

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1 The Preliminary Study

A preliminary study was conducted on Monday, 24th July 2023 in SMKS Muhammadiyah 04 Medan. This action was done at first semester of tenth grade students of SMKS Muhammadiyah 04 Medan academic year 2023/2024. When the researcher took part in the class for preliminary study, the researcher found some problems in the classroom. One of them was the problem of reading. There were so many students who don't want to be asked to read English text, this is caused by several factors that cause students not to want to read even if they see the text. The first factor is the lack of self-confidence that makes the embarrassed to read. The second is difficulty in pronunciation when reading. The last factor is the lack of student in English lesson because it is difficult to translate it.

4.1.1 The Result of Pre-test

The pre-test was conducted as the preliminary study or done before Classroom Action Research (CAR) to identify the students' real competence and problem in reading. In pre-test, the students were assigned to read several sentences. There is one descriptive text that they have to read. In doing the test, the students carried out the during 40 minutes. This pre-test was conducted on Monday, 24th July 2023.

1.1 Table of The Students' Score in Pre-Test

No.	Students	Pre-test
1.	AA	75
2.	M.AS	50
3.	IT	80
4.	SAL	65
5.	KA	60
6.	FA	70
7.	NS	55
8.	M.IS	50
9.	M.YP	65
10.	NK	75
11.	KS	65
12.	MR	85
13.	AAS	70
14.	DA	65
15.	ANY	70
16.	WPR	80
17.	SJ	65
18.	FRD	70
19.	FE	65
20.	M.YF	60
21.	M.FH	60
Total		1.400
Mean		66,6

To get the result of pre-test, firstly, the researcher calculated the mean score:

$$X = \frac{\sum x}{\sum N}$$

$$X = \frac{1.400}{21}$$

$$X = 66,6$$

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

$$\begin{aligned} \text{Percentage (\%)} &= \frac{F}{N} \times 100\% \\ &= \frac{4}{21} \times 100\% \end{aligned}$$

$$\text{Percentage (\%)} = 19,0\%$$

Based on the result of the pre-test the data showed that mean score of pre-test was 66,6. There were only 4 students or 19,0 of the students who get score above the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM), meanwhile the other 17 students were below that criterion. From the analyzing, it could be seen that almost of tenth grade of SMKS Muhammadiyah 04 Medan students' reading comprehension was still very low.

After analyzing the result of preliminary study, it could be concluded that most of students at tenth grade of SMKS Muhammdiyah 04 Medan had low reading comprehension in English. So, it needs to find out the solution to overcome this problem. The researcher used SQ4R Strategy as teaching media in teaching reading as a motivation in teaching learning proses. The action needed to retain students' reading comprehension. The action research involving planning, acting, observing and reflecting. The cycles was conducted in two meetings. The following was the explanation of the action research result.

4.2. The First Cycle of CAR

4.2.1 Planning

The first was preparing the material that would be done. The second was preparing tools like paper, pen or pencil, dictionary. The third was preparing the research instrument, such as the text of descriptive text. The fourth was preparing the material in Cycle I, the material in cycle I is to read English texts. And the second is to be able to repeat the reading. And the last is preparing a test to measure student's reading comprehension.

4.2.2 Action/implementing

The researcher would teach the material by using SQ4R Strategy as the learning media to improve students' reading comprehension. But before do the Cycle I in implementing, the researcher has to give pre-test.

First meeting (Tuesday, 25th July 2023 09.10 am -10.10 am).

1. The researcher gave students a piece of paper containing a descriptive text and then the students read the text first, and there are several questions that must be filled in according to the text.
2. Students might prepare a writing instrument and prepare themselves to answer questions about descriptive text.
3. The last thing to do is collect papers that students have filled out for the assessment.

4.2.3 Observing

In this phase, the observation conducted by the researcher and focused learning process and at this point, observations made by the researcher and focused the learning process and announced that the students before and after took steps the tests. The researcher notes the participation of the students in the process of reading and learning of pre-tests, and post-tests.

At the first meeting, the researcher observe the students' interested and enthusiasm in learning to read in the descriptive text. Even though the students were still confused about how to learn like this but they really wanted to know how to study reading in descriptive text, because for using the SQ4R reading Strategy.

When the researcher observed the test issue, many students still had the low reading comprehension that we can see in the pre-test scores of student's. The reading comprehension of the students is still the same.

When did the treatment or implementing, students were seriously gave attention to the front of the class, because they want to know and learn how reading is

applied to the SQ4R Strategy. So, students know how to answer the question given by the researcher. The students were happy and not bored in class when studying with a researcher used a SQ4R as a strategy to teach the reading comprehension.

When performing post-test, there was an improvement in students' reading comprehension, they knew how to do the SQ4R Strategy. This can see from pre-test scores meaning that 66,6 increased to 76,1 in the post-test cycle I or from 4 students or 19.0% of students who passed the score above the minimum mastery criteria or KKM 75 to 9 students or 42,8% students. That means that 14, 2% means raising the score. The results of detail from the first cycle can be seen below.

3.3 Table of The Students' Score in Post-Test of cycle I

No.	Students	Post-test
1.	AA	85
2.	M.AS	70
3.	IT	70
4.	SAL	70
5.	KA	85
6.	FA	80
7.	NS	90
8.	M.IS	70
9.	M.YP	70
10.	NK	85
11.	KS	70
12.	MR	70
13.	AAS	70

14.	DA	80
15.	ANY	70
16.	WPR	90
17.	SJ	70
18.	FRD	85
19.	FE	70
20.	M.YF	70
21.	M.FH	80
Total		1600
Mean		76,1

To get the result of post-test, firstly, the researcher calculated the mean score:

$$X = \frac{\sum x}{\sum N}$$

$$X = \frac{1600}{21}$$

$$X = 76,1$$

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

$$\text{Percentage (\%)} = \frac{F}{N} \times 100\%$$

$$\text{Percentage (\%)} = \frac{9}{21} \times 100\%$$

$$\text{Percentage (\%)} = 42,8 \%$$

To know students' improvement score on the percentage of students' reading comprehension from pre-test up to post-test score in Cycle I by applying the following formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{76,1 - 66,6}{66,6} \times 100\%$$

$$P = 14,2 \%$$

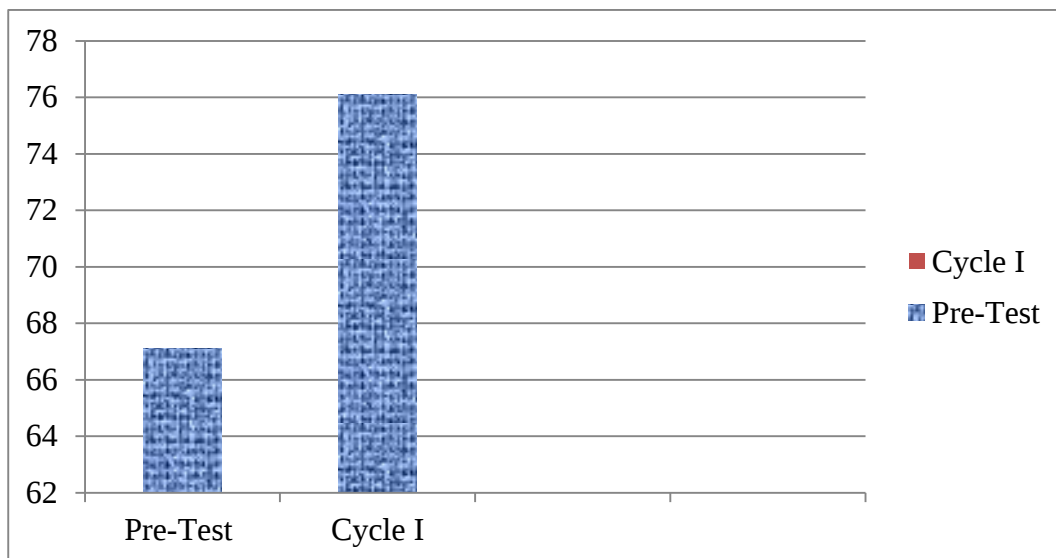


Figure 4.1 the Students' Improvement in Reading Comprehension Score in Pre-test and Post-Test of Cycle I

4.2.4 Reflecting

In this phase, reflecting helped the researcher and teacher to make decision what to do next. The researcher reflected anything that has been done before. It made

sure that to know whether the students made improvement on the students' reading comprehension or not after use this strategy. Even though in Cycle I, there was an improvement on the students. So, because of that the researcher need to do again in the next cycle by reflecting that has been done before in the Cycle I.

4.3. The Second Cycle of CAR

After Cycle I had been done, it was found that students' reading comprehension improved. But the researcher made sure that to know whether the students made improvement on the students' reading comprehension or not after use the SQ4R Strategy in the next cycle by reflected anything that has been done before in Cycle I.

4.3.1 Planning

The first was preparing the material that would be done. The second was preparing tools like pen, pencil, paper, and dictionary, to get the right answers. The third was preparing the research instrument, such as sheet on paper. The fourth was preparing the material in Cycle II, the material in Cycle II was to answer the correct according to the text. The last was preparing test to measure students' reading comprehension. In the post-test of Cycle II, there were 5 question about descriptive text. The success criteria are that students' pronunciation reaches the Minimum Mastery Criteria (KKM) in English of 75 or more and 75% of students were able to work on English descriptive text questions.

4.3.2 Action/Implementing

The researcher would teach the material by using SQ4R Strategy as a medium of learning and treatment to improve students' reading comprehension. However, before doing Cycle II in its implementation, they must do a pre-test before giving Cycle I and Cycle II. So it is still comparing the pre-test data and post-test data in Cycle II. Then the researcher must teach in depth to students about how to use the SQ4R strategy in descriptive text.

Second meeting (Tuesday, 01st August 2023 at 08.10 am – 08.50 am).

1. The researcher asks the students about the last lesson.
2. The researcher explains about the next topic briefly. And then the researcher give students several sheet of paper.
3. When students write down the question in the empty row. The researcher was walk up to the students to ask which part they do not know.
4. After finished to fill in paper, the researcher could ask each student again about the question with the right answer.
5. The last thing to do is to collect the paper or to the researcher for assessment.

4.3.3 Observing

The researcher observed the learning process at the previous. The observation conducted by the researcher and focused learning process reading comprehension of the students before and after do implementing step and gave the strategy. The researcher observed the students' participant in the process of reading and learning on Pre-Test, and Post-test.

When did the post-test, there were the significance of the students' reading comprehension from cycle I to cycle II. It could be seen from post-test in Cycle I mean score was 66,6 increased to 76,1 in post-test of Cycle II or from 9 students or 42,8% students who passed the score above the Minimum Mastery Criterion or KKM > 75 to 19 or 90,4% students. That means that there was 22.2% of mean score improvement. The detail result of the second cycle can be seen below:

3.4 Table of The Students' Score in Post-Test of Cycle II

No.	Students	Post-test
1.	AA	90
2.	M.AS	85
3.	IT	85
4.	SAL	80
5.	KA	80
6.	FA	75
7.	NS	85
8.	M.IS	80
9.	M.YP	85
10.	NK	80
11.	KS	85
12.	MR	70
13.	AAS	85
14.	DA	85
15.	ANY	80
16.	WPR	85
17.	SJ	80

18.	FRD	80
19.	FE	85
20.	M.YF	80
21.	M.FH	80
Total		1720
Mean		81,9

To get the result of post-test, firstly, the researcher calculated the mean score:

$$X = \frac{\sum x}{\sum N}$$

$$X = \frac{1,720}{21}$$

$$X = 81,9$$

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

$$\text{Percentage (\%)} = \frac{F}{N} \times 100 \%$$

$$\text{Percentage (\%)} = \frac{19}{21} \times 100 \%$$

$$\text{Percentage (\%)} = 90,4\%$$

To know students' improvement score on the percentage of student's reading from pre-test up to post-test score in Cycle II by applying the follow in formula:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{81,9 - 66,6}{66,6} \times 100\%$$

$$P = 22,9 \%$$

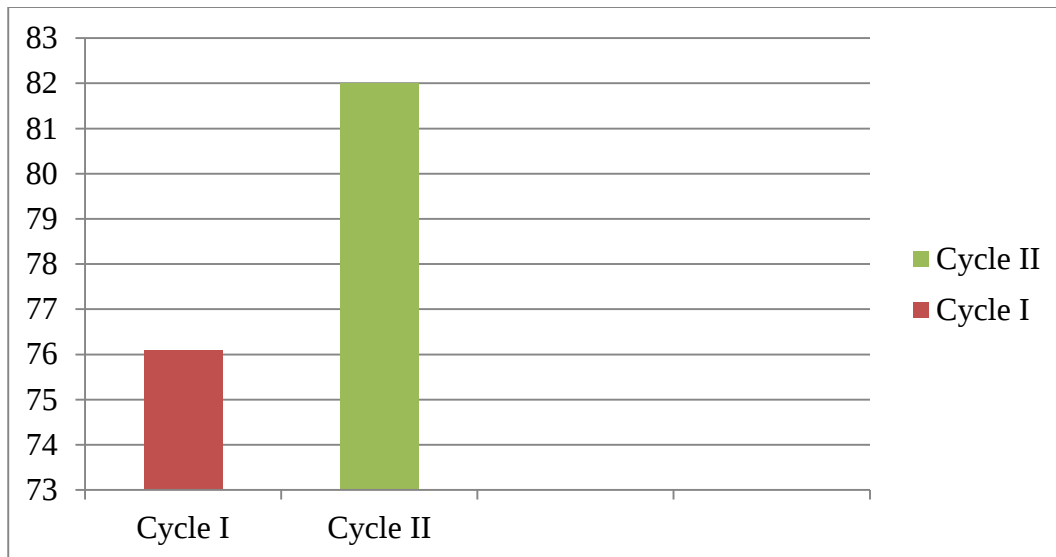


Figure 4.2 the Students' Improvement in Reading Comprehension Score in Post-test of Cycle I and Post-Test of Cycle II

4.3.4 Reflecting

The researcher of course give the second test of student with the same ways like in the Cycle I to see there was an improvement or not when did in the Cycle II. It was expected that Cycle II of action research get better than Cycle I.

4.4. Data Analysis

This study was conducted by organizing the quantitative data and qualitative data. The quantitative data was taken by SQ4R Strategy and the qualitative data was taken by observation sheet. Every cycle consisted of the four steps of Classroom Action Research (planning, action/implementing, observing and reflecting). The Pre-test was conduct in one meeting, the first cycle was conduct in one meeting and the second cycle was conduct in one meeting.

4.4.1 The Data Analysis of Reading Comprehension using SQ4R strategy in Pre-Test, Cycle I and Cycle II

The research was conducted in one class with 21 sample. Here is the result of SQ4R strategy that students did in Pre-test, Post-test in Cycle I and Post-test in Cycle II.

1. Percentage of students who get up KKM score :

Pre-test data : Percentage (%) = 19, 0 % (4 students)

Post-test data of Cycle I : Percentage (%) = 42, 8 % (9 students)

Post-test data of Cycle II : Percentage (%) = 90, 4 % (19 students)

2. The mean score of students in every tests

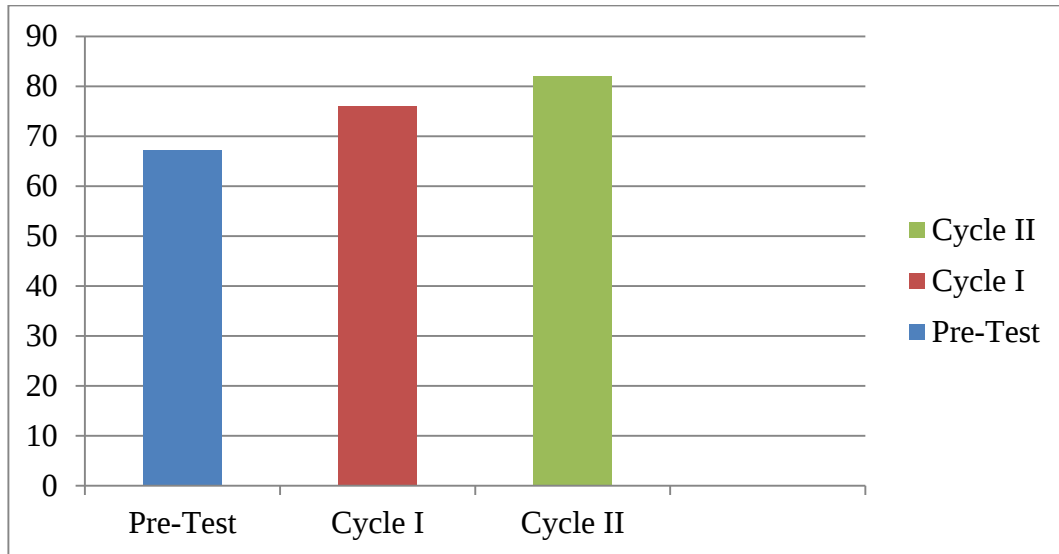


Figure 4.3 the Students' Improvement in Reading Comprehension Score in Pre-test, Post-Test of Cycle I and Post-Test of Cycle II

3. The students' improvement score on the percentage of students' reading comprehension from pre-test up to post-test score in Cycle I and Cycle II :

Cycle I

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{76.1 - 66.6}{66.6} \times 100\%$$

$$P = 14, 2 \%$$

Cycle II

$$P = \frac{y_2 - y}{y} \times 100\%$$

$$P = \frac{81.9 - 66.6}{66.6} \times 100\%$$

$$P = 22, 9 \%$$

In order to know the scores of all the test, the following formula was applied:

To calculate individual score by applying the following formula:

$$S = \frac{R}{N} \times 100$$

To know the mean of students' score of assessment by applying the following formula:

$$\bar{X} = \frac{\sum x}{\sum N}$$

To categorize the students who get up to KKM score, that is 75 calculated by applying the following formula:

$$P (\%) = \frac{F}{N} \times 100\%$$

To know students' improvement score on the percentage of students' reading comprehension from Pre-test up to Post-test score in Cycle I and Cycle II by applying the following formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{y_2 - y}{y} \times 100\%$$

4.4.2 The Data Analysis of Observation Sheet

The researcher was conducted in one class with 21 sample of X TKJ-2 class. The teacher was the researcher and the English teacher of the school was the observer. The observation sheets were made for four meetings. It was done at SMKS Muhammadiyah 04 Medan. Based on the data of observation sheets shown that learning done during for six times meeting was very fluent, well-time from the inception of learning to the completion of learning and students' reading comprehension from Pre-test to Post-test of Cycle I and Cycle II improved after the implementation of reading comprehension strategies using the SQ4R Stragety. It can be seen on appendix of observation sheet.

4.5 Findings

Based on the data analysis above, it was found that the SQ4R Strategy provided a significant increase in student's English reading comprehension as show in the Pre-test data, Post-test I data and Post-test II data, there was a improvement on learning achievement on student's reading comprehension. The researcher focused on learning process, test reading comprehension the students before and after did implementing step the using strategy.

In learning process, the students were interested and enthusiastic when to know to do the learning by using SQ4R Strategy. The students were happy and not feel bored in the classroom when study with the researcher by using the strategy. The students did not feel like study when did teaching and learning with the researcher but

still coordinated. The students were seriously when studying reading used SQ4R because they wanted to get knowledge.

The comparing between pre-test, post-test in Cycle I and post-test in Cycle II were in Pre-test the reading comprehension of students before using SQ4R strategy, the students' reading was low their English reading comprehension. The students not read and wrote the words in correct way. The mean score of Pre-test was 66, 6. After giving treatment, that was reading comprehension using the strategy, there was a significant of students' reading comprehension as shown in Post-test data in Cycle I. the mean score of Post-test in Cycle I was 76,1. In Cycle II of action research got better than Cycle I. the mean score of Post-test in Cycle II 81, 9. The improvement from Cycle I to Cycle II is 15, 5 points. The percentage of students' vocabulary from Pre-test up to Post-test score in Cycle I was 42, 8 % or 9 students and Pre-test up to Post-test score in Cycle II was 90, 5 % or 19 Students. The SQ4R Strategy can improve students' reading comprehension from 14, 2 % the improvement of students. The improvement is 22, 9% of students. Based on the findings above, the students get improvement in reading comprehension of descriptive text using the SQ4R Strategy.

4.6 Discussion

This research was conducted to find out the Improving Students' Reading Comprehension by Using SQ4R Strategy. This strategy was effective to improve students reading comprehension. The improvement of students could be seen on Pre-test, Cycle I and Cycle II data and the learning process. In conducting this study,

researcher has some problem when to do this research. Those were in collecting the data, the researcher needed much time to test students one by one, the researcher needed much time to check the paper test that have been done.

In the result of test have shown the mean score of pre-test was 66, 6. After giving the treatment through SQ4R Strategy, there was a significant of students' reading comprehension as shown in Post-test I data in Cycle I. The mean score of Post-test in Cycle I was 76, 1. In Cycle II of action research got better than Cycle I because the students delved into the material that had given done in Cycle I. The mean score of Post-test in Cycle II was 81, 9. The SQ4R strategy can improve students' reading comprehension from 14, 2 % the improvement in pre-test to Cycle II become 22, 9 % the improvement of students.

As already explained in the previous chapters that the SQ4R Strategy has some benefits for students not only for reading but can make students active, while studying descriptive text, students students will not bored when learning English with this strategy and interested to do the learning process. The comparison with previous research from Meikardo Samuel (2021) entitled "Improving Student's Reading Comprehension through SQ4R Method to the Eleventh Grade students of SMAN 1 Gunung Sitoli" , the comparison is that the insignificant variable is found in the description text. So, the reseracher use this variable on different objects and different years too, this is also in accordance with the recommendations of previous studies. The Students are interested and enthusiastic when they find out that they are doing

learning the SQ4R Strategy. It meant that the students' motivation to study English especially study about reading comprehension of descriptive text improved.