THE IMPACT OF SAAC METHOD ON READING COMPREHENSION AND INTEREST OF EIGHTH GRADE STUDENTS AT SMPN 4 RAMBUTAN

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ABSTRACT

The study aimed to explore how the SAAC (State, Assign, Action, Complete) method enhances reading comprehension and interest among eighth-grade students at SMPN 4 Rambutan. Conducted using Classroom Action Research (CAR) based on Kemmis and Taggart's model, the study involved class 8.1, consisting of 32 students (14 males and 18 females), and was carried out in two cycles. In cycle 1, 20 students (62.5%) met the minimum passing criteria (≥ 73), but observations indicated that student participation was still at a fair level, and the teacher had not fully encouraged engagement. In cycle 2, 28 students (87.5%) met the criteria, showing improved participation and interest, while the teacher also enhanced her ability to engage students more effectively. To boot, results from the reading interest questionnaire revealed an increase from an initial score of 2.86 to 3.50, indicating a higher enthusiasm for reading. These findings confirm that the SAAC method effectively improves students' reading comprehension and interest at SMPN 4 Rambutan. This study was conducted with a single class over a short period of time. Therefore, future studies should include larger, more diverse samples to better evaluate the sustained impact of the SAAC method on reading comprehension and interest.

INTRODUCTION

Reading is one of four skills in the English lesson. As Kendeou et al., (2009) emphasized, reading comprehension is essential for success in subjects such as science, mathematics, and social studies, as it enables students to engage deeply with content and develop critical thinking skills. One key factor influencing reading comprehension is reading interest. Reading interest refers to a student's motivation and enthusiasm toward reading activities, which plays a significant role in determining how frequently and effectively they engage with texts. Research by Schiefele (2011) has shown that students who are more interested in reading tend to read more often and across a broader range of materials, leading to improved

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vocabulary, deeper comprehension, and higher academic performance. When students enjoy reading, they are more likely to develop a habit of reading, which further enhances their cognitive and analytical skills. Olbata et al. (2023) stated that the reading comprehension strategy incorporates several reading techniques that have been shown to improve reading comprehension, including text structures, visual organizers, self-monitoring, and stimulating students' prior knowledge.

Despite the importance of reading comprehension, many students at SMPN 4 Rambutan, particularly in eighth grade, struggle with this skill. These difficulties manifest in several ways, including poor understanding of texts, difficulty making inferences, and challenges in summarizing content. Many students find it hard to identify main ideas, recognize contextual clues, and connect different parts of a text. These weaknesses hinder their ability to learn effectively across subjects, as reading comprehension is a fundamental skill required in all academic areas.

Furthermore, a lack of interest in reading exacerbates these comprehension difficulties. Many students at SMPN 4 Rambutan do not engage in voluntary reading due to various factors, including negative past experiences, limited access to engaging reading materials, and insufficient encouragement from educators and parents. This lack of motivation results in reduced reading practice, limiting their exposure to new vocabulary and ideas. Consequently, their reading comprehension skills remain underdeveloped, creating a cycle of disinterest and poor performance. The combination of weak reading comprehension and low reading interest poses a significant barrier to academic success. Students who struggle with reading comprehension often perform poorly in school, as they cannot fully understand textbooks, instructions, and assessment questions. This can lead to frustration, low self-confidence, and decreased participation in classroom activities. Addressing these issues requires targeted interventions that simultaneously enhance comprehension skills and increase students' interest in reading.

One effective approach to improving reading comprehension is teaching students active reading strategies. Active reading is when students are proactively engaged with a text, going beyond just reading words and answering questions passively (Nurdiana & Amelia, 2017). Fisher et al. (2025) highlighted that active reading techniques help students move beyond passive reading, enabling them to think critically and retain information more effectively. To illustrate, a study by Fitriani & Komala (2024) indicated that students actively participated in SQ3R exercises, finding it engaging and helpful for understanding descriptive texts. By incorporating these strategies into instruction, educators can help students develop essential analytical skills that enhance their overall comprehension.

Another essential strategy is building background knowledge before introducing a new text. When students have some prior knowledge of a topic, they can better understand and engage with the material. Teachers are recommended to use interesting texts, design interactive activities, and prepare clear assessment procedures (Riyanti et al., 2025). Teachers can provide contextual information, explain key vocabulary, and relate texts to students' personal experiences. Research by Shanahan & Shanahan (2008) suggests that background knowledge significantly improves comprehension, as students can make connections between new information and what they already know. Explicit instruction in reading

comprehension strategies is also crucial. Teachers can model effective reading techniques by thinking aloud while reading, demonstrating how to break down complex sentences, and explaining how to infer meaning from context. Hargrave & Sénéchal (2000) found that students who receive direct instruction in comprehension strategies become more independent readers, capable of tackling challenging texts with confidence.

To address the reading comprehension challenges at SMPN 4 Rambutan, this study explores the effectiveness of the State, Assign, Action, Complete (SAAC) method. The SAAC method is a structured approach designed to enhance students' comprehension and engagement with texts. It consists of four key steps (Caleb, 2024):

State – Students make predictions and pose questions about the text before reading, activating prior knowledge and setting a purpose for reading.

Assign – Students receive specific tasks related to the text, such as identifying key themes or analyzing vocabulary.

Action – Students actively engage with the text through guided reading, note-taking, and discussions.

Complete – Students summarize their understanding and reflect on the material through written responses or group discussions.

The SAAC method helps students structure their reading process, making comprehension more manageable and effective (Bales, 2025). By actively participating in each stage of the reading process, students develop a deeper understanding of texts and gain confidence in their reading abilities. One of the foundational definitions of reading comprehension emphasizes the ability to understand and extract meaning from written text. Duke & Pearson (2002) state that reading comprehension primarily involves making sense of words and sentences encountered in a text. This perspective highlights the importance of decoding, vocabulary knowledge, and syntactic understanding as essential components of comprehension. Without these fundamental skills, readers may struggle to construct meaning and engage in higher-order thinking processes.

Several studies have explored the effectiveness of structured reading strategies in enhancing students' reading comprehension. For instance, a study by Oktavia et al. (2023) highlighted that the primary strategies used by the teachers in SMAN 2 Jeneponto are the Scaffolding approach and QARs (Question and Answer Relationship). Teachers use five different scaffolding approaches; asking questions, using plain languages, using visuals, using gestures, and generating questions. The use of both scaffolding and QARs was considered effective to promote students' engagement during reading activities, which later can lead to better reading comprehension. Another study done by Setiawati & Budiasih (2021) revealed that the use of L-D-R (Listen, Read, and Discuss) shows positive impact for reading comprehension. The result indicated that the L-R-D strategy helped engage students in the reading comprehension process by combining auditory, visual, and interactive activities. Meanwhile, despite using this strategy, the teacher still encountered challenges such as students' reluctance to read seriously in an online environment, difficulty in understanding reading purposes, distinguishing genres,

and limited vocabulary mastery. Only in the discussion phase, students showed engagement.

In addition, a study by Kohar et al. (2022) concluded the SQ3R strategy effectively strengthens reading comprehension skills in pandemic online classes by guiding students through systematic and active reading steps via WhatsApp's interactive and accessible platform, which enhances motivation, involvement, and understanding, as proven by significantly higher comprehension and interest scores in the experimental group. Another study by Apriliana (2022) revealed that DRTA (Directed Reading Thinking Activity) and KWL strategies improve reading comprehension by activating prior knowledge, engaging students actively with texts, promoting critical thinking, and guiding them to understand and evaluate reading materials deeply, which leads to improved comprehension outcomes for fourth-grade students

However, those studies focus on general strategies without explicitly targeting methods that systematically integrate students' active participation at each stage. Therefore, this study seeks to fill this gap by exploring the SAAC method and its impact on reading comprehension outcomes.

RESEARCH METHOD

This study employed Classroom Action Research (CAR) following the Kemmis & McTaggart (1988) model, which consists of four stages: planning, action, observation, and reflection. The study was conducted in two cycles: Cycle 1 in August 2024 and Cycle 2 in September 2024.

Participants

The participants were 32 eighth-grade students from Class 8.1 at SMP N 4 Rambutan, consisting of 18 females and 14 males. The class was selected because the researcher taught English in this group. The sampling technique used was purposive sampling, considering the accessibility and relevance of the participants.

Instruments

Three instruments were used in this study: observation sheets, questionnaires, and reading tests. Observation sheets were utilized to record classroom interactions and student engagement during the intervention. Questionnaires consisted of 25 items designed to assess students' motivation and attitudes toward reading comprehension. Reading tests comprised 25 multiple-choice questions, aimed at measuring students' comprehension skills before and after the intervention.

Data Collection

Data were collected through classroom observations, students' responses to questionnaires, and reading comprehension tests.

Data Analysis

The collected data were analyzed both qualitatively (for observational data) and quantitatively (for test scores and questionnaire responses). The pre-test and post-test scores were compared using descriptive statistics to evaluate the effectiveness of the intervention.

FINDING AND DISCUSSION
Finding
The findings of this study indicate a significant improvement in students' reading comprehension following the implementation of the SAAC method (State, Assign, Action, Complete). This improvement is evidenced by the increase in test scores observed across both cycles, demonstrating the method's effectiveness in enhancing students' ability to comprehend and analyze texts. The SAAC method serves as a structured instructional approach that systematically guides students through the reading process, ensuring active engagement at each stage. By requiring students to:

- **State** helps students focus on key ideas by clarifying the purpose of reading.
- **Assign** encourages deeper engagement by giving specific tasks related to the text.
- **Action** promotes active application of knowledge through discussion or writing.
- **Complete** reinforces learning through reflection and consolidation.

The findings of this study reinforce the conclusions drawn by (Bales, 2020) who emphasized that the SAAC method (State, Assign, Action, Complete) facilitates the identification of essential information and the systematic structuring of summaries. By guiding students through a step-by-step approach to summarization, the SAAC method enables them to distill key ideas from a text while maintaining coherence and clarity in their responses. Furthermore, the results of this study are consistent with the perspective of (Birkenstein & Graff, 2018), who assert that summarization is a fundamental cognitive skill essential for deep comprehension. Their view highlights the importance of engaging with textual material in a structured manner, ensuring that students not only extract relevant details but also integrate them into a meaningful synthesis.

In addition to improvements in reading comprehension, classroom observations revealed a notable increase in both student and teacher engagement. In Cycle 1, participation levels were generally categorized as "fair," indicating moderate engagement and interaction with the instructional material. However, by Cycle 2, a marked improvement was observed, with student engagement progressing to the "good" and "very good" categories. This positive shift suggests that the SAAC method not only enhances students' ability to analyze and summarize texts but also fosters a more interactive and dynamic learning environment where both teachers and students are actively involved in the learning process.

Table 1. The Improvement of Questionnaires Cycle 1 and Cycle 2

No.	The result of questionnaires	Cycle 1	Cycle 2
1	The total of 25 questions	2.86	3.50

There were 25 questionnaires below:
1. I enjoy reading books in my free time.
2. I often read books that are not assigned in school.
3. I think reading is a fun activity.

4. I like to spend my free time reading.
5. I often read because I enjoy learning new things.
6. I often read because it helps me understand different points of view.
7. I read because I find it interesting.
8. I like to read books that make me think.
9. I read because it's a way to relax.
10. I am willing to work hard to read difficult books.
11. I read because I want to be smarter.
12. I enjoy reading books about new and unfamiliar topics.
13. I read because it's a good way to spend time.
14. I like to read challenging books.
15. I enjoy reading books that I can talk about with my friends.
16. I like to read books that my friends have recommended.
17. I like to read books that are part of a series.
18. I enjoy discussing books with other people.
19. I like to share what I read with others.
20. I enjoy visiting the library to find new books to read.
21. I like to read books that are popular with my friends.
22. I like to read books that are recommended by teachers or librarians.
23. I read because I like to retell to another friends
24. I feel proud when I finish reading a book.
25. I like to read both fiction and non-fiction books

The questionnaire utilized in this study comprised 25 items measured on a five-point Likert scale, with response categories ranging from Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), to Strongly Disagree (1). In this scale, a median value of 3.0 serves as the threshold, where a mean score above 3.0 is categorized as a moderate level, while a mean score exceeding 4.0 is considered high. Based on the analyzed data, the total mean score of students' responses was 3.50, which is greater than the median threshold of 3.00. This suggests that students' overall level of reading interest was categorized as moderate. However, when compared to the initial mean score of 2.86, the results indicate a significant increase in students' reading interest following the intervention. This improvement highlights the effectiveness of the applied instructional approach in fostering a more positive attitude toward reading. The upward trend in students' reading engagement suggests that the applied method may have contributed to a greater motivation and willingness to interact with reading materials, ultimately supporting the development of better reading comprehension skills.

Table 2. The Improvement of Students' Participation and Teacher in Process of Teaching and Learning

No.	The result of Observation	Cycle 1	Cycle 2
1	Student Behaviour's	fair	Good- Very good
2	Teacher Behaviour's in process teaching and learning	fair	Good -Very good

Based on the findings presented in Table 2, several key observations can be drawn regarding students' engagement, behavior, academic performance, and

communication skills during the learning process. Firstly, students' participation in classroom activities remained at a "fair" level, indicating that while they were involved in discussions, their level of engagement was not yet optimal. Although students demonstrated an interest in the lesson, their active involvement in class discussions was still categorized as moderate, suggesting a need for further instructional strategies to enhance participation.

Secondly, students exhibited positive behavioral attitudes throughout the learning sessions. They adhered to classroom rules, demonstrated respect toward both the teacher and their peers, and maintained a conducive learning environment. This indicates that the classroom atmosphere was supportive of effective learning and student collaboration. Thirdly, students displayed good academic performance, as evidenced by their ability to complete assignments on time and demonstrate comprehension of the subject matter. This suggests that the instructional methods employed were effective in facilitating students' understanding and retention of the material.

Lastly, students' communication skills were observed to have two distinct patterns. While their ability to express ideas verbally was still at a "fair" level, their capacity for active listening was classified as "good." This indicates that although students were receptive to information and able to comprehend spoken content effectively, they faced challenges in articulating their thoughts with confidence. Therefore, targeted interventions, such as structured speaking activities, may be beneficial in fostering more balanced communication skills. Overall, while students demonstrated positive behaviors and academic progress, further efforts are required to enhance their participation and verbal communication skills to ensure a more dynamic and interactive learning environment.

Table 3. The Improvement of Students' Reading Test

No.	The result of reading test	Cycle 1	Cycle 2
1	Percentage of Completeness	62.5%	87.5%

The data presented in the table indicate a significant improvement in students' achievement of the minimum passing criteria (MPC) following the implementation of the SAAC method. Specifically, 28 out of 32 students (87.5%) successfully met the MPC in Cycle 2. This marks a substantial increase from the 62.5% recorded in Cycle 1, demonstrating the effectiveness of the SAAC method in enhancing students' reading comprehension skills. The notable 25% improvement between cycles suggests that the structured summarization approach provided by the SAAC method played a crucial role in reinforcing students' ability to identify key information, organize ideas coherently, and improve overall comprehension. Given that the predetermined success threshold of 80% was surpassed in Cycle 2, the researcher, in collaboration with the co-investigator, determined that further intervention was unnecessary. Consequently, the study was concluded, confirming that the SAAC method is an effective pedagogical tool for improving reading comprehension among eighth-grade students.

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Discussion

The findings this study discusses how eighth-grade students at SMPN 4 Rambutan improve their reading comprehension using the SAAC method. Additionally, the SAAC approach enhances students' enthusiasm for reading, making the learning process more engaging and effective.

In summary, the SAAC method (State, Assign, Action, Complete) enhances students' reading comprehension by providing a structured, purposeful approach that keeps them actively engaged with the text. Each stage of the method—stating the purpose, assigning tasks, taking action, and completing the work—answers the question of why these steps are essential for helping students become more proficient and confident readers. By making reading a more meaningful, interesting, and rewarding activity, the SAAC approach raises students' interest in reading. Every phase of the approach—outlining the goal, giving engaging assignments, taking action, and completing the work—inspires students and increases their desire to read.

The SAAC method consists of four stages in each cycle. First of all, the reading activity's goal or aim is made explicit in the State phase. This phase is significant because students can concentrate on the pertinent portions of the text when they are aware of their particular goals. They may eliminate distractions and focus on the main concepts and details that are essential to comprehending the subject matter. If students do not have a clear aim in mind, they may scan the text without fully understanding its content. However, when they do have a clear objective, reading becomes more productive and purposeful. This initial phase ensures that students are mentally prepared to engage with the material, allowing them to comprehend the text with a focused mindset.

The Assign stage then entails assigning students particular roles or activities associated with the material. This phase plays a crucial role in transforming students from passive readers into active participants. When students are given specific tasks, such as determining the primary idea, summarizing sections, or locating supporting evidence, they interact more closely with the text. This engagement is essential because students process the knowledge in a meaningful way, making them more likely to recall and comprehend the material. Assigning specific roles also fosters accountability and encourages students to take responsibility for their own learning. By focusing on different aspects of the text, students gain a deeper understanding and develop critical thinking skills that are essential for academic success.

During the Action phase, students complete the tasks they have been given. This phase is crucial because it requires students to apply what they have read, whether through writing, discussion, or answering questions. The active application of knowledge deepens comprehension because it pushes students to think critically and connect various textual elements. When students actively engage with the content, they do not merely absorb information passively but interact with the material in a way that enhances retention and understanding. For example, participating in group discussions allows students to share insights, clarify misunderstandings, and develop their analytical skills. Additionally, writing

summaries or answering questions helps reinforce the key points of the reading material, ensuring that students retain the essential information.

The last phase, Complete, entails finishing and reviewing the tasks. Completing tasks is vital because it allows students to reflect on what they have learned, reinforcing their understanding of the material. Reflection is an essential component of the learning process, as it helps students assess their comprehension techniques and solidify their learning. When students take the time to review their work, they can identify areas where they need improvement and develop strategies to enhance their reading skills. Additionally, completing tasks provides students with a sense of accomplishment, which can boost their self-esteem and motivation to engage with more challenging texts in the future.

The SAAC method is particularly effective because it integrates both cognitive and metacognitive strategies into the reading process. By guiding students through a structured approach, it ensures that they are not only absorbing information but also developing essential skills such as critical thinking, problem-solving, and self-reflection. This method is also adaptable to different learning styles, making it suitable for a diverse group of students with varying levels of reading proficiency.

Moreover, the SAAC approach aligns with contemporary educational theories that emphasize active learning and student engagement. Traditional methods of reading instruction often rely on rote memorization and passive absorption of information, which can lead to disengagement and poor retention. However, the SAAC method encourages students to take an active role in their learning, fostering a deeper connection with the material. This approach not only improves reading comprehension but also enhances overall academic performance by cultivating skills that are transferable to other subjects.

Another significant advantage of the SAAC method is its ability to foster a collaborative learning environment. By assigning specific tasks and encouraging group discussions, students can learn from one another and develop social skills that are essential for success in both academic and professional settings. Collaborative learning has been shown to improve motivation, increase retention, and promote a sense of community among students. When students work together to analyze texts, share insights, and solve problems, they develop a deeper understanding of the material and build confidence in their abilities.

Furthermore, the SAAC method can be easily implemented in various educational settings, including classrooms, tutoring sessions, and independent study programs. Teachers can modify the approach to suit the needs of their students, making it a versatile tool for improving reading comprehension. Additionally, the method can be applied to different types of texts, including fiction, non-fiction, academic articles, and technical documents. This flexibility ensures that students can develop strong reading skills that will benefit them in multiple contexts.

In conclusion, the SAAC method is a highly effective approach for improving reading comprehension and fostering a love for reading among students. By providing a structured and engaging framework, it ensures that students remain actively involved in the learning process. Each stage of the method—State, Assign,

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Action, and Complete—plays a crucial role in helping students develop essential reading skills, build confidence, and enhance their overall academic performance. By integrating cognitive and metacognitive strategies, promoting active learning, and fostering a collaborative environment, the SAAC approach prepares students for lifelong success in their educational and professional endeavors.

As educators continue to seek innovative ways to enhance literacy instruction, the SAAC method offers a valuable solution that can be adapted to meet the diverse needs of students. By emphasizing the importance of goal-setting, active engagement, application of knowledge, and reflection, this approach not only improves reading comprehension but also instills a lifelong appreciation for learning. Moving forward, further research and practical implementation of the SAAC method can provide valuable insights into its long-term benefits and potential applications in various educational contexts. Ultimately, by making reading a more meaningful, interesting, and rewarding activity, the SAAC approach has the power to transform students' learning experiences and contribute to their academic and personal growth.

CONCLUSION AND SUGGESTION

This study explains that SAAC (State, Assign, Action, Complete) method, which indicated effectiveness for raising kids' reading comprehension and enthusiasm. The method's intentional and systematic approach tackles the main obstacles that students have when interacting with texts. The SAAC approach makes reading more purposeful and goal-oriented by helping students concentrate on the most important material by outlining the goals of reading exercises. Additionally, giving students targeted assignments that are customized for every reading session promotes active participation and pushes them to engage with the content in a meaningful way. By actively participating, reading becomes more dynamic and pleasurable in addition to improving comprehension. Students' comprehension is reinforced and an element of engagement is added to keep them motivated during the action phase, where they apply what they have learned through writing, conversation, and other activities. Students feel a sense of accomplishment when they finish assignments, which strengthens their interest in reading and reinforces the benefits of the reading process. The SAAC technique is a useful tool in educational settings since it continuously leads pupils through these levels, developing their reading abilities and passion. All things considered, the SAAC method provides a thorough approach that not only enhances students' comprehension and memory of textual information but also cultivates a lifelong love of reading, which is essential for both academic success and lifetime learning. At SMPN 4 Rambutan, it has been demonstrated that the SAAC technique can improve eighth-grade students' reading comprehension and enthusiasm.

It is recommended that future studies investigate the SAAC (State, Assign, Action, Complete) method in a variety of educational settings and with a range of student populations. Even though this study has shown how well SAAC works to improve reading comprehension and interest, other research might look into how it affects other language acquisition skills like writing or critical thinking. Additionally, researchers may want to look at the long-term impacts of using the

SAAC approach for extended periods of time as well as how it may be combined with other teaching methodologies. Such research would offer a more thorough comprehension of the method's adaptability and efficacy in various learning environments.

The SAAC approach is recommended for use by English teachers as part of their teaching repertoire, especially when trying to increase students' reading comprehension and cultivate a love of reading. To help students grasp the significance and goal of their assignments, teachers should concentrate on outlining the goals of reading activities in simple terms. Teachers may make reading more dynamic and pleasurable for pupils by giving them clear, interesting assignments that accommodate various learning preferences. Teachers can also promote conversations, group projects, and reflective practices to make sure that students are actively engaged in the learning process. Students will feel more motivated and accomplished if they regularly examine and finish assignments, which will make reading more enjoyable.

In order to improve their reading abilities and cultivate a sincere passion in reading, students ought to adopt the SAAC technique. Students can concentrate on important concepts and interact with the content more fully if they know why they are reading the assigned material. Students who actively participate in stated tasks—whether they involve discussion, summarization, or analysis—will improve their comprehension of the material and enjoy the reading experience. Their confidence in reading will increase as a result of diligently completing assignments, which will also reinforce their learning and give them a sense of success. In order to enhance their general language skills and cultivate a lifetime love of reading, students are urged to regularly implement the SAAC approach in their reading exercises.

To promote the growth of students' reading comprehension and cultivate a healthy reading culture, schools ought to think about incorporating the SAAC technique into their curricula. Schools can ensure that the SAAC method is applied consistently and successfully across grade levels by providing instructors with training on how to apply it properly. Schools may also think about giving instructors the tools and assistance they need to create meaningful and interesting reading activities that fit the SAAC framework. Schools can also foster a reading-friendly atmosphere by supporting programs and activities that motivate students to use the SAAC technique in their reading practices and investigate a range of texts. This all-encompassing strategy will help pupils succeed academically and foster a culture of passionate, competent readers.

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