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## ENHANCING TENTH GRADERS' READING COMPREHENSION OF NARRATIVE TEXTS USING SQP2RS

Anita, Heru Setiawan  
Tridinanti University

figarinanda@gmail.com, herusetiawan@univ-tridinanti.ac.id

**ABSTRACT:** Reading is an essential skill that contributes significantly to the success of language learning; therefore, it should be prioritized. Reading skill needs comprehension to understand the context and get new information from the texts. To comprehend the texts, the readers need a strategy. This study aimed to find out whether or not there was any significant difference in students' reading comprehension of narrative text between those who were taught by using SQP2RS and those who were not. This study used quasi quasi-experimental method to conduct the research. There were 72 students taken as samples using purposive sampling. In collecting the data, the result of the test was used as a pretest and posttest. To verify the hypothesis, the result of the Paired Sample T-Test found that the t-obtained was higher than 0.05. It indicated there was no significant improvement in students' reading comprehension. Furthermore, the result of the independent sample t-test found that the t-obtained was lower than the t-table and the significance value of the Paired Sample T-Test was higher than 0.05. It indicated that there was no significant improvement in the tenth graders' reading comprehension achievement. Meanwhile, the result of the Independent Sample T-Test showed that there was no significant difference in students' reading comprehension between the experimental and control groups. Thus, it can be concluded that the SQP2RS strategy could not be an effective strategy to improve students' reading comprehension of narrative text.

**Keywords:** *enhancing, narrative text, SQP2RS strategy*

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## MENINGKATKAN PEMAHAMAN MEMBACA SISWA KELAS SEPULUH MELALUI SQP2RS

**ABSTRAK:** Membaca merupakan keterampilan penting yang memberikan kontribusi signifikan terhadap keberhasilan pembelajaran bahasa. Keterampilan membaca membutuhkan pemahaman konteks dan mendapatkan informasi baru dari teks. Untuk memahami teks, pembaca membutuhkan strategi. Tujuan Penelitian ini untuk mengetahui apakah ada perbedaan yang signifikan dalam pemahaman membaca teks naratif antara siswa kelas X SMK PGRI 2 Palembang yang diajarkan menggunakan Strategi SQP2RS dan yang tidak. Penelitian ini menggunakan metode quasi eksperimen. Sampel melibatkan 72 siswa diambil dengan menggunakan purposive sampling. Dalam pengumpulan data, hasil tes digunakan sebagai pretest dan posttest. Hasil Paired Sample T-Test menemukan bahwa t-diperoleh lebih tinggi dari 0,05. Ini menunjukkan tidak ada peningkatan yang signifikan dalam pemahaman membaca siswa. Hasil independent sample t-test menunjukkan bahwa t-test yang diperoleh lebih rendah dari t-tabel dan nilai signifikansinya lebih besar dari 0,05. Hal ini menunjukkan bahwa tidak ada perbedaan yang signifikan dalam pemahaman membaca siswa antara kelompok eksperimen dan kelompok kontrol. Dapat disimpulkan bahwa strategi SQPRS bukanlah strategi yang efektif untuk meningkatkan pemahaman membaca siswa pada teks narasi.

**Kata Kunci:** *peningkatan, teks narasi, strategi SQP2RS*

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## INTRODUCTION

There are four macro skills practiced in learning English. They are listening, speaking, reading, and writing. According to Broek and Espin (2012), reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text. The reading indicates that utilizing comprehension when reading literature is critical since it allows the reader to comprehend what was just read, draw meaning from those words, and form a mental representation of the text. The reading indicates that utilizing comprehension when reading literature is critical since it allows the reader to comprehend what was just read, draw meaning from those words, and form a mental representation of the text.

There are some kinds of texts studied by vocational high school students. They are news items, recounts, narratives, reports, and exposition texts. One of them is narrative text. Pardiyono (2007 p. 67), stated that narrative text is a kind of text that has the function to amuse, entertain, and deal with actual or vicarious experiences in different ways. This study focused on narrative text in the form of legend. Robert, Gorges, and Michael (1995) said that legend is a genre of folklore that consists of a narrative featuring human actions perceived or believed both by the teller and listener to have taken place within human history.

According to Silvia, et al (2013, p. 103), the student's problems with reading could be influenced by many factors such as grammar, vocabulary, background knowledge, and technique. In addition, based on an interview with the teacher of Vocational High School of PGRI 2 Palembang, the writers found some problems in the process of teaching reading English, especially in narrative texts. First, the students had poor vocabulary and grammar mastery. Second, some students got bored with reading activities. They were passive in class and lazy to participate in the class such as asking and answering questions. Third, the students sometimes just read without comprehending the contents of reading texts. It was shown by the result of a reading quiz given by the teacher. Most of the students got low scores. The students' scores were still under the minimum standard. The minimum standard for English at the Tenth Graders of Vocational High School of PGRI 2 Palembang was 70. Meanwhile, the students' average scores were still 50.

In this study, the Survey, Question, Predict, Read, Respond, and summarize (SQP2RS) strategy was applied by the writers to cope with the problems. The SQPRS strategy is a sixth-step reading strategy that consists of Survey, Question, Predict, Read, Respond, and Summarize. In addition, there were some disadvantages of this strategy. Huda (2011) said that the disadvantages of the study were limited to 1) If the students were not careful in using this SQP2RS, the students would have difficulty in following the next material. 2) If the students were not active in the learning process, students would not get good results in the learning process. 3) The students who do not follow the way of learning with the SQP2RS strategy so students have difficulty receiving lessons. (p.245).

SQP2RS has been shown by many researchers to be an effective technique for enhancing students reading achievement. Qabaja et al. (2016) and Patty, J. (2021) investigated the use of SQP2RS in teaching reading. They found that this strategy brought positive results in students' reading comprehension. Furthermore, Kamalia (2016) found that the SQP2RS strategy made a significant improvement in the student's achievement in finding out the main idea, word meaning, detailed information, and references. The

student had positive responses toward the implementation of the SQP2RS strategy in learning reading comprehension in their classes.

Nevertheless, Fatimah (2015) revealed that the SQP2RS strategy was not effective as a reading strategy in improving reading comprehension. The result of this study was that the PQ4R learning strategy was better than the SQP2RS learning strategy in terms of student achievement. Based on the description above, the researchers were interested in conducting a study titled Enhancing Tenth Graders' Reading Comprehension on Narrative Texts Using SQP2RS at PGRI 2 Palembang Vocational High School.

## METHODOLOGY

The researchers used a quasi-experimental research design in this study. According to Cresswell (2012, p. 309), a quasi-experimental design contains group assignments but does not randomly allocate participants. The design has both pre-test and post-test, experimental and control groups.

The population of this study included all of the tenth-grade Vocational High School students at PGRI 2 in Palembang. There were 451 students in all. Table 2 shows the population distribution. Purposive sampling was utilized by the researchers to choose the sample for this research. Purposive sampling, in other words, is a sampling technique that takes consideration of the researcher's or teacher's suggestions. Meanwhile, in selecting the sample, the writers asked for the teacher's judgment. The sample used X TI 2 with 36 students and X TI 3 with 36 students as the sample since the students had quite similar abilities. The total sample involved 72 students. In addition, the number of students in both classes was also similar and they were taught by the same English teacher.

### 1. Techniques for Collecting Data

The researchers used a test to collect data for the research. In this research, the researchers conducted a 34-item multiple-choice reading comprehension test of narrative material. The test has been given twice, once before and once after the treatment. In this study, to establish the reading test validity, the writers used content validity. Content validity refers to the content and format of the instrument. Brown (2004) defines content validity as a test that samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior that is being measured, it can claim content-related evidence of validity (p.22).

The writers established the content validity by matching the test items and curriculum or syllabus. Initially, the test instrument was devised for 50 items of multiple choice. Before the test was used to collect the data, a try-out test was administered to X TO 5. Based on the result of the tryout test, the writers found that there were 34 valid items and 16 items were not valid. The valid items were: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 38, 41, 44, 45, and 50.

Cronbach's Alpha was used by the researchers to assess the instrument's dependability. The instrument is considered reliable when the coefficient of the Cronbach's Alpha is higher than 0.7. Table 4 presents the classification of reliability based on Cohen, Manion, and Morrison (2007, p. 525). After analyzing the data by using SPSS 20, the writers found that the coefficient of Cronbach Alpha of the reading test was 0.929.

Since the reliability coefficient of the test was higher than 0.700, the test was categorized as very highly reliable.

**2. Technique for Analyzing the Data**

Field (2009) states that a normality test is used to determine whether the data has been drawn from a normally distributed population. In this study, the Kolmogorov-Smirnov Test was used to test the normality of the data. The normality of the pretest result was 0.584 and the normality of the posttest result was 0.584. Based on the results, the significance values were higher than 0.05. Therefore, the data obtained were considered normal. In analyzing the normality of the pretest and posttest in the control group, the researcher used the Kolmogorov-Smirnov test. The normality of the pretest result was 0.089 and the posttest was 0.089. the homogeneity score showed that the significance of the posttest in the experimental and control groups was 0.584. Since the significance value was higher than 0.05, it could be concluded that the data obtained had the same variance.

The writers used Levene’s Test for equality of variances in the homogeneity test. If the probabilities coefficient is more than the level of significance (0.05), the variance of the experimental is homogeneous. A paired sample t-test was used to compare two sets of scores obtained from the same group or when the same participants were measured more than once in a research design. This analysis was also a useful means to carry out tests on two paired samples to find out whether there was any significant difference between the pretest and posttest. To get the t-test result the writer used the SPSS program. The analysis of the independent t-test was performed to compare post-test scores in both groups. It was used to find out whether or not there was any significant difference between students who taught reading comprehension using the SQP2RS strategy with students who did not use the strategy.

**FINDINGS AND DISCUSSION**

**1. Descriptive Analysis of Experimental Group**

After analyzing the data on students' reading comprehension, it was found that the mean score was 24.56. In the pretest, the minimum score was 9, the maximum score was 65, and the standard deviation was 10.772. In the post-test, the minimum score was 9, the maximum score was 65, and the standard deviation was 10.772. The summary of descriptive statistics of the experiment group is presented.

*Table 1. Descriptive Statistics of Experimental Group*

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Pre_Exp	36	24.56	10.772	9	65
Post_Exp	36	24.56	10.772	9	65

Furthermore, the result of the data shown in the pre-test was 1 student in the enough category (2.8%), 1 student in the low category (2.8%), and 34 students in the failed category (94.4%). Meanwhile, in the post-test, 1 student was in the enough category (2.8%), 1 student in the low category (2.8%), and 34 students in the failed category (94.4%).

Table 2. The Score Distribution for the Experimental Group

Score	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
86-100	Very Good	-	-	-	-
71-85	Good	-	-	-	-
57-70	Enough	1	2.8	1	2.8
41-56	Low	1	2.8	1	2.8
0-40	Failed	34	94.4	34	94.4
Total		36	100	36	100

### 2. Descriptive Analysis of Control Group

After analyzing the data on students' reading comprehension of the control group, it was found that the mean score was 24.89. In the pre-test, the minimum score was 9, the maximum score was 65, and the standard deviation was 10.466. In the post-test, the minimum score was 9, the maximum score was 65, and the standard deviation was 10.466.

Table 3. Descriptive Statistics of Control Group

	N	Mean	Std. Deviation	Minimum	Maximum
Pre_Contr	36	24.89	10.466	9	65
Post_Contr	36	24.89	10.466	9	65

The result of the data shown in the post-test was, 1 student in the enough category (2.8%), 1 student in the low category (2.8%), and 34 students in the failed category (94.4%). Meanwhile, in the post-test, 1 student in enough category (2.8%), 1 student in low category (2.8%), and 34 students in failed category (94.4%).

### 3. Inferential Statistical Analysis

The paired sample t-test was used to compare the results between the pretest and post-test in the experimental group. The result is displayed in Table 4.

Table 4. The result of the Paired Sample T- TTest in the Experimental Group

	Mean	Paired Differences		Error t	Df	Sig (2-tailed)
		Std. Deviation	Std. Mean			
Pair 1 Pretest Posttest	-0.333	14.846	2.474	-.135	35	.894

From the table above, the t – obtained was 0.135 which was lower than the t-table (2.03). In other words, the significant value of the paired sample t–test in the experimental group was 0.894 and it was higher than 0.05. Therefore, it could be concluded that there was no significant improvement in students’ reading comprehension after they got the treatment by using SQP2RS in the experimental group.

The Independent sample was used to analyze whether or not there was any significant difference in student’s reading comprehension of narrative text between the

experiment and control group. Table 10 presents the summary of the independent sample t-test result.

*Table 5.* The result of the Independent Sample T-Test

Variable	Lavene Statistic		t	Sig.(2.tailed)
	F	Sig.		
Reading Comprehension Equal variance assumed	.303	.584	.133	.894

Based on the above table, t-obtained was 0.133 and it was lower than t-table (1.99). In addition, the significant value was 0.894 and it was higher than 0.05. Based on those findings, it indicated that there was no significant difference in reading comprehension of narrative text between the experimental and control groups.

According to the findings of the research questions, this reading strategy proved that the SQP2RS strategy could not improve students' reading comprehension of narrative text. There was no significant difference in students's reading comprehension between the students who were taught by using SQP2RS of narrative text in this study. Since there were extraneous variables that affected the final results of this research. The first was time for conducting research, the writers did not do research for a long period. Second was the researcher's preparation, the writers did not prepare and master this strategy well. The last was a lack of students' interest in SQP2RS.

The results of this study were supported by Fatimah (2015) who found that SQP2RS was not effective as a reading strategy in improving reading comprehension. The result of this study was that the PQ4R learning strategy was better than the SQP2RS learning strategy in terms of student achievement. Meanwhile, the results of Qabaja et al. (2016), Khaghaninejad et al. (2015), Hadi (2014), and Af Ida (2010), those studies found that there was a significant mean difference between the experimental and the control group due to the use of the SQP2RS strategy.

However, the writers believe that the reason behind that is the use of the SQP2RS strategy which actively engaged students as they study, more so than when they simply read the text. Students got an overview of the text, thought about the title and pictures before they read, and generated questions to arouse their curiosity and, as a whole class, they came up with some key concepts they will learn while reading.

**CONCLUSION**

Some conclusions could be made based on the findings. First, there was no significant improvement in reading comprehension of narrative text by using the SQP2RS strategy to the tenth graders of Vocational High School of PGRI 2 Palembang. It means that Ho<sub>1</sub> was accepted and Ha<sub>1</sub> was rejected. Second, there was no significant difference in students' reading comprehension of narrative text between the tenth graders of Vocational High School of PGRI 2 Palembang who were taught by using the SQP2RS strategy. It means that Ho<sub>2</sub> was accepted and Ha<sub>2</sub> was rejected.

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