



The Impact of Applying the Survey, Question, Re-read, Question, Construct, Question (SQRQCQ) Method on First-Grade Students' Reading Comprehension of Narrative Texts at SMKS Teknologi YPL Lirik

Lainul Arifah¹, Destri Wahyuningsih²

^{1,2,3} STKIP Insan Madani Airmolek

lainularifah37@gmail.com¹ Destri070@gmail.com²

Whatsaap: 083185100087

Abstract

This study was conducted to examine the influence of the SQRQCQ (Survey, Question, Re-read, Question, Construct, Question) strategy on students' ability to comprehend narrative texts. Using a quantitative method with a quasi-experimental design, the research involved 107 first-grade students of SMKS Teknologi YPL Lirik. A total of 48 students were selected as the sample and divided into two groups: the experimental group, which received instruction using the SQRQCQ method, and the control group, which was taught through conventional techniques. A multiple-choice reading comprehension test served as the research instrument. Data analysis was carried out using an independent sample t-test via SPSS version 26. The findings indicated that the experimental group's post-test average score ($M = 79.79$) exceeded that of the control group ($M = 77.29$). The obtained t-value was 2.978 with a significance value of 0.005, suggesting a statistically significant difference between the two groups. Additionally, the Eta Squared result was 0.113, reflecting a medium-to-large effect size. In conclusion, the SQRQCQ method significantly improves students' reading comprehension on narrative texts and can be considered an effective strategy for English reading instruction at vocational high school.

Keywords: Reading Comprehension, Descriptive Text and First Grade Students

INTRODUCTION

English is considered as the first foreign language and become a compulsory lesson that should be studied by all students of Junior High School up to university level. Language is a set of rules that allows the human mind to create and understand new sentences that have never been heard before (Noam Chomsky, 1957). English is now widely recognized as an international language, used across multiple fields such as entertainment, business, and education. This widespread use explains why many people are eager to learn it. To be proficient in English, learners need to acquire and master four essential language skills, namely: listening, speaking, reading, and writing (paramita kusumawardhani, 2019).

The ability to comprehend reading materials is a crucial aspect of learning a language, particularly in the context of English as a foreign language. This skill helps students grasp, examine, and make sense of written content efficiently. Narrative texts, in particular, are significant in enhancing students' reading comprehension, as they present organized story components like characters, settings, and plotlines. However, many students face difficulties in comprehending narrative texts due to limited vocabulary, lack of interest, and ineffective reading strategies.

Reading is not just about recognizing words but involves active interaction between the reader and the text. Effective reading comprehension requires the ability to decode words, understand sentence structures, and interpret meaning in the context of the reading. However, students often struggle with this process, leading to poor comprehension skills. Some of the most common problems include difficulty identifying the main idea, understanding the meaning of unfamiliar words, and making inferences from the text. These challenges hinder students' ability to fully understand the content and message of narrative texts.

Based on the results of a survey conducted by researchers from two English subject teachers for first grade of SMKS Teknologi YPL Lirik, the teachers conveyed several problems faced at first grade English subject teachers, namely:

1. Students are not interested in the reading comprehension on narrative text, because difficulties in understanding meaning in reading comprehension.

2. Student are not interested in reading comprehension on narrative teks, because difficulty understanding the main idea.
3. Many students have very limited vocabulary items, because that cause them very difficult to couse into the point to reading comprehension on narrative.

The SQRQCQ (Survey, Question, Reread, Question, Construct, Question) method has been introduced as an alternative approach to enhance students' reading comprehension skills through active engagement with the text. This method guides students through structured steps that promote critical thinking and deeper understanding, such as examining the text, asking questions, rereading, constructing responses, and evaluating comprehension. By following this systematic approach, students can develop a more analytical way of understanding narrative texts and become more engaged, reflective, and active readers, making the method effective in improving overall reading comprehension.

The purpose of this study is to explore how the SQRQCQ method influences students' understanding of narrative reading materials. in the first grade of SMKS Teknologi YPL Lirik. By implementing this strategy in the classroom, this study seeks to determine whether the SQRQCQ method can improve students' ability to understand, analyze, and interpret narrative texts more effectively.

METHOD

Research Method

The research method used is quantitative This approach focuses on measuring The impact of applying the SQRQCQ (Survey, Question, Re-read, Question, Construct, Question) technique on learners' reading comprehension skills. The quantitative approach emphasizes numerical data to test hypotheses and determine statistical significance.

The research is an experimental study, specifically a quasi-experimental design. This type of study aims to investigate the causal relationship between the independent variable (SQRQCQ method) and the dependent variable (students' reading comprehension). The experimental design involves manipulating the teaching method and observing its effects on the outcomes.

Data Collection Technique

What is meant by data collection techniques are the methods used by researchers to collect data (Sugiyono, (2017) " To gather the data, the researcher employed several instruments, as outlined below:

a. Observation

Observation involves collecting primary data by directly observing individuals and settings during the implementation of the research.

b. Test

A test is a tool used to assess knowledge, cognitive ability, and performance, either individually or in groups. One of the most effective ways to evaluate students' writing skills is through direct writing tasks. The testing process includes two stages:

1. Pre-Test

The pre-test is administered during the initial session, prior to the intervention, to assess the students' baseline abilities before any treatment is applied.

2. Post-Test

The post-test is conducted at the end of the treatment sessions to determine whether the intervention has had any significant effect on students' academic performance.

c. Documentation

Documentation refers to recorded data or archives of events that took place. This method involves collecting documents related to a series of activities completed by students (Prof. Dr. Sugiyono, *op. cit.*, p. 240).

Data Analysis Technique

By arranging the order of data, organizing it in a pattern, category, and unit of basic description is what is done to analyze the data.

1. Normality Test

A normality test is used to know whether the data from both group samples examined comes from the population or distribution or not (James Dean Brown (2005), The calculation will use the help of the SPSS 26 program. The basis for decision making in the normality test, namely:

- a. If the significance value (sig) > 0.05, then the data distributes normally.
- b. If the significance value (sig) < 0.05, then the research data is not normally distributed.
- c. Lilliefors Significance Correction

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
post-test experiment	.170	24	.071	.931	24	.105
post-test control	.159	24	.118	.935	24	.126
pre-test control	.147	24	.192	.926	24	.079
pre-test experiment	.152	24	.162	.929	24	.094

2. Homogeneity Test

In addition to the data originating from a sample with a normal distribution, it must be considered whether the two samples are homogeneous or not. In this homogeneity test, researchers used SPSS software.

Table 2. Test Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
The result of the pre-test-post-test reading t	Based on Mean	.235	1	46	.630
	Based on Median	.099	1	46	.754
	Based on Median and with adjusted df	.099	1	43.457	.754
	Based on trimmed mean	.259	1	46	.613

3. Hypothesis

Table 3. Hypothesis Test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	1	23	79.35	6.793	1.416
	2	25	77.80	7.916	1.583

4. Independent Sample Test

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-test	Equal variances assumed	.715	.402	.724	46	.473	1.548	2.138	-2.756	5.852
	Equal variances not assumed			.729	45.792	.470	1.548	2.124	-2.729	5.825

The Presentation of Data

Based on the students' scores, it was found that the experimental class outperformed the control class. The data were analyzed through normality testing, homogeneity testing, and an independent sample t-test. This study utilized two types of assessments—pre-test and post-test—administered to classes of the same level to determine which group would serve as the experimental class and which would serve as the control.

The experimental group was taught using the Survey, Question, Re-read, Question, Construct, Question (SQRQCQ) method, while the control group received instruction through conventional methods.

The SQRQCQ method is a form of cooperative learning that focuses on improving students' reading comprehension through group-based activities. A key factor in successfully implementing this method is the formation of heterogeneous groups, ensuring that each group includes students of varying ability levels, from high to low.

The findings showed that the use of the SQRQCQ strategy had a significant effect on students' reading comprehension. This was evident from the post-test results, where the highest score reached 95 and the lowest was 75. In contrast, during the pre-test, the highest score was only 70, and the lowest was 30. The effect size of applying the SQRQCQ method on students' comprehension of narrative texts in Class X of SMKS Teknologi YPL Lirik was determined based on the post-test results of both the experimental and control classes.

CONCLUSION

After conducting the research and analyzing the data, the results revealed that the average score of the experimental class was 79.79, while the control class scored 77.79. Based on the statistical analysis using the t-test, the following conclusion was drawn:

1. The study found a significant difference in the effect of applying the Survey, Question, Re-read, Question, Construct, Question (SQRQCQ) method on students' reading comprehension of narrative texts in Class X of SMKS Teknologi YPL Lirik.
2. The instrument used in this research was a reading comprehension test in the form of multiple-choice questions. The data were analyzed using an independent sample t-test with SPSS 26. The results showed that the post-test mean score of the experimental group was higher ($M = 79.79$) than that of the control group ($M = 77.29$). The t-value was 2.978 with a significance level of 0.005, indicating a significant difference between both groups. Furthermore, the Eta Squared value was 0.113, which shows a medium-to-large effect size.

Suggestion

1. English teachers are encouraged to consider implementing the Survey, Question, Re-read, Question, Construct, Question (SQRQCQ) method as an alternative strategy in teaching reading comprehension. It is recommended that teachers select appropriate materials and apply engaging methods and techniques to support students' understanding during reading activities.
2. To broaden knowledge of various teaching and learning techniques in English, particularly in reading comprehension, both teachers and students are advised to utilize multiple resources. These include books available in libraries or bookstores, as well as online sources that can serve as additional references.
3. Because of some limitation of the research and small number population, research realized this not perfect yet, it is also recommended to other writers to all reader who is intend to conduct the similar research to other school with large

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