

IMPROVING STUDENTS' READING COMPREHENSION THROUGH SQ3R METHOD AT MAN 3 PALEMBANG

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Abstract:

This study investigated improving students' reading comprehension through SQ3R method in eleventh-grade at MAN 3 Palembang. The design was a quantitative research. The sample of the study was taken from the all population at eleventh-grade consisting of 62 students. The data were obtained from pre-test and post-test. The instrument of the research are pre-test and post-test and the researcher used t-test formula for collecting data. The result indicated that there was significant improvement in students' reading comprehension through sq3r method with the value of sig. (2-tailed) 000 lower than 0.05. From the result of descriptive analysis, it can be stated that (Ha) was accepted and (H0) was rejected. It indicates that the alternative theory was accepted. Additionally, the study found that using the SQ3R technique to teach reading comprehension to students is very useful. Because of this, using the SQ3R strategy can help students' reading comprehension.

Keywords:

Reading;
Reading comprehension;
SQ3R Method

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INTRODUCTION

According to Villar (2018), English has become the lingua franca, a language spoken by millions worldwide. In many communities, English has become the language that has cooperated significantly with civilization in certain parts of commercial, policy, education, and broadcasting (Yansyah, 2020). Therefore, having English as one of the language skills is intensely vital.

To master English, students should acquire two types of skills. English language skills are classified as receptive and productive skills (Sreena & Ilankumaran, 2018). Based on the two types of skills mentioned, reading is one of the English skills that students should master. According to Graesser (2007), reading is an intelligent choice when someone wishes to grasp specific levels or components in English.

Unfortunately, the reading interest of the Indonesian people is very concerning. Out of 1,000 Indonesians, only one person is a demanding reader (UNESCO, 2016). One of the reasons for the lack of reading capability in Indonesian in reading is the process in the classroom that might be related to teaching method. According to Songbatumis (2017), one of the challenges is the limited mastery of teaching methods. Therefore, we require effective learning methods for the learning process to run smoothly

There are many methods to apply in teaching reading. One of the methods is the SQ3R method, which may help students set their own study goals. It introduces a broad range of metacognitive reading approaches in a way that students may simply grasp and apply (Artis, 2008). SQ3R is an easy-to-remember acronym for adults and kids because it has been used for a long time as a study method.

Previously, some researchers had conducted a few similar studies in exploring the SQ3R for the students, such as a study conducted in 2020 by Kasmawati and Sakkir findings this study can be said that the SQ3R method improved the reading comprehension of students in class X MIPA 1 at SMA Negeri 4 Sidrap, South Sulawesi, Indonesia. An improvement in the quality of the learning process and an improvement in learning outcomes are indicators of the students' improved reading comprehension in the X MIPA 1 class at SMA Negeri 4 Sidrap, South Sulawesi, Indonesia. Also, a study by Musrifah in 2015 Improving Students' Reading Comprehension Through SQ3R method has proved that using the SQ3R method gained better achievement.

Based on the occurrence mentioned above, the researcher attempts to prove that the teaching and learning process, particularly the classroom approaches employed by English teachers, meets the learning objectives.

Therefore, the researcher would examine the improvement of the SQ3R method in terms of increasing students' reading comprehension.

LITERATURE REVIEW

Teaching English

The teaching of English language classes focuses on developing students' critical thinking skills and on language content, outcomes, and learning activities for the students. Inside and outside of the classroom, there are significant and complex interactions between students and teachers. In nations where English is not the primary language, teaching English has long been a contentious topic. Because they are unable to speak in English and are required to acquire sentences from textbooks rather than from real-life contexts, L2 learners find it challenging to learn a second language. So, in order to lessen the challenges of teaching English as a second language, teachers must continually explore for practical solutions (Long, 1969; Chen, 2007; Nunn, 2011).

Reading Comprehension

Reading comprehension is a complex interaction of instinctive and deliberate cognitive processes that enables the reader to create a conceptual framework for the text (Broek & Espin, 2012). Critical learning skills include writing, speaking, and listening, as well as reading comprehension. It is quite helpful in enhancing students' comprehension of English literature. Duke (2003), Comprehending material is a process in which readers make sense of it by engaging with it utilizing prior knowledge and experience, information in the text, and reader opinions linked to it.

In conclusion, Reading comprehension is a brain process in which several components interact to draw the meaning of the text. These are the reader, the text, and the activity. Those aspects should complement each other nicely. If there is a break between them, reading will be difficult.

The SQ3R Method

Feldt and Hensley (2009) stated that the SQ3R approach is a great way to start reading a material. According to Feldt and Hensley, the SQ3R approach is a great way to begin reading a text. According to Feldt and Hensley, the SQ3R approach is a great way to begin reading a text. Purwanto (2013) said that using SQ3R assumes that students can pick out main ideas, figure out how text is organized, and ask questions. Using the SQ3R method helps students get a general overview of the text, think about the topic before they read, ask questions based on their curiosity about the topic, and choose the vital information when they review the text at different points in time. As the text is read, students become more involved in the process.

The SQ3R method is suitable for students who do much reading. It makes things a lot easier for students to read and understand what they are reading and helps them remember essential things in reading for a long time. Students get involved in reading activities because they use the SQ3R strategy steps to get involved in reading. The SQ3R method makes it easier for students to read and understand what they are reading. Before reading, students survey readings to get general ideas about reading, then ask questions about reading, and then get the answers when they read the entire reading material. It makes reading and understanding easier for students.

SQ3R is one efficient reading technique (Brown, 2004). The SQ3R approach has five steps: (a) Survey, scan the material for key concepts. Look over the chapter's heading to view the main points. Also, read the chapter's summary paragraph. This survey should take no more than a minute or two to complete. (b) Question, the reader asks what they want from the material. Next, have a look at the chapter's first heading. Make it a question. The example of the question is How does laughing improve your mental health?, the questions in the form of 5H + 1H. It will boost comprehension by giving students a purpose for reading the material. Remembering previous knowledge will help you understand that portion faster. The query will also highlight essential elements while identifying the explanatory detail. (c) Read, the text while looking for answers to the questions. Read to the end of the first heading section to find the solution. Instead of slogging down each line, we are actively seeking a solution. (d) Recite, reprocess the text's silent points orally and in writing. After reading the first section, try to recall the answer using your own words and examples. (e) Review, evaluate the value of what was just read and apply it to long-term relationships.

Finally, organize the facts by answering the central purpose question. Then you can synthesize what you have learned by making flow charts, writing summaries, participating in group discussions, or studying for a test. This strategy can be used for any level of learner, except the textbook reading assignment.

RESEARCH METHODOLOGY

The researcher employed a quantitative approach in this research. According to Creswell (2012), the basic method of conducting quantitative research is through an experimental design. To put it another way, quantitative research involves the use of an experimental design. The researcher chose to perform quasi-experimental research in this study because the number of participants was limited, and the number of students who attended the school was appropriate in comparison to the number of participants expected by the

researcher. According to Creswell (2012), Quasi-experiments include grouping participants, but not at random.

The instrument of the study is pre-test and post-test. The research subject of the research was the student of eleventh-grade at MAN 3 Palembang. This study's population are eleventh-grade students at MAN 3 in Palembang. They are divided into eleven classes: those are XI Science one, XI Science two, XI Science three, XI Science four, XI Science five, XI Science six, XI Science seven, XI Science eight, XI IIK, XI Social one, XI Social two. The total number of students is 355; 141 male and 214 female students. The writer then took a sample from each group in the experimental and control groups: XI science six as the experimental group and XI science five as the control group.

To gain the accurate and reliable result of data analysis, the researcher used descriptive data analysis and Prerequisite analysis to describe the data. The gathered data are analyzed to determine whether or not the experimental group outperformed the control group regarding eleventh-grade students' reading comprehension ability at MAN 3 Palembang. To address it, the researcher employed statistical analysis via the t-test formula in manual computation and SPSS (Statistic Product and Statistic Solution). According to Ary (2010), "the t-test for independent samples is a simple ratio that divides the observed difference between means by the difference expected solely by chance".

FINDING AND DISCUSSION

FINDING

The research findings were derived from pre- and post-tests administered by the researcher. A pre-test was completed prior to treatment, and a post-test was given following treatment.

Table 1
The Student's Pre-Test And Post-Test Results

Name	Pretest Eksperimental	Posttest Experimental	Pretest Control	PostTest Control
S 1	60	84	56	56
S 2	64	80	52	60
S 3	68	84	60	60
S 4	68	88	64	68
S 5	60	84	60	60
S 6	64	84	68	68
S 7	72	84	68	72
S 8	64	88	60	64

Name	Pretest Eksperimental	Posttest Experimental	Pretest Control	PostTest Control
S 9	64	76	52	52
S 10	72	72	60	56
S 11	56	88	56	56
S 12	60	84	52	52
S 13	32	76	60	64
S 14	52	84	68	72
S 15	48	76	68	70
S 16	48	80	60	64
S 17	72	76	52	56
S 18	64	80	52	52
S 19	68	80	40	56
S 20	64	80	72	76
S 21	60	92	60	72
S 22	68	84	68	68
S 23	60	80	60	60
S 24	52	76	64	60
S 25	60	72	60	64
S 26	52	80	52	68
S 27	56	96	56	56
S 28	72	92	48	48
S 29	72	80	60	68
S 30	72	84	52	56
S 31	52	76	48	48
Total	1892	2540	1802	1906
Mean	61.03	81.94	58.13	61.48

The significant improvement before and after the students are taught by using SQ3R method on students' comprehension was measured in this study using a paired sample t-test. From the table analysis, if the value of sig. (2-tailed) lower than 0.05, then H_{a1} was accepted, seen from the result below that p-output was $0.000 < 0.05$, it can be said that there was an improvement in average pre-test and post-test learning outcome of students by using SQ3R method.

Table 2
Research Finding in Measuring a Significance Improvement on
Students' Reading Comprehension Before and After Being Taught
Using the SQ3R Method in The Experimental Class

Paired Sample t-Test	Ha
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Before and after the treatment Using SQ3R method	T	Df	Sig (2-tailed)	
	11.474	30	000	Accepted

The significant improvement before and after the students are taught by using teacher's method on students' comprehension was measured in this study using a paired sample t-test. From the table analysis, if the value of sig. (2-tailed) lower than 0.05, then H_{a1} was accepted, seen from the result below that p-output was $000 < 0.05$, it can be said that there was an improvement in average pre-test and post-test learning outcome of students by using teacher's method. It can be concluded that there was an improvement in learning reading comprehension using Teacher's method in control class.

Table 3
Research Finding in Measuring a Significance Improvement on Students' Reading Comprehension Before and After Being Taught Using the Teacher's Method in The Control Class

Before and after the treatment Using Teacher's method	Paired Sample t-Test			Ha
	T	Df	Sig (2-tailed)	
	-4.166	30	000	Accepted

Table 4
Research Finding of Measuring a Significance Difference on Students' Reading Comprehension Between Using SQ3R Method and Those Who are Not.

SQ3R method and Teacher's Method	Independent Sample t-Test			Ha
	T	Df	Sig (2-tailed)	
	12.058	60	000	Accepted

In decision making in the independent sample t-test based on the significance value (sig.), i.e if the value of sig.(2-tailed) < 0.05 then H_a was accepted, seen from the results above that the output of the value of sig. (2 tailed) of $0.000 < 0.05$, it can be said that there was significant difference on reading comprehension between the eleventh grade students of MAN 3 Palembang who were taught by using SQ3R and who were taught by using teacher methods usually used.

DISCUSSION

Based on the result findings of the research, in the control group the teacher used a scientific approach in teaching. Kemendikbud (2014) the scientific approach is designing to solves problems through data analysis

activities to generate conclusions. After doing the post-test, it can be seen that students experienced an increase in scores compared to the pre-test. This is also influenced by the teacher's experience in teaching, so that there is a significant before and after the treatment using the teacher's method.

The scientific approach, on the other hand, assumes that the mind is ready to learn. Students that are less intellectual will struggle to think or explain linkages between concepts, whether written or spoken, resulting in dissatisfaction. Other students' scores did not increase significantly, and there were some kids who received the same scores as before. Aprianita (2015) states that a scientific approach can inhibit the pace of learning which takes up time as well as failure or experimental errors will result in inference errors and if students don't like the material it can lead to ineffective learning.

In the experimental group, the researcher used SQ3R. The SQ3R method helps students to learn more systematically and practice directly. In applying this method to the experimental class, this method helps students become readers who are directed directly to the subject of reading and are more effective. Kirantha (2020) The SQ3R method helps the readers to interact more actively with the textbooks by directing to the set question before reading. This method also helps students read comprehensively, not just read after that forget what they have read. Sulistiyaningsih (2014) said the application of the SQ3R method in learning will result in a comprehensive understanding, not memory. Comprehensive understanding will last longer stored in the brain, rather than just remembering facts. Therefore, the SQ3R method is one of the methods recommended for use in learning reading comprehension.

In short, both the scientific approach used by the teacher or the SQ3R method both have significant difference after being applied in class. Many factors can influence students' academic success, including the availability of teaching and learning materials, students' personality traits, personal goals, and teachers' degrees of expertise (Briones, 2021).

Finally, this study found that there was a significant improvement through SQ3R method that the students become readers who are directed directly to the subject of reading, improved students retention memory after learning, and the researcher also found that this method suitable for teaching reading because this method gives the readers understanding and perspective that can help students gain the message from the text as well. To make this method more reliable and effective, it should be provided by using suitable procedurals.

CONCLUSION

There was a significant difference between the posttest scores of the experimental and control groups that had received information using the SQ3R method and the control groups that had received information using the teacher's method. The experimental group significantly outperformed the control group in terms of reading comprehension test results. The outcome of the experiment has shown it. Thus, it can be said that H_a (the alternative hypothesis) was accepted while H_o (the null hypothesis) was rejected. Despite the fact that both groups showed a significant difference in student scores, those in the experimental group scored higher than those in the control group.

The students in the experimental group and those in the control group revealed higher reading comprehension achievement. After applying SQ3R method students in the experimental group were able to become a reader who directly know the message of text, pay better attention in class while studying the texts, and have improved memory retention after learning. However, the control group's students also has improvement by taught using teacher's method. The researcher assumed that the SQ3R Method and Teacher's method had improved and very useful for student reading achievement at MAN 3 Palembang since it could increase reading comprehension scores.

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