

## **IMPROVING THE STUDENT READING COMPREHENSION SKILLS OF REPORT TEXT THROUGH SCROL STRATEGY AT SMA MUHAMMADIYAH XI PADANGSIDIMPUAN**

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### **Abstrak**

Meningkatkan Kemampuan Pemahaman Membaca Siswa Terhadap Teks Report Melalui Strategi SCROL di SMA Muhammadiyah XI Padangsidimpuan. Dalam penulisan skripsi ini, penulis dibimbing oleh Erni Rawati Sibuea, S.S., M.Si selaku pembimbing pertama dan Rosni Harahap M.Pd selaku pembimbing kedua. Penelitian tindakan kelas ini bertujuan untuk meningkatkan kemampuan pemahaman membaca siswa terhadap teks report melalui strategi SCROL (Survey, Connect, Read, Outline, dan Look Back) di SMA Muhammadiyah XI Padangsidimpuan. Subjek penelitian ini adalah 20 siswa kelas XI. Penelitian dilaksanakan dalam dua siklus, yang masing-masing terdiri atas tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Pengumpulan data dilakukan melalui tes, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa kemampuan pemahaman membaca siswa mengalami peningkatan yang signifikan setelah penerapan strategi SCROL. Nilai rata-rata siswa meningkat dari 48,5 pada pre-test menjadi 66,5 pada siklus I, dan mencapai 85 pada siklus II. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa strategi SCROL efektif dalam meningkatkan kemampuan siswa dalam memahami teks report.

**Kata Kunci :** *Kemampuan membaca pemahaman, Teks laporan, Strategi SCROL, Penelitian tindakan kelas*

### **Abstract**

Improving The Students' Reading Comprehension Skills Of Report Text Through SCROL Strategy At SMA Muhammadiyah XI Padangsidimpuan. In writing this script the writer is supervised by Erni Rawati Sibuea, S.S., M.Si First Supervisor and Rosni Harahap M.Pd Second Supervisor. This classroom action research aims to improve the students' reading comprehension skills of report text through the SCROL (Survey, Connect, Read, Outline, and Look Back) strategy at SMA Muhammadiyah XI Padangsidimpuan. The subjects of the study were 20 students of class XI. The research was conducted in two cycles, each consisting of planning, acting, observing, and reflecting. The data were collected through tests, observation, and documentation. The results showed that the students' reading comprehension improved significantly after the implementation of the SCROL strategy. The average score increased from 48.5 in the pre-test to 66.5 in the first cycle, and reached 85 in the second cycle. Based on the findings, it can be concluded that the SCROL strategy effectively enhances students' ability to understand report texts.

**Keywords:** *Reading comprehension, Report text, SCROL strategy, Classroom action research*

## **I. Introduction**

English is an international language that plays an important role in education and global communication. One of the essential skills in learning English is reading, particularly reading comprehension. Reading comprehension involves the ability to understand, analyze, and interpret information presented in a text. Based on preliminary observations at SMA Muhammadiyah XI Padangsidempuan, students' reading comprehension skills, especially in understanding report texts, were still relatively low. Students often experienced difficulties in identifying main ideas, understanding vocabulary, and comprehending detailed information. Therefore, an effective instructional strategy was needed to address these problems. The SCROL strategy (Survey, Connect, Read, Outline, Look Back) is a structured reading strategy that encourages students to actively engage with texts and organize information systematically. This study aimed to investigate whether the implementation of the SCROL strategy could improve students' reading comprehension of report texts.

## **II. Literatur Riview**

## **III. Research Method**

This study employed Classroom Action Research (CAR) using Kurt Lewin's model, which consists of planning, acting, observing, and reflecting. The research was conducted at SMA Muhammadiyah XI Padangsidempuan during the 2024/2025 academic year. The participants were 20 eleventh-grade students. Data were collected through observation, interviews, and reading comprehension tests. The data were

analyzed descriptively by calculating mean scores and the percentage of students achieving the minimum mastery criterion.

## **IV. Results and Discussion**

The findings showed a steady improvement in students' reading comprehension scores. The mean score in the pre-test was 48.5, with only 15% of students achieving the minimum mastery criterion. After the implementation of the SCROL strategy in Cycle I, the mean score increased to 66.5, and 35% of students passed the criterion. In Cycle II, the mean score reached 85, and 90% of students achieved mastery. These results indicate that the SCROL strategy effectively improved students' reading comprehension by helping them identify important information and understand report texts more systematically.

## **V. Conclusion**

The study concludes that the SCROL strategy is effective in improving students' reading comprehension of report texts at SMA Muhammadiyah XI Padangsidempuan. The significant increase in students' mean scores and mastery levels demonstrates that SCROL can be used as an alternative strategy in teaching reading comprehension.

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