Teaching Method: Survey, Question, Read, Recite, Review (SQ3R) to Improve Students' Reading Comprehension

[1]Ishak, [2] Euis Yanah Mulyanah , [3]Arsi Yulianjani, [4]Arnelli

[1,2] Universitas Muhammadiyah Tangerang, [3]Universitas Raharja, [4]Universitas Buddhi Dharma
e-mail: euis@umt.ac.id

Abstract

The purpose of this research to determine the student's learning process using Survey, Question, Read, Recite and Review (SQ3R) to improve student's reading comprehension. The research was conducted to observe the effect of the SQ3R on the tenth-grade student's reading comprehension at SMA Muhammadiyah 2 Tangerang. The research used a quantitative approach and the design of this research was quasi-experiment research by using a non-equivalent control group design by using Random Sampling, consisting of X IPS 1 as an experiment class and X IPS 2 as a control class. The posttest results were obtained data that tcount = 1.29 and ttable = 1.9965 with significant level = 5% or 0.05. This means that H0 = was rejected and H1 was accepted. It is reasonable to suppose that there is a substantial difference in students' reading comprehension between the experiment class taught using the SQ3R technique and the control class not taught using the SQ3R method. Therefore, the SQ3R method can be an alternate approach to improving students' reading comprehension.

Keywords: Teaching Method, SQ3R, Reading Comprehension

INTRODUCTION

According to Pamela, Carol, and Maria (2004), the SQ3R is best presented by the teacher, who carefully models it and then participates to practice in the class. Therefore, in this research, the researcher used the SQ3R method to improve students' reading comprehension. There are 5 steps involved that the students need to learn for comprehending the text by using SQ3R, those are: Surveying, Questioning, Reading, Reciting, and Reviewing. SQ3R is one of the methods that can help the teacher to solve the student's problem in comprehending the reading material/text. This method was created as a procedure for students to use to monitor their comprehension and learning of what they read(Nofia, 2019). According to Lipson and Wixson (2003), the "SQ3R method is possibly one of the oldest and most widely used methods." It is most commonly applied to textbooks and formal reading assignments in which readers are expected to digest key themes from expository writing." (Rahyana, Kasyulita, and Rasyidah, 2016, p. 4).

According to Gloria (1988), "the definition of reading comprehension is most likely to occur when pupils are reading what they want to read, or at least what they see some good reasons to read" (Rahyana, Kasyulita, and Rasyidah, 2016, p. 5). Furthermore, Hennings (1997) states that "comprehension means interacting and constructing meaning to the text" (Farisi, Wahjuningsih, Istianah, 2016, p. 506). Prof. Francis P. Robinson, a psychology professor at Ohio State University, invented the SQ3R technique in 1941. This approach is used for reading activities, and it consists of

five steps: survey, question, read, recite, and review. From the explanation above, the researcher concludes that SQ3R is a method t is used to assist students in learning to read. SQ3R is an acronym that stands for survey, read, recite, and review. is an instructional step that makes students improve their understanding of the texts they read.

English consists of skills in listening, speaking, reading, and writing (Ivanova et al., 2021). All that skills must be mastered by the students because these are integrated and related to English learning. One skill that is very important and deserves to be mastered by students is reading (Riyadi et al., 2022). Reading is a thinking process because by reading, we not only just read, but we face the process to understand (Rochmawati et al., 2022). However, reading is not easy to understand by the students. Reading is one of the English skills that should be mastered by students. According to Graesser (2007), when someone wants to master specific levels or components in English, then reading is a good choice. Reading gives an important role in English learning because by mastering reading skills, one will easily comprehend what is the text about. Goodman (1973) points out that if reading is the extraction of meaning "reading comprehension" is an excessive phrase because, without comprehension, reading has not truly happened.

Reading is a guessing process, according to Grellet (1996), and what one takes to the text is frequently more significant than what one discovers there. According to Harmer (2007), reading is beneficial for language acquisition; the more students who read, the better they will become at it. Furthermore, reading has a good influence on students' vocabulary understanding, spelling, and writing. Furthermore, Westwood writes, "Reading is a very complex skill, and it is not surprising that some children have difficulty learning to read" (2001, p. 25). Teale & Yokota in Westwood (2001) tells that Reading is only about sounding out words, not about making meaning and using context" (p. 44). Reading has become one of the English abilities that must be thoroughly mastered. Reading comprehension is the most significant aspect of reading (Chen & Chaoyang University of Technology, 2023). If someone has strong reading comprehension, they will be able to effortlessly grasp the substance of the material they are reading. By doing reading comprehension it will enhance student's knowledge from they get after reading(Supakorn et al., 2022).

Pamela, Carol, and Maria (2004), stated that reading comprehension is the process of comprehending the author's intended message. Simply said, it is making sense of the text at hand. According to Rubin (2000), "reading comprehension has been described as a complex intellectual process involving several abilities" (p. 171). To understand a text, the readers should be able to identify every word correctly, so it is right to be informed. According to Torgesen (2000), reading comprehension is a cognitive, motivational, and emotional activity (Westwood, 2001, p. 10). Reading comprehension is defined as the process of extracting and generating meaning via interaction and participation with written language. RAND Reading Study Group (RAND, 2002).

Caldwell (2008) states in which Reading comprehension is the process of connecting prior knowledge to new information contained in written texts. Furthermore, Teale& Yokota (2000) state understanding must be stressed as the primary goal of teaching youngsters to read, rather than after they have learned how to decode and recognize words (Westwood, 2001, p. 9). Reading comprehension

entails more than just the responses of readers to the text (Suharti, 2019). It involves many interactions between readers and what they bring to the text (Sari, 2020). So in comprehending a text, the readers should have their own strategies that refers to how make sense of what they read, what they do and why they do not understand something in the text (Lastari & Silvana, 2020). In solving the problems in teaching reading, the researcher needs to have some method to improve students' comprehension. One of the methods is SQ3R (Survey, Question, Read, Recite, Review).

RESEARCH METHOD

This research used two variables with a quasi-experiment design. The first is the independent variable and the second is the dependent variable. The independent variable (variable x) is the SQ3R method and the dependent variable (variable y) is the student's reading comprehension. In addition, the researcher has two classes, which is one of them as an experiment class and another one as a control class. There are two steps used in this research. First, pretest and second is posttest. The pre-test is given to prove that both classes are equal in reading comprehension. In addition, the post-test was given to prove that the experiment class is better than the control class. The researcher chooses to observe the tenth-grade students of SMA Muhammadiyah 2 Tangerang as the population of this research which consists of 163 students. The total population is students divided into 5 classes.

To know the effectiveness of the SQ3R method in this quantitative research and used a test as the instrument to get the data through multiple choices questions. The contents of the multiple choices include determining the main idea, determining the topic sentence, or finding out references. There were two kinds of tests used: 1) Pre-test was conducted at the beginning of the study to know and measure students' knowledge about narrative text in reading comprehension. It was done before using the SQ3R method as the treatment in both the class, experiment, and control classes. The researcher has given 20 valid questions of multiple choices. That question is obtained from the validity test that contains 50 questions. 2) Post-Test was conducted at the end of the study to know and measure students' results of learning narrative text in reading comprehension after applying the SQ3R method as the treatment in the experiment class and using the conventional method in the control class. The researcher has given 20 valid questions of multiple choices. That question is obtained from the validity test that contains 50 questions. In this research, multiple-choice tests are given to the students. It is chosen by the researcher because it is commonly conducted by other researcher and it is a useful type of objective test item.

RESEARCH FINDINGS AND DISCUSSION
Findings

In this research, the total sample of tenth-grade students at SMA Muhammadiyah 2 Tangerang who were being researched was 68 students, which consist of 34 students in the experiment class and 34 students in the control class. In this research, the data used for research was in the form of scores that were obtained from the test results of the experiment class and control class in reading comprehension.

Table 1. Normality Test Chi Square Calculation Result of Pre-test

Data	χ^2_{count} Score	χ^2_{table} Score	Remarks
Experiment Class Pre-test Score	5.82	11.07	Data sample is from normal distribution population
Control Class Pre-test Score	1.67	11.07	

Using the pre-test score from the experiment class as a starting point, the data computation produced the results x2count = 5,82 and x2table = 11.07 with a significant level of 5% or 0.05 by the total sample size of n=34. It may be said that the data are regularly distributed if x2count = 5,82 and x2table = 11.07. The data calculation obtained χ^2count = 1.67 and χ^2table = 11.07 with a significant level α = 5% or 0.05 by the total of n=34 based on the pre-test score received from the control class. If χ^2count = 1.67 and < χ^2table = 11.07, it is acceptable to assume that the data are normally distributed.

Table 2. Normality Test Chi Square Calculation Result of Post-test

Data	χ^2_{count} Score	χ^2_{table} Score	Remarks
Experiment Class Post-test Score	6.73	11.07	The data are normally distributed
Control Class Post-test Score	6.21	11.07	

Based on the post-test results from the experiment class, the data calculation obtained the following results: χ^2count= 6.73 and χ^2table = 11.07, significant level α = 5%, or 0.05, by the total of n=34. It is reasonable to infer that the data are normally distributed if χ^2count = 6.73 <χ^2table= 11.07. The data calculation obtained χ^2count = 6.21 and χ^2table = 11.07 with a significance level α = 5% or 0.05 by the total of n=34 based on the post-test score received from the control class. If χ^2count = 6.21 <χ^2table

= 11.07, the data is assumed to be normally distributed.

Table 3. Homogeneity Test Calculation Result

Data	F_{count} Score	F_{table} Score	Remaks
Pre-test Score	1.23	1.77	The data are from homogeneous population
Post-test Score	1.11	1.77	

There were numerous findings from the homogeneity test fisher computation of the pre-test data. According to the pre-test homogeneity results for the experiment class and control class, Fcount = 1.23 and Ftable = 1.77, respectively, which indicates Fcount<Ftable, suggests that both variances originate from a homogenous population. Multiple findings emerged from the analysis of post-test data that were computed using the Fisher homogeneity test. The homogeneity result of the post-test for the experimental class and the control class was Fcount = 1.11 and Ftable = 1.77, it means Fcount<Ftable, and from the calculation's outcome, it can be inferred that both variances come from a homogenous population.

Table 4. The Results of Hypotheses Testing

No	Data	t_{count} Value	t_{table} Value	Remarks
1	Pre-test Score	1.29	1.9965	$t_{count} = < t_{table}$ There is no significant difference of student's writing descriptive text between students in experiment class who were taught by using SQ3R method and the students in control class who were not taught by using SQ3R method.
2	Post-test Score	9.71	1.9965	$t_{count} = > t_{table}$ There is any significant difference of student's writing descriptive text between students in experiment class who were taught by using SQ3R method and the students in control class who were not taught by using SQ3R method.

The purpose of the study was to determine whether teaching with the SQ3R approach had any discernible effects on students' reading comprehension. In the previous explanation, the researcher gave the pre-test and post-test in both the experiment and control classes. This treatment was done after the researcher gave the

pre-test, however, this treatment was only conducted in the experiment class using the SQ3R method. While in the control class, the researcher did not give any special method for teaching reading comprehension. After that, the researcher tested hypotheses utilizing a t-test whether the result showed that in the pre-test tcount = 1.29 <ttable = 1.9965, which means that tcount is smaller than ttable, it was indicated that H0 is accepted or there is no significant difference of student's reading comprehension among students in experiment class and the students in the control class. This happened because the researcher has not given a treatment for the students in the experiment class.

In the post-test, the result of the calculation of the hypotheses by using Pooled Variance Model T-test showed that tcount = 9.71 and ttable = 1.9965, which means that tcount is bigger than ttable. It was indicated that H1 is accepted or there is any significant difference in studént's reading comprehension between studénts in the experiment class who were taught by using the SQ3R method and the studénts in the control class who were taught by using the conventional method. Based on the explanation above, it can be concluded that the average score of studént's reading comprehension who were taught by using the SQ3R method was higher than the studénts in the control class who were taught by using the conventional strategy. So, the explanation above, shows that the SQ3R method and other similar studies can be used as good alternatives to make studénts more interested in studying English reading comprehension.

Discussion

Based on the explanantion above, it can be concluded that average score of student's reading comprehension who were taught by using SQ3R method higher than the the students in controlled class who were taught by using conventional strategy. It has similarities with the research conducted by Maulani Rifat Yenisa (2017) conducted the research entitled "The Effectiveness of using SQ3R methodin Students' reading Comprehension of Hortatory Exposition Text. This study was aimed to obtain empirical evidence about the effect of SQ3R methodin students's reading comprehension of hortatory exposition text. class XI IPA 1 as the experimental class while class XI IPA 2 as the control class. Both experimental class and control class consist of 30 students. The instrument used in this study is a test. There are pre-test and post-test of reading comprehension of hortatory exposition text given to students. The data gained in this study by statistical calculation. The result of the statistical calculating shows that the value of t0 is 5.07 which is higher than tt at significant level 5% = 1.67 and 1% = 2.39. it means that the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected (H0). Based on the research, it can be drowning conclusion that students' reading comprehension of hortatory exposition text can be affected by using SQ3R method.

So, from the explanation above, it shows that SQ3R method and the other similar study can be used as good alternative to make students more interest in studying English reading comprehension.

CONCLUSION

The result of this research can be concluded that there is any significant difference between the studénts who are taught by using the SQ3R method and who

are taught by using conventional strategy in the term of English reading comprehension on the tenth-grade studénts of SMA Muhammadiyah 2 Tangerang. The result of the post-test consists of central tendency data of the experiment and control class, the result of the normality test which is shown by normal data distribution, and the homogeneity test which is shown by homogeneous data variance. From the calculation data result, it was obtained post-test data that the mean score of the experiment class was 85.29 while the control class was 70,15 and the standard deviation score of the experiment class was $(7.14)2 = 50.97$, while the standard deviation score of control class was $(8.42)2 = 70.89$. The t-test of post-test in significant level 0f 5% ($\alpha = 0.05$) showed that tcount = 9.71 > ttable = 1.9965, H0 is rejected H1 is accepted, it means that there is any significant difference in student's reading comprehension narrative text between studénts in experiment class who were taught by using SQ3R method and the studénts in control class who were not taught by using SQ3R method.

Based on the result of this research it can be concluded that there is any significant different result between the students who are taught by using SQ3R method and who are taught by using conventional strategy in the term of English writing descriptive text of the tenth-grade students' of SMA Muhammadiyah 2 Tangerang.

REFERENCES

Caldwell, J. S. (2008). *Comprehension Assessment a Classroom Guide*. New York: The Guilford Press

Chen, K. T.-C., & Chaoyang University of Technology, T. (2023). The Correlation of EFL Graduate Students' Strategies and Attitude Toward Reading English E-Journal Articles. *International Journal of Instruction*, *16*(2), 1059–1076. https://doi.org/10.29333/iji.2023.16256a

Farisi, M. NurFaqih et al. (2016). *The Effect of Teaching Reading Using SQ3R Strategy on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 2 ArjasaSitubondo.* EFL_Education_Journal_vol3_no7, 505

Grellet, F. (1999). *Developing Reading Skills*. Cambridge University Press

Harmer, J. (2007). *How to Teach English.* Oxford: Pearson Education Limited

Hutasuhut, A., and Ginting, E.M. 2014.*The Effect Of SQ3R Method on the Students' Ability in Reading Comprehension* https://jurnal.unimed.ac.id/2012/index.php/jelt/article/view/1834/1481 (visited on September 2021)

Ivanova, R., Linguistics University Nizhny Novgorod, N. N., Ivanov, A., & Linguistics University Nizhny Novgorod, N. N. (2021). Online Reading Skills as an Object of Testing in International English Exams (IELTS, TOEFL, CAE). *International Journal of Instruction*, *14*(4), 713–732. https://doi.org/10.29333/iji.2021.14441a

Lastari, D. S., & Silvana, R. (2020). THE EFFECTS OF SUMMARIZING USING INFOGRAPHICS ON EFL LEARNERS' READING COMPREHENSION. *Globish: An English-Indonesian Journal for English, Education, and Culture*, *9*(2), 128. https://doi.org/10.31000/globish.v9i2.2707

Nofia, N. (2019). THE CORRELATION OF THE TENTH GRADE STUDENT'S VOCABULARY

MASTERY AND READING COMPREHENSION AT SMA NEGERI 6 TANGERANG. *Globish: An English-Indonesian Journal for English, Education, and Culture*, *8*(2). https://doi.org/10.31000/globish.v8i2.1755

Putri, N.R., and Surakarta, S.R. 2016. *Improving Students' Reading Comprehension by Using Survey, Question, Read, Recite, and Review (SQ3R) Method (A Classroom Action Research at Tenth Grade Students of SMA N Colomadu, Karanganyar in 2015/2016 Academic Year)*

Rahyana, T. et al. (2016). *The Effect of SQ3R Technique Toward Students' Reading Comprehension of Descriptive Text at Grade Seventh Students of SMP Negeri 02 Pagarantapah Darussalam*

Riyadi, F., Gunawan, Y. I., Firdaus, M. I., & Rohim, A. (2022). THE EFFECT OF GANZE METHOD ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSION AT SMPN 16 KOTA TANGERANG. *Globish: An English-Indonesian Journal for English, Education, and Culture*, *11*(1), 70. https://doi.org/10.31000/globish.v11i1.5595

Rochmawati, L., Dr, P. P. S., Fatmawati, F., Sukma, M. M., Politeknik Penerbangan Surabaya, I., & Politeknik Penerbangan Surabaya, I. (2022). Metacognitive Reading Strategies of English Lesson at Indonesian Civil Aviation Polytechnic. *International Journal of Instruction*, *15*(1), 583–600. https://doi.org/10.29333/iji.2022.15133a

Sari, R. P. (2020). THE CORRELATION OF THE TENTH GRADE STUDENT'S VOCABULARY MASTERY AND READING COMPREHENSION AT SMA NEGERI 6 TANGERANG. *Globish: An English-Indonesian Journal for English, Education, and Culture*, *9*(2), 103. https://doi.org/10.31000/globish.v9i2.2742

Snow, C, E. (2002). *Reading for understanding: Toward a Research and Development Program in Reading Comprehension.* U.S: RAND Education

Suharti, D. S. (2019). Reading Assignment: Group Work, Impacts on Students' Reading Comprehension. *Globish: An English-Indonesian Journal for English, Education, and Culture*, *8*(1). https://doi.org/10.31000/globish.v7i2.1199

Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Bandung: Penerbit Alfabeta

Supakorn, P., Asst Prof, corresponding author, Panplum, S., & School of Liberal Arts, W. U. (2022). EFL Reading: Learning-to-Read and Test-Taking Strategies. *International Journal of Instruction*, *15*(3), 989–1006. https://doi.org/10.29333/iji.2022.15353a

Westwood, P. (2001). *Reading and Learning Difficulties Approaches to Teaching and Assessment.* The Australia Council for Educational Research Ltd.

Yenisa, M, R. (2017). *The Effectiveness of Using SQ3R Technique in Students' Reading Comprehension of Hortatory Exposition Text (a Quasi-experimental Study at the Eleventh Grade Students of SMA Annajah, Rumpin, Bogor.* Department of English Education, Syarif Hidayatullah State Islamic University Jakarta