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Developing English Reading Comprehension Material Based On The SQ4R Technique For Class X In MAN 1 Mandailing Natal

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Abstract

This study aims to determine the development, validity and effectiveness of the development of English Reading Comprehension Material Based on The SQ4R Technique For Class X in MAN 1 MANDAILING NATAL This research is a research and development (R&D) using the Sugiyono model. The instrument used is a questionnaire for expert lecturers and students, interviews with teachers, and the results of the last test given to students. The test results from the validator through media design aspects of 100% in the very good category and 95,83% from material experts I and II in the very good category, so this product was declared worthy of being used as learning so that students were more active in participating in learning. And The effectiveness of the product can be known based on the results of student responses when using the product is very good. The results of student responses who answered "yes" were 84% and students who answered "no" were 16%. So the student response by answering "yes" is more than those who answered "no" so it can be criticised very well

Keywords: *SQ4R Technique, Reading Comprehension, Development*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengembangan, validitas dan keefektifan pengembangan materi Reading Comprehension Bahasa Inggris Berbasis Teknik SQ4R Untuk Kelas X di MAN 1 MANDAILING NATAL. Penelitian ini merupakan penelitian dan pengembangan (R&D) dengan menggunakan model Sugiyono. Instrumen yang digunakan adalah angket dosen ahli dan mahasiswa, wawancara dengan dosen, dan hasil tes akhir yang diberikan kepada mahasiswa. Hasil uji dari validator melalui aspek desain media 100% dalam kategori sangat baik dan 95,83% dari ahli materi I dan II dalam kategori sangat baik, sehingga produk ini dinyatakan layak digunakan sebagai bahan pembelajaran agar siswa lebih aktif dalam mengikuti pembelajaran. Dan keefektifan produk dapat diketahui berdasarkan hasil respon siswa saat menggunakan produk sangat baik. Hasil respon siswa yang menjawab "ya" sebesar 84% dan siswa yang menjawab "tidak" sebesar 16%. Sehingga respon siswa dengan menjawab "ya" lebih banyak dari pada yang menjawab "tidak" sehingga dapat dikritik dengan baik.

Kata kunci: *Teknik SQ4R, Pemahaman Membaca, Pengembangan*

INTRODUCTION

Learning is a process of interaction between students, educators, and learning resources. The learning process in the classroom requires educators to have a learning strategy so that students can achieve learning objectives and obtain optimal learning outcomes; therefore, the application of education must be carried out in accordance with the National Education System. This effort is carried out in education through the implementation of the 2013 educational curriculum, which is a complex process that involves various components that are interrelated with one another in a learning process (Bentri, Adree, & Putra, 2014). The implementation of the 2013 curriculum in high schools makes the teacher's book relevant. with student books, because teacher books guide learning according to student books (Kemendikbud, 2013; Permendikbud, 2013).

This is the learning that is expected, but based on the observations that the researchers made in MAN 1 MANDAILING NATAL in the learning process of reading skills in class X, there are still several problems, including: The first problem is the unavailability of teaching materials that can assist students in developing reading skills. The two teachers have never made their own teaching materials that are tailored to the demands of basic competencies and according to the characteristics of the students. Third, because learning is still teacher-centered, it is difficult to get rid of the habit of explaining. learning first. so that students do not get the opportunity to ask questions or predict the contents of the text to be read.

Efforts that can be made to overcome the problems above are to develop teaching materials that are in accordance with the characteristics and needs of students and can improve students' reading competence. Teachers are required to play a role in developing effective teaching materials to encourage student learning progress (Hura, S., & Taufik, 2018). with current technological advances offering renewal in the manufacture of teaching materials. One method is to use good teaching materials. important to support education (Husada, Taufina, & Zikri, 2020; Maladerita, Ardipal, Desyandri, & Zikri, 2019).

The development of reading teaching materials is one of the determining factors for the success

of a thematic learning process (Gustiawati, Arief, & Zikri, 2019; Weriyaniti, Firman, Taufina, & Zikri, 2020). Ideally, the teaching materials used by the teacher should be in accordance with the curriculum requirements and stages of reading, namely: the pre-reading stage includes activities to predict the contents of the reading and make questions according to reading predictions. The reading stage includes reading activities, retelling the contents of the reading, and writing down the main contents of the reading.

The post-reading stage includes concluding the contents of the reading and answering questions based on the contents of the reading. The books used by the teacher in the learning process do not meet the Competency Standards (SK) and Basic Competence (KD) for reading. In developing teaching materials for reading skills, it is necessary to consider suitable learning strategies so that the expected goals can be achieved. One strategy that can be used to develop teaching materials reading skills is to use the survey question. Strategy of reading, reflecting, reciting, and reviewing (SQ4R).

The selection of this strategy is based on several things. This strategy is an efficient way of reading. to make the reader active in the face of reading. According to Ermanto (2009), "SQ4R is strategic a development of SQ3R, which is used to obtain detailed and comprehensive information in a reading (Fong & Hoon, 2020; Jannah, 2018). In this case, the researcher was interested in conducting a study entitled "Developing English Reading Comprehension Material Based on the SQ4R Technique for Class X in MAN 1 MANDAILING NATAL."

RESEARCH METODE

According to Sugiyono (2016: 48), these steps include: (1) potential and problems; (2) literature study and information gathering; (3) product design; (4) design validation; (5) design revisions; (6) product manufacturing; (7) limited trials; (8) product revision 1; (9) main field trials; (10) product revision 2; (11) operational field trials; (12) product revision 3; and (14) dissemination and implementation. Given the relatively short and limited research time, the research and development steps carried out in this study were limited to the eighth step, namely the limited trial stage, as shown in Figure 3.1 below:

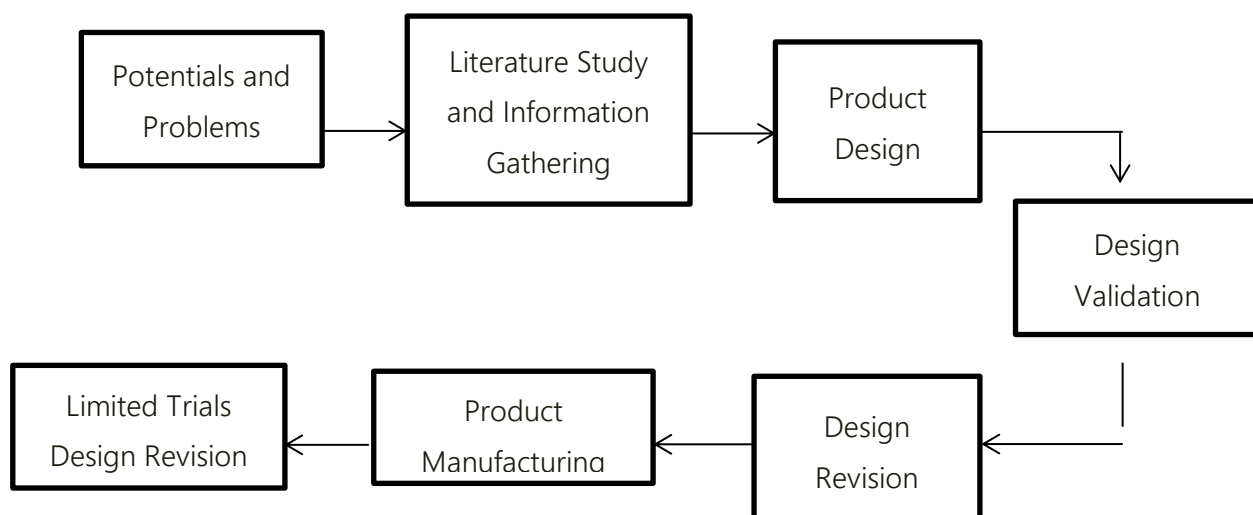


Figure 3.1. Research and Development Steps (Source: Sugiyono, 2016)

1. Qualitative Data Analysis

The qualitative descriptive analysis technique is used to analyze qualitative data. This technique is used to process data from interviews, observations, and comments from validators and students. The aim is to classify information from qualitative data in the form of comments, suggestions, and responses. This analysis is used as a reference to improve or revise the development model for writing paragraphs by using argumentative text.

2. Quantitative Data Analysis

Quantitative data analysis was used to process assessment questionnaire data from validators and student responses. The following is an analysis of quantitative data for the development of writing paragraphs using argumentative text.

1) Validity data analysis to find out the effectiveness of developing paragraphs using argumentative text. Development validation was carried out by material expert validators and movement of expert validators using the questionnaires provided, and then the results of the validation were converted into intervals using a Likert scale (Sugiyono 2017). According to Sugiyono (2017) the Likert scale is used with a gradation from very positive to very negative, which is used with the following words:

- 1) very good; good; not good; very bad.
- 2) agree, agree, undecided, disagree, disagree, strongly disagree
- 3) Always, often, sometimes, never
- 4) Very positive, positive, negative, very negative

For quantitative analysis guidelines according to Sugiyono 2017, the answers are scored as follows:

Table 3.2. Likert Scale

No	Score	Description
1	Score 4	Very Good
2	Score 3	good
3	Score 2	not good
4	Score 1	very bad

(adapted from Sugiyono, 2015: 141)

Obtaining data from validation results using a Likert scale is obtained by the following formula:

$$PS = \frac{\sum x}{SMI} \times 100\%$$

Information:

PS: Score Percentage

Σx : Total Score

SMI: Ideal Maximum Score

Table 3.3 Likert Scale Interpretation Formulas

Achievement Level	Qualification	decision
80% - 100%	Very feasible	It is very feasible to use the learning model without revision.
60%–79%	Feasible	Feasible to use the revised learning model
40% - 59%	Less Eligible	Less suitable for learning models with revisions
20%–39%	Not Feasible	Not suitable for learning models with revisions

(Akbar 2013:81)

The development of writing paragraphs by using argumentative text in learning English for grade 8 junior high schools can be said to be effective and feasible if the validation results obtained by expert validators obtain a percentage of $\geq 61\%$ through revision or without revision according to the strong to very strong criteria in the table above.

2) Student response

The development of writing paragraphs by using argumentative text is said to be effective if it gets a positive response from students; if it gets a less positive response from students, with many scoring below the criteria, then a student response questionnaire needs to be carried out to make improvements to the deficiencies found in the model's development. Student response data was converted into intervals using the Guttman scale. The Guttman scale is used with positive or negative gradations and the following words:

1. Yes/no
2. True/false

3. Good/bad

For quantitative analysis guidelines, answer scores should be as follows:

Table 3.4 Guttman Scale

No	Score	Description
1	Score 1	Yes, True, or Fine
2	Score 0	No, wrong, or bad

(adapted from Sugiyono, 2017)

Obtaining data from validation results using the Guttman scale is obtained by the following formula:

$$PS = \frac{\sum x}{SMI} \times 100\%$$

Information:

PS : Score Percentage

$\sum x$: Total Score

SMI : Ideal Maximum Score

The formula for the interpretation of teacher and student response questionnaire scores with the Guttman scale according to Arikunto (2010) is written in the following table:

Table 3.5. Guttman Scale Interpretation Formulas

Achievements	Category	Description
81–100	A	Very Positive
61–80	B	Positive
41–60	C	Less Positive
21–40	D	Not Positive
<20	E	Not Very Positive

(Arikunto, 2010)

The development of writing paragraphs by using argumentative text in teaching English education in grade 8 junior high schools can be said to have received a positive response from teachers and students if the results obtained were ≥ 61 dan ≥ 81 through revision or without revision according to very positive to very negative criteria.

RESULTS AND DISCUSSION

This research is a Research and Development study using the SQ4R learning method (survey, question, read, reflect, recite, review). implementation of this development includes potential and problems, data collection, product design, design validation, design revision, Limited Trials and design revisions. Reports will be presented at each stage of development to facilitate discussion

1. Potential and Problems

This research departs from seeing the potential of students as a creative generation and able to apply the knowledge they have to everyday life. However, the reality shows that mastery of the material is relatively low. For this reason, it is necessary to conduct further research on these problems so that the existing potential can be used

2. Data collection

The Result of Questionnaire for Eight Grade Students The questionnaire consisted of 15 questions with four answers.

a) Goals

Based on the results of the questionnaire in question number 9 (53%) of the students assumed that reading activities in the classroom were less interesting. It was because in the teaching learning process, they only used English reading materials which were not interesting to them. The students said that learning reading was very important in English. It means that students need reading activities to improve their reading comprehension and learn reading in interesting activities.

b. Necessities

The questions aimed at knowing the students' need of the material (86.7%) of the students said that they need additional material in learning English. While in the students said that vocabulary was important in learning English. It showed that they needed more vocabularies to understand the material. And the English writing materials they used now were less interesting to them.

c) Wants

The aim of the questionnaire was to find what students wanted in learning English, especially in writing. However, the researcher made the task in English writing materials not only focused on multiple choices so that the task that was designed by the researcher still had varied exercise although mostly in multiple choice forms.

d) Topics

The purpose of this question is to find the information about the students' preferences for the topic of materials. Based on the table above, there is 60% of students' choice of daily life topics. It was present in the English reading material, because the material was designed by researchers related to daily life.

e) Materials

The purpose of these questions was to find out the appropriateness of the material especially in reading. To make the students' interested and easier to understand the material, the researcher combined the material in English reading materials with lots of pictures. It can be seen that most of the students (60%) assumed that pictures are important in learning reading, this can make students motivated and interested in learning. Besides, these questions were to measure whether the worksheet currently used was interesting or not. Based on question number 1, the worksheet currently used was less interesting. However, in questions number 2 and 3, it can be seen that the worksheet was still unable to improve their reading abilities yet and sufficient the students' reading need. It can be concluded that the worksheet which is used was less interesting,

f) Lack

The purpose of this question was to know the students' difficulties in learning reading. It can be seen that most of the students (86.7%) find it difficult to comprehend the grammar.

Furthermore, the researcher collected various references from books, the internet, and journals as supporting media that would be developed using the SQ4R technique at the Madrasah Aliyah Negeri.

3. Product Design

After doing the analysis, the next step is to design. This design stage includes two parts, namely compiling research instruments, making questions and compiling attached teaching materials.

4. Design Validation

Based on the results of validation conducted by media and material experts, the following results were obtained:

Table 4.10. expert validation results

Expert validation	Presentation from all aspects	Category
Media experts 1 and 2	100%	Very feasible
Material experts 1 and 2	95,83%	Very feasible

From the results of the validation above, it was obtained from all aspects of 100% with very good categories and 95.83% from material experts I and II with very good categories, so this product was declared feasible to be used as learning so that students are more active in participating in learning.

5. Design revisian

Based on the results of media and material experts have been validated, the product design is ready to be used to students in learning activities.

6. Limited Trials

This product test was conducted on 10 th grade students at MAN 1 MANDAILING NATAL, a total of 33 students using the SQ4R technique. In product trials using the SQ4R technique, interest can be identified through a student response questionnaire given to each student after participating in learning activities using the SQ4R technique. The questionnaire was filled in directly by the students individually. the average value of students obtained an average number of 84%.

7. Design Revisian

Based on the results of research on learning activities from the improvement of materials and media at MAN 1 MANDAILING NATAL, it can be used, because it has been tested for feasibility and use, so the research has been completed and can be used as learning at the State Aliyah Madrasah.Madrasah Aliyah Negeri.

8. Product effectiveness

The effectiveness of the product can be known based on the results of student responses when using the product is very good. The results of student responses who answered "yes" were 84% and students who answered "no" were 16%. So the student response by answering "yes" is more than those who answered "no" so it can be criticised very well.

In this stage of research, students think operationally by using products to be more directed and the results obtained are as expected, so researchers use supporting theories and students have begun to be able to reason with concrete objects. This learning using the SQ4R technique includes a concrete operational stage because grade X students at Madrasah Aliyah Negeri (MAN) are easier to accept material during the learning process and use concrete media.

3. Limitations

The limitation in using the Research and Development (R&D) method procedure is only carried out up to the seventh stage, namely product revision. Researchers do not mass-produce because of limited time for researchers and the costs involved in doing so

CONCLUSION

This English writing materials was developed using Sugiyono model. It was potential and problems, data collection, product design, design validation, design revision, Limited Trials and design revision. The result of the above validation results obtained from all aspects of 88.9% with a very good category and 87.5% from media material experts I and II with a very good category, and

the response of students after using the product in the learning process with a score of 84%. It showed that the English writing materials were easy to use, helpful both of students or teachers and learning time more efficient. Based on the research that has been done, it can be concluded that the researcher made English writing materials for the first and second semester of eight grade students of MAN 1 MANDAILING NATAL.

The English writing materials are in the form of a printed instructional material with 5A size (half of A4). It contains preface, table of content, syllabus, using instruction, learning material, tasks, bibliography/references and writer's profile. Each page of the English writing materials has different colour and interest zone. The worksheet is presented in two languages (English and Indonesian). The conclusion based on the result it showed that the English writing materials is accepted as learning material as additional learning for English lesson that is interesting contextual, and congruent to syllabus.

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