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Improving Reading Comprehension through SQ3R Strategy towards Junior High School Students in Tarakan

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Abstract

Reading comprehension is the ability to read a text, process it, and understand its meaning. It is essential to comprehend a text because if someone is unable to understand it well, this can hinder their achievement of success in education. In schools, students' reading ability, especially reading comprehension, can be improved through various reading learning methods. This study aims to enhance students' reading comprehension in SMP 9 Tarakan by utilizing the SQ3R strategy. This study employed a Class Action Research (CAR) approach to address the problems in the study, aiming to improve students' reading comprehension skills by implementing the *Survey, Question, Read, Recite, Review* (SQ3R) learning strategy. There has been an increase in reading comprehension skills among grade VII students at SMP 9 Tarakan following the implementation of the SQ3R strategy, which involves surveying, questioning, reading, reciting, and reviewing (SQ3R) in the lesson. This can be seen from the final scores of the evaluation test results carried out by students in Cycle I and Cycle II, which increased from 79.09 to 85.04. The indicators of reading comprehension in this study include identifying the main idea, answering questions, drawing conclusions from the text, and retelling the information in their own words. Additionally, there is reportedly an increase in the achievement of indicators from cycle I to cycle II for each indicator. All assessed indicators identifying main ideas, answering questions, drawing conclusions, and retelling content demonstrated notable increases from Cycle I to Cycle II. These gains were supported by improvements in each SQ3R stage, especially after reflecting on and refining the teaching process. This indicates that the SQ3R strategy effectively enhanced students' ability to understand and process reading materials.

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INTRODUCTION

The difficulties in experiencing reading comprehension by students at the basic learning stage can have a negative impact on their ability to understand texts and their academic achievement at the next level. Some of the factors causing this obstacle include the use of ineffective reading methods, high levels of text difficulty, inability to draw conclusions, difficulty recognizing main ideas, and low reading fluency (Prihatini, 2022; Aliyah et al., 2023; Saragih, 2023). As a result, students focus more on pronunciation and grammar than on understanding the content of the text. These obstacles encourage students to be reluctant to engage in reading activities (Steiner, L. M., Hindin, A., & Rizzuto, 2022; Pramudya et al., 2024).

Reading is essential for understanding the world, gaining knowledge, developing higher-order thinking skills, achieving personal success, and contributing meaningfully to society (Park

& Lee, 2021; Bishara, 2024). Reading is an active receptive activity that requires experience, understanding, memory, and thought in understanding reading (Riyanti & Rahmi, 2024; Yuskar et al., 2023; Harya, 2023). Reading is an important basic requirement for honing thinking skills, achieving academic success (Kitjaroonchai, 2024; Fitri, N., & Zainil, 2018) building a career, and playing an effective role in community life (Smith et al., 2021). In addition, reading activities also contribute greatly to the development of other language skills, such as mastery of grammar and writing skills, and are very helpful in the language learning process (Liman Kaban & Karadeniz, 2021; Pardede, 2019). Reading is a mental process that requires seeing the text, analyzing the text, and understanding the letters in the text (Bahşi & Ateş, 2024). Reading is not just about understanding words literally but also a process of building meaning and linking the information obtained with previously acquired knowledge (Foorman, B., Wu, Y., Quinn, J., & Petscher, 2020; Tampubolon, 2017; Ayu et al., 2017; Zhang et al., 2021). This finding aligns with previous research, which has shown that an adequate level of word recognition fluency is necessary to comprehend more complex texts (Ghorbani et al., 2019).

It is important in language learning process to be mindful that reading activities can be conducted not only by a person eyes but also a person mind to understanding and comprehending a text. It has been stated that reading comprehension plays a crucial role in student learning and development (Soto et al., 2019). This ability is the foundation for the development of other language skills, such as writing, listening, speaking, pronunciation, and understanding grammar (Aji et al., 2020). In addition, students' understanding of online learning materials is also an important aspect in responding to the dynamics of current change (Zahran, 2023). The function of carrying out reading activities is to get general and general meanings, and to read for information and pleasure (Hasyim, 2022; Aktaş, 2023; Gurning & Siregar, 2017).

Reading comprehension is defined as the activity of students in thinking and constructing meaning at the pre-reading, reading, and post-reading stages (Meissner, J., 2008; Sweet, 2003). Reading comprehension is a complete ability read text, process it, and understand its meaning. A person's ability to understand text is influenced by their nature and skills, one of which is the ability to draw conclusions. Indicators of reading comprehension are accuracy, vocabulary comprehension, prior knowledge, linguistic knowledge, reading speed, identifying main ideas, identifying supporting details, identifying references, prior knowledge, and linguistic knowledge (Katemba, 2024; Fitriani, 2024). In addition, reading comprehension is an important aspect in the learning process. In order to absorb information and knowledge conveyed through text, a person needs to have reading skills with comprehension. If someone is unable to understand a text well, this can hinder the achievement of success in education. Reading comprehension is an integral part of learning. To obtain information and knowledge in written form, a person must be able to read with understanding. In reading comprehension, two interrelated abilities are needed, namely word recognition (decoding) and language comprehension (understanding the meaning of words). Decoding involves the process of recognizing symbols written on a page, while language comprehension involves interpreting the meaning contained in words and sentences (Gurning & Siregar, 2017.

Students' reading ability, especially reading comprehension, can be improved through various reading learning methods. One of them is the SQ3R method designed by psychologists and educators to create a more efficient and meaningful reading process. The SQ3R method was developed by Prof. Francis P Robinson, a professor of psychology from Ohio State University since 1941. Through this method, students expect to improve their ability to understand and remember reading, while managing their time better (Swennumson, 1992). In addition, this method encourages students to explore the contents of the reading, be actively involved during the reading process, and be able to interpret and remember information or details from the text more optimally. In addition, this method improves reading skills by forming the habit of students focusing on their reading, practicing speed reading activities, practicing improving

their understanding of texts and imagining how they can use the content in the future. It also helps students practice developing critical and comprehensive reading skills.

SQ3R is considered a fairly effective reading method and can produce good understanding. SQ3R is a reading method to find main ideas and supporting main ideas and also helps readers to remember (Aziz, 2020). The SQ3R reading method is an acronym for Survey, Question, Read, Recall/Recite, and Review. This method is very effective for reading in depth and logically because the steps are structured and applicable. With SQ3R, readers are directed to read more focused and efficiently, so that they can absorb the information or knowledge contained in the book. There are five main stages in the SQ3R method, namely: *Survey* (Reviewing in general), *Question* (Making questions), *Read* (Reading thoroughly), *Recall/Recite* (Remembering and expressing again), *Review* (Reviewing).

Reading lesson in the classroom is carried out by the teacher who give students assignments to read reading materials. Before the activity is carried out, the teacher lectures about information that is considered important related to what students should do. Then students carry out reading activities from beginning to end, followed by answering questions related to the contents of the discourse. If students do not understand the contents, the reading is repeated as before. The implementation of this learning shows that students are not given the opportunity to carry out reading activities through the proper process, namely the reading preparation stage, the reading stage, and the follow-up activity stage. Given the above conditions, the purpose of this study is to describe the implementation of the SQ3R method to improve reading comprehension skills for grade VII students at SMP 9 Tarakan. The results of this research are expected to enable students to understand the reading well, capture the information in the reading, and be critical. In addition, it is hoped that the learning outcomes of grade VII students at SMP 9 Tarakan can achieve optimal results.

METHOD

This study employed Classroom Action Research (CAR) to address the problems identified, aiming to improve students' reading comprehension skills by implementing the *Survey, Question, Read, Recite, Review* (SQ3R) learning strategy. Explain that action research is the systematic collection of information that is designed to bring about social change. Furthermore, class-based research is a type of research conducted to address learning problems faced by teachers (Bogdan & Biklen, 1992). It can improve the quality and results of lessons, making it easier to try new things in learning to enhance the quality and outcomes of learning. The Classroom Action Research carried out is in the form of a cycle that refers to the spiral model developed by Kemmis and Mc. Taggart. Where there are four stages, namely: (1) planning, (2) implementing actions (acting); (3) Observation; (4) reflection. The subjects in this study were grade VII students at one of the State Junior High Schools located in North Tarakan in the first semester of the 2024/2025 academic year, involving 32 students. The essential element studied was students' reading comprehension skills. The problems studied were based on field observations, interviews with teachers, and the results of pre-tests administered by researchers. The actions aim to improve students' reading comprehension skills by implementing the SQ3R strategy. This study was conducted over one month, utilizing research instruments in the form of an RPP (Research Plan for Learning Implementation), student worksheets, and evaluation sheets. Data collection techniques employed both test and non-test methods, with test methods including written tests and non-test methods comprising observation, field notes, and documentation. The procedure in this study employed both qualitative and quantitative data analysis.

RESULT AND DISCUSSION

The first stage in PTK is planning by observing the condition of the students themselves and observing the lesson environment from the beginning to the end of the learning. Following the steps, preparing the syllabus, RPP (lesson plan), and materials to be taught, assessment sheets, student worksheets, observation sheets of student activities, and everything needed in the implementation of learning itself. The implementation of SQ3R strategy was carried out in 2 cycles and each cycle has 1 meeting. In cycle 1, the planning stage of the activities carried out was to prepare a research implementation plan. Based on syllabus, grade VII junior high school students are expected to be able to understand texts by skimming, scanning, and comprehending a text. Meanwhile, the basic competencies made sure that students must master are the ability to compare the contents of two texts read by skimming. The lesson steps of cycles 1 and 2 were as follows:

1. The teacher carries out routine activities at the beginning of learning, the teacher prepares students, the teacher conveys learning objectives, the teacher explains the outline of the contents of the next text.
2. Entering the core learning using the SQ3R strategy.
    a. First, at the *survey* stage, students are directed to pay attention to the title written on the board. After that, students read the text in a few minutes at a glance to get to know the details of important information and the outline of the contents of the text before reading the full text.
    b. Secondly, at the *question* stage or compiling questions. After students have skimmed (the book is temporarily closed), students are arranged to compile questions according to what they have obtained when skimming at *survey* stage. The teacher can present the answers as bait to create questions made by the students.
    c. The third is *read* stage. Students are invited to reread their books carefully while paying attention to the questions that have been prepared on the previous stage.
    d. Fourth, at the *recite* stage or answering questions, students answered the questions that had been written, and also make conclusions from the entire contents of the text itself.
    e. Finally, students at the *review* stage or reviewing again, students are directed to reread the text to review or perfect all their answers, answers that have not been completed in the previous stage can be discussed together by students with teacher guidance.
    f. After all stages are complete, the teacher asks students to read the conclusions of the two reading texts from the comparison process (similarities and differences) in the review phase, the teacher provides an assessment sheet, the teacher concludes the results of the activities that have been carried out, the teacher closes the learning.

The implementation of learning carried out by teachers in the study was in accordance with the learning implementation plan made valued of 100% (very good) and experienced a significant increase. In cycle I, meeting 1, the average result of cycle I 78.09. This result has not reached the expected achievement value of ≥80. Based on the implementation of cycle I learning, there are still teacher activities that were not optimal and will be improved in cycle II. Meanwhile, in cycle II, the achievement value was 85.04. Surely, this value has met the specified achievement of ≥80. In cycle II, activities that were not optimal have been improved so that the study was stopped until cycle II. The learning outcomes of cycle I can be seen from the number of students who completed minimum criteria ≥75 as many as 28 students, those who did not complete were 4 students. Meanwhile, the learning outcomes in cycle II for students who completed were 32 students and those who did not complete were 0 students. In addition, the average student results in cycle I were 78.09 and in cycle II increased to 85.04.

DISCUSSION

In this discussion, the results of the study of reading comprehension lesson by implementing the SQ3R strategy will be presented. This discussion includes the implementation and achievement of learning and students' learning outcomes in reading comprehension. Based on the data obtained from the results of observations of reading comprehension learning by implementing the strategy showed an increase/similarity of SQ3R. The findings showed that percentage of the implementation of reading comprehension learning by applying the SQ3R strategy between cycle I and cycle II increased. Furthermore, it also concluded that in cycle I and cycle II showed that all lesson activities have been implemented. The implementation of this learning is included in the very good category and has exceeded the predetermined criteria.

The results of students' reading comprehension skills can be seen to have increased when the implementation process of the action has gone through improvements and reflections from learning cycle I. In the implementation of cycle II was more conducive compared to cycle I though there were still some obstacles found during its implementation. The increase in reading comprehension skills in cycles I and II can be seen from the achievement of students' reading comprehension indicators. The increase is also seen in the average value of the final results of the evaluation sheet given by the teacher at the end of the learning activity. This evaluation sheet contains reading texts with the five SQ3R stages in it. In learning cycle I, there were 4 students (12%) who scored below the minimum completion criteria (KKM). The data shows on the chart below.

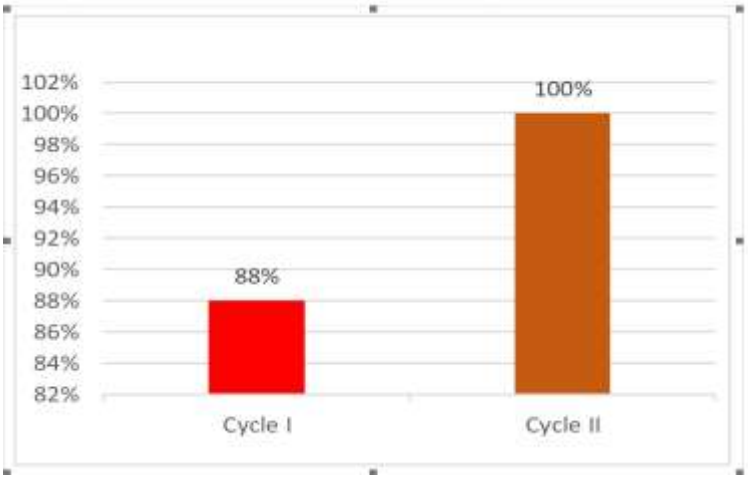
Graph 1. Percentage of Students Achieving Minimum Completion Criteria in Cycle I

From the graph above, it can be seen that 88% of students have achieved the minimum standard with an average score of 78.09. This shows that after the SQ3R strategy was implemented in learning, there was an increase from the previous learning which only implemented conventional learning though not all students passed the minimum completion criteria which was ≥80. After reflecting on learning in cycle I, the percentage of students who had achieved minimum standard also increased significantly in cycle II. Students who had not achieved the minimum completion criteria became 0 students. The following chart shows the percentage of students based on minimum criteria achieved in cycle II.

Graph 2. Percentage of Students Achieving Minimum Completion Criteria in Cycle II

In cycle I, the percentage of students achieving minimum completion criteria was 88% or 28 students, while in cycle II it increased to 100% or 32 students. This activity concluded that the importance of students understanding reading cannot be separated from students' knowledge. This is in line with the opinion that the level of difficulty in reading for students is influenced by several factors contained in the text itself, such as the relationship between the content of the text and the knowledge possessed by the reader, as well as the suitability between the text and the reading ability of the reader. (Katemba, 2024). Nowadays, many reading materials and information can be accessed widely. Students can use this to practice understanding the contents of the reading. (Bozgun & Can, 2023). Comparison of the percentage of students achieving minimum completion criteria in cycle I & cycle II follows below.

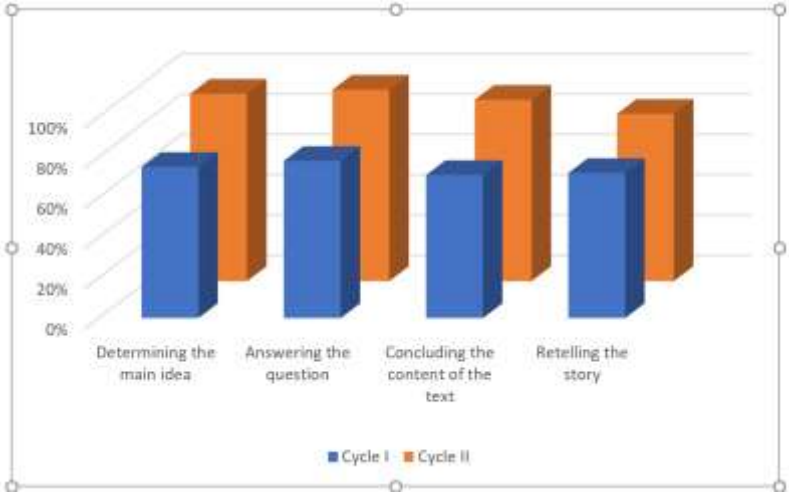
Graph 3. Comparison of Student Percentage Based on Minimum Criteria Completion in cCycle I & Cycle II



From the data above, it can be seen that the percentage of students who achieved the minimum completion criteria increased by 12%. In addition, the average value of students in cycle II increased to 85,04. Furthermore, the completion of students' reading comprehension indicators, as indicated by evaluation results and student worksheets, reported an increase. The indicators used to assess reading comprehension in this study included identifying the main idea, answering questions, concluding the contents of the reading text, and retelling the content in one's own words. Each indicator increased in each cycle. The indicator for determining the main idea of each paragraph in cycle I yielded a percentage of 75%. In Cycle II, this increased by 93%, which was due to the survey stages running smoothly after reflecting on the experiences

from Cycle I. Students also could obtain the necessary information from the reading text and determine the main idea correctly. The indicator of answering questions in cycle I got a percentage of 78% and increased in cycle II by 95%. This is supported by the read stage, which is carried out well after reflection from Cycle I. The findings showed that students read the text's contents actively and found answers to the questions that had been written. The indicator of concluding the contents of the text in cycle I obtained a percentage of 71% and increased in cycle II by 90%. This is due to the recitation stage, which was conducted effectively. Lastly, the indicator of retelling with their own words in cycle I obtained a percentage of 72% and increased in cycle II by 83%. Each indicator of reading comprehension in this study showed a significant increase after the implementation of the SQ3R strategy in the learning process. A comparison of reading comprehension indicators achieved in Cycle I and Cycle II is depicted in the graphic below.

Graph 4. Comparison of Student Percentage Based on Each Indicator



From the data above, the comparison of the percentage of students based on the achievement of minimum completion criteria and the increased of the reading comprehension indicator of students observed through the results of the evaluation sheet can be concluded that it can improve reading comprehension skills in students by using the SQ3R strategy. Implementing SQ3R in reading comprehension learning supports students in interpreting, analyzing, and deepening their understanding even without reading directly because students' understanding is sometimes challenging to build (Gurning & Siregar, 2017). Implementing the SQ3R strategy is expected to improve students' reading skills so that students can understand the contents of the reading well. This is also likely to increase the reading interest.

This is proven by the average value obtained reaching 79.09 increased to 85.04. Students who achieved minimum completion criteria were 28 students out of 32 students or around 88% of students had better reading comprehension skills in cycle I which later 100% of students passed the minimum completion criteria. Hereby implementing the *Survey, Question, Read, Recite, Review* (SQ3R) strategy in the learning process proved to improve reading comprehension skills in grade VII junior high school students in Tarakan.

DISCUSSION SECTION

The results of the study indicated that employing the SQ3R technique indeed enhances students' reading comprehension. This improvement is evident across all reading indicators, including identifying the main idea, answering questions, concluding the information through the text, and retelling used their own words. The students' comprehension skills advanced because they were effectively taught the SQ3R method. Although they initially faced challenges in understanding the text, they successfully applied the SQ3R technique during the post-test to enhance their comprehension and reduce previous errors. The increase in reading

comprehension can be directly linked to the SQ3R method. This technique serves as a valuable resource for educators to present material effectively and enables students to grasp the content with greater ease. A key reason for its effectiveness is SQ3R's ability to help students construct a robust mental structure for a topic into which they can accurately fit information. Additionally, the technique assists students in establishing study objectives and promotes the use of review strategies to reinforce knowledge retention.

SQ3R is an abbreviation for the steps involved in studying texts, which include: 1. *Survey*, which consists of checking, researching, or identifying all relevant texts. 2. *Questions*, which means compiling a list of questions relevant to the text. 3. *Reading*, which means actively reading the text to find answers to the questions that have been compiled. 4. *Recite*, which means memorizing every answer that has been found. 5. *Review*, which means reviewing all the answers to the questions compiled in the second and third steps. The steps for implementing reading comprehension with the SQ3R method are as follows: before starting to read, students are invited to survey the material to gain an overview of the reading. This can be done by looking at the beginning and end of the text. For example, when reading a book, readers need to study the title, author's name, publisher, year of publication, table of contents, foreword, summary, and bibliography. After that, readers formulate questions that they want to find answers to in the book. These questions will serve as the basis for the process of reading and understanding the content of the reading.

In the initial phase of this method, Survey, students are instructed to skim through the topic headings and gain a general understanding of the reading material to anticipate the direction of the chapter. Before reading in detail, students skim the material to get an overview. They all were Looking at the title, headings, subheadings, examining visuals present and also reading introductory and summary paragraphs. This step expected to activate prior knowledge and builds a mental framework of what the text is about. When students skim a text included looking at the title, headings, images, or summary, students start to connect the content to what they already know from previous lessons, life experiences, or background knowledge. According to Mikulecky, S. B. & Jeffries (2004) the purpose of skimming is to get a general sense of a passage or book, not specific details. Furthermore, he claims that when we do skimming it means that we have a general question about the whole text first. This statement led the students into the next stage of this strategy.

Following the initial step, it is beneficial to pose a brief engaging Question to the students and provide an overview of what they will read. Students in the class created questions based on the headings and subheadings they saw in the initial stage. This stage brought the students into sets a clear purpose for reading and encourages curiosity. Brown (2001)defines pre-questioning as some questions which are provided before the students read the whole text in order to build the student' interest, motivation, and cognitive factors. Thus, it is useful to activate mentally schemata whom students can make prediction what they will face through the text.

Next into the third step of the SQ3R technique, Reading, assists students in deciphering unfamiliar words in the text. Students read the passage actively, searching for answers to the questions they created earlier. They were expected to read one section at a time not the entire text at once, highlight or underline key sentences, write marginal notes, and stop and reflect after each paragraph or section. From reading contents, such as the theme and main ideas of texts to supporting ideas and details, students can train themselves and enhance their reading comprehension. Students can also train to connect their finding and their initial knowledge (Apsari, 2018; TUNCER & ÖZKAN, 2021). Fourth stage of this strategy is *Recite*, the students expected to recall and summarize the main points in their own words after the reading stage of the strategy. Students could answer all the questions they have made earlier and they were expected to retell the passage by using their own words. This stage importance is to strengthens memory and ensures the students comprehending the passage or text. Shea & Roberts (2016) stated that "A process for systematically assessing comprehension of text through readers' self-

initiated expression of understanding is summarizing, orally or in writing. By recalling the text, the students could transfer information from short-term to the long -term memory and by highlighting some important information in the text helps them understanding better and reflecting what had been they learn.

The final steps of the SQ3R technique aid students in digesting the author's ideas and then reviewing the main points of the text in their own words, which means they can uncover the implied information within the text. Students were asked the text to find out things that might have missed at the first time or to clarify understanding. It helps to grasp knowledge, build confidence, and identify gaps by the students. Skills in comprehending the text are likely to lead to making inferences by incorporating relevant background knowledge to interpret the implied information from the texts (Woolley, 2010). Moreover, the SQ3R technique assists students in enhancing their reading comprehension. The implementation of the SQ3R technique by the teacher proved to enhance the reading comprehension of the students, a conclusion supported by the research findings from the pre-test and post-test.

The implementation of the SQ3R learning strategy has been proven to improve understanding of subject matter, enhance the ability to collect and explore information, and also foster the development of skills. In addition, the implementation of the proper learning method by teachers greatly helps to optimize the smooth running of the teaching and learning process. This also makes it easier to find, test, and compile the data needed for the development of science. The appropriate method also facilitates the learning process, allowing for more optimal results and the achievement of teaching objectives. Therefore, teachers need to employ the proper learning method to create an effective and efficient teaching and learning environment. This aligns with Manihuruk's (2020) research results, which indicate that reading integrates two related processes: word recognition and comprehension. Word recognition involves the process of identifying word sounds and interpreting words, while comprehension is the process of making meaning of text or parts of text.

To improve reading comprehension through the application of the SQ3R strategy, several obstacles arise during the learning process in Cycle I. Still, these obstacles can be overcome in Cycle II. Data on barriers encountered during the learning process are recorded in the field notes sheet. The obstacles found during the learning process include the way the material is delivered is not clear, so many students not understanding, there has not been much guidance to the sisal, so there are students who feel confused, the teacher not paying enough attention to the allocation of learning time that has been made so that the time provided is lacking. Long-term research could examine how the application of this strategy surely effects students' growth in reading comprehension over time. Such investigations would provide insights into the instructional benefits of the student' reading comprehension and its impact on learning results. By focusing on these aspects, future research can continue to enhance the instruments used to assist writers and improve the overall quality of language education worldwide. The current study lays the groundwork for these ongoing endeavors, highlighting the significance of appropriate-level, genre-specific assessment in promoting effective academic communication from the earliest phases of writing development.

CONCLUSION

Based on the research, it can be concluded that the application of the SQ3R (*Survey, Question, Read, Recite, Review*) strategy had a positive impact on students' reading comprehension abilities. This improvement is quantitatively and qualitatively evident in several key areas. Firstly, the overall percentage of students who achieved the minimum completion criteria increased by 12%, indicating a notable rise in learning outcomes. Moreover, the average score of students in Cycle II reached 85.04, reflecting a good improvement compared to the results from Cycle I. This shows not only increased understanding but also stronger understanding of the reading material or passage after implementing the SQ3R strategy. Furthermore, the study also showed reading comprehension using four key indicators such as

(1) identifying the main idea, (2) answering comprehension questions, (3) drawing conclusions from the text, and (4) retelling the content in the student's own words. Based on the data gathered above, each of these indicators demonstrated an increase from Cycle I to Cycle II. The information is confirming whether the stages of the SQ3R strategy prove to be supported the development of comprehension skills. The first indicator which was identifying the main idea of each paragraph, increased from 75% in Cycle I to 93% in Cycle II. This improvement is linked to the refinement of the Survey stage, which encouraged students to preview the text structure and after reflecting on Cycle I, this stage was executed more smoothly and allowed students to better determine and understand the main ideas. The second indicator which was answering questions about the reading showed improvement from 78% in Cycle I to 95% in Cycle II. This progress was affected from Read stage, where students were guided to read actively with specific questions in mind. Students became more capable of extracting relevant information from the text, leading to higher accuracy in answering questions. The third indicator which involved concluding the reading text, showed improvement from 71% in Cycle I to 90% in Cycle II. The improvement on this stage can be correlate to the Recite stage, where students were encouraged to recall, process, and restate what they had read in their own words. Lastly, the fourth indicator which was students are expected to retell the reading content in their own words, showed improvement from 72% in Cycle I to 83% in Cycle II. The combination of effect of the Recite and Review stages allowed for better comprehension and the understanding of the student'. Hence, the improvements across all indicators suggest that the SQ3R strategy not only improve the students' ability to comprehend texts but also let the students' to awakening the awareness as students become more conscious of how they read and process reading tasks. By applying the texts in such strategy through surveying, questioning, reading, reciting, and reviewing, students were better able to construct meaning, determine key ideas, and express their understanding clearly. In conclusion, the application of the SQ3R strategy demonstrated to improve reading comprehension of Students grade VII SMP 9 Tarakan.

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