THE USE OF SQ4R FOR IMPROVING READING SKILL: HOW SHOULD IT BE IMPLEMENTED?

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ABSTRACT

For senior high school students, understanding literature has become a struggle. Impaired vocabulary and prior knowledge, grammatical flaws, and poor reading methods were all important factors in reading. As a result, this study aims to use SQ4R as a technique for overcoming learners' difficulties in learning reading, particularly those studying English in SMKN 1 Bakung. SQ4R is one of the most widely used acronyms (Survey, Question, Read, Recite, Review, and Reflect). The SQ4R reading method is aimed to engage kids in reading activities, encourage them to enjoy reading, and enhance their academic achievement as a result. Students should apply what they already know to assist them learn new material, according to SQ4R. This study employs Classroom Action Research (CAR) at XI TKJ, using data obtained from two instruments: a post-test and observation sheets. A total of 26 students participated in the study. The findings of this study show that after being taught the approach, students' reading ability improves. The students acquire an average score of 55.4 in pre-test. Then, their average score increases to 63.3 in the first cycle. The average score climbs to 73.3 average scores in the second round. The success criteria for this study were that 75% of the students (19 students) got a score of 65.

Keywords: SQ4R Technique, Reading Skill, CAR

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INTRODUCTION

In the context of English as a Foreign Language (EFL), comprehending literature has become a challenge for senior high school pupils. Davoudi and Yousefi,[4] identified a number of reading challenges and problems among EFL students, including impairments in vocabulary and background knowledge, grammatical problems, and poor reading methods, all of which are crucial in reducing the difficulties. Students at SMKN 1 Bakung, particularly those in the XI TKJ *(Teknik Komputer Jaringan)*, had the same issue. They struggled to find general information, specialized or detailed information, word references, and word synonyms in a genre work such as a biography. According to early findings, 73 percent of students at SMKN 1 Bakung received a score below 65, which is the minimal completion standard *(Kriteria Ketuntasan Minimal)* for English. One of the variables contributing to these issues is the teacher's teaching method. It is possible that this happened because the teacher taught reading using a traditional manner. The teacher did not allow the children to participate in class activities. As a result, kids become bored and less engaged during the reading exercise.

When faced with such a challenge, an EFL teacher must search out a suitable reading technique. There are numerous ways for improving reading ability. SQ4R is one of the most commonly

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[4] Mohammad Davoudi Dina Yousefi, 'Comprehension Breakdown: A Review of Research on EFL Learners' Reading Difficulty and Problems', *International Journal of Language and Applied Linguistics*, 1.1 (2015) <https://scholar.google.com/citations?view_op=view_citation&hl=id&user=kdHA3usAAAAJ&citation_for_view=kdHA3usAAAAJ:qjMakFHDy7sC>.

utilized (Survey, Question, Read, Recite, Review, and Reflect). This model is an extension of the SQ4R approach that includes a reflect element. The teacher's exercise, for example, presents an open-ended problem relating to a real-life situation. The students will then work together as a group to solve these questions using the knowledge learned during the reading stage. The presence of open-ended problems might lead to students' critical thinking and lectures in order to determine the level of their understanding.

SQ4R has been used in a variety of studies to help pupils improve their reading skills. Basar[5] is conducting some SQ4R-related research in Turkey, Atartuk Elementary School. He observed pupils in the fourth grade. During the second semester of the 2013-2014 academic year, 57 students were chosen as part of the sample. By asking open-ended questions, it was aimed to improve their reading comprehension. Students that used the SQ4R approach were more successful in reading comprehension. As the number of pages read increased, so did the level of comprehension. The SQ4R approach was found to help students improve their reading comprehension skills.

Simbolon and Marbun,[6] conducted a study using SQ4R and a Classroom Action Research design. This study was carried out in SDN Medan Johor. Thirty fifth-grade children served as the

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[5] M Basar, M., & Gurbuz, 'Effect of the SQ4R Technique on the Reading Comprehension of Elementary School 4th Grade Elementary School Students', *International Journal of Instruction*, 10.2 (2017), 131–44 https://doi.org/doi.org/10.12973/iji.2017.1029a.

[6] I. Simbolon, N., & Marbun, 'Implementation of SQ4R Model to Increase Reading Comprehension Ability of Elementary Student', *Advances in Social Science, Education and Humanities Research*, 118 (2017), 999-1003.

subjects. It was carried out in two cycles, with each cycle completing the planning, implementation, observation, and reflection stages. The research found that there was an improvement from the first cycle, with an average score of 69.66, to the second cycle, with an average score of 80.83. It's possible that employing the SQ4R learning paradigm would help pupils enhance their reading comprehension skills in Indonesian courses.

As in the study "Improving English Reading Comprehension Ability with Survey, Questions, Read, Record, Recite, Review Strategy (SQ4R)" by Lailatul, Rasyid, and Ninuk.[7] The purpose of this study was to see how the SQ4R method affected second-semester students' reading comprehension abilities. In the 2016/2017 academic year, 34 students from UIN Mataram participated in this study. The students who studied reading comprehension before and after adopting the SQ4R technique showed a substantial change in their performance. The experimental group earned an average score of 86.15, while the control group had an average score of 68.2. In other words, the SQ4R method has the potential to greatly increase English reading comprehension skills.

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[7] Nurul Lailatul. Khusniah, 'Improving English Reading Comprehension Ability through Survey, Questions, Read, Record, Recite, Review Strategy (SQ4R)', *English Language Teaching*, 10.2 (2017), 202-11 <https://eric.ed.gov/?id=EJ1161897>.

Jelita,[8] found a significant difference between the pre-test and post-test scores of experimental and control groups consisting of 144 students from SMAN 1 Buay Madang OKU Timur in a study named "SQ4R and Students' Reading Attitude toward Their Reading Comprehension". This study differed from earlier studies in that it focused on the relationship between students' attitudes toward reading ability and their ability to read.

Furthermore, according to Nurhidayat and Suwandi,[9] the SQ4R approach was primarily used for reading material. This study compared two teaching strategies for teaching reading comprehension to visual and auditory students, namely Herringbone and SQ4R. At SMPN 2 Sedong, Cirebon, West Java, the samples were divided into two classes: 8A, which was the experimental class I, and 8G, which was the experimental class II. The study's findings revealed that, despite the lack of interaction between teaching strategies, reading comprehension, and students' learning styles, Herringbone and SQ4R were shown to be effective in teaching visual and auditory students reading comprehension.

The implementation of the SQ4R reading approach is designed to engage students in reading activities, encourage them to enjoy reading, and, as a result, improve their academic

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[8] Jelita, 'SQ4R (Survey, Question, Read, Recite, Review, and Reflect) and Students' Reading Attitude toward Their Reading Comprehension', *Channing: English Language Education and Literature*, 3.1 (2018), 27–37.

[9] Suwandi Nurhidayat, 'The Effectiveness of Herringbone and SQ4R as Techniques in Teaching Reading Comprehension to Students with Visual and Auditory Learning Styles', *English Education Journal*, 11.1 (2020), 56–70 https://journal.unnes.ac.id/sju/index.php/eej/citationstylelanguage/get/associacao-brasileira-de-normas-tecnicas?submissionId=41912.

performance. SQ4R advises students to use what they already know to help them learn new content, according to Rojabi,[10] This strategy encourages readers to participate in reading activities and use their prior knowledge to help them recall material content more effectively than simply reading text.

Finally, as previously stated, SQ4R has been empirically proven to be helpful in teaching reading comprehension at all levels of schooling. As a result of this, the new study aims to apply SQ4R to help XI TKJ at SMKN 1 Bakung overcome their challenges. This research differed from previous research since it utilized CAR (Classroom Action Research) to investigate the use of SQ4R in teaching biography material. This study also explored use of the media that is commonly utilized in student-teacher collaboration, namely mind mapping to help students understand the steps of SQ4R more easily.

LITERATURE REVIEW

Reading Comprehension

Reading is a passive skill that needs an interaction procedure in order to obtain information or ideas from printed material. For a reading teacher, it is critical to comprehend the significance of the reading talent, which includes the capacity to read from a variety of specialists with differing perspectives. It will be useful knowledge for conducting a reading lesson in the classroom, as well as an

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[10] Ahmad Ridho. Rojabi, 'Exploiting SQ4R Cooperative Learning Method to Enhance Efl Students' Reading Comprehensio', *Edulingua: Jurnal Linguistiks Terapan Dan Pendidikan Bahasa Inggris*, 7.1 (2020), 1–2 https://doi.org/doi.org/10.34001/edulingua.v7i1.1160.

excellent reference for learning how to deal with reading skills in general.[11] The following are some reading definitions:

1. According to Nunan,[12] reading is sometimes considered a passive talent. It entails the interpretation of others' created ideas that are communicated through language.
2. According to Lewin,[13] in order to comprehend the meaning of a text, the reader must engage in eye-mind contact in order to get what the author intends.
3. According to Gebhard,[14]reading entails bottom-up and top-down processing to identify meaning in print and script within a social environment.

According to Westwood,[15] reading entails two fundamental processes: recognizing words and interpreting connected material. He went on to say that word recognition is necessary for comprehension. As a result, in order to interpret the work, the reader must be familiar with the vocabulary employed. The first step in comprehending the material is to learn the terminology. If the reader is familiar with the terminology, he will have no trouble comprehending the meaning of the text. Only if the words can be identified quickly and easily can meaning be deduced. Aside from language, readers must filter, interpret, arrange, and reflect on the

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[11] Hj. Djuwairiah Nur, Herdiana Andi & Ahmad, 'Improving Students' Reading Skill through Interactive Approach at the First Grade of SMAN 1 Mare Bone', *ETERNAL: English, Teaching, Learning, and Research Journal*, 3.1 (2017), 44–56 https://doi.org/doi.org/10.24252/Eternal.V31.2017.A5.

[12] David Nunan, *Second Language Teaching & Learning*, 1999.

[13] J. M. Lewin, K. M., & Stuart, *Insights into the Policy and Practice of Teacher Education in Low-Income Countries: The Multi-Site Teacher Education Research Project* (British Education, 2003) https://doi.org/doi.org/10.1080/0141192032000133703.

[14] Jerry G. Gebhard, *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide* (Amerika: Michigan Press, 2006).

[15] Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties* (Victoria: ACER Press, 2008).

incoming information from the page using information they already possess in order to comprehend the text.[16]

He went on to say that readers with high comprehension skills will fully comprehend what they have read. They can recall specific information from the text. When kids read, they employ a number of cognitive abilities. To comprehend the material, they employ a variety of ways. On the other hand, if readers have difficulty comprehending the material, they will be unable to connect ideas as they read and will remember very little of the specifics afterward. They don't seem to remember much from the journey.

The Concept of SQ4R

Definition

According to Shoimin,[17] a SQ4R (Survey, Question, Read, Reflect, Recite, Review) learning model incorporates a survey to observe and record the reading content, as well as keyword marking. The act of posing a question about the reading content (why, how, and from whence) is known as questioning. The read is done by reading the text and then figuring out the answer. Reflection is an exercise that involves giving examples of reading content and imagining the applicable real-world context. Consider

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[16] Multazam Abubakar, 'The Interplay of Anxiety, Learning Strategies and Students' Reading Comprehension', *ETERNAL: English, Teaching, Learning, and Research Journal*, 6.1 (2020), 52-64 <https://doi.org/doi.org/10.24252/Eternal.V61.2020.A5>.

[17] ARIS SHOIMIN, *Guru Berkarakter Untuk Implementasi Pendidikan Karakter* (Gava Media, 2014).

the response as you recite. The review is in the form of a thorough examination.

SQ4R is a technique developed by Richard Amato and Snow (1992) for ESL students to absorb content reading. Students begin by skimming the chapter and looking at the headings and images. Second, students ask questions regarding the photos, charts, and subheadings, writing down any queries they have. Reading the passage is the third stage. The fourth step is reciting, in which pupils use what they've learned from reading to answer their questions. When pupils jot down their replies, the fifth stage is recording. Finally, they go through their work. SQ4R aids in the concentration and interest of students. It connects fresh information to prior information. It also aids in the development of confidence in one's ability to recite and take tests. It also aids in the identification of important facts and concepts, as well as the retention of information in readers' minds.

The Procedures

According to McLaughlin Library, the SQ4R approach is carried out in several steps:

1. Step 1: Examine the textbook and its chapters.

    a. Go over the text's preface and introduction, as well as the table of contents and index. This section will outline the book's key themes as well as its fundamental organizational structure.
    b. Read each chapter and subsection's introduction and conclusion.
    c. Look through the titles and subtitles. Examine the images, charts, and graphs.
    d. Go over the summary as well as any chapter questions.

2. Step 2: Begin by asking a question.

    a. Make a question out of the section title, subtitle, or opening sentence of each paragraph.
    b. For instance, "Spinal Cord Functions" becomes "What are the functions of the spinal cord?"

3. Step 3: Actively read

    a. Create a "conversation" with the material by reading carefully and actively.
    b. As you read, try to find the solution to the question you posed, and ask questions.
    c. Avoid skimming the text in search of the answer, since you may overlook vital information.

4. Step 4: Provide an answer to your inquiry

    a. Put the textbook down and respond to the question you posed in your own words.
    b. If you don't know the answer, go back and reread the section until you do.
    c. If you still can't answer the question after a few tries, move on to the next few sections and see if things get clearer.
    d. If it doesn't work, you might want to reconsider your question. Experiment with making it wider or thinner.
    e. If changing your question isn't working, get help. Start with your teacher or TA, or reach out to Learning Services.

5. Make a list of your notes.

    a. Make a note of the material once you've grasped it and can summarize it in your own terms.
    b. Highlighting and/or marking the text, taking notes, or a combination of both are common ways.
    c. Regardless of the approach you use, it's vital to read and grasp the subject first, then record.
    d. The benefits and drawbacks of taking notes and highlighting are listed below.
    e. For assistance with note-taking, see our resources.

6. Go over your notes again.

    a. Review lecture and text notes thoroughly once a week, and briefly before each class.

b. Make weekly review sessions more successful by commencing each review session from the beginning of the course. The amount of time required to study previous content reduces as the semester advances, despite the fact that the volume of review material grows. After you've gone over the first week's material a few times, skimming through it and recalling the essential ideas will only take a few minutes.

METHOD

Follows Kemmis and McTaggart's steps of classroom action research,[18] the action research paradigm consists of four steps: planning (understanding a problem and identifying potential solutions), acting (putting the solutions into action), observing (noticing the results of the solutions), and reflecting (evaluating the outcomes of the strategies). When the first cycle fails to meet the desired success criteria, the second cycle might be used.

In one classroom, the researcher uses the SQ4R technique as research participants. The pupils in class XI TKJ of SMKN 1 Bakung are the subject. They are a group of 26 pupils, ten females and sixteen boys. The teacher-researcher planned the actions that would be taken in the learning and teaching of reading utilizing SQ4R throughout the planning stages. It could be a lesson plan, learning media (mind mapping) required for the learning process, English text reading material to be read and observed by students, assessment tool (pre-test, post-test, and students' worksheet), and instrument preparation in the form of a student and teacher activity observation sheet.

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[18] R. (Ed.) Kemmis, S., & McTaggart, *The Action Research Planner (3rd Ed.)* (Geelong: Deakin University Press, 1988).

The teacher-researcher begins to use the SQ4R technique in the learning process during this stage of implementation. Throughout the learning process, the teacher acts as a facilitator. The teacher assists them in better comprehending the SQ4R steps by writing on the chalkboard in the form of mind mapping. Students are given an English text and encouraged to read it, note and highlight the keywords that they find. Based on the text, the students formulate questions. The previously established questions are swapped with a partner to provide a response. Students can make brief notes from the book to solve puzzles based on it. Consider the answers provided and review the responses of all pupils to ensure that they have a comprehensive understanding of the reading.

During the observation step, data is collected. The observation sheet and post-test are the instruments employed. The researcher keeps track of how SQ4R is being implemented on an observation sheet. This observation sheet is required to determine how well this technique was applied as well as the learning hurdles faced. A post-test is given to the students to see if the SQ4R may improve reading skills on a biography text. In the reflecting step, the data will be analyzed. Looking at students' learning outcomes, such as post-test results, is used to implement the reflecting stage. The information will be examined to see if it meets the success criteria. The researcher conducts the following cycle by changing the SQ4R method if the data does not meet the specified success criteria.

FINDING AND DISCUSSION

FINDING

Cycle 1

This part presented the data of planning, implementing, observing, and reflecting in cycle one. Planning was the action done by the researcher after conducting preliminary study. The activities were preparing the learning instrument, preparing the research instrument, and preparing instrument of output.

Implementation was dealing with the actions of the researcher and collaborative teacher in classroom. The researcher and collaborative teacher have decided 3 meetings for cycle one. Each meeting was conducted with time allotment 45 minutes because of the implementation of PTM (*Pertemuan Tatap Muka Terbatas*).

Before implementing the strategy, the researcher utilized pre-test at biography text. It was conducted at September, 8th 2021.

NO.	SCORE	CATEGORY	REMARK
1.	80	Good	Passed
2.	80	Good	
3.	75	Good	
4.	70	Enough	
5.	70	Enough	
6.	65	Enough	
7.	65	Enough	
8.	60	Enough	Failed
9.	60	Enough	
10.	60	Enough	
11.	60	Enough	
12.	55	Low	
13.	55	Low	
14.	55	Low	
15.	55	Low	
16.	50	Low	
17.	50	Low	
18.	50	Low	
19.	50	Low	
20.	45	Low	

21.	45	Low
22.	40	Low
23.	40	Low
24.	35	Low
25.	35	Low
26.	35	Low
	Total	1440
	Max score	80
	Min Score	35
	Mean	55.4
	Passed Percentage	27%

Table 1. The Result of Pre-Test

Based on table 1, it could be seen that 19 students of XI TKJ received a score below 65, Their score was under KKM *(Kriteria Ketuntasan Minimal).* In this case, the researcher and the teacher collaborated to apply SQ4R technique for meeting 1. It was done on September, 15th 2021.

In the exercises that followed, the teacher began the session by explaining the biography material in general. Second, on the white board, the teacher wrote the characteristic and aim of the biography text. The teacher used the SQ4R after describing it. The students were oblivious to the steps of SQ4R when I explained them to them. They simply listened to what the teacher had to say. The teacher noticed that they were still perplexed by the SQ4R, but when asked specific tough steps they were having trouble with, they remained silent. The teacher opted to continue the course at the following meeting because of the time constraints.

The lesson was continued at the next meeting. To find information from the biography text, students should use the SQ4R approach. The students were instructed to do so by the teacher. Students should create questions based on their survey to minimize useless reading. The teacher aided them by repeating his

explanations slowly and clearly. After hearing that explanation, some of them were able to create one or two questions based on their survey, while others struggled.

The teacher reviewed the difficult vocabulary present in the text while reading it. As part of the recitation, the students attempted to answer their own questions. Students must review the passage after reciting it. In SQ4R, it was the fifth phase. The teacher requested the pupils to recount the chapter in their own terms during this session. The students became agitated when they heard this. This was proving to be difficult for them. The teacher aided them by creating a mind map of the passage on the white board to aid them in retelling it. Reflection was the final phase. The teacher demonstrated how to reflect to the students. The students were urged to establish connections with what they previously knew about the topic by the teacher. They chatted after finishing all of the processes in SQ4R. The last meeting of cycle one, the researcher and the teacher collected and analyzed the posttest to know how far the students' reading skill improvement. The posttest was related with biography text which had been learnt. The result of students' score of posttest was shown below:

NO.	SCORE	CATEGORY	REMARK
1.	85	Good	
2.	80	Good	
3.	80	Good	
4.	75	Good	
5.	75	Good	
6.	75	Good	Passed
7.	70	Enough	
8.	70	Enough	
9.	70	Enough	
10.	65	Enough	

11.	65	Enough	
12.	65	Enough	
13.	65	Enough	
14.	60	Enough	Failed
15.	60	Enough	
16.	60	Enough	
17.	60	Enough	
18.	60	Enough	
19.	60	Enough	
20.	55	Low	
21.	55	Low	
22.	55	Low	
23.	50	Low	
24.	45	Low	
25.	45	Low	
26.	40	Low	
	Total	1645	
	Max score	85	
	Min Score	40	
	Mean	63.3	
	Passed Percentage	50 %	

Table 2. The Result of Post-Test 1

Based on table 2, it was found that the average students' score was 63.3. There were 13 of 26 students got score below 65. Also, there were 13 students who passed the KKM *(Kriteria Ketuntasan Minimal)*. SQ4R strategy to improve the students' reading skill was considered successful if 75% of the students (19 students) obtained a score of 65 after posttest. Based on the result of posttest, it was far from the criteria of success of this research. The researcher decided to conduct second cycle.

Cycle 2

Since the action in the first cycle did not yield a satisfying outcome, some adjustments and improvements to the lesson plan and the method of implementing the approach were made. The implementation of cycle 2 was done at October, 6th 2021. Cycle 2 was conducted for 3 meetings.

Cycle 2 is being planned by the teacher and the researcher. The activity began with a reflection from cycle 1, and this cycle focused on the teacher's biggest challenge in using the SQ4R technique to improve reading skills. In this step, the researcher created a new learning instrument, which included a lesson plan, students' worksheets, a reading exam, and reading material with various titles to keep the students from becoming bored. Furthermore, it would be ineffective to teach the same content twice. The content was taught more seriously and actively by the teacher and researcher. The teacher followed the same steps in cycle 2 as in cycle 1.

The first meeting of cycle 2 encourages more students to participate in SQ4R activities. Students work in groups to understand the material, which is still on the same theme as before, namely a biography part. To describe the steps of SQ4R more clearly, the researcher employs mind mapping media. Students are guided step by step to do the appropriate SQ4R. The teacher issued the instruction to read the chapter aloud. She then requested one of the kids to read aloud the passage. The pronunciation was also corrected by the teacher. Following the reading, the teacher and students reviewed the challenging words they encountered in order to aid their comprehension of the passage. The teacher decided to continue the lecture at the following meeting because the time had run out. The teacher reminded the pupils to bring the worksheet to the next meeting before finishing the lecture.

Students were given different reading materials for the next meeting. In addition, students are provided a student worksheet that has SQ4R steps. Students must complete their worksheets in accordance with the stages outlined. Its goal is to make things simpler for students. Students performed their work in front of the class. It gave chance for them to speak actively. The researcher gave posttest 2 at the end of cycle 2 to measure the extent of the growth of the children's reading skills. The posttest 2 results are listed in the table below.

No.	Score	Category	Remark
1.	90	Good	Passed
2.	90	Good	
3.	85	Good	
4.	85	Good	
5.	85	Good	
6.	85	Good	
7.	85	Good	
8.	85	Good	
9.	80	Good	
10.	80	Good	
11.	80	Good	
12.	75	Good	
13.	75	Good	
14.	75	Good	
15.	70	Enough	
16.	70	Enough	
17.	70	Enough	
18.	65	Enough	
19.	65	Enough	
20.	65	Enough	
21.	60	Enough	Failed
22.	60	Enough	
23.	60	Enough	
24.	55	Low	
25.	55	Low	

26.	55	Low	
	Total	1905	
	Max score	90	
	Min Score	55	
	Mean	73.3	
	Passed	76.9 %	

Table 3. The Result of Post-Test 2

Based on table 3, it was found that the mean has risen from 63.3 in cycle 1 to 73.3 in cycle 2. The researcher discovered that in cycle 1, there were 26 learners who could pass 13 students, whereas there were 13 students who failed. The researcher then discovered that in cycle two, there were 26 pupils who could pass 20 students and 6 students who failed. There were 20 students got score $\geq$ 65. Finally, there were improvement in percentage was 26,9% from cycle one and two. Therefore, the action study was complete accordingly.

DISCUSSION

The research was based on the researcher's observation and interview with the teacher. The researcher discovered certain concerns in XI TKJ at SMKN 1 Bakung during this process. It was clear that the teacher's approach was unsatisfactory. Reading was taught in a traditional manner by the teacher. The pupils were not permitted to participate in class activities by the teacher. As a result, children feel fatigued and less engaged while reading. As a result, the students' performance on the pretest was deemed to be unsatisfactory. A total of 19 pupils obtained a failing grade. A score of less than 65 was given to them. Following the teacher's

application of the SQ4R approach in cycles 1 and 2, the following points should be noted:

1. The Improvement of Learning Atmosphere

   SQ4R made it easier for students to understand the text when they were taught to read. Throughout the lesson, they were engaged. From cycle 1 to cycle 2, there was some improvement. In cycle 1, the students worked alone, which made it difficult for them to complete the SQ4R stages. In cycle 2, they worked together with their group to implement the SQ4R approach. The students' worksheet was created utilizing mind mapping to make it easier. Each phase of the SQ4R process was written as a mind map. It made it simple for the students to complete their worksheets. During the lesson, a teacher took on the role of facilitator. In cycle 2, the students had a lot of opportunities to present their ideas towards the end of the meeting. It aided them in increasing their motivation in the classroom.

2. The Improvement of Students' Reading Skill

   From the test, it could be concluded that SQ4R technique could improve the students' reading skills. It can be shown by the result of test conducted during the process.

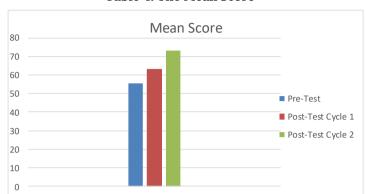| Test	Mean Score
Pre-test	55.4
Post-test cycle 1	63.3
Post-test cycle 2	73.3

Table 4. The Mean Score

Figure 1. The Improvement of Students' Mean for Each Cycle

According to the table and graph above, the SQ4R approach could help students at XI TKJ SMKN 1 Bakung enhance their reading skills. It was verified by an improvement in the students' mean number from 55.4 in the pre-test to 63.3 in post-test cycle 1 and 73.3 in post-test cycle 2. This finding supports Basar,[19] Simbolon and Marbun,[20] Lailatul, Rasyid, and Ninuk,[21] Jelita,[22] Nurhidayat and Suwandi,[23] and Rojabi.[24] Ideas that SQ4R is an effective way to boost students' reading skills.

CONCLUSION

Refer to the findings and discussion of this research in the previous session; it can be concluded that teaching reading by SQ4R strategy could improve the students' reading skill particularly at biography text at XI TKJ SMKN 1 Bakung. The findings of this study show that after being taught the approach, students' reading

[19] Basar, M., & Gurbuz.
[20] Simbolon, N., & Marbun.
[21] Khusniah.
[22] Jelita.
[23] Nurhidayat.
[24] Rojabi.

ability improves. The students acquire an average score of 55.4 in pre-test. Then, their average score increases to 63.3 in the first cycle. The average score climbs to 73.3 average scores in the second round.

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