

THE EFFECT OF SQ3R METHOD ON READING COMPREHENSION IN SMP ASSA'ADAH BUNGAH GRESIK

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Abstract: The goal of the study is to determine whether the SQ3R technique at the State Junior High School of SMP Assa'adah Bungah Gresik improves students' reading comprehension. Because there were two distinct groups for the samples, an experimental group and a control group, and because the researcher utilized different treatments for both groups, the study used a quantitative approach with a quasi-experimental design. In contrast to the control group, the experimental group received instruction using the SQ3R approach from the researcher. The experimental group used by the researcher was VIII A, and the control group was VIII B. A reading test that was administered twice as a pretest and posttest served as the study's instrument. The results of the hypothesis test indicated that 0.000 was the significant value. Hence, the SQ3R technique had a significant impact on students' reading comprehension at the State Junior High School of SMP Assa'adah Bungah Gresik. To put it another way, the eighth graders at State Junior High School of SMP Assa'adah Bungah Gresik found the SQ3R technique to be useful and appropriate when they were studying recount texts. In fact, this approach is advised for both teachers and students learning English, particularly for those with weak reading skills, in order to improve the students' reading comprehension and encourage their participation in the teaching-learning process.

Keywords: SQ3R method, Reading Comprehension, Reading Ability

INTRODUCTION

The key to unlocking the universe of information, particularly in science and technology, is reading. The writer communicates with the reader through the text they are reading. We will get a great deal of knowledge by reading a lot of books. Aprianto and Heriyawati (2020) stated the students who are learning a language, reading is crucial. For the entire class to easily understand the material, the reading text must be understood. It means that someone having the ability to read is one of the abilities needed by students, which will be used to understand various pieces of information and knowledge for their learning. Reading interest has a great influence on readers, because if the students read without having a high reading interest, then the students will feel difficult in their lesson. Besides that, if the students read by themselves, they have a good future to be success in their study.

Techniques, particularly in the reading phase, determine how smoothly a goal is raised. Silalahi, Dumaris E, Saut, Sihombing, & Damanik (2022) stated reading comprehension is the brain's ability to understand the meaning of complicated problems and explore social phenomena in text. This understanding is the result of the interaction between written words and how they inspire knowledge from a variety of other sources, such as books and articles. Reading comprehension is the part that the most important or main purpose of the reading activity, the process of articulating the information written in the reading. That is the reason why Herman (2015) suggest reading without understanding or comprehension is meaningless; reading comprehension is the process of transferring knowledge through the mind's capacity to process and comprehend the information. Students should ideally be able to identify the main idea of a text, locate specific information within a text, recognize the use of references within a text, guess or comprehend the meaning of unfamiliar words within a text, and differentiate between literal and implied meaning when it comes to reading comprehension.

However, in practice, a lot of students haven't handled reading assignments with this level of comprehension very well. This is a result of the teacher's lack of involvement in offering useful resources and practical strategies to

aid students in understanding English reading materials. Students may not be interested in studying English, especially in understanding English reading texts, if they are not offered engaging instructional materials and proper learning strategies are not used. Even if comprehension of the text material being taught is a key determinant of students' mastery of it, it is possible to assist students in grasping reading texts by using an engaging teaching strategy and putting it into practice. This will make it easier for students to comprehend reading materials. One of the methods read is SQ3R. In addition, Jannah (2018) stated the five steps of the SQ3R reading learning approach are survey, question, read, recite, and review. The use of this strategy aims to improve students' comprehension of the reading's content and to sustain that understanding for a longer period of time.

The SQ3R method of study was created by Francis Pleasant Robinson can provide students with a disciplined approach to completing a textbook assignment. This study process makes use of the standardized, predictable format of subject textbooks. That's a brief overview of some SQ3R-based reading activities. As a result, SQ3R refers to a reading strategy for identifying the key arguments and their proponents as well as for helping with the memory of the five steps of the activity. Aziz (2020) in their also assumed that the reading activity using the SQ3R method ends with an activity of reviewing or repeating what we have read. We do not need to repeat the reading in its entirety, but only examine the parts that are considered important that give an overall picture of the reading, also to find important things that may have been missed at the time we read before. In addition Anjuni and Cahyadi (2019) SQ3R is a great tool for remembering and comprehending the text's substance. Students may also benefit from understanding the text's content. This method should be offered by employing appropriate procedures in order to make it more dependable and effective. These steps are taken so that the technique can better help students with their reading comprehension.

Based on the precious above, the SQ3R method has many effects for students in reading skill. The researcher conduct the study entitled *The Effect of SQ3R Method on Reading Comprehension in SMP Assa'adah Bungah Gresik*.

METHOD

Resign Design

This research used quantitative method and quasi-experimental research design. Creswell stated that experimental design is the traditional approach to conducting quantitative research (Creswell, 2012). Quasi-experimental design is used in this research, it is a design to identify comparison group; experimental and control group (White & Sabarwal, 2014). Control group in quasi-experimental may different from the treatment group in many systematic ways other than the presence of the treatment. Therefore, in this research, the researcher wished to determine whether or not the SQ3R technique was effective in improving reading comprehension in second grade. The purpose of using quasi-experiments is to examine the effect of using SQ3R method on reading comprehension.

Population and Sample

The population of this research was the student of SMP Assa'adah Bungah Gresik. The number of second grade students of SMP Assa'adah are 120 students consisting of eight/8 classes from 8A to 8D and in this study, the researcher took two classes, 8A and 8B consist 56 students. The sample of this research was students of SMP

Assa'adah Bungah Gresik. The researcher took the students without random sampling. The researcher took two classes.

Instrument

The instrument used in this research to collect the data was test. There were two tests carried in this study, pre-test and post-test, in which are in form of multiple choice. Each test consist of 25 items. The test was adapted from Arbaini (2014). The researcher made a pre-test and post-test for the subject of the research. The tests were based on the materials given in the classes. The test items concerned with recount text.

Data Collection

The pre-test and posttest were carried out in this research to examine the students' reading comprehension ability. The two groups, experimental and control, were given the same test in pre-test to know their score before the treatment was given to one of the groups. After giving the test of pre-test, the researcher gave a treatment about the use of SQ3R method to experimental group only. It aims to make different about the control group which still used their usual method and experimental group which had explained about SQ3R. Thus, the researcher conducted the last test, posttest, to know the differences about result between the groups which had given the new method and still used the general method used in the school. The score of the tests would be the result of the effectiveness in using SQ3R method.

Data Analysis

The data analysis determine the effect of using SQ3R method applied in the experimental group in teaching reading comprehension. The student's score from the tests, pre-test and post-test, was analyzed by SPSS 22 with formula Paired T-test. The researcher compared the results between experimental and control group from the measurement tools to get the result in this study whether the use of SQ3R has huge effect to help the students understand the reading texts or not.

Finding and Discussion

In research findings, as previously mentioned, the purpose of this study was to determine whether teaching reading recount texts using SQ3R technique was better to teaching reading recount without using SQ3R technique to eighth-grade students at SMP Assa'adah Bungah Gresik academic in 2022–2023. In addition, pre- and post-tests were used by the researcher. There were 25 items in the pre-test and 25 in the post-test, both of which were objective tests. The normality test was used on both experimental and control class. The result showed in Table 4.1

Table 4.1 Paired T-test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRETEST - POSTEST	-9.286	9.712	1.298	-11.887	-6.685	-7.155	55	.000

Based on the table above, the result is t: -7.155 and the standard deviation is 9.712 Sig. value is 0,000 means that 0,000 was lower than 0.05. It means that the SQ3R method significantly affects the students' reading

comprehension. So it can be concluded that SQ3R method had a significant effect on the students reading comprehension.

Since the computation of the paired-test was -7.155 the critical value 0.05 and level of significance 0,000, and degrees of freedom were 55, the study's findings suggest that there was a significant difference between the students who were taught reading recount using the SQ3R technique and the students who were taught by the conventional method. The H1 hypothesis is accepted and the Ho hypothesis is rejected since the test value was greater than the level of significance. The reading comprehension of students who use the SQ3R approach and those who do not are significantly different from one another. To put it another way, the SQ3R approach is shown to be beneficial and successful for improving student reading comprehension, particularly among the students of SMP Assa'adah Bungah Gresik's 8th grade.

The Result of Standard Deviation of the pre-test and post-test from the Experimental Group and Control Group

The researcher used SPSS 22 to get the statistic measurement from the experimental and control group. The result shows the score of the mean and the standard deviation from each test in each group. Afterwards, the researcher measured the standard deviation from each test by using the formula written in the chapter 3. The result can be seen below

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE	64.2857	28	7.13290	1.34799
	POST	82.1429	28	4.68025	.88448
Pair 2	PREE	63.2857	28	7.22576	1.36554
	POSST	64.0000	28	6.06141	1.14550

From the result above, the pretest from experiment group shows the mean 64.3 with the standard deviation 7.1, while the posttest shows 82.1 and the standard deviation gets 4.7. On the other hand, the pretest mean from the control group is 63.3 with 7.2 for the standard deviation, and the posttest of the group shows the mean 64.0 with the standard deviation 6.1. It can said there is a significant difference between students who receive instruction using SQ3R Strategies and those who do not receive instruction using SQ3R Strategies of the eighth grade students SMP Assa'adah Bungah Gresik in academic year 2022 / 2023. The result of this research shows that the post-test mean for the experimental class is 82.1 while the mean for the control class is 63.3. It indicates that the experimental class's mean post score is higher than the control class's

The Result of Standard Error Mean of the pre-test and post-test from the Experimental Group and Control Group

From the result above, the pretest from experiment group shows the mean of standard error 1.3, while the posttest shows 0.8 On the other hand, the pretest mean of standard error from the control group is 1.3 with 1.1 for the

posttest of control group. In the academic year 2022–2023, it can be said that there is a considerable difference between eighth grade students at SMP Assa'adah Bungah Gresik who receive instruction utilizing SQ3R Strategies and those who do not. According to the study's findings, the experimental class's post-test mean was 82.1 whereas the control class's was 63.3. It shows that the control class's mean post score is lower than that of the experimental class.

Discussion

The SQ3R technique is successful in enhancing students' reading comprehension. The academic achievement of this study can be attributed to several supportive theories from professionals or earlier research. The SQ3R strategy's emphasis on the application, which causes the students to think more deeply, may be what accounts for the difference between the experimental and control groups. Using SQ3R can improve students' reading comprehension. Beside raising students' awareness of the reading text, SQ3R is a successful reading technique and is still the approach that teachers like to use. SQ3R gives reading a meaning and purpose and offers helpful examples for struggling readers to progress (AL-Ghazo, 2015). It means that by using SQ3R, the students learn and are thus motivated by each other's critical reading. Besides, according to Artis (2008) the next advantage of SQ3R, or Robinson's technique, is that it can aid students in topic prediction and restriction. Before starting to read the content, SQ3R can assist the students in getting ready for it. It helps the students get ready for reading class.

Conversely, using the Robinson technique in reading activities has a number of negatives in addition to offering helpful information. Using Robinson's approach can enhance the caliber of learning outcomes. It means that only students or readers with a high degree of skill should use the SQ3R technique, whereas students with a low level of proficiency will typically engage in passive reading behavior. Additionally, SQ3R approach has a drawback for teachers as well, which is that it makes it difficult for them to implement (Aziz, 2020). In this case, it is challenging for teachers to give books to children who have never read books. The final disadvantages of this method, according to Sitepu (2019) argues that it need time for the teachers to explain it to the students and provide an example, which makes it wasteful to prepare this strategy in the reading class. She continues by stating that some students believe that employing Robinson's technique is too complex to comprehend. Because of this, reading-impaired students would have difficulty comprehending the lesson.

Reading lengthy chapters with a lot of material to learn is a good use of the SQ3R method. The students should be able to comprehend the text structure and extract the key idea in order for this strategy to be successful. Fitriyah and arfani (2021) stated SQ3R (Survey, Question, Read, Recite, Review) is one of the most successful reading comprehension methods. Syahfutra (2017:133-140) says that activating the SQ3R method is the way for readers to acquire reading comprehension and help students become independent reader. It means that the SQ3R technique has a positive effect on every student's improvement in text reading. However, in order to use it effectively, a teacher must be skilled in the technique. The students can freely express their knowledge of the recount text when using the SQ3R technique.

In short, the use of SQ3R has numerous benefits, making it a viable option for enhancing reading comprehension in the reading class. The instructor can then decide to use this technique throughout reading class. However, there are drawbacks to using this tactic in a reading class. When teachers want to employ this tactic, they must take

these factors into account. The teachers should take into account the students' circumstances, including their proficiency level and availability. In addition, the SQ3R approach gives students the opportunity to provide knowledge and demonstrate their text-reading proficiency. SQ3R is more efficient when used in foreign language instruction since the students will think more deeply about what they want to say to others. Biringkanae, (2018) Stated the SQ3R method aims to increase students' reading speed so they can learn more from the book. The purpose of this paper is to determine how much the SQ3R approach enhances students' reading comprehension. In another definition Bakhtiar (2018) SQ3R is a method of learning that starts with comprehension of the material before developing a conceptual framework for the facts that can be employed.

The researcher continues to discuss the research findings in this part as they pertain to the research challenge. The findings revealed a substantial difference between the students at SMP Assa'adah Bungah Gresik who received instruction using the SQ3R technique and those who received instruction using the conventional method on the English reading. In this study, there are a number of interpretations to explain.

Conclusion and Suggestion

Following are some conclusions that may be drawn from study on the application of SQ3R methods (survey, question, read, recite, and review) in enhancing the reading abilities of class VIII SMP Assa'adah Bungah Gresik students: First Survey (investigate) There must be a reading survey or material that will be read first in a reading activity, especially when employing the SQ3R approach. Students can determine which topics are crucial and which ones are merely complimentary by taking the survey beforehand. Second (Question), the question in this method is that the researcher typically advise students to ask questions if there are individuals who have not grasped the lessons that have been looked at, and only just maybe simply asking merely the description of the reading that was read earlier. The lesson's title's intended meaning is as follows. Third (Read), read the content that was already on the reader's mind. By reading, the reader becomes more familiar with the information or reading that was previously read, and at the conclusion, the question will be answered accurately and actively. Fourth (Recite) in reading exercises, retelling can help students' comprehension. The students requested that Teacher read the previous reading aloud for them in the fifth (review), Repeating the reading that was read was a challenging task, but there are many advantages. If researcher didn't make the student schedule themselves to repeat one subject, another lesson would undoubtedly be missed, and if repeated again, they wouldn't recall what they read and learned the day before. The researcher offered a solution that involves continuing to try to read each lesson aloud in class and also includes parental supervision when at home.

Students were able to understand the literature with ease and were engaged in the SQ3R strategy's several processes for teaching and learning. As a result, they were very attentive during the teaching and learning process of recount text. The SQ3R approach should be used while teaching and learning reading, especially recount texts, because it makes students more engaged in the teaching and learning process and makes it easier for them to understand the text. Also, the SQ3R approach enables students to quickly recall the key ideas or details of a text. In addition, the students actively participated in the teaching and learning process while using the SQ3R technique to improve their reading comprehension. Also, the majority of students eagerly participated in the reading lesson. They participated actively in each stage of the SQ3R plan, and they each gave a personal summary.

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