

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research and discussion on the action research of the implementation of the SQ3R (survey-question-read-recite-review) technique aimed at describing the students' achievement in reading comprehension at SMPN 49 Surabaya in the academic year 2020/2021, based on the findings of the research and discussion. Detailed descriptions and discussions of the research findings are provided under the following subheadings: the findings of the research as well as the discussion of the findings.

4.1 Findings

4.1.1 Pre-research

As previously mentioned in the earlier section of this chapter, this study was done among students in the 8th grade at SMPN 49 Surabaya in the academic year 2020/2021. It was conducted in three phases from April 8th, 2021, to April 29th, 2021. The first part was called pre-research, the second was called cycle 1, and the final phase was called cycle 2. The investigation focused on the 8th grade, namely 8-D, which had a total of 38 students participating. When it came to choosing a class for investigation, the researcher decided on that particular class because the majority of the students in that class shown a limited ability to comprehend the substance of the reading material. A permission from SMPN 49 Surabaya's headmaster, who was present throughout the research, allowed the researcher to conduct the investigation. With the

help of the English collaborator teacher at SMPN 49 Surabaya, the researcher was able to conduct her investigation. As a teacher-collaborator's role in the research activities was defined that it was necessary for the researcher to enlist her assistance in order for the research activities to proceed as smoothly as feasible.

As part of the preliminary research, observations were made during online learning on April 8, 2021, which was conducted using the Microsoft Teams platform. The researcher served as the English teacher for the 8-D class, which also included the collaborator-teacher and the 38 students that made up the total attendance. Before going over the list of students, the teacher, the collaborator, and the students said greetings and prayed together. Using directed questioning, the teacher introduced the topics that would be discussed in the class. During the first part of the session, the teacher explained how to read the recount text that had been displayed on the screen for the students' convenience. Afterwards, the teacher posed direct questions about the content, including questions about the type of text and questions about its characteristics, which were answered by the students in online class. In the preparation of this part, some students had played a leading role. In order to assess their understanding of each section, the teacher assigned each student 40 minutes to complete 25 multiple-choice questions. According to the outcomes, the majority of 8-D students underperformed with the reading comprehension assignment in the research. Results of the preliminary

research of the test proved this point to be true. The results of the preliminary test were as follows:

Table 4.1 The Results of the Pre-test in Reading Comprehension

No	Code	Pre-test
1	S8D-1	64
2	S8D-2	56
3	S8D-3	76
4	S8D-4	68
5	S8D-5	60
6	S8D-6	60
7	S8D-7	80
8	S8D-8	72
9	S8D-9	72
10	S8D-10	56
11	S8D-11	72
12	S8D-12	68
13	S8D-13	68
14	S8D-14	72
15	S8D-15	60
16	S8D-16	64
17	S8D-17	76
18	S8D-18	56
19	S8D-19	60
20	S8D-20	64
21	S8D-21	56
22	S8D-22	76
23	S8D-23	76
24	S8D-24	56
25	S8D-25	68
26	S8D-26	68
27	S8D-27	64
28	S8D-28	60
29	S8D-29	68
30	S8D-30	56
31	S8D-31	76
32	S8D-32	68
33	S8D-33	68

34	S8D-34	76
35	S8D-35	64
36	S8D-36	68
37	S8D-37	64
38	S8D-38	72
Mean		66.53
Lowest Score		56
Highest Score		80
Passed		7
Percentage		18.42%

As demonstrated in Table 4.1, pre-test scores were in the lower range, with an average score of only 66.53, indicating that students were underqualified. The highest score on the pre-test was 80, while the lowest score was 56. In the test, only 7 students passed the test since they met the criterion of minimal completeness (KKM) which is greater than 75 (18.42%). Following this, the researcher argued that an appropriate strategy was required to solve the problems in order to achieve the learning objectives, particularly by using reading comprehension of recount texts by 8-D students as the main topic, which was developed during the pre-research phase and based on the lesson plan. According to the findings, the researcher concluded that the implementation of a strategy that was intended to address problems in the classroom should be encouraged in order to improve students' abilities. Because of this, it was suggested that this class needed to develop a strategy for mastering their reading comprehension skills. The researcher then offered a technique to resolve the problem by implementing a suitable approach in

learning activities during online classroom sessions, which was designated as SQ3R.

4.1.2 Implementation Cycle 1

In cycle 1, the sessions took place on Tuesdays and Thursdays from April 13 to April 20, 2021. This cycle consisted of three meetings, each of which lasted 2x40 minutes. The first and second meetings were allocated to the implementation of the SQ3R technique, and the third meeting was focused to the post-test in cycle 1. Following the assumption that the SQ3R technique would be a feasible solution to the problems faced by students in class 8-D at SMPN 49 Surabaya in the academic year 2020/2021, the two meetings served as the first and second steps in the application of the technique through reading comprehension focused on the recount text. The purpose of the post-test meeting was to establish whether the students' reading comprehension skills had improved as a result of the treatment. The cycle began with planning, continued with activity, included observation, and concluded with reflection. At this point in the investigation, the researcher carried out some follow-up actions:

During the planning stage, the teacher organized several activities such as preparing materials, creating a lesson plan that was used as a guide for the researcher's activities in the class and designing the steps in carrying out the action, preparing to teach the students how to

comprehend the recount text in an effective way by introducing the SQ3R technique, preparing sheets of classroom observation (to get a sense of the environment), and preparing sheets of action planning (to determine the steps in carrying out the action).

During the action phase, the researcher provided the collaborator with a copy of the observation checklist, which she used before involving the online lesson. Based on the lesson plan, the researcher and collaborator came up with an exciting topic for discussion in the leading activities. On the screen were pictures that represented the texts that will be discussed in the activities that would follow. The first meeting's topic was "Holiday", and it was thoroughly discussed at the discussion. The session officially began with a question about the students' health and then a check on their attendance before moving on to other sections. In the online class, all 38 students were present, according to students who responded to the question about their attendance.

The researcher focused on implementing the SQ3R technique to help students enhance their reading comprehension during the action phase. The researcher introduced the SQ3R technique to them at the beginning of the activity. For the students, this technique was unfamiliar. Then, the researcher discussed how they approached the procedure and each step of the SQ3R technique to the students. The students listened attentively while the researcher explained the technique. When the researcher was through outlining the steps, she handed the students a text titled

“Holiday” and asked them what holiday is and whether they enjoyed their holiday. What sights and experiences will you have throughout your holiday? The researcher then projected the reading text on a screen and showed it to the students. To begin, she instructed the students to identify key information from the text, such as the main idea, generic structure, and other relevant information, as well as to write some questions about the information. Some students demonstrated an ability to perform well during the questioning stage. However, several students could not comprehend the processes of surveying and questioning but did not inquire of the researcher how to proceed. When pupils encountered challenges, it was discovered that they remained silent and made no attempt to approach the teacher. The researcher opted to consult with a few pupils who were unsure how to handle the surveying and questioning stages. She re-explained the stages and how to overcome them.

The researcher then instructed the pupils to proceed to the reading stage. They were instructed to identify the answers to the questions they had posed during the questioning stage, and then, after completing the reading stage, the researcher requested volunteers to write the questions and answers directly in the online class. Four volunteers provided responses to their questions and feedback about the text. Following that, the researcher and the students discussed the questions and responses.

Following the reading stage, students were instructed to proceed to the reciting stage. At this point, students were instructed to recite the text

aloud in front of the class using their own words. Additionally, the researcher permitted them to compose their recitation on paper prior to performing it in the online session. The majority of students were still confused throughout this stage due to their inability to recite the text accurately. The majority of them continued to "re-tell" the entire text rather than reciting it in their own words. By providing feedback, the researcher assisted them in reciting in their own words. The students' recitation draft received feedback in the form of corrections, suggestions, and comments. After students completed their recitation, the researcher requested that they repeated it in the online class. Unfortunately, only two students were able to recite the material in the online class. The remaining students were still uncomfortable and hesitant about reciting the text during the online lesson. For the last, review step, the researcher asked students to reread or review what they had read to check that they had understood it correctly and that they had not missed any information.

After completing the first cycle and conducting the first post-test on April 19th, 2021, the teacher reflected on the data she had gathered. She saw that the students' comprehension abilities had improved as a result of the evaluation. The intensity of an indicator has reduced in many cases, which should be noted. When it came to conceptual exploration, for example, students achieved greater success than in the pre-research. They were no longer confused when asked to obtain information for their text. They did an adequate job arranging the reading text. SQ3R

implementation aided students in improving their text comprehension abilities. These students demonstrated an ability to comprehend and differentiate between a variety of reading comprehension passages. Additionally, the students were not reluctant to discussing their concerns with the researcher when they arose. The post-test result for cycle 1 was as follows:

Table 4.2 The Results of the Test Cycle 1

No	Code	Test Cycle 1
1	S8D-1	64
2	S8D-2	68
3	S8D-3	72
4	S8D-4	76
5	S8D-5	80
6	S8D-6	76
7	S8D-7	84
8	S8D-8	76
9	S8D-9	76
10	S8D-10	68
11	S8D-11	72
12	S8D-12	72
13	S8D-13	76
14	S8D-14	84
15	S8D-15	72
16	S8D-16	72
17	S8D-17	84
18	S8D-18	72
19	S8D-19	72
20	S8D-20	60
21	S8D-21	72
22	S8D-22	72
23	S8D-23	80
24	S8D-24	64
25	S8D-25	80
26	S8D-26	76

27	S8D-27	76
28	S8D-28	76
29	S8D-29	72
30	S8D-30	76
31	S8D-31	80
32	S8D-32	64
33	S8D-33	76
34	S8D-34	76
35	S8D-35	72
36	S8D-36	76
37	S8D-37	76
38	S8D-38	80
Mean		74.21
Lowest Score		60
Highest Score		84
Passed		21
Percentage		55.26%

According to table 4.2, the students in class 8-D made significant improvements after completing the SQ3R action. The mean score in the pre-test was just 66.53, but it increased to 74.21 in the cycle 1 post-test. The lowest score on the pre-test was 56 at the time, but improved to 60 on cycle 1. Meanwhile, the highest scores improved dramatically from pre- to post-test cycle 1, increasing from 80 (pre-test) to 84 (post-test cycle 1). There were some improvements among students who passed the tests. Only seven students passed the pre-test (18.42%). Meanwhile, in post-test cycle I, there were 21 students who passed the test (55.26%). In terms of success criterion, this research came up short due to the percentage of students who completed the test remaining $\leq 75\%$, the

standard of success in SMPN 49 Surabaya. As a result, the researcher continued for the second cycle.

As a reflection on cycle 1, the researcher must reflect on the weaknesses that occurred during the learning process in order to improve the students' reading comprehension abilities. Additionally, she had to adjust to the online classroom atmosphere when she taught the students for the first time, as it was the first time that she employed the SQ3R technique. Additionally, she spoke quickly and her voice was barely heard. The teacher, such as the students, was more controlled. During the next meetings, the teacher should assess students' reading comprehension challenges by asking if they have difficulty describing things using text while engaging in the online sessions with equal probability and without focusing entirely on one section of the class. By increasing students' chances of self-expression, she enhanced their opportunity to find language linked with the reading assignment. After learning the outcome, the researcher and teacher resumed the research in cycle 2.

4.1.3 Implementation Cycle 2

In cycle 2, three meetings were held on Tuesday and Thursday. The meetings began on 22 April 2021 and ended on 29 April 2021. They took place in an online classroom powered by the Microsoft Teams platform, and each session lasted 2x40 minutes. Throughout the cycle 2 planning phase, the researcher and collaborator discussed techniques for

evaluating the cycle 2 action plans. At the second cycle's first meeting, the plans focused on implementing the SQ3R technique to empower students' control over the situation and attitudes in order to make the class more effective. Additionally, step in implementing the SQ3R technique, the researcher did an evaluation of recently reported materials by addressing a set of important questions.

The teacher and the collaborator scheduled an online meeting on Thursday, April 22nd, 2021, to begin the class. The teacher began the lesson by motivating the students and informing them of the previous test result. Students discovered their test scores were higher than in the previous cycle. Because the same technique was employed in the meeting, the teaching-learning process was also effective. The subject of discussion was "Camping". When the teacher explained, the students sat up and took notice of the topic of the day.

Several activities were intended to optimize the outcome during the second cycle. The planning for this cycle was similar to the previous cycle. The researcher next developed a lesson plan, picked recount text as reading material, prepared an attendance schedule, compiled a list of students, devised an observation strategy, and scheduled the test. A lesson plan was created that included instructions on how to conduct the activity.

At the beginning of the action phase, the researcher followed the same procedure as in the first cycle, which was to greet students and

verify their attendances. The researcher reviewed the previous lesson by inquiring about the previous topic. Additionally, the researcher introduced a new subject, “Camping”. Then they were asked: What is camping? Have you ever been a fan of camping? After completing this phase, the researcher instructed the students to begin applying the SQ3R technique in stages. They were initially tasked with doing the surveying and questioning stage. She assigned them five minutes to complete those stages. During the questioning stage, she instructed them to prepare five questions. She did not ask them to submit their work after five minutes. She instructed them to begin by determining the answers on their own. After students completed their research, they were required to respond to the teacher’s questions one by one during online class. Those stages were carried out organically, as they represented the meeting of two complete cycles.

The researcher then instructed them to proceed to the reading and reciting stages. She gave them only ten minutes to prepare for reciting the material in front of the class. At this step, students were instructed to recite the text aloud in the online class using their own words. Additionally, the researcher permitted them to compose their recitation on paper before doing it in the online class. The majority of pupils were enthusiastic as they delivered their recitations. The researcher and the students interacted naturally. When they were pointed to present, the majority of them could do their recitation. At the final stage, the review

stage, the researcher asked them to review the text and provided them the opportunity to ask questions about it. Nevertheless, none of the students inquired of the researcher.

During the observation and action phases, in response to the first cycle's recommendation, the researcher instructed the students to begin applying the SQ3R technique in stages. They were initially tasked with doing the surveying and questioning stage. Both the collaborator and the researcher determined that most of students were involved at this level responded strongly to the topic, as evidenced by their eagerness. The researcher then urged them to continue to the reading and reciting stages, which prompted enthusiastic responses from the students. At the review stage, the researcher requested them to read the content and provided them the opportunity to ask any questions about it. Additionally, the researcher paid close attention to students who worked actively. In the end, the teacher administered a test to determine if the students had improved their reading comprehension skills which was held on the third meeting. The results of the post-test in cycle 2 were presented as follow:

Table 4.3 The Results of The Post-test in Cycle 2

No	Code	Test Cycle 2
1	S8D-1	72
2	S8D-2	80
3	S8D-3	80
4	S8D-4	88
5	S8D-5	88
6	S8D-6	88

7	S8D-7	92
8	S8D-8	80
9	S8D-9	76
10	S8D-10	72
11	S8D-11	88
12	S8D-12	80
13	S8D-13	84
14	S8D-14	84
15	S8D-15	84
16	S8D-16	84
17	S8D-17	92
18	S8D-18	80
19	S8D-19	84
20	S8D-20	72
21	S8D-21	72
22	S8D-22	76
23	S8D-23	88
24	S8D-24	76
25	S8D-25	88
26	S8D-26	84
27	S8D-27	84
28	S8D-28	80
29	S8D-29	80
30	S8D-30	88
31	S8D-31	80
32	S8D-32	72
33	S8D-33	84
34	S8D-34	92
35	S8D-35	80
36	S8D-36	76
37	S8D-37	80
38	S8D-38	84
Mean		81.89
Lowest Score		72
Highest Score		92
Passed		33
Percentage		86.84%

The findings in Table 4.3 highlighted the impact of the SQ3R implementation actions on students' reading comprehension abilities. In pre-test, post-test cycle 1, and post-test cycle 2, it was suggested that the students of class 8-D improved in certain areas after completing the actions. The mean score at pre-test was just 65.16, but it increased to 73.37 at cycle 1 and 81.26 at cycle 2. The maximum score on the pre-test was only 80 at the time, but increased significantly during the subsequent cycles, from 84 to 92. Meanwhile, the lowest scores improved significantly between pre- and post-tests. Pre-test scores ranged from 56 to 72, while post-test scores ranged from 60 to 72. There were some gains in terms of the percentage of students who passed the tests used to determine the research's performance. Only seven students passed the pre-test (18.42%). While post-tests revealed an increase in the percentage of students who passed, with 21 students (55.26%) passing in post-test cycle 1 and 33 students (86.84%) passing in post-test cycle 2. According to the Minimum Mastery Criteria (KKM) standard at SMPN 49 Surabaya, a successful learning process occurs when at least 75% of students achieve a score of > 75 . Knowing the outcome of the students' achievement through post-test cycle 2, this research was classified as successful and was stopped when the percentage of students passing the test reached 86.84 percent. Based on the outcomes of the research, the researcher concluded that the SQ3R technique was effective in improving students' reading comprehension

skills in class 8-D at SMPN 49 Surabaya in the academic year 2020/2021.

4.2 Discussion

This research, carried out using the SQ3R technique as well as online learning by using Microsoft Team platform, aims to describe the students' achievement in reading comprehension at SMPN 49 Surabaya in the academic year 2020/2021. The first step in conducting this research was for the researcher to administer a pre-test to the students in class 8-D who would be the subjects. This test was used to determine whether or not students had a thorough understanding of the topic before the researcher, who also served as an English teacher, conducted the research. The test was administered in the form of multiple-choice questions, followed by a reading comprehension section that contained 25 questions. The pre-test took roughly 40 minutes to complete.

According to the results of the pre-test, the mean score was 66.53, the lowest score was 56, and the highest score was 80. The number of students who passed the test based on the criterion of minimum completeness (KKM) which is greater than 75 was just seven students (18.42%). It is considered that this class needed to learn a technique for developing their reading comprehension skill. The researcher then proposed a technique to resolve the problem by implementing a suitable approach in learning activities during an online classroom, which was designated as SQ3R. On the 13th of April 2021, the

researcher began the research in cycle 1. Three meetings had been held successfully for the implementation of the SQ3R technique through online learning, and then she conducted a post-test in cycle 1 on April 20th, 2021. Then, the cycle 2 was done starting on April 22th, 2021 to April 29th, 2021. The researcher conducted the post-test in the cycle 2 on April 29th, 2021. The post-test of cycle 2 was done after the implementation of the SQ3R technique in learning activities toward the teaching reading comprehension. The topics on three meetings were same with the previous cycle. The results of the post-test in cycle 2 including the results of the pre-test and post-test cycle 1 were presented in order to compare them in case of the students' achievements in figure 4.1 as follow

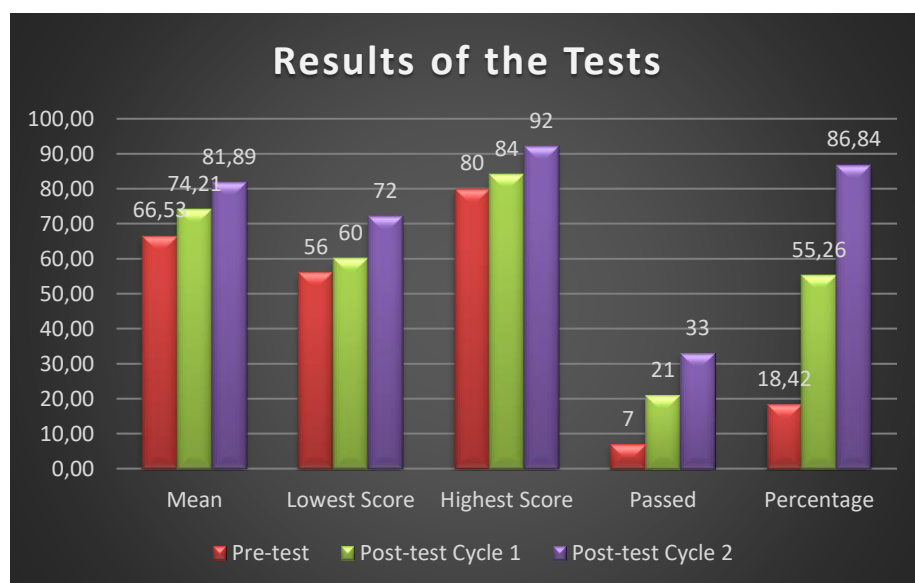


Figure 4.1 Students' Score Pre-test & Post-tests

The findings in figure 4.3 highlighted the impact of the SQ3R implementation actions on students' reading comprehension abilities. In pre-test, post-test cycle 1, and post-test cycle 2, it was suggested that the students of class

8-D improved in certain areas after completing the actions. The mean score at pre-test was just 65.16, but it increased to 73.37 at cycle 1 and 81.26 at cycle 2. The maximum score on the pre-test was only 80 at the time, but increased significantly during the subsequent cycles, from 84 to 92. Meanwhile, the lowest scores improved significantly between pre- and post-tests. Pre-test scores ranged from 56 to 72, while post-test scores ranged from 60 to 72. There were some gains in terms of the percentage of students who passed the tests used to determine the research's performance. Only seven students passed the pre-test (18.42%). While post-tests revealed an increase in the percentage of students who passed, with 21 students (55.26%) passing in post-test cycle 1 and 33 students (86.84%) passing in post-test cycle 2. According to the Minimum Mastery Criteria (KKM) standard at SMPN 49 Surabaya, a successful learning process occurs when at least 75% of students achieve a score of > 75 . Knowing the outcome of the students' achievement through post-test cycle 2, this research was classified as successful and was stopped when the percentage of students passing the test reached 86.84 percent. Based on the outcomes of the research, the researcher concluded that the SQ3R technique was effective in improving students' reading comprehension skills in class 8-D at SMPN 49 Surabaya in the academic year 2020/2021. Comparing post-test results after cycle 1 with those after cycle 2, the researcher was able to analyze the students' learning outcomes using the SQ3R technique, which enabled her to determine the students' progression. This figure below depicts the results of the students' improved

reading comprehension abilities as a result of their increased reading comprehension ability.

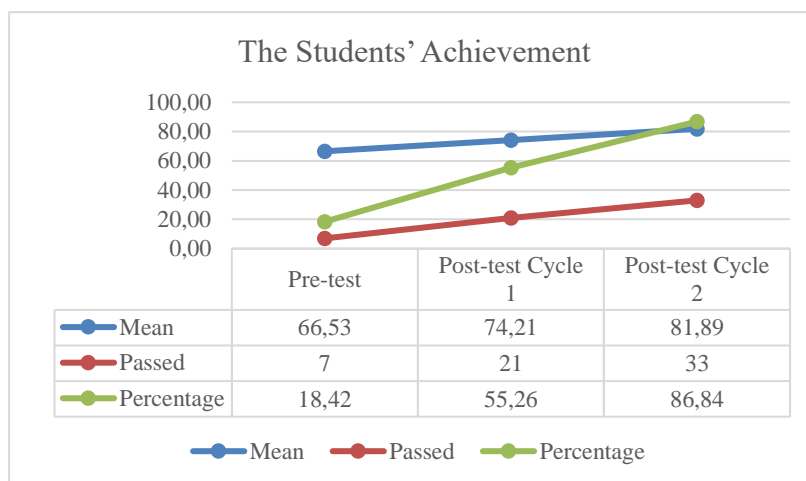


Figure 4.2 The Students' Achievement in Reading Comprehension

As illustrated in the figure 4.2, students' reading comprehension improved as a result of the SQ3R technique's implementation. The improvement was interpreted to mean that students were able to explore concepts for reading comprehension following treatment with the SQ3R technique, and the results confirmed this. The research was concluded in cycle 2 since the success criteria were met in 86.84 percent of cases, based on the data acquired. According to the Minimum Mastery Criteria (KKM) criteria, which is $\geq 75\%$ of students passing the exam, the total number of students passing the post-test in cycle 2 was 33. According to the research findings, the SQ3R technique was helpful in increasing students' reading comprehension in class 8-D at SMPN 49 Surabaya in the academic year 2020/2021.

Pre-test scores were in the lower range, averaging only 66.53. The highest pre-test score was 80, while the lowest was 56. Only seven children were present among those who passed the exam, according to the results of the

test (18.42%). Finally, only 7 students passed the test with a score of more than 75 on the master's criteria, which included the KKM. As a result, the researcher claims that an acceptable technique is necessary to resolve challenges and accomplish the learning objectives, most notably by utilizing reading comprehension of narrative texts by 8-D students as the primary topic, which was constructed during the study's pre-research phase. According to his findings, the researcher concluded that the use of a technique aimed at resolving classroom problems should be encouraged in order to enhance students' future capabilities. She used the SQ3R technique to assist students in improving their reading comprehension abilities in order to be successful with her study project. As a result, the SQ3R Technique was established to assist students in developing their reading comprehension abilities.

Although students' reading comprehension skills improved as a result of the SQ3R technique implementation, according to Table 4.2, a second cycle was necessary because the first cycle's implementation of the SQ3R technique did not meet the research's minimum standard of success, as evidenced by the students who passed the test using the success criteria. The mean score on the students' reading comprehension exam, on the other hand, was 74.21, with the lowest score of 60 and the highest score of 80. Although this was the case, when students' post-test results were compared to their pre-test results, they indicated a substantially significant improvement in terms of mean scores, which increased from 66.53 to 74.21, with 84 being the highest and 60 being the lowest on the scale. During this time period, the number of students passing

the test increased from seven to twenty-one. Because 21 students (66.26%) fulfilled or exceeded the master's criteria's minimum standards ($KKM \geq 75$), the researcher chose to continue with the next cycle to assure the success of this research. The researcher desired to secure the success of this study, and thus initiated cycle 2.

After analyzing the data from cycle 2, it can be concluded that the students in class 8-D made considerable gains as a result of completing the SQ3R activities. The research was concluded in cycle 2 since the success criteria were met in 86.84 percent of cases, based on the data acquired. According to the Minimum Mastery Criteria (KKM) criteria, which is $\geq 75\%$ of students passing the exam, the total number of students passing the post-test in cycle 2 was 33. Because the percentage of students who finished the test $\geq 75\%$, which is the benchmark of success in SMPN 49 Surabaya, this research came short of the mark in terms of the success criteria. According to the testing hypothesis, it is possible to conclude that the usage of the SQ3R had a statistically significant impact on the students' ability to comprehend what they were reading when they were instructed to do so. Because of the findings from the research hypothesis computation, it is reasonable to conclude that the research hypothesis is accepted.