

Increasing Students' Reading Comprehension Of Descriptive Text By Using Survey, Question, Read, Reflect, Recite And Review (SQ4R) Strategy

*Meningkatkan Pemahaman Membaca Siswa pada Teks Deskripsi dengan Menggunakan Strategi
SQ4R*

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ABSTRACT

The purpose of this study was to investigate whether using SQ4R strategy could significantly increase students' reading comprehension by conducting Classroom Action Research (CAR). The subjects of this study were tenth grade students of SMKS Muhammadiyah 04 Medan, which amounted to 21 students and was carried out in two cycles. The data collection instruments were quantitative data on the SQ4R Strategy and qualitative data (observation sheets, and interview result). Based on the data analysis, the score of the SQ4R Strategy increased in each test. The students' test results showed the mean score of the pre-test was 66,6. The average value of the post-test cycle I was 76,1. The average value of post-test cycle II is 81,9. Based on the observation sheet, it is known that the teaching and learning process is going well. After being given a students reading test on descriptive text using this strategy has increased. It is concluded that the SQ4R Strategy can improve students' English reading comprehension of Descriptive Text.

Keywords : Reading comprehension, Descriptive text, SQ4R strategy

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1. INTRODUCTION

Analyzing comprehension performs an important role in human lifestyles. Its role is realized as very considerable because it opens up new knowledge for individual. The goal is to benefit information from what the writer conveyed via a textual content and makes use of this statistics to enhance reviews and to improve intellectual capability. Reading is one of the crucial factors in English that have to be mastered through all of human beings in standard and particularly for all college students who need to get greater statistics and deepen their know-how. As we knew that reading may be a bridge for seeing the sector. By using doing analyzing interest, we ought to get such a lot of new things. There are such a lot of benefits that could be gotten from reading if we recognize the right approach in getting analyzing comprehension. Primarily based on school-based Competency Curriculum, analyzing has a function in expertise the means in written expression officially or informally within the recount, narrative, manner, or descriptive textual content. Descriptive text is a written English textual content describing an object by means of the writer. The object can be a real or summary entity. It is able to be a human, vicinity or something it is able to be on any subject matter. Studying descriptive texts without know-how is possibly to be one of the barriers. The first thing is the mastering environment additionally has a big have an impact on students' getting to know motivation. A conducive gaining knowledge of surroundings will encourage college students to usually be motivated in getting to know. But at the contrary, a learning environment that isn't always conducive will reason students to be lazy in gaining knowledge of studying. The second is inadequate college and getting to know centers at this time. The last factor from the students is their potential in enforcing the reading strategy. They do no longer use any reading method efficiently although they may realize a few analyzing techniques to

advantage information from the text. In this component, teachers have important role in making college students being interest to study book. By using useful Survey, question, study, mirror, Recite and overview (SQ4R) method, it help improving students studying activity without difficulty. The SQ4R method is a technique of reading and reading textbooks, in SQ4R stand for five steps: survey, question, study, and replicate, recite, and review. And in this segment the instructor teaches college students a way to study a descriptive text approximately a thing or item the usage of SQ4R method, after that the teacher gives a test questions associated with the descriptive text. The aim of analyzing might be reached if the reader should gotten deep comprehension from the descriptive textual content they have examine. If the scholars studying simply fluent, it couldn't classified as successful analyzing. Sadly, studying remains being complex problem in Indonesian students proper now. Nearly of the teacher who teach studying simply attention on college students' reading fluency without stated college students reading comprehension. Due to this situation, nearly of college students being less interest in doing studying hobby.

Because of having low comprehension in analyzing, their rating come to be low too. It proved that if the teacher isn't implementation the perfect method as soon as possible, it'd give greater bad effect. If teacher nevertheless could not implementation the method, as the other ways, they might alternate how the manner they educate analyzing. For the instance, the trainer can supply some motivation or explained some benefits of studying before starting studying pastime or may be pupil's prior information related with the material that could be found out.

2. LITERATURE REVIEW

A. Reading Comprehension

1. Definition of reading comprehension

Reading comprehension is an active and interactive activity to reproduce the word mentally and vocally and try to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills, which correspond to the many different purpose we have for reading.

2. The purpose of reading comprehension

Reading comprehension is an activity that has purpose. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. According to Williams in Jo McDonough, usefully classifies reading into:

- a. Getting general information from a text.
- b. Getting specific information from a text.
- c. For pleasure or for interest

B. The Idea of SQ4R Strategy

SQ4R learning is a way of reading that can develop students' metacognitive, namely by assigning students to read study materials carefully, carefully. SQ4R is the development of the SQ3R method, which was recommended by a psychology professor from Ohio University, United States, namely Robinson in 1941, is a reading method that is increasingly known and widely used, very important for the benefit of reading intensively and rationally.

The SQ4R (Survey, Question, Read, Recite, Reflect, Review) learning method initiated by Francis Robinson in 1941, made a big change in the development of learning methods because it was effective in helping students memorize information from reading (Nur 2000:25). The level of student mastery of the material being taught can be seen from student learning outcomes after taking one subject (Arikunto, 2002:35).

The steps that must be carried out in the SQ4R reading strategy are as follows:

1. Survey (preliminary research)

In this stage, the reader begins to research, review, explore at a glance to find chapter titles, sub-chapters, and image captions so that the reader knows or is familiar with the reading material that will be read in detail and according to needs. By reviewing, the information needed to focus attention while reading can be collected. Reviewing a chapter should take 5-10 minutes.

When conducting a survey, it is recommended to prepare pencils, paper, and marking tools such as highlighters (yellow, green and so on) to mark certain parts. Important parts will be used as material for questions that need to be marked to facilitate the process of compiling a list of questions that will be carried out in the second step.

2. Question

After conducting the survey, we may find a few questions. We ask a number of questions that can be used as reading guides so that they are concentrated and directed. The number of questions depends on the length of the text, and the ability to understand the text being studied. If the text being studied contains things that are already known, it may only be necessary to make a few questions. Conversely, if the background knowledge is not related to the content of the text, it is necessary to compose as many questions as possible.

3. Read

Now start reading carefully and thoroughly, paragraph by paragraph. As we know, each paragraph develops one main idea. If we combine all the main ideas into one unit, the main ideas will be reflected from a series of paragraphs in one discourse. If reading carefully and thoroughly is difficult, then this reading step is minimal to answer the questions formulated in the Question step. This section can be carried out efficiently and effectively if the reader really makes use of the list of questions, namely reading with the intention of finding answers to these questions.

4. Reflect

Reflect is not a separate step from reading but is a unit. During reading students do not only remember or memorize enough, but try to understand the information conveyed in a way.

- a. Relate that information to things we already know.
- b. Linking the subtopics in the text with the main concepts or principles.
- c. Try to resolve the contradictions in the information presented.
- d. Try to use the material to solve the simulated and suggested problems of the course material.

5. Recite

The fifth step, the teacher asks to mention again the answers to the questions that have been prepared. Train students in questions not to open the book or notes that have been made. If the question is not answered, students continue to ask the next question. And so on until all questions can be resolved.

6. Review

In this last step, students are asked to read short notes (essentials) they have made, repeat the entire contents of the reading if necessary and briefly review all questions and answers (Trianto 2007:147). Check the entire section again. Do not repeat reading, just look at the titles, pictures, diagrams, review questions, and other study tools to ensure that we have a complete picture of the discourse. This step or stage will help us a lot in remembering the material so that we will be able to easily remember it in class and bring it out in the final exam. (Albert in Tarigan, 1079: 54-56) Briefly, in the Review stage, a test or review is carried out on the completeness of the restatement that we have done in the Recite step. So, if there is a deficiency we complete it, if there is a mistake we correct it. Finally, an information structure is structured which, if we develop it, creates a relatively complete and good form of restatement.

3. METHOD

A. Research Design

The approach of the examine is classroom movement studies design. Since it occurs within the study room body, its miles known as car. Based on Ebbut in Zurich (2007), action studies is ready the systematic examine of attempts to improve educational practice by using a set of participants with the aid of their sensible movement through their very own reflection upon the consequences of these actions. study room movement studies (car) is able to referred to as successful if it could exceed in standards which have been decide and fail if it does now not exceed

the standards which have been determined. in this take a look at, the studies is consider successful whilst there is 75% numbers of college students could achieve some improving score from pre-test until the second one submit-check in cycle two and they may pass the target rating of the minimum stage criteria. If the criterion of the movement achievement achieve, it approach that the subsequent motion of the lecture could be stopped, however if the condition has now not reached yet, the alternative movement might be executed inside the subsequent cycle.

B. Research Procedure

In Classroom Action Research, there are four stages involved in each cycle. Those are planning, action/implementing, observing, and reflecting. Here are the detail explanations of the procedures in every phase.

- **Planning**

In this first phase, the researcher would be conducted an observation about the classroom situation and the condition of the students. In this phase, the planning is divided into two types. The first plan is aimed at organizing the plan related to cycle-to-cycle or can be said a specific plan. So, it is focused on the implementation from cycle to cycle only. The second plan can be said as a general plan because it related to the whole aspect of CAR. The organized planning is formed into lesson planning that suits with the syllabus and prepares all the needs and requirements for the teaching and learning process in the classroom, such as the criteria of success in this study and the teaching media. The lesson plan is prepared for the tenth grade of SMKS Muhammadiyah 04 Medan in the academic year 2023/2024.

- **Action/Implementing**

In this segment, the writer and the English trainer paintings collaboratively in imposing the deliberate motion. The role in this motion is the researcher because the teacher who conducts a teaching-gaining knowledge of plan activity in the lecture room. The researcher without delay entails in the magnificence studies totally, from the start until the stop of the studies. The researcher the usage of SQ4R because the method in coaching studying comprehension, and the trainer determined the condition of class at some point of the teaching and studying process. Right here, it starts the technique of studies issues that the writer found it, and also there were cycles wherein each cycle consisted of four meetings in action.

- **Observing**

In this segment, the writer and the trainer located all of the information that were accrued from the preceding levels; interview transcript, statement tick list, subject be aware and students' assessments score. The author observed the overall manner of the research based totally at the devices which have been accrued. The writer located the English teachers' opinion approximately the coaching talking manner before and after the implementation of the technique based totally on the interview transcript and the statement checklist. As equal as the instructor' opinion, the writer also located the scholars' opinion approximately the studying talking system before and after the implementation of the method primarily based at the interview transcript and students' exams score. The writer also determined the sphere observe which has been wrote by the author for the complete procedure of studies.

- **Reflecting**

The reflection is the technique of evaluating statistics that have gathering within the looking at segment. On this section, they also discuss some troubles that arise in school room studies. The evaluation result is locate for connection with the following plan or cycle if it's far want. Therefore, the reflecting phase may be determine after the movement segment and looking at section. Within the research, the researcher makes use of a study room action research (vehicle) design by means of Kemmis and McTaggart. The coaching and getting to know procedure is devided into a few cycles which might be consists of two classes in every cycle.

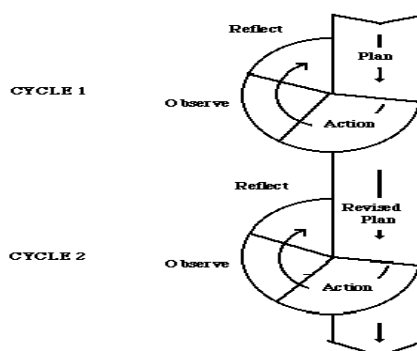


Figure 1. Model of Action Research

C. Data Collecting Technique

The data collection would be conducted in line with the use of the research instruments as follow :

- Tests, is a series of questions or exercise or other tools use to measure skills, knowledge, intelligence, abilities or talents possess by individuals.
- Observation, might be performed with a purpose to benefit statistics about trainer's and students' sports for the duration of the mastering method. The researcher exchanges a position in the class have become a teacher, and the observer is the English trainer. The researcher has organized the rubric list for remark sheets approximately the manner of coaching and gaining knowledge of studying comprehension thru the SQ4R approach. the primary element is class shape, what the trainer will do to put together the students in learning new material, then the approach used in the class by way of the instructor, and the way was the way she/he delivers properly-designed materials to the students. furthermore, instructor-pupil interplay is pretty critical; it includes the students' participation in the elegance, college students' interest in the course of the learning technique, and teacher's ways to quick-witted the notice of person pupil learning wishes. The last the content does the instructor seem know-how able or explains the idea absolutely to the scholars.would be conducted in order to gain data about teacher's and students' activities during the learning process.
- Interview, by asking the tenth grade's English teacher to know the condition of the students before conducting the research. During the interview, the researcher asking to the teacher some questions relate to the general condition about English learning process in the classroom, students' performance and achievement, the problem that is face in the tenth-grade class on reading comprehension and the kinds of strategy which is the teacher's program to address the students' reading difficulties on reading comprehension.
- Documentation, It would support research in form some of photos while implementing strategy SQ4R of reading comprehension. The purpose of this going to show the activities that do by the students during teaching and learning process.

D. Data Analysis Technique

In this research, the qualitative data analysis would be conducted done by analyzing the result of the observation sheet and the interview and for the quantitative data analysis would be done by accounting the result of the pre-test and post-test. Second, the researcher would like to get the percentage of student's number who passed the KKM of 75 (seventy five). Third, after getting mean of student's score per cycle, the researcher identifies the improvement of the student's score on reading comprehension from pre-test up to post-test score in cycle 1 and cycle 2. In this research, the qualitative data analysis would be conducted done by analyzing the result of the observation sheet and the interview and for the quantitative data analysis would be done by accounting the result of the pre-test and post-test. In the classroom action research, the success

indicator is judge to success if 75% of the total students reach the minimum score at 75 (good), after that the students activities in learning activities are categorized well if the average percentage shows that it has reach 75% of the number of students. By calculating them, the researcher find out the average of the student's scores. The rankings of the test are using as a benchmark in enhancing reading comprehension. Furthermore, the test is use to show whether or not procedure SQ4R strategy effective in improving scholar's analyzing comprehension of descriptive textual content.

4. RESULT & DISCUSSIONS

An initial observe changed into carried out on Monday, twenty fourth July 2023 in SMKS Muhammadiyah 04 Medan. This movement became carried out at the beginning semester of 10th grade college students of SMKS Muhammadiyah 04 Medan academic 12 months 2023/2024. Whilst the researcher took element in the magnificence for initial examine, the researcher observed a few troubles in the school room. One of them become the problem of studying. There were such a lot of college students who don't want to be asked to study English textual content, this is because of numerous elements that purpose college students now not to need to study even supposing they see the textual content. The first component is the shortage of self-confidence that makes the embarrassed to read. The second one is trouble in pronunciation whilst analyzing. The last thing is the shortage of pupil in English lesson due to the fact it is tough to translate it.

a. The result of pre-test

The pre-test changed into conducted because the preliminary have a look at or executed before school room action studies (CAR) to discover the scholars' actual competence and problem in analyzing. In pre-test a look at, the students were assigned to examine numerous sentences. There may be one descriptive text that they've to read. In doing the test, the scholars achieved the for the duration of 40 minute. Based totally at the end result of the pre-check the statistics showed that mean score of pre-check became 66, 6. There had been handiest 4 college students or 19, zero of the scholars who get rating above the minimal Mastery Criterion – Criteria Ketuntasan minimum (KKM), meanwhile the alternative 17 students had been beneath that criterion. From the analyzing, it is able to be visible that nearly of 10th grade of SMKS Muhammadiyah 04 Medan college students' studying comprehension become still very low.

Table 1. name of students' of 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

After reading the result of preliminary study, it may be concluded that maximum of students at 10th grade of SMKS Muhammdiyah 04 Medan had low studying comprehension in English. So, it wishes to find out the solution to triumph over this problem. The researcher used SQ4R approach as coaching media in teaching reading as a motivation in teaching mastering proses. The action needed to keep students' analyzing comprehension. The motion research related to making plans, appearing, gazing and reflecting. The cycles became conducted in conferences. The subsequent changed into the rationale of the motion research result.

b. The first cycle of CAR

- Making plan

The primary was getting ready the cloth that would be completed. The second turned into getting ready tools like paper, pen or pencil, dictionary. The third changed into making ready the research device, along with the textual content of descriptive text. The fourth became getting ready the cloth in Cycle I, the cloth in cycle I is to examine English texts. And the second is so that you can repeat the analyzing. And the ultimate is making ready a take a look at to measure student's reading comprehension.

- Action/implementing

The researcher could educate the material by using using SQ4R approach as the gaining knowledge of media to improve students' studying comprehension. But before do the Cycle I in enforcing, the researcher has to offer 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.

- Observing

In this phase, the commentary conducted via the researcher and focused mastering process and at this factor, observations made with the aid of the researcher and centered the learning method and announced that the students before and after took steps the checks. The researcher notes the participation of the scholars inside the method of analyzing and getting to know of pre-exams, and post-tests. At the primary meeting, the researcher study the scholars' interested and enthusiasm in studying to study in the descriptive text. despite the fact that the scholars have been nevertheless pressured about how to research like this however they truly desired to recognize a way to study analyzing in descriptive text, because for the usage of the SQ4R reading strategy. While the researcher located the take a look at issue, many college students nonetheless had the low studying comprehension that we can see within the pre-check ratings of student's. The reading comprehension of the scholars is still the equal. While did the remedy or implementing, college students have been significantly gave interest to the the front of the class, because they need to understand and learn the way studying is implemented to the SQ4R strategy. So, students recognize how to answer the query given by way of the researcher. The students had been glad and not bored in elegance whilst studying with a researcher used a SQ4R as a method to educate the analyzing comprehension. Whilst appearing submit-test, there was an improvement in students' studying comprehension, they knew how to do the SQ4R method. this could see from pre-test ratings meaning that 66,6 elevated to 76,1 inside the submit-take a look at cycle I or from four students or 19.0% of students who surpassed the rating above the minimal mastery criteria or KKM 75 to 9 college students or 42,8% college students. Which means that 14, 2% means raising the score. The consequences of detail from the primary cycle may be visible below.

Table 2. name of students' in post-test of cycle 1

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

- **Reflecting**

In this segment, reflecting helped the researcher and teacher to make choice what to do subsequent. The researcher reflected something that has been achieved earlier than. It made positive that to recognize whether or not the students made improvement on the scholars' reading comprehension or not after use this strategy. Even though in Cycle I, there was a development on the scholars. So, because of that the researcher want to do again inside the subsequent cycle by reflecting that has been completed before within the Cycle I.

c. The second cycle of CAR

After Cycle I had been executed, it was discovered that students' analyzing comprehension improved. However the researcher made positive that to understand whether or not the scholars made development on the scholars' reading comprehension or now not after use the SQ4R approach within the next cycle with the aid of pondered something that has been carried out before in Cycle I.

- **Planning**

The primary become getting ready the cloth that could be executed. The second one was getting ready tools like pen, pencil, paper, and dictionary, to get the right solutions. The 1/3 was making ready the studies device, including sheet on paper. The fourth become preparing the material in Cycle II, the material in Cycle II was to answer the precise according to the text. The remaining become preparing check to degree college students' studying comprehension. Inside the publish-test of Cycle II, there have been five question approximately descriptive textual content. The success criteria are that scholars' pronunciation reaches the minimum Mastery criteria (KKM) in English of 75 or greater and 75% of college students had been able to work on English descriptive textual content questions.

- **Action/Implementing**

The researcher could teach the fabric through using SQ4R method as a medium of learning and treatment to improve students' studying comprehension. But, before doing Cycle II in its implementation, they must do a pre-check before giving Cycle I and Cycle II. So it's far nonetheless evaluating the pre-test information and submit-test statistics in Cycle II. Then

the researcher must train extensive to students about how to use the SQ4R strategy in descriptive textual content.

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.
- Observing

The researcher discovered the learning technique at the previous. The remark carried out by way of the researcher and targeted mastering system reading comprehension of the students before and after do enforcing step and gave the approach. The researcher located the students' player inside the procedure of reading and gaining knowledge of on Pre-test and post-test. When did the post-check, there had been the importance of the scholars' reading comprehension from cycle I to cycle II. it may be visible from post-test in Cycle I imply score changed into 66,6 multiplied to 76,1 in post-test of Cycle II or from nine students or 42,8% students who passed the rating above the minimal Mastery Criterion or KKM > 75 to 19 or 9/4% college students. That means that there has been 22.2% of mean score development. The element result of the second cycle can be visible beneath:

Table 3. name of students' in post-test of cycle 2

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

- Reflecting

The researcher of direction provide the second one take a look at of pupil with the identical methods like inside the Cycle I to peer there was an improvement or no longer while did in the Cycle II. It changed into anticipated that Cycle II of movement studies get better than Cycle I.

d. Information Analysis

This study was carried out by way of organizing the quantitative statistics and qualitative facts. The quantitative records became taken through SQ4R approach and the qualitative statistics became taken by way of remark sheet. Each cycle consisted of the 4 steps of lecture room movement studies (planning, action/enforcing, looking at and reflecting). The Pre-test become conduct in one assembly, the primary cycle become conduct in one meeting and the second one cycle turned into behavior in one assembly.

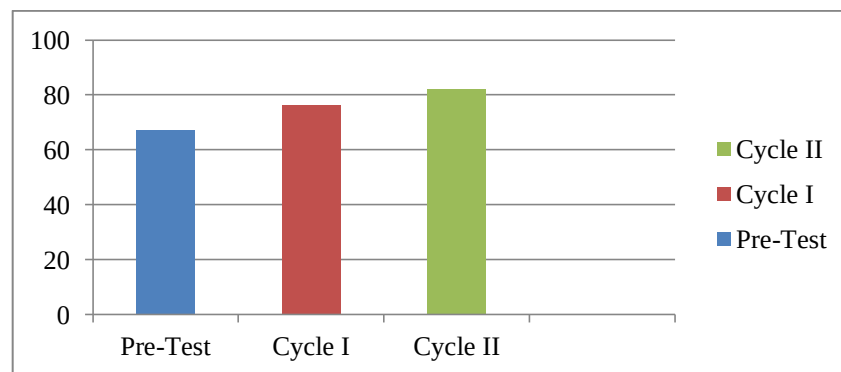
- **The Data Analysis of Reading Comprehension using SQ4R strategy in Pre-Test, Cycle I and Cycle II**

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)

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



- The data analysis of observation sheet

The researcher became carried out in a single elegance with 21 pattern of X TKJ-2 magnificence. The instructor became the researcher and the English teacher of the school turned into the observer. The observation sheets had been made for four conferences. It became achieved at SMKS Muhammadiyah 04 Medan. based totally on the information of observation sheets shown that getting to know performed during for 6 instances assembly became very fluent, well-time from the inception of mastering to the final touch of mastering and students' studying comprehension from Pre-test to post-test of Cycle I and Cycle II stepped forward after the implementation of reading comprehension techniques the usage of the SQ4R Stragety. it is able to be visible on appendix of remark sheet.

e. Findings

Primarily based on the records evaluation above, it was discovered that the SQ4R approach provided a sizable boom in student's English analyzing comprehension as show in the Pre-test a look at records, post-test I statistics and post-test II statistics, there has been a improvement on learning fulfillment on pupil's analyzing comprehension. The researcher targeted on gaining knowledge of technique, test studying comprehension the students earlier than and after did imposing step the use of method. In studying method, the students had been interested and enthusiastic whilst to understand to do the mastering by using SQ4R approach. The scholars were happy and not feel bored in the classroom whilst observe with the researcher through the use of the strategy. The students did not sense like have a look at while did teaching and getting to know with the researcher but still coordinated. The scholars have been severely whilst studying used SQ4R because the desired to get expertise. The comparing among pre-test, post-test in Cycle I and post-test a look at in Cycle II have been in Pre-test the studying comprehension of college students before using SQ4R method, the scholars' analyzing turned into low their English studying

comprehension. the scholars now not read and wrote the phrases in correct way. The imply score of Pre-test turned into 66, 6. After giving treatment, that was reading comprehension the use of the strategy, there has been a full-size of college students' studying comprehension as shown in submit-take a look at records in Cycle I. the mean rating of post-test in Cycle I was 76,1. In Cycle II of action studies were given better than Cycle I. the suggest rating of post-test in Cycle II 81,9. The improvement from Cycle I to Cycle II is 15 , Five point. the share of college students' vocabulary from Pre-check as much as submit-check rating in Cycle I was 42,8 % or 9 students and Pre-test up to post-test score in Cycle II become 90,5% or 19 students. The SQ4R approach can improve students' analyzing comprehension from 14, 2 % the development of students. The development is 22, 9% of college students. Based on the findings above, the scholars get development in reading comprehension of descriptive text using the SQ4R approach.

f. Discussion

This research changed into carried out to find out the improving college students' studying Comprehension via the use of SQ4R strategy. This strategy became powerful to improve students reading comprehension. The development of college students may be visible on Pre-test, Cycle I and Cycle II records and the getting to know method. In conducting this study, researcher has some problem while to try this studies. Those have been in gathering the facts, the researcher wished lots time to check college students one at a time, the researcher needed a good deal time to check the paper test which have been performed. Within the result of test have proven the mean score of pre-test a look at become 66, 6. After giving the remedy through SQ4R method, there has been a sizable of college students' studying comprehension as shown in post-test I facts in Cycle I. The suggest rating of post-test a look at in Cycle I was 76, 1. In Cycle II of movement studies were given better than Cycle I because the students delved into the material that had given achieved in Cycle I. The imply score of post-test a look at in Cycle II become 81,9. The SQ4R method can enhance students' studying comprehension from 14, 2 % the development in pre-check to Cycle II become 22, 9 % the improvement of collage students. As already defined in the predicting chapters that the SQ4R strategy has a few advantages for collage kids no longer for reading however could make college students energetic, at the same time as reading descriptive text, students students will now not bored while mastering English with this approach and involved to do the studying technique. The assessment with previous studies from Meikardo Samuel (2021) entitled "enhancing scholar's analyzing Comprehension via SQ4R technique to the eleventh Grade college students of SMAN 1 Gunung Sitoli" , the comparison is that the insignificant variable is observed in the description textual content. So, the researchers use this variable on specific gadgets and exceptional years too, that is also according with the recommendations of preceding studies. The students are interested and enthusiastic when they discover that they're doing gaining knowledge of the SQ4R approach. It meant that the students' motivation to examine English specifically take a look at approximately reading comprehension of descriptive text advanced.

5. CONCLUSION

Based on the research conducted on the tenth grade TKJ-2 students at SMKS Muhammadiyah 04 Medan, it can be concluded that SQ4R strategies can improve students' reading comprehension. It can be proved from the students' test that collected based on the quantitative data. In the pre-test, there are four students (19.0%) who passed the completed Minimum Criteria of Mastery and the average for pre-test score was 66,6. In the Cycle I, there are 9 students (42,8%) who passed the completed Minimum Criteria of Mastery, considering the average the test score obtained was 76,1. And for Cycle II, there are 19 students (90,4%) who completed Minimum Criteria of Mastery, which the average value of the second cycle post-test was 81,9. This data is also supported by qualitative data through observation sheet and interview result. The use of SQ4R Strategy mkes the students enjoy the strategy and learning process and the using materials and easily to be understand.

The researcher would like to offer the suggestion to resolve the trouble in teaching English by means of giving these following concept as comply wih it's far for english instructors to use SQ4R techniques in coaching studying mainly in descriptive textual content due to the fact the SQ4R strategies are an awful lot greater powerful.

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In the end, she hopes this scientific paper can deliver a chunk contribuion to the language education particularly English principal and in addition pedagogical research and additionally she hopes it can be beneficial for research readers and the next researchers.

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