

# THE USE SQ3R METHOD TO IMPROVE STUDENTS' READING COMPREHENSION

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**ABSTRACT:** This research aims at improving students' reading comprehension in MAN 1 Surakarta especially to identify the main idea, the meaning of vocabulary, detail information, reference and inference in narrative text by using (Survey, Question, Read, Recite, and Review) SQ3R method. This method was Classroom Action Research and there were 2 cycles. The procedures are namely planning, acting, observing, and reflecting. Test namely pre test and post test and non-test namely observation, interview, questionnaire, and documentation techniques were used in collecting data. The techniques of analyzing data were interpreted using qualitative and quantitative techniques. The result of SQ3R method could improve the students' reading comprehension. It can be seen through the student's score and there were significant improvement in teaching and learning process. The mean of pre test was 55.85, post test 1 was 71.75, and post test 2 was 86.5. The result of t-table could be seen from  $t_0 > t_t$  in significance 5%  $9.79 > 1.69$  in cycle 1 and  $10.1 > 1.69$  in cycle 2. The condition became active, joyful, active discussion, communicative, and conducive. The students were more active, confident, and their motivation increased. It can be constructed that SQ3R method could improve students' reading comprehension.

*Keywords:* Classroom Action Research; improving; Reading Comprehension; SQ3R method.

**ABSTRAK:** penelitian ini dilakukan untuk mengetahui apakah penggunaan metode SQ3R dapat meningkatkan pemahaman membaca siswa di Madrasah Aliyah Negeri 1 Surakarta khususnya dalam mengidentifikasi ide pokok, arti kosa kata, informasi rinci, acuan dan kesimpulan dalam teks naratif dengan metode Survey, Question, Read, Recite, and Review (SQ3R). Metode ini adalah penelitian tindakan kelas. Langkah-langkahnya meliputi rencana, tindakan, pengamatan, dan refleksi yang diterapkan pada setiap siklus. Dalam pengumpulan data, peneliti menggunakan teknik tes yang terdiri dari pre test dan post tes dan juga teknik non tes yang terdiri dari observasi, wawancara, angket, and dokumentasi. Sedangkan dalam analisa data, peneliti menggunakan kualitatif dan kuantitatif teknik. Hasil dari metode SQ3R dapat meningkatkan pemahaman membaca siswa. Keberhasilan itu dapat dilihat melalui nilai siswa dan adanya peningkatan dalam proses belajar mengajar. Rata-rata nilai pre test adalah 55.85, post test 1 adalah 71.75, dan post test 2 adalah 86.5. hasil dari t test dapat dilihat bahwa  $t_0 > t_t$   $9.79 > 1.69$  di siklus 1 dan  $10.1 > 1.69$  di siklus 2. Kondisi kelas menjadi lebih aktif, menyenangkan, terciptanya diskusi aktif, komunikatif, dan kondusif. Siswa menjadi lebih aktif, percaya diri, dan motivasi mereka meningkat. Maka dapat disimpulkan bahwa metode SQ3R dapat meningkatkan pemahaman membaca siswa.

*Kata kunci:* Penelitian Tindakan Kelas; meningkatkan; Pemahaman Membaca; Metode SQ3R.

## INTRODUCTION

Reading is an important way of gaining information in language learning and it is a basic skill for a language learner. Reading is not easy to students in comprehend a text. The students faced many difficulties and often failed in reading text. Comprehension set of plan and steps to make sense of the passages. Comprehension is the objectives of reading. The students have to master reading component, such as phonemic awareness, phonics, comprehension, vocabulary, and fluency. Based on Klingner's idea (2007: 2) that reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that includes word reading, word and world knowledge, and fluency." comprehension of reading is a process to comprehend the content of the text. Reading is very important to guide and comprehend a text especially in English. Moreover, with reading the student improves their knowledge automatically.

Based on the preliminary research, the result of observation, pre questionnaire, and also interviewed the teacher and the students at X IPS 4 class of Madrasah Aliyah Negeri 1 Surakarta, the researcher observed all of teaching learning process included how the teacher taught, what the methods, techniques, or strategies, how the

students' participant, how the condition and situation in the class, how the students 'score and analyze the students' ability. After that, the researcher was permitted to interview with a teacher and students about the whole of English learning and teaching activity in the class.

From the research, the researcher found some problems. The teacher did not apply the suitable method in reading class. So the learning and teaching process was very monotonous. Remember that, a teacher is one of most important factor in obtaining the success in teaching and learning. In the fact, the teacher applied the conventional way in teaching, the students got difficulty in identify the main idea and the vocabulary meaning, the students felt difficulty determine the reference and inference, and the student felt difficulty to analyze the detail information of a text. These factors were the teacher did not apply the reading's method exactly and the teachers less to improve their creativity, the students did not have many vocabulary, some students did not like English and not interest with reading English, the students were lazy, less motivation and less confident to learn reading English, some of students were passive during learning and teaching process, and the students were felt difficulty to explore their reading understanding.

From of the problems above, the researcher decided to use SQ3R method to cover the problems. The main goals of this research were to know whether SQ3R method can improve students' reading comprehension and to know how the implementation of SQ3R method in teaching and learning process is. The researcher expected that the students can comprehend the English text effectively and efficiently. SQ3R method was introduced by Francis. P. Robinson in 1941 in his book entitled "Effective Study". According to Robinson ( 1941 : 29 ) states that " SQ3R method is a smooth and efficient method that should result in the students' reading faster, picking out the important points, and fixing them in memory. " It meant that SQ3R Is a method that effective to help students in comprehending a text efficiently. Kanar (2010: 215) states that SQ3R is a classic system that millions of the students have used successfully to improve their reading and studying. It meant that SQ3R method is not only as a method, but also it can be used for improve students' reading ability.

SQ3R is an interesting method. It is very appropriate method to solve the problems English especially in reading comprehension includes, (1) main idea, (2) vocabulary, (3) detail information (4) reference and inference. Reading is difficult skill in English, because of that

SQ3R can be expected to help students comprehend texts reading. In every steps of SQ3R contains clear instructions for the students. The method can make students faster to read and comprehend of the text, more confident, more active and have high motivation in reading class, and more like reading. SQ3R is an efficient to use for students.

## **RESEARCH METHODOLOGY**

The research is Classroom Action Research. It was aimed to implement and improve participants' practice situation especially in reading skill. According to Carr and Kemmis ( in Burn 1999 : 30 ), Action research is simply a form of self – reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own practices, their understanding of these practice and the situations in which the practice carried out. The researcher used action research to improve students' participant in the classroom. SQ3R helped students to achieve students' learning goals through a classroom action research. The researcher followed four procedures from Kemmis and Mc. Taggart (in Burns, 2010:9) that consisted of two cycles and every cycle was divides into planning, acting, observing, and reflecting. Beside that, every cycle consisted of two meetings and one test. The researcher collected the data from test and non test. According to

Brown (2004: 3) states that test are a method measuring a person's ability, knowledge, or performance in a given domain. It meant that a test can be used to measure students prosperity include their insight and skills. The researcher used test appropriate with selective reading performance. Non test consisted of observation, interview, questionnaire, and documentation.

## **FINDINGS AND DISCUSSION**

The research did research every Tuesday and Thursday. By of the syllabus of X grade in MAN 1 Surakarta, the topic material was narrative text especially about legend or folktale.

### ***Cycle one***

The researcher conducted a pre test for students to measure the students' ability in reading comprehension before the researcher implemented SQ3R method. The researcher explained about the purpose of pre test to the students previously. In the first meeting, the researcher introduced about learning goals and learning materials for students. In main activity, the researcher started from observing step. The researcher would like to discuss about narrative text. The researcher stimulated the students by show some pictures and gives some questions relate to the topic, after that the researcher showed a video and explained about narrative text. In

second meeting, the researcher introduced a learning method. After the researcher explained SQ3R method, the researcher showed a text entitled "The Legend of Guava" for students. The researcher asked students to analyze and mention the answer by using SQ3R method. Firstly, the students had to glance the whole of text to get some core idea, secondly, the students had to change the core ideas above became question by using 5W=IH question. Thirdly, the students could read actively of the text to find the answer of step 2. Then the students recalled their answer and write the important point use an outline or a mind mapping by using their own words. Finally, the students remembered and made a summary appropriate with a passage. This meeting, the researcher gave post test 1 to measure the students' reading comprehension. The type question of post test 1 was selective reading that consisted of multiple choice, matching tasks, editing tasks, and gap filling tasks. There were positive changes and the weakness thing in the result of cycle 1. The cycle 1 action already implemented SQ3R method and it was very useful. The students were enthusiastic, enjoy, more active, and can improve their score. Besides that, some of students began understand and could find the main idea, the meaning of vocabulary, reference and inference, and also detail information of the passage. The students could comprehend and answer the

questions easier. Then, the condition of the class was calm and active. The researcher also got an appreciation from teacher. But, some of students still felt difficult in identifying idea and the reference and inference in a passage. While the method need a lot of time and full concentration. In the other hand, some students did not bring a dictionary and cannot answer the forth step (Review). In cycle 1, the mean score of post test 1 was better than the mean score of pre test, but the researcher conducted the next cycle to reach the learning goals.

### *Cycle 2*

The researcher conducted this cycle to corrected the weakness in cycle 1. In the first meeting, the researcher showed some pictures and a video relate with narrative text and legend to the students. Then, the researcher explained again about narrative text and legend. After that the researcher gave explanation about how the finding the main idea, the meaning of vocabulary, detail information, reference and inference of the passages. The researcher showed a text entitled “Why the sea is salt (Favorite stories from Taiwan) “for students. The researcher asked students to analyze and do it by using SQ3R method. Firstly, the students had to glance the whole of text to get some core idea, secondly, the students had to change the core ideas above became question by using 5W=IH question.

Thirdly, the students could read actively of the text to find the answer of step 2. Then the students recalled their answer and write the important point use an outline or a mind mapping by using their own words. Finally, the students remembered and made a summary based on the text. The third meeting in cycle 2, the researcher implemented post test 2 to measure the students’ learning goals. The type question of post test 2 was selective reading that consisted of multiple choice, matching tasks, editing tasks, and gap filling tasks. From the result of cycle 2, the action was better than cycle 1. The researcher used a same method and tried to improve the method more interesting. The researcher used game too. The students comprehended narrative text, SQ3R method, and could answer the questions quickly. The cycle 2 was aimed to improve and enhance the students’ score and it was success. The researcher focused in identifying the main idea and reference and also inference in the text. Because of some students felt difficulty in finding it in cycle 1. The researcher explained about how the finding the main idea and reference and inference. The students’ score of every assignment was also good. Automatically, the students could identify the main idea and the reference and inference from the passage in cycle 2 test. In the other hand, the condition of class was very different. In cycle 2, the class was enjoying, fun,

interactive, communicative, active, and conducive. Besides that, the statistic score of cycle 2 better than the statistics score of cycle 1. The classroom action research using SQ3R method could improve students' reading comprehension of X IPS 4 grade of Madrasah Aliyah Negeri 1 Surakarta in 2017 / 2018 academic year. The improvement of students' learning goals could be seen through:

### **The Statistic of Students' Scores in Reading Comprehension**

The mean of pre test	The mean of post test 1	The mean of post test 2	T-value of Cycle I	T-value of Cycle II
55.87	73.25	85.75	9,79	10,1

This table was aimed to show the significant of students' score during the action. The researcher used t-test formula of non independent test for every test. The result of t-test between pre-test and post-test I was 9.79. Then this result of pre-test and post-test I could be compared with  $d.f = n-1 = 32-1 = 31$ , and based on the t table values, the significance 5% was 2.039 and significance 1% was 2.744, so it could be seen that  $t_0 > t_t$  in significance 5% and 1% ( $2.048 < 9.79 > 2.763$ ). There was a significance between the score of pre-test

and post-test I after the implementation of Survey, Question, Read, Recite, and Review (SQ3R) method. Furthermore, the results of t-test between post-test I and post-test II was 10.1. Then, the result of post-test I and post-test II could be compared with  $d.f = n-1 = 32-1 = 31$ . Based on the table values, the t table in significance 5% was 2.039 and significance 1% was 2.744, so it could be seen that  $t_0 > t_t$  in significance 5% and 1% ( $2.039 < 10.1 > 2.744$ ). In addition, there is improvement of score which indicated that the process of teaching learning process was successful by using SQ3R method.

The students' comprehension improved in every meeting and testing automatically. It happened through SQ3R method. It can be seen from the result of students' statistic scores in every test. It meant that, the researcher could stop the action because there were many students improvement. The material and the method made the students easier to understand and discuss with their friends or individually. The students' improvement was very good

in the last action. The conditions of class were calm, joyful, and active. The relation of teacher and students was very chummy. They gave an appreciation of each other. There were good discussion and interaction between students. In the last action all of students could fulfill the standard minimum score.

## **CONCLUSION**

Survey, Question, Read, Recite, and Review (SQ3R) method can improve students reading comprehension at the tenth grade of MAN 1 Surakarta in 2017/2018 academic year, especially in X IPS 4 class. In the previous chapter, there were problems and the solution. It was proven by the average score of pre test was 55.85 and improved to 71.75 in post test 1 and improved again in post test 2 to 86.5. There were also the results of the t-test between pre test, post test 1, and post test 2. It was 9.79 between pre test and post test 1, and the between post test 1 and post test 2 was 10.1. In the other hand, the students were more understand about all of the indicators of the problems included the students were able find the main idea, the

meaning of vocabulary, the detail information, the reference and inference of the passages. The implementation of the action was success. It was success because the class condition and the student's participation were different than before. The students became active, joyful, active discussion, communicative, and conducive in learning and teaching. The students had a good attitude and they were not afraid again to come forward to tell their ideas. The researcher believed that the students' ability enhanced. From that the students reading comprehension is significantly improved and difference after the implementation of SQ3R method in class. Therefore, the students were more active, motivate, interest, and compact with their friends. Besides that, the students vocabularies were improve. SQ3R method helped students to get new experiences. The students knew the efficient method. The researcher gave an occasion for students to learn more and to be confident to do the test. It meant that the Survey, Question, Read, Recite, and Review (SQ3R) method could improve students' reading comprehension.

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