

Using SQ3R Method to Improve Reading Comprehension of the Students XI Class of SMA ITMA Jombang

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ABSTRACT

This study is classified as a classroom action research (CAR). This study proposed in term of survey, question, read, recite and review (SQ3R) in the English reading comprehension of the students XI class of SMA ITMA Jombang to solve the students' incompetency on reading skill. As the result of the preliminary study, the researcher found the following information: a) The teacher still used teacher-oriented method, b) Students have low understanding in reading English text; c) Students could not comprehend the difficult text, d) Students were inactive and lack of motivation to read an English text. Therefore, the criteria of success were arranged to those problems. The result in this research showed that by implementing SQ3R as the reading method in two cycles, the students' reading skill was improved and then their participation in the classroom were highly developed.

KEYWORDS: Cooperative Learning, SQ3R (Survey, question, read, review and recite), Reading Skill

One of the aims of the teaching English or specifically reading skill in Indonesia is the students are able to comprehend the English text well. Comprehension is the only reason for reading. Successful readers are able to comprehend the meaning of written language. And the way to able to read it accurately and fluently, it is highly necessary to teach students an active strategies to aid them to be more active and be the purposeful readers. The focus of this thesis began with the writer's interest in improving the content reading comprehension for students to get the best way in their reading comprehension.

It is important to see that throughout the processing of text, applying background knowledge to the message, and monitoring and making repair processess, the reader in the real world is involved

in a meaning-based activity that is purpose and comprehension driven (Grabe, 2009, p. 6).

Reading is motivated by the reader's particular purpose and is propelled by increasing comprehension of the texts. Readers do something with the texts they read. They talk about them; they write about them; they summarize them; they synthesize different texts into something that represents their own ideas (Graesser,1996, p. 13).

When the researcher observed the students of XI class in the previous semester, the researcher found the problems in teaching and learning process. The purposes of the observation were to know the problem of teacher and the students in teaching and learning process. Based on the observation, the researcher found following information's: a) The teacher still uses teacher-

oriented method, b) Students have low understanding in reading text; c) Students cannot comprehend the difficult text, d) Students inactive and lack of motivation to read an English literature

The researcher used SQ3R (Survey, Question, Read, Recite, Review) this method was introduced by Francis Pleasant Robinson in his 1970 book *Effective Study*. The first step of SQ3R is *surveying*, requires the students to read the text quickly to gain the meaning from the text title and highlighted parts. The second step, *questioning*, requires the students to generate some questions based on what they get in the previous step in the next step, *reading*, the students read the text carefully searching for the answer to their own questions. the fourth step, *reciting*, the students answer the prepared questions and make note of difficult words and important points found in the text. the last step is *reviewing*; the students review the text and recite the questions they previously answered.

SQ3R offers some benefits. It helps students to activate their power to think, review their understanding throughout their reading, and to strengthen their long-term memory. Qowim (2007) mentioned that it is beneficial to activate thinking process, improving remembering, maintain attention, give aid in eliciting the students' background knowledge and sets the students' purpose for reading.

METHOD

Based on the focus of the research, this research intends to improve the student's reading skill using SQ3R method. Therefore, the design of this study is classroom action research (CAR). The researcher constituted planning, implementing, and observing (gathering and analyzing data), and reflecting (making conclusion and research report).

Planning

The activity in this section is concerning the action planning that was carried out. It covers some activities to be planned such as: preparing the teaching technique, designing the lesson plans, preparing instructional materials and media, preparing the instruments and determining the criteria of success.

Preparing a the teaching technique. This study focused on the use SQ3R method to improve students' reading skill. It has five steps; The first step of SQ3R is *surveying*, requires the students to read the text quickly to gain the meaning from the text title and highlighted parts. The second step, *questioning*, requires the students to generate some questions based on what they get in the previous step in the next step, *reading*, the students read the text carefully searching for the answer to their own questions. the fourth step, *reciting*, the students answer the prepared questions and make note of difficult words and important points found in the text. the last step is *reviewing*; the students review the text and recite the questions they previously answered.

Designing the lesson plan.The lesson plans were designed with the purpose of providing the teacher and a guideline of the teaching and learning activities. They involved the standard of competence, basic competence, learning objectives, instructional technique, instructional material and media, teaching procedures and task to be provided to the students as the evaluation procedure on the SQ3R method.

Preparing instructional materials and media.The role of instructional media was expected to encourage student's involvement more active and also increase their motivation in learning. In preparing the reading Materials, the researcher selected the reading materials those appropriate with the students level and the general or specific objectives of reading comprehension. The instructional materials of reading texts were mainly taken from the internet and other available sources such books. Dealing with the material, it was matched with the students' proficiency levels.

Determining the criteria of success.Based on the previous theory and the condition of the students, the criteria of success of this study are determined as follows:(1) The students' mean score on reading comprehension improved. It would be 80, (2) The students are actively involved during the teaching and learning process. The improvement intended that if 80 % of the students active in the teaching and learning process by seeing the students' response.

Implementation

This study was in the cycles. In implementing the action, the researcher who acted as the teacher set out the plan. The researcher planned this research in two cycles whose four meetings, three meetings for material and one meeting for test. In every meeting the researcher focused on applying SQ3R method for the sake of improving the students' reading comprehension ability and reading rate as well.

Observation

Research Instruments. During the implementation of SQ3R method in the process of reading comprehension, the researcher prepared some instruments such reading comprehension test, questionnaire and field notes.

- (a) **Test:**The type of test divided into two types, multiple choices and gave true or false statements. The total score of essay questions it's depend on the answer. For each score the researcher gave 1 point for the right answer, 0 point for the no answer.
- (b) **Questionnaire:**Questionnaire was used to find out the students' response on implementing the procedure in teaching and learning process. This number of questionnaire was 10 in total. The maximum points of questionnaire in this research were 190. The number of the students in class "XI" was 19.
- (c) **Field Notes:** It assists the researcher to take a note during research on order to know the situation and atmosphere. Giving some

evaluations about the SQ3R method that applied in teaching and learning process.

Reflection

Reflecting is the activity of analyzing the data take from the observing stage to reflect whether the SQ3R method implemented successfully or not. The result of reflection is used as the basis of making decision whether the action will be continue or stop

score taken from the preliminary study to the test. The mean score the result of in preliminary study was 67.68 and the mean score of the reading comprehension the in cycle I was 69.52. It means that there a few improvement on the mean score. From the score, it could be said that the improvement of the mean score was 1.84.

RESULT and DISCUSSIONS

Results

Based on the result of the test in the cycle I, there was an improvement of the students' mean

Table 1. The Reading Comprehension Ability of the Students in Cycle I

Mean score	Number of students who obtained the score greater or equal to 80	percentage
69.52	6 out of 19 students	31.57%

In the second cycle, the result of the test got high improvement. From 19 students there were 13 students who got equal or greater than 80 and 6 students' got less than 80. The mean score of cycle II was 80.21. It was apparent that the students had significant improvement in

their reading comprehension from 69.52 to 80.21. It was satisfying score that the students had during this strategy applied. 68.42% of students got the improvement during teaching and learning process using this SQ3R method.

Table 2 The Reading Comprehension Ability of the Students in Cycle II

Mean score	Number of students who obtained the score greater or equal to 80	percentage
80.21	13 out of 19 students	68.42%

Furthermore, the good improvement in the cycle II can be seen in the field note where the students participated actively both in group discussion and in the class and the students could express the main idea and supporting ideas of the text easily eventhough the teacher should provide more chances for low students to be more active.

Discussions

Improvement of Students' Reading Ability

As analyzed from the data of the test, it was found that the use of SQ3R strategy as a technique to comprehend reading achievement of XI SMA

ITMA has successfully improved the reading skill ability students. The improvement can be examined from the result of the test and the response of the student questionnaire that delivered in the end of this research.

The improvement can be shown by comparing the students' reading score from the preliminary study in the classroom to the final test of each cycle. In the preliminary, the mean score was 67.68. In the second test of cycle I, the mean score was 69.52 and the final test was 80.21. It means that total score of improvement raise up 10.69 point see the diagram below:

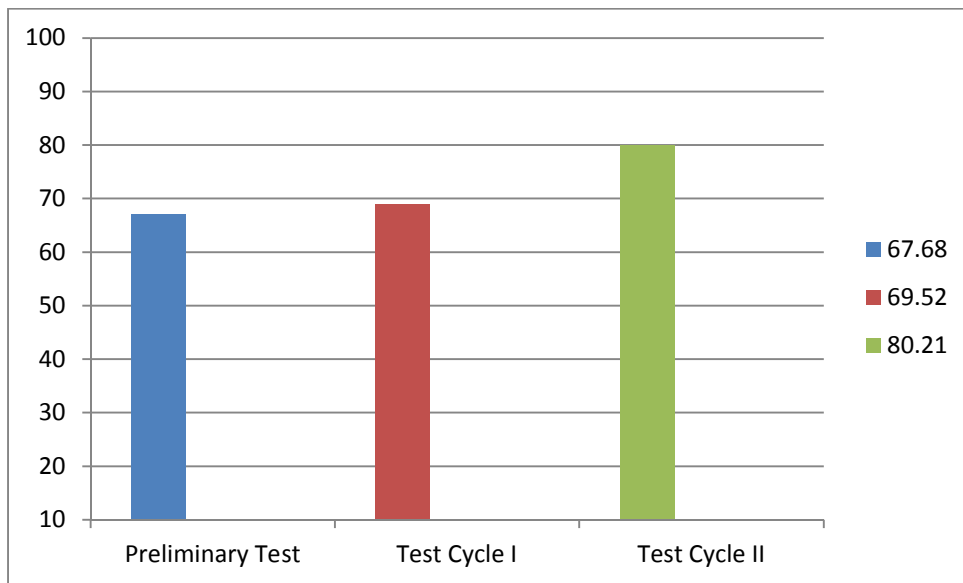


Figure 1 The Improvement of Students' Test Result

The figure shows that the students' test scores got significant improvement after implementing SQ3R method in teaching and learning reading process. The reading ability

students' may be better if the section is continued to several cycles. The next chart would be shown the percentage of the students' who reached the completion criteria.

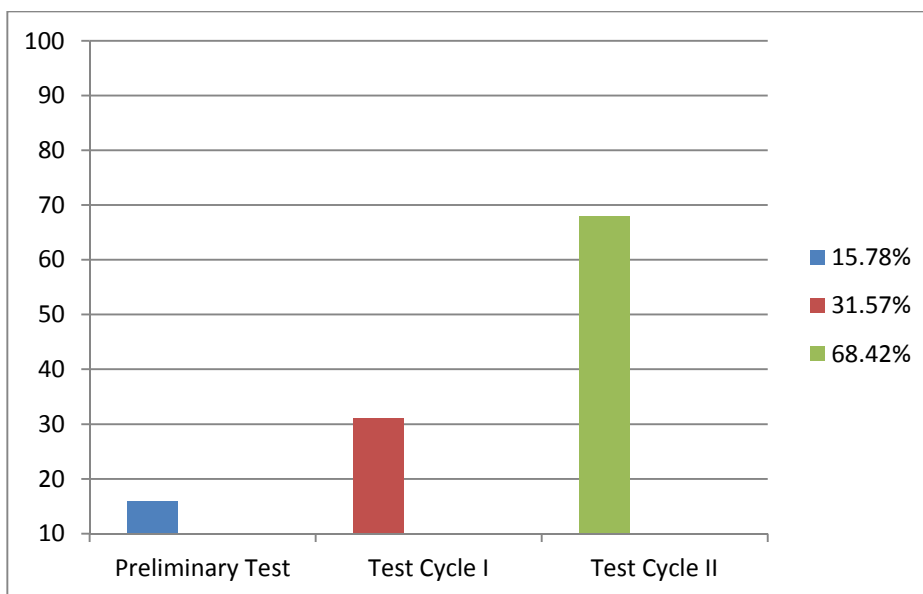


Figure 2. The Percentage of Students who Reached the Criteria of Success

The researcher found the big gap between the mean scores in the first (69.52) and second cycle (80.21), so that it has 10.69 point in difference. It happened because the researcher redesigning the teaching method in the second meeting by giving some extra motivations, more mini games, and importantly the students were more stable and familiar in using SQ3R method in comprehending the text. This phenomenon was believed by the researcher as an effect known by "carried over", the effect from the first cycle which gives the effect on the second cycle.

In brief, all the criteria of success defined in this study had been achieved. Those criteria of success were: 1) the teaching reading and learning process was conducted based on a good lesson plan, 2) the students active and follow all of the instruction or step of SQ3R method, 3) the implementation of this technique had effect on

students' reading comprehension achievement indicated by the progress of the mean score of reading comprehension test administered during the study.

SQ3R technique was adaptable during this research. The researcher had been using this technique to improve students' reading ability. The result of this research was so satisfying; the students' got the improvement score in the end of this cycle. According to Francis (1988), the SQ3R method enables students to memorize information found in notes and textbooks, and most importantly, it provides a strong foundation for learning. This method has been used for several years to help students or anyone in general looking to retain huge amounts of information..

Hence, it would help students to know what sorts of questions they need to ask themselves during the reading of text to gain the meaning. It

was effective in cooperative group or tutorial settings. Furthermore, SQ3R is based on the premise that successful reading begins with recognizing what the student did and did not understand from a passage.

CONCLUSION AND SUGGESTIONS

Conclusion

After implementing the method of SQ3R in two cycles, the researcher concluded them in three stages: pre-reading, whilst – reading, and post-reading stages, required a teacher to follow some important procedures after conducting two cycles of this classroom action research.

In short, the implementation of the SQ3R method in the XI students of SMA ITMA improved the students' reading achievement. The indicator that the students had improved their reading comprehension could be seen from the students' score in the test of cycle II already achieved the criteria of success. In the cycle I, 10 out of 19 students or 56.63% students reached the target scores. Even though there were improvements from preliminary study, but it didn't fulfill the criteria of success by 70. The researcher continued into the next cycle, and the result was increased in the cycle II, 16 out of 19 students 84.21% got score equal or more 70. Furthermore, the students' involvement in this cycle was improved.

Suggestion

For the English Teachers. It's time to move from the teacher-centered learning style to the learner-centered, or to one way learning to two ways learning. This SQ3R method will optimally lead students to give their best effort in comprehending longer text since it may become a major difficulty for some pupil in understanding it.

Additionally, teachers should consider some factors: make a well-prepared lesson plan which focuses on the selection of the instructional material and media, provide the students with an opportunity to discuss texts and further develop the skills that will help them to comprehend texts.

For the Further Researcher. Since this research is a classroom action research in which the result can be used by the next researcher that have some conditions, it is advisable that the next researcher can improve the quality of teaching by using SQ3R method to develop the students' reading ability.

To gain more success for the future researchers, it is also suggested and favored to plan the action well, to arrange the lesson plan and the students' worksheet to create good relationship to the subject and to socialize the technique to the subjects before conducting the action. In addition, the next researcher should select the befitting reading passage and give specification types of reading passage.

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