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SQ3R Method as an Alternative Pedagogical Strategy to Enhance Students' Reading Comprehension

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Abstract

SQ3R (Survey, Question, Read, Recite and Review) Method is systematic method that can enhance students' reading comprehension. This method consists of five steps that must implement entirely. Firstly, the survey step which we surveyed the table of contents and the tittle of the book or text will be read. Secondly, the question step, in which we question the unclear sentences from the previous step. The last step is 3R (Read, Recite and Review). Reading is the primary step of this method, in which we are reading the whole text. Recite step is the step where we must jot down the answers to unclear sentences we met before. The last step is Review, in which we attempt to summarize what we have read and written. The design of this research is Classroom Action Research. The research subjects are the first semester of English Department students at Muhammadiyah University of North Maluku comprising 18 students. The instruments used are test and questionnaire. The result of the research showed that the students' reading comprehension through the SQ3R method at English Department of UMMU is in the good category. Dealing with the score that the students achieve, it can be seen from the result of pre-test (40%) increase in the post-test (82, 77%) which show significant improvement from cycle I to cycle II. According to the questionnaire's result, it can be said 65, 46% students like the implementation of the SQ3R method, they could understand the steps of the method, and it has been enhancing students' reading comprehension although this is still a new method for them.

Keywords: *Implementation, SQ3R Method, Enhancing, Reading Comprehension*

1. Introduction

In the modern era, every human being trives to create the competitiveness with others in order to improve their ability, knowledge and also add their own experience to become a better man. As Suhirman (2019) noted, one of the ways to improve their knowledge is to read and update information. Thus, reading is one stage to study more effectively because by reading many textbooks, articles, stories and novels, it can develop our memory, comprehension and more knowledge.

Reading is the process of drawing and interpreting the information that requires active brainwork. It is also a process of capturing the information in a text so that the reader will understand the important points contained in the text. Besides, reading is well known as a way to open our minds and make it easier to acquire knowledge because by reading we can learns lots of things that we have not known yet. That is why it is beneficial for students as well. Furthermore, Alkialbi (2015) views that reading is the most complex activity that involves phonological and semantic processing. Also, Kirmizi (2011) states that reading comprehension is the act of thinking, constructing meaning by integrating the information from the author with the reader's background knowledge. Imam Nur Aziz (2020) also adds that reading skills include two things, namely recognizing written symbols and understanding their contents.

In general, reading comprehension is the central pillar in the context of reading text. Comprehension is the aim of reading. It enables the reader to catch the point of reading text. When they read, they gain information from the text. Therefore, they have to pay more attention to reading comprehension. This is supported by Srifayu (2017) who states that comprehension relates to the ability to go beyond the words, to know the thought and the relationship between ideas conveyed in a text. (Kasmawati and Sakkir, 2020).

From the above definitions, it can be said that in reading, understanding the meaning of the text as well as the ability to manage the text is very important, so it is a part of reading comprehension. As we know, reading comprehension refers to the ability to understand the meaning of a text which is derived from the interaction

between the words contained in the text and the reader's interpretation the message conveyed. Thus, it is also determined by the individual's cognitive development which a series of thought processes.

However, in fact, it still presents several problems faced by students in comprehending the text they read, which influences their ability to enhance their reading comprehension. Therefore, the researchers have identified two aspects of physiological factors to explore further. The first aspect is the students' feeling when they try to read an English text with many unfamiliar words; the teacher should give their feeling of anxiety and worry very much care. Then, the second aspect is motivation, which is also most important in enhancing reading comprehension.

Many students did the reading as a passive activity, which means they read the text from the beginning to the end, making it difficult to discover the important points of the text. It has also been found by researchers in the first semester of the English Department at Muhammadiyah University of North Maluku, particularly in the teaching English, including the reading subject.

The problems faced by the students are related to physiological factors. First are students' feelings of anxiety and worry. The aspect related to this activity is that when the teacher suddenly points at the students who are still in the beginner level (not very proficient in reading English text) panic. They will be nervous and worry about making mistakes in reading. Second is the motivation of the students. It also includes an important aspect for solving the problem faced by the students in their reading activity. If there is no motivation in the classroom especially in the reading class, the researchers believe that the class will be in a passive situation. Therefore, the teacher should create an attractive class by developing a better approach, strategy, or method and engaging learning experience.

As we already know, reading is the key to the success of students' learning in school. The ability to read with new method will increase the activity of learning reading. Also, there should be a sense of interest in reading or learning that is embedded in him. In order to solve these problems, the researchers are interested using the SQ3R (Survey, Question, Read, Recite and Review) method. SQ3R can

be described as method that is increasingly popular and widely used. This method is considered a practical reading approach that can foster a good understanding. It purposes is a method of reading to find the main ideas and supporters of the main ideas, also help the reader to remember longer.

SQ3R means Survey, Question, Read, Recite and Review. In the first step of SQ3R namely Survey, students are instructed to survey the book they are going to read which includes the table of contents, the main heading, and even the bolded words of the book. In this step, the students are allowed to skim the entire text so they can know what the book will be about. The second step of SQ3R is Question. After surveying and skimming the book, the students should notice the questions based on headings. The questions that the students have noticed will be answered by reading in which is the third step of SQ3R method, or the first R. In this step, they will read the entire text or book and then attempt to answer the question they asked before. The next R is to recite, which means the students should jot down all the answers for the questions they created previously. Here, the students can write every important point of the text or book that they discovered from the reading into their own words. And the final R from the SQ3R method is Review. The teacher should ask the students to look back at the entire of notes that the students have.

The short explanation of the SQ3R method above is that is the suitable method chosen by the researchers to enhance students' reading comprehension. The process or the step of this method gives many preparations for students to be more focused on the text, and their anxiety and worry will change into self-confidence. Also, there is a questioning step in the SQ3R method, which is actually a challenge for the students to break down every question or unfamiliar things that they find in the text, and they finally understand point of the text and every important things in the text itself. Therefore, the two aspects of physiological factors that had been explained before by the researcher are solved.

If the teacher implements the method, then ask the students to follow all of the steps, the researchers believes that students' reading ability will be improved quickly. SQ3R elaborates with the skimming strategy because skimming gives

students the advantages for being able to predict the purpose of the passage, the main topic, and possibly some of the developing or supporting ideas.

Based on the above explanation, the researchers were interested in conducting a study on students' reading comprehension through the implementation of the SQ3R method, particularly to answer the question: Does the SQ3R method can enhance students' reading comprehension? While, the objective of the study is; 'to find out whether the SQ3R method can enhances students' reading comprehension or not'.

2.   Materials and Methods

The research approach used in this study was classroom action research conducted in two cycles. Each session were consisted of four interconnected activities, namely: Planning (P), Action (A), Observation (O), and Reflection (R). According to Burns (2010), action research is a research carried out in the classroom by the teacher, mainly with purpose of improving the teaching-learning process. Furthermore, Richards and Lockhart (2009) state that action research typically involves small - scale investigation projects in the teacher's own classroom and consist of a number of phases which often recur in cycles: planning, action, observation, and reflection.

The procedure of research design involve; A). Initial Reflection, it is necessary to note that initial reflection (IR) is a terms that is normally used in classroom action study, which refers to a pre-test in reading comprehension. The IR is administered to the first semester of English Department at UMMU in order to measure the real preexisting reading comprehension ability of the students. B). Planning, the research process was started from planning process. The researchers had to prepare instructional planning for all of sessions. There are a number of activities that is applied in this step such as; the lesson plans were concerned with selecting materials discussion, reading comprehension which could be suitably implemented through the SQ3R method, then constructing pre-test, post-test, observation sheet, and also questionnaire. C). Activity, where the researcher execute the action in the classroom. This session consist of pre-activity, whilst-activity, and post-activity: Pre-

activity was intended to activate the students' prior knowledge relates to the topic and asked some general leading questions related to the topic would be discussed and practiced. Whilst-activity was the main activity that the researchers applied for teaching. In post-activities, the researcher discussed about the difficulties encountered by the subjects during the teaching learning process. The researchers made conclusion along with the students. D). Observation, it was done while the research is running in the classroom in order to know the effectiveness of reading learning process, whether or not the teaching and learning process being carried out, in this case teaching reading comprehension through the SQ3R method to the first semester students of UMMU. E). Reflection, this phase involves a critical evaluation of the collected data to determine the effectiveness of the action. It was done in order to find out the result of the action and observation. The reflection was done at the end of each action which is important to be decided for the next action, pay attention to the strength and the weakness of the action. If the result of the first cycle was not satisfied, the next cycle would be modified to minimize the weaknesses and maximize the strengths.

The subjects of this research are the first semester of English Department students at UMMU comprising 18 students. Research instrument were test and questioner. The aim of test is to measure the extent of students in comprehending the text. There were two kinds of tests; pre-test and post-test. Pre-test was conducted in order to know the problems faced by the students in the reading learning process. Pre-test was used to examine the students' ability in reading comprehension before the treatment was given for the students. Post-test was used to examine the result of the action. The test was conducted in the form of multiple choice and essay tests. While, questioner consist of ten items and each item was cover four options. The purpose of applying questioner is in order to know the response of the students in implementing the SQ3R method. The items of questioner scores using scale of 1-4. If they answer A, it means that they strongly agreed (4), B means they agreed (3), C means they quite agreed (2) and D means that they disagreed (1). The data results from questioner were analyzed in the form of percentage based on Heaton's formula (1989:176) as follows;

$$x = \frac{\text{Number of the students choosing an item}}{\text{Number of total answers of whole items}} \times 100\%$$

Where:

X = Total percentage of each item

3. Results and Discussions

To obtain the reliable data for this study, there were two research instruments administrated to the students under investigation. The pre-test or initial reflection was administered to the subject to obtain their pre-existing ability in reading comprehension. Post-test or reflection was administered for four times, twice in cycle I and twice in cycle II. As a result, there were sets of raw scores for all sessions (S1, S2, S3 and S4). The five sets of scores collected were tabulated as follows:

Table 3.1 Table of Data Showing the Subjects' Progressing Scores in Reading Comprehension through the SQ3R Method

Students	IR	S1	S2	S3	S4
FAM	75	85	90	90	100
FOA	50	65	80	70	85
GOD	50	70	80	80	85
MJK	45	55	60	65	75
YRK	30	55	55	70	80
AG	50	50	65	70	80
DL	35	50	55	70	90
AT	35	50	60	75	90
DJ	30	40	55	65	75
SO	25	40	60	65	80
RS	40	70	75	75	85
SU	30	40	45	55	75
MR	75	90	95	90	100
HMN	40	60	65	70	80

Students	IR	S1	S2	S3	S4
MSS	20	35	40	60	75
RF	15	40	45	60	75
RM	30	55	60	70	75
AK	45	55	60	80	90
Total	720	1005	1145	1280	1490

To make findings more significant, further data required for this study were collected through administrating questionnaire to the students under investigate at the end of cycle I. The answers of the questionnaire were quantitatively scored using the rating scale $0 - 3$ (score of option A=3, B=2, C=1 and D=0). The scores were gathered from administrating questionnaire showed the students' development in behavior and motivations in reading comprehension. The obtained data showing the students' total score for each item of the questionnaire were tabulated as the following:

Table 3.2 Tabulation of Data Showing the Students' Responses on questionnaire about the implementation of the SQ3R method

Students	A	B	C	D
FAM	32	6	-	
FOA	18	12	1	
GOD	21	8	1	
MJK	16	18	-	
YRK	18	16	-	
AG	21	12	-	
DL	21	14	-	
AT	32	6	-	
DJ	16	15	1	
SO	24	8	-	
RS	15	12	1	
SU	18	16	-	

Students	A	B	C	D
MR	21	12	-	
HMN	21	12	-	
MSS	18	16	-	
RF	20	15	-	
RM	28	9	-	
AK	40	-	-	
Total	400	207	4	

The data collected through the administration of questionnaire were considered additional supporting data. These were collected by the end of the cycle I to the students under the study. The data obtained from questionnaire had to be computed and then discussed. The computation of the comparative percentages for the scores of the items of the questionnaire showing the students' total answer from item A, B, C and D were shown as follows:

1. Total percentage of item A $\quad \frac{400}{611}$ x 100% = 65, 46%

2. Total percentage of item B $\quad \frac{207}{611}$ x 100% = 33, 87%

3. Total percentage of item C $\quad \frac{4}{611}$ x 100% = 0, 65%

4. Total percentage $\quad \frac{0}{611}$ x 100% = 0%

From finding showed that 65,46% of the students were completely liked the method of SQ3R in learning. 33,87% of the students agreed with this method and 0,65 of the students were not really like the method and 0% of the students did not like the method of SQ3R. The comparative of percentages of items of questionnaire showed the students positive responses in learning reading comprehension through SQ3R in enhancing reading ability at first semester of English Department of UMMU.

Based on research instruments in which the researchers administered pre-test and post-test in each session. Consequently, there were five sets of raw scores

which showed the students' progress in reading comprehension through the SQ3R method. These data analyzed and then the results were to be discussed. Before the data above were analyzed, there were tabulated as seen in the following table:

Table 3.3 Tabulation of Data Showing the Frequency Distribution of Initial Reflection (IR) and Reflection Scores in Reading Comprehension

X0	F0	X1	F1	X2	F2	X3	F3	X4	F4
75	2	90	1	95	1	90	2	100	2
50	3	85	4	90	2	80	2	90	3
45	2	70	3	80	3	75	3	85	3
40	2	65	4	75	5	70	7	80	4
35	2	60	1	65	2	65	1	75	6
30	4	55	1	60	1	60	2		
25	1	50	2	55	2	55	1		
20	1	40	1	45	1				
15	1	35	1	40	1				

The data presented in Table 1 and Table 3 showed the mean score of the pre-test (X0) and the mean score of the post-test of the four sessions (X1, X2, X3 and X4) could be computed below:

1. The X0 of IR scores $\dfrac{\sum X0}{N}$ $\dfrac{720}{18} = 40$

2. The X1 of S1 scores $\dfrac{\sum X1}{N}$ $\dfrac{1005}{18} = 55,83$

3. The X2 of S2 scores $\dfrac{\sum X2}{N}$ $\dfrac{1145}{18} = 63,61$

4. The X3 of S3 scores $\dfrac{\sum X3}{N}$ $\dfrac{1280}{18} = 71,11$

5. The X4 of S4 scores $\dfrac{\sum X4}{N}$ $\dfrac{1490}{18} = 82,77$

The grand mean (X I) of the post-test scores in cycle I is:

$$\frac{X_1 + X_2}{2} = \frac{55, 83 + 63, 61}{2} = 59, 71$$

The grand mean (X II) of the post-test scores in cycle II is:

$$\frac{X_1 + X_2}{2} = \frac{71, 11 + 82,77}{2} = 76, 93$$

The results of analysis were considered as the findings of this study which could be summarized as the table below:

Table 3.4. Summary of the Research Finding Showing the Mean of Each Session and the Grand Mean of Cycle I and Cycle II

Reflection	Session	Total of Raw	Mean Score	Grand Mean Score
IR		720	40	40
CycleI	S1	1005	55,83	59,71
	S2	1145	63,61	
CycleII	S3	1280	71,11	76,93
	S4	1490	82,77	

The data which established the findings of this classroom action research showed that the mean of IR or pre-test (X0) obtained by the students under study in reading comprehension through the SQ3R method showed the mean figure of 40. This mean figure clearly showed that the ability of the students under study was relatively low.

The result of data analysis of the reflection scores in cycle I (S1 and S2) showed the increasing mean figure of 55, 83 and 63, 61. The mean figure obtained by the students for each session in cycle I was clearly much higher than the mean score of IR. The grand mean of reflection scores in cycle I was 59, 71. This grand mean score of cycle I showed the obvious improvement of the students' ability in reading comprehension.

The result of the data analysis of the reflection scores in cycle II (S3 and S4) showed the increasing mean figures of 71, 11 and 82, 77. The mean figure obtained by the students for each session in cycle II was clearly much higher than the mean score of IR. The grand mean of reflection scores in cycle II was 76, 93. There was a significant difference of 18, 15 between grand mean of cycle I and cycle II.

The proportional percentage figures of the total response of the questionnaire for items A, B, C and D are were 65, 46%, 33, 87%, 0, 65% and 0%. It showed the students responses positively. Therefore, it could be concluded that the SQ3R method could enhance reading comprehension of the first semester students of English Department of UMMU.

There have been many researches dealing with the SQ3R method, and it gives good impact for the students, and one of them is the research conducted by Kasmawati and Sakkir (2020) with the title "Improving Students Reading Skill Comprehension Through "Survey, Question, Reading, Recite, Review (SQ3R) Strategy" for the students of class X MIPA 1 at SMA Negeri 4 Sidrap , South Sulawesi, Indonesia is shown by an increase in the quality of the learning process and an increase in learning outcomes. Improve learning process is shown by students more active and enthusiastic following the learning process implementing the SQ3R strategies. Besides, the score of pre-test and post-test also improve, so the students who were taught by implementing the SQ3R strategy in narrative text in reading comprehension was better than before and after giving the treatment.

The employing of SQ3R method has given big contribution for teaching and learning process include deeper comprehension, better retention, and the development of active study habits by transforming passive reading into an engaging process through its five steps: Survey, Question, Read, Recite, and Review.

4. Conclusion

Based on data presented previously, the researchers draw the conclusion that the SQ3R method can enhance students' reading comprehension. It can be prove by the result of pre-test and post-test which show significant improvement from cycle I where it was still lower (40%), and then increase in the post-test became (82,77%),

thus it can be said that students understand English text well because they can decrease the incorrect answers in the post-test. Also, the result of questionnaire clearly showed the positive responses in learning reading comprehension through the SQ3R method. 65, 46% students agreed and like the SQ3R method because it can improve their comprehension, can solve the problems in the learning process, students more active, and can develop their skills like formulating questions. Moreover, most students understood the steps of the SQ3R method and the important thing is they grow after implementing the SQ3R method. So, the implementation of the SQ3R method can enhance reading ability at first semester of English Department of Muhammadiyah University of North Maluku.

Recommendation:

The researchers suggested for the English lecturers to apply the SQ3R method as one of the ways in teaching reading because it can help the students in comprehending the text easier, let the students to work in group and provide learners with an opportunity to learn from each other in an active and involved way.

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