and standard procedure to obtain the necessary data." Based on the statement above, the researcher obtained the data by giving an argumentation text reading test using the SQ4R method. Before giving tests to students, take the researcher's steps so that this research runs smoothly. More details can be seen in the following table.

Table 4. The Way of the One Group Pre-test Design Experiment Using Methods for Reading Argumentative Texts

Number	Learning Steps For Initial Activities	
1	Teacher Activities	Student Activities
	1. Teacher says hello	1. Students answer the teacher's greeting
	2. Teacher rolls student attendance	2. Students listen
Learning Steps for core activities		
2	Teacher Activities	Student Activities
	1. The teacher gives an initial test (pre-test) to test the ability to read argumentative texts.	1. Students do the teacher's orders.
Learning Steps For Initial Activities		
3	Teacher Activities	Student Activities
	1. The teacher collects the results of the students' pre-test.	1. Students submit their work
	2. The teacher closed the meeting by greeting	2. Students answer the teacher's greeting

The data processing method used in this study is a quantitative experimental method using a differentiating test formula. The data uses the following steps: Determine the mean difference in paired scores (D) with the formula: $(D) = \frac{\sum D}{N}$ Hypothesis Testing. $H_0 = \mu_1 = \mu_2$.

C. Result and Discussion

Research Results

This study aims to find out how the SQ4R learning method is applied in learning to read argumentative texts for class X students of SMA Negeri 1 Dolok Panribuan. Based on the research conducted in the experimental class using related samples, the results are obtained in the form of test scores.

Table 5. Data on Pre-test and Post-test Results

No.	Name	Pre-test Score	Post-test scores
1.	Ade Pane	50	80
2.	Adi Sinaga	45	75
3.	Andreas Situmorang	55	80
4.	André Situmorang	45	75
5.	Sinaga image	55	80
6.	Chandra Sidabutar	45	80
7.	Desrico Manurung	45	80
8.	Epi Sihombing	45	80
9.	Ertitin Sinaga	45	75
10.	Ferdinand Saragih	55	80
11.	Henri Sianipar	50	80
12.	Hotma Simanjuntak	55	75
13.	Indri Manurung	50	80
14.	Joy Steven Samosir	55	80
15.	Juniar Simarmata	45	80

No.	Name	Pre-test Score	Post-test scores
16.	Lerinta Rajagukwoof	45	80
17.	Lianda Siallagan	55	80
18.	Ancient Masli	45	80
19.	Melianti Manurung	50	80
20.	Mikael Napitupulu	50	80
21.	Miranda Sagala	45	80
22.	Nurhayati Silalahi	45	80
23.	Rian Simanjuntak	45	80
24.	Rivaldo Sigiro	50	80
25.	Ronauli Sidabutar	50	75
26.	Ronaldo Siallagan	45	80
27.	Samuel Marpaung	45	80
28.	Sarli Sitorus	55	80
29.	Yohana Hutapea	50	80
30.	Zoil Ferdinand	45	80
31.	Afrina Simbolon	45	80
32.	Agus Manurung	45	75
33.	Andre Simanjuntak	45	75
34.	Benny Tamba	45	75
35.	Bintatar Pardede	45	80

Data Analysis

Data analysis on pre-test and post-test using the SQ4R method in learning to read argumentation texts.

The average value of the Pre-test and Post-test

1. Pretest data

$$X_1 = \frac{\sum X_2}{N}$$

$$X_1 = \frac{2800}{60}$$

$$X_1 = 46.6$$

2. Post-test Data

$$X_2 = \frac{\sum X_2}{N}$$

$$X_2 = \frac{4793}{60}$$

$$X_2 = 78$$

Hypothesis Test

The hypothesis in this study is:

H_a : There is a significant difference before and after applying the SQ4R learning method in reading argumentation texts in class X SMA Negeri 1 Dolok Panribuan.

H_o : There was no significant difference before and after the SQ4R learning method was established in reading argumentation texts in class X SMA Negeri 1 Dolok Panribuan.

Statistical hypothesis

Ho : $\mu_1 = \mu_2$

Ha : $\mu_1 \neq \mu_2$

Based on the data processing of the ability to read the initial test (pre-test) and the final test (post-test), it is obtained $t_{\text{count}} = 57,14$ with a significant level of 0.05 (95% confidence level) with $df = 60$, $t_{\text{table}} = 2,000$. So significant at $p < 0.05$. Thus H_0 is rejected. By rejecting H_0 , H_a is accepted, meaning there is a significant difference before and after the SQ4R learning method is applied in writing argumentative paragraphs for class X students of SMA Negeri 1 Dolok Panribuan.

Research Findings

Based on the research results, the following research findings were obtained:

1. Students' initial test ability (reading argumentation texts before treatment) showed an average value of 46.66. At the same time, the average value of the final test (reading arguments after receiving treatment with the SQ4R learning method) is 78.41. This positively influences the final test compared to the student's initial test.
2. Testing the hypothesis $46.66 > 2,000$ has proven that the alternative hypothesis (H_a) is accepted, namely, the SQ4R learning method positively influences learning to write argumentative paragraphs by class X students of SMA Negeri 1 Panribuan.

Discussion

Relations with Theory

From the theoretical study, the author of argumentation paragraphs is a lesson that can improve students' thinking in explaining and writing an object clearly and in detail. Learning to write argumentative paragraphs using the SQ4R method is a learning pattern that makes students think about a problem or material being studied. Using the SQ4R method, students play a more active role because learning is carried out individually so that students can express the results of their respective thoughts in reading argumentation texts.

Relations with Related Research

Based on the results of research using the SQ4R method, one is entitled "Model of Reading Comprehension Learning Using the SQ4R Technique for Class IX MTs Students. Muhammadiyah Karangpawitan, Garut Regency, Academic Year 2011/2012". Once done research and research data processing, the authors conclude that there is a significant relationship between the learning model using the SQ4R technique and students' reading speed, it is based on the results of the average student score and the two tests carried out, in the first test (SQ4R Method Test) the results obtained were 57.91 which had a poor category, then the average KEM test score obtained 172.88, which also had a deficient category. Then the hypothesis test results showed that the t_{count} obtains $2.21 > t_{\text{table}}$, which obtained 1.72. This

shows a significant relationship between variable X and variable Y. From the influence test results, it is known that the SQ4R method influences students' reading speed by 43%, and 57% is another factor.

From the results of this study, it can be concluded that one of the learning models to be used as an experiment by a teacher is the SQ4R method consisting of a series of activity stages organized in such a way that students can master the competencies that must be achieved in learning and students play an active role (Hidayani et al., 2022).

Relations with Education and Teaching

In this lesson, the teacher directs students to do something (write argumentative paragraphs) by involving their minds and practicing productive cooperation. Based on the data results by applying the SQ4R method to learning to write argumentative paragraphs (Halik et al., 2022). The researcher believes that the teacher has an essential role in choosing the correct learning method to read argumentation texts to arouse the enthusiasm for thinking, motivation, and skills of students in reading argumentation texts. The findings of this study can provide input to teachers that the SQ4R method can assist in the process of learning to read argumentation texts (Sakriani & Ammade, 2022).

D. Conclusion

The diversity of reading methods does not mean that learning activities must use various methods. Using a method that suits the material and needs involves using various techniques. Using appropriate reading methods can lure students into learning to increase student interest in learning, improving the quality of learning.

Given the benefits of reading, researchers want to know how far students have succeeded in following the lessons given by the teacher, especially in reading argumentation texts. This assessment is with KKM 65% and is helpful to determine whether the method used is appropriate or not appropriate. If this happens, the teacher should be introspective and try other methods of reading argumentation texts.

From the results of the research that has been done, researchers can conclude that the average value of student learning outcomes in the experimental class before being given less/low treatment and after being given treatment using the SQ4R method has increased. This shows an increase in student learning outcomes after being given treatment. The average student learning scores in the control class before being given less/lower treatment and after treatment using conventional learning methods experienced an increase/increase. This shows an increase in student learning outcomes after being given treatment. But more minor than the SQ4R method.

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