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**IMPROVING STUDENTS' READING COMPREHENSION BY USING  
SURVEY, QUESTION, PREDICT, READ, RESPOND, AND  
SUMMARIZE (SQP2RS) TECHNIQUE AT SMP NEGERI 7  
GUNUNG TALANG**

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**ABSTRACT**

*Reading comprehension is one of the important aspects that must be mastered by students. Based on researcher's experience and observation during teaching, it was found that most students got unsatisfactory scores under the minimum graduation criteria (KKM). This problem is caused by several factors including lack of knowledge in reading strategies, lack of ability to find information or ideas of the text being read. This research was Classroom Action Research. The main objective of this research was to explain how far the SQP2RS reading strategy (Survey, Question Predict, Read, Respond, and Summarize) can improve students' reading comprehension and explain what factors influence the improvement of students' reading skill. This research was conducted in 2 cycles. Each cycle consisted of 4 meetings. It was done at eight grade students of SMPN 7 Gunung Talang. The data in this study were collected through tests, observations, field notes and interviews and each end of the cycle were given a test. In collecting data the researcher was assisted by an English teacher at the author's place as a collaborator. The findings in this study indicated that students' reading ability improved after using the SQP2RS strategy. The improvement was influenced by several factors, namely, material, media, class activities, classroom management, teacher strategies, and teacher approaches. Therefore it can be concluded that the use of the technique SQP2RS can improve students' reading comprehension.*

Keywords: *Students' Reading Comprehension, SQP2RS Technique*

**INTRODUCTION**

Reading is an interactive process between the readers and the writer. An interactive process happens when the readers try to understand the text. While understanding the text, the readers are communicating with the writers. Therefore, reading is a process of communication between the readers and the writer.

Hammer (1998: 68) defines that reading is the meaningful interpretation of written of printed verbal symbol. He also summarizes that reading as the act of responding with appropriate meaning to print or written verbal symbol. Moreover, Linse (2005:71) states that the students are provided the reading comprehension by focusing them the instruction reading

for meaning, understanding and entertaining. Reading comprehension also involves higher order thinking skill is more complex than merely decoding specific words.

Based on the preliminary test that was done by the teacher on March 02<sup>th</sup> 2019 at the Eighth Grade Students of SMP Negeri 7 Gunung Talang, the researcher found that the result of students' reading comprehension on the preliminary data was only 60 %. There were only 25 % or 5 from 22 students passed the minimum achievement criteria (KKM=78). It meant that there were some problems in reading comprehension for the students at the Eighth Grade Students of SMP Negeri 7 Gunung Talang.

From the observation when the teacher taught at the Eighth Grade Students of SMP Negeri 7 Gunung Talang, there are several problems faced by the students in comprehending reading text. The first problem was the students could not comprehend English text well. They were not able to identify the ideas of the text. It consisted of selecting the topic sentences, finding the main idea and the general idea of the text. The second problem was critical reading. Some students have difficulties in developing their critical reading. In other words, their critical reading was low. Related to the definition above, it can be seen that critical reading processes, the students are demanded to design short question, they are asked to interpret the whole text deeply and they can explore simple questions in the text because the main goal of this process is student's center. The students' critical reading did not develop well.

The third problem was the students' limited vocabulary. The lack of vocabularies leads them to the point of having difficulties in understanding reading text. The students were not able to do the activity when the researcher gave the students an English text and asked them to read it. They spent extra time to read and understand the text. They checked dictionary regularly. All of these made the students felt bored.

From the preliminary data, it was found that there were three external factors that influence students' low ability in comprehending reading comprehension. The first factor was the material. The students were not interested the material because the material was not related to the students' real life and daily experience. The second factor was the media used by the teacher in teaching reading. The media were not effective. Some of students were not involved in using the media, then. The third factor was related to the technique used by the teacher in the classroom. The technique was not varied (monotonous). From the problems and the fact above, the researcher assumed that the most serious problem that faced by the students in reading comprehension was the students' background knowledge. The students still confused in identifying the information of the text such as general and specific

information. Therefore, the researcher was interesting to solve the problems by using new strategy in teaching reading in order to make the students more interested and proactive in reading activity.

The researcher strives to overcome the students' problem in comprehending reading text by applying SQP2RS strategy, SQP2RS stands for (Survey, question Predict, Read, Respond, and Sumarize).

Echevarria and Vogt (2008: 71) explain that SQP2RS (*Squeepers*) is an instructional framework for teaching reading that needed by the students in order to get some information about what the reader read. SQP2RS can enrich the major metacognitive technique that highly proficient readers use: predicting, self-questioning, monitoring/clarifying, evaluating, and summarizing/synthesizing. This technique reflects the ways effective readers think about text.

Furthermore, Rock (2012: 1) report *Survey, Question, Predict, Read, Respond, Summarize* (SQP2RS) is evidence based strategies that can make complex academic text more accessible to language learners and struggling readers. Vogt (2005: 265) says that SQP2RS is development from SQ3R as conceptual framework for the students so that the students will be autonomous in teaching reading comprehension. SQP2RS is an effective instructional approach for teaching and reinforcing students' cognitive and metacognitive strategy use. Then, Students perceive themselves as strategic readers, those who have at their disposal a variety of strategies to use in order to comprehend the text.

SQP2RS (*Squeepers*) technique is a study technique that helps the students read and remember the text. SQP2RS (*Squeepers*) technique are consist six activity in learning process. There several procedures or steps by experts:

According to teaching tolerance (2013: 1), there are some procedures in teaching reading comprehension. First, the students read the title or the students read the first few paragraphs. Second, After reading the first few paragraphs. Third, Based on survey and questions, make three or four predictions before you read the rest of the text. Fourth, Read the rest of the text and use a sticky note to record and mark answers questions and confirm or disconfirm the predictions as read. Fifth, answer the questions, clarify misunderstandings and discuss key concepts. Last one is write a summary of what you just read. Include important ideas and facts each section of the text.

Echevarria and Vogt (2008: 71) say that SQP2RS has six steps that in reading comprehension. The first step is Survey. Students should skim and scan the text, the aimed of this step is to helps the students to activate their background knowledge and experiences. Rather than remaining off-task and mumbling among themselves, students start activating

their schemata and making sense out of things during their skimming. This process sets the stage for them to learn some ideas that they think will be studied in that text.

The second step is Question. In groups or partners, students discuss and come up with two or three questions likely to be answered while or after reading the text. Then I write down students' questions on the board, and mark, with asterisks/stars, the questions that most groups come up with. Students have opportunities to see which questions are being raised most often, which can be one of the key ideas of the day's reading.

The third step is Predict. Students then, as a whole class, determine four or five key concepts likely to be learned while reading. At this stage, they predict which key concepts would be chiefly studied. I encourage students to voluntarily express their ideas, and at the same time, make sure that all students participate in these activities. In fact, this process builds on the questions students generated during the Question stage. Narrowing focus is absolutely essential in this stage.

The fourth step is Read. Students start reading the text in pairs or groups. While reading, they look for answers to the questions that they have come up with, and confirm or disconfirm their predictions at this stage. As Echevarria, Vogt, and Short (2008: 71) suggest students can use sticky notes or tabs, or highlighter tapes to mark the places in the text that answer their questions and confirm their predictions.

The fifth step is Respond. Students answer questions and discuss their predictions with the teacher and the rest of the class. They formulate new questions and make new predictions for the next section, if there are any other sections. I discuss the key concepts or predictions in detail with the class as a whole.

And the last step is Summarize. In pairs or groups, students, orally or in writing, summarize the text's key concepts, using key vocabulary. Depending upon the length of the reading, I usually choose 10 content words and write them on the board. Students are provided with wait time during which they interact among themselves and come up with the main concepts, using the key vocabulary given on the board. Students and I enjoy the whole process very much.

From the steps above, the researcher used the procedures of SQP2RS "*Squeepers*" technique by combining explanations from both of experts above. The procedures are: first, the students will do skimming or survey the text. Second, the students make 2-3 questions based on survey. Third, the students predict the answer about their questions. Fourth, the students read orally the text. Fifth, the students respond to the text, they find the real answer

after reading orally. Finally, the students conclude the text using their own sentences. Here, the students can do the technique in individual or small group.

## **METHOD**

The types of this research was a classroom action research. This research was done at SMPN 7 Gunung Talang which is located in Jalan Gurah Kenagarian Sungai Jernih, Gunung Talang District, Solok Regency. The reason when researcher chose the eighth grade Students of SMPN 7 Gunung Talang were he has taught in this class for one year and for the Academic Years 2018/ 2019. Then, a great number of students in that class had low ability in reading because the students did not achieve the Minimum Achievement Criteria (KKM) that was 78. Furthermore, the other participant was the English teacher of SMPN 7 Gunung Talang who is teaching at the same level. She observed and took some notes while doing the action in that class. To elicit different kind of data, some instruments were needed in this research such as reading test, observation and field note and interview.

## **FINDINGS AND DISCUSSION**

After applying SQP2RS Technique that the researcher had done at cycle 1 and 2, the researcher found that SQP2RS Technique could improve the students reading comprehension. The SQP2RS Technique made the students to be active in reading comprehension. The students could read the text quickly by interpreting this strategy; they also determined the topic, main idea and designed short questions.

It was proved by the result of the students' score of reading test. The score of students reading test increased significantly. At the cycle 1, the average score of students' reading comprehension was 68 %, it increased 8 % with the students' score compared in the pre test. In addition, the result of the students' reading comprehension was analyzed with the reading's indicators such as general information, specific information, words of meaning and linguistic features.

The finding of this research was supported by Subadiyono (2014: 107) states *Survey, Question, Predict, Read, Respond, Summarize* (SQP2RS) is a technique that help the teacher to show the students how to use SQP2RS in teaching learning process. There are several steps of SQP2RS. First, the teacher guide the students in reading the text, the text will do in skim or scan. Here, the students thinking aloud about the text. Second, the teacher instructs the students to make 2-3 questions that they cannot answer now. Then, based on the questions, the teacher asks the students to predict their answer. After that asks the students to read the

text, respond the question and the last one is the teacher asks the students to make summarizing about the text.

After implementing SQP2RS Technique in the classroom during the cycles, the researcher found some factors that influenced the students' reading comprehension. In this case, those factors contributed in reading comprehension significantly they were material, media, classroom activities, classroom management, teacher's strategy and teacher approach.

The first factor was material. From the result of the observation, field notes and interview some students, the researcher found that the material given increased the students' interest, challenged them in reading text. The material was also suitable with the background knowledge and relevant and matched to the topic in teaching learning process. It was supported by Clark (1989), the material considered many aspect in order to fulfilled its role in learning process. The material should be authenticity, realism, context and focus on the learner.

The second factor was the media used in reading comprehension. In teaching learning in the classroom, the teacher did not only use the books and LKS as the media, the teacher also brought the Infocus and laptop and pictures to support teaching learning process. Sanaky (2011) states a media is a tool of communication in teaching learning process which can be used by the teacher to transfer the information for the learner in order to get teaching learning achievement process. The media is a change or communication that refers to anything that carries information between sources and receivers.

The data that were gotten from the observation sheet, field notes and interviewed showed that using the Infocus, laptop and pictures made the students not being bored in learning reading comprehension. It also helped the teacher in teaching reading because media guided the teacher to achieve their purpose in the classroom. It was easier for the teacher to handle the material and helping the students in increasing their motivation in teaching learning process. The media helped the teacher not to spend more energy to explain the material and attract students' attention. Besides that, it avoided students' boring.

The third factor was classroom activities. The variation of the classroom activities improved the students reading comprehension to get more practice in the classroom. The classroom activities had big influence toward students' reading comprehension. Richard (2001) explains that the classroom activities should be Pararel to the "the real world" as closely as possible. Since language as a tool of communication, methods, and materials should concentrate on the message and not to medium.

In these activities, the researcher applied all of parts which was related to SQP2RS Technique, such as skim and scan, connect and question, organize your thinking, read and reflect and be the experts. All the of SQP2RS Technique had big influence in reading comprehension, because these parts of this strategy attracted the students to be active and creative in reading comprehension

The fourth factor was classroom management. The classroom management was done by the teacher to create a good situation where the students learned and studied comfortably. According to Jones (1997), an effective classroom management includes several areas in teaching learning process. It should be based on good understanding of the current research and theory; it had to build strong relationship among the teacher and students because the relationship can create the classroom condusively. The classroom management that was created by the teacher was good, the teacher was already to help and guide the students in teaching learning process.

The fifth factor was the teacher's strategy in teaching learning process. Based on the observation and interviewed with some students, it found that the teacher's strategy was good in helping the students understand in reading comprehension. by giving the students some steps of SQP2RS Technique. as the result, the students were more active and also helped the students in comprehending the text independently.

The last factor that influenced the change of students' reading comprehension was the teacher approach in classroom activities. It was stated by Brown (2001) that the teacher approach was important roles in managing the class. It has several characteristic in language teaching, such as controller, director, manager, and facilitator and as resources. Because of that, the teacher approach had big influence in reading comprehension, the teacher approach motivate the students and helped the students when they got problems in comprehending the text.

## **CONCLUSION AND SUGGESTION**

Based on the finding and discussion of the research, the researcher concluded two main points. The first is The used of SQP2RS Technique in teaching reading comprehension was better improve to the students' reading comprehension at the Eighth Grade Students' of SMP Negeri 7 Gunung Talang. It was identified from the teaching implementation and the increasing score of students' reading comprehension from cycle 1 and cycle 2. The SQP2RS Technique gave positives contribution and better outcomes to improve students' reading comprehension text.

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