THE STRATEGY OF SQ3R TO ENHANCE STUDENTS’ READING SKILL

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Abstract

Reading is a hobby. By reading, we can increase our knowledge. Unfortunately, many students dislike reading especially English version. They think that reading English version is difficult because there are a lot of difficult vocabularies. To enhance reading skill among students, the researcher applied SQ3R strategy in her Elementary Reading Comprehension class. The aims were: (1) To give an explanation how the SQ3R application could improve students’ reading skill, (2) to know how far SQ3R application could change students’ behavior in reading. The subject was the students of English Department semester 2. The sample was one class with the total number were 23 students (8 men and 15 women). The collecting data were written through the result of analysis and summary of students which done three (3) times. In Cycle 1: only 5 students (23%) who could understand, analyze, and write a summary by applying SQ3R. 18 students (67%) could not understand how to apply SQ3R. In cycle 2, 15 people could understand, analyze, and write a summary by applying KWL chart. 35% (8 students) could not understand how to KWL chart. In cycle 3, 20 students (90%) could apply SQ3R and KWL chart by understanding, analyzing, and writing a summary. 3 students (10%) could not apply SQ3R and KWL chart. The observation result, the interview, and the questionnaire presented the motivation of students in analyzing and writing a summary of English version was high. It could be said there was a change in writing a summary by applying SQ3R among students.

Keywords: SQ3R, Reading Comprehension

Introduction

Human and reading are two components that cannot be separated from our life. Reading plays an important role in our life that can give many benefits such as giving information, transferring knowledge, sharing ideas and others. By reading, we can develop our knowledge, reducing the boredom, and make our life be colorful.

Reading is a compulsory subject in our department and the purpose of reading course is students can understand and analyze many texts from many sources. In teaching reading, students are introduced some techniques and strategies. One of the strategies is SQ3R (Survey, Question, Read, Recite, and Review) which play an important role in understanding texts. Robinson, 1983 cited by Taschow, 1985: 167 as quoted from (http://quazen.com/kids-and-teens/school-time/sq3r-technique-to-improve-reading-comprehension/) says survey is a fast reading from the whole book or one chapter where readers can read the title and subtitle and to inspect the introduction, summary, question, graphs, pictures, and diagrams. It is a way to organize parts of the material by previewing it. Question is taking notes for some questions that appear while we are reading the text. Read is reading deeply and understand what we are reading or what we have read. Recite is retelling what we have
read, and review is writing a summary about the text. Therefore, SQ3R is useful for students to comprehend reading a text.

Problem Statements

1. How SQ3R in Elementary Reading Comprehension subject can improve students’ reading ability?
2. How SQ3R in Elementary Reading Comprehension subject can change students’ reading behavior?

Theoretical Review

1. Definition of Reading
   Concerning to Assistant Masters Association (1973: 118) reading is a sharing experience. The writer shares his experiences privately when we read silently. On the other hand, the writer and audiences share the experiences when we read loudly. Nunan (2003: 68) says reading is an eloquent process for readers in combining some information from the text itself and our background knowledge to develop meaning. When we read kinds of texts, we not only understand words, but also strategies and skills in the texts. Nunan adds reading is a cognitive process to understand symbols in deciding meanings. Pang (2003: 6) states that reading is an understanding process that involves perceptions, ideas, and thoughts to relate the words introduction and comprehending. The introduction word is a process how the written symbols can be communicated by the spoken language. Meanwhile comprehending is a process in creating words and sentences that has a meaning and relates to the text. From those definitions above, we can say that reading is a totally complex process that involves symbols to create a written meaning.

2. Definition of Survey, Question, Read, Recite, and Review (SQ3R) is a reading strategy
   Sholes (http://www.ehow.com/how_5071176_improve-reading-comprehension-using-sqr.html) explains that SQ3R method helps us to understand what we read for a long time. SQ3R is an effective way to improve students’ understanding in reading. She says that:

   a) Survey
   Survey is a previewing from the whole books or one chapter. It will help us to know the contents of the book or chapter by reading the title. By reading the introduction or summary, we can find the important points in that book or chapter and the writer’s thoughts. By seeing the graphics, maps, diagrams, italic/underline words, we can get the writer’s ideas.
b) **Question**
   Question helps us to keep concentration in what we are reading. We should pay attention to the bold and italicized headings and subheadings to get answers. We should take some questions while we are reading the text. When we read carefully, we will get a good understanding and we can answer our questions.

c) **Read**
   Reading slowly and carefully and keeping our concentration will help us to understand what we are reading. We don’t think how many hours to read the text because we want to get the ideas and important points from the text itself. We should not skip difficult words. We should note the writer’s idea and write a summary.

d) **Recite**
   Retelling in our own words is an important idea to remember and understand the text. If there are some difficult parts and we don’t understand them, we should not move to another part. We should read it carefully and try to understand it and finally we can retell it well.

e) **Review**
   Review one chapter as soon as we complete reading. Mary Paliescheskey (http://www.helium.com/items/358116-the-sq3r-reading-method-explained) says we should identify the main points by looking for the most important idea in each section. We should recite or write a brief summary of the assignment. If we haven’t the answers yet, we should refresh our thoughts then we continue the reading. In writing the review, sometime we need a chart to ease our comprehending. It is as one part in SQ3R strategy.

3. **The Application of SQ3R in Reading Class**
   Elementary Reading Comprehension is a compulsory subject for English Department’s students. The purpose of this subject is giving reading skill to students in understand what they read, finding the main idea and supporting ideas from the text. Survey, Question, Read, Recite, Review (SQ3R) is one of reading method to improve students’ reading ability and to develop students’ skill in remember what they are reading or what they have read. We can say that SQ3R is important strategy in reading class.

**Benefit of Research**

1. **Students**
   The researcher hopes students can improve their skill in reading, understanding, and analyzing text by applied SQ3R.

2. **Teacher**
   a. The researcher hopes teacher can develop the effective, efficient, and fun learning model that involves students actively in the learning process.
b. The researcher hopes by applied SQ3R, teacher can applied good learning process as a teaching feedback so students can understand and analyze text well.

3. Researcher
   The researcher hopes she gets knowledge and experience in learning SQ3R strategy.

4. Institution
   The result can be used to develop the learning in English Department, Faculty of Languages and Arts, Semarang State University.

Research Design
   1. Research Subject

   The subject is second semester of English Education students with the total number is 23 students (8 men and 15 women) in Elementary Reading Comprehension course. The researcher chooses English Education students because most students feel lazy and bored when they are asked to read English Newspaper (The Jakarta Post). They get difficulties in understanding the text because of many difficult words and difficult terms. If they read English newspaper, they read it but they don’t understand the content. As we know that reading is important for students to enrich vocabularies and knowledge. These reasons support the researcher to do a research by applying SQ3R. The location is English Department, Faculty of languages and Arts, Semarang State University and the research needs 6 months.

   2. Method of Research

   This is an action research which is based on the researcher motivation to increase Elementary Reading Comprehension teaching in English Department, Faculty of languages and Arts, Semarang State University and to improve students’ reading and understanding skill. This is a collaborative research which is done by the researcher and the observer.

   There are three cycles with four steps: planning, action, observation, and evaluation/reflection.

   Pic 1. Action Research Cycle (Sudjana, 2003)

<table>
<thead>
<tr>
<th>Planning</th>
<th>Action</th>
<th>Observation</th>
<th>Evaluation/Reflection</th>
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</thead>
<tbody>
<tr>
<td>Planning (revision)</td>
<td>Action</td>
<td>Observation</td>
<td>Evaluation/Reflection</td>
</tr>
</tbody>
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   (the steps are done continuously to gain the satisfy result)
4. **Collecting Data**

The method in collecting data in this research is:

a. Observation sheets are used to observe and take some notes during the process and action in the classroom.

b. Field notes include the researcher and teacher notes relating to the information points during the process.

c. Interview is an interview activity that is addressed to the students and discuss about the research itself.

d. Questionnaire is some questions relating to the students’ comprehending about the subject and the application of SQ3R in reading class.

5. ** Technique in Analyzing Data**

The data is analyzed by using descriptive with some criteria:

Range 1 – 4 is used to decide students’ reading skill in SQ3R application:

a. Students’ comprehending skill about *SQ3R*.

b. Students’ comprehending skill about *KWL chart*.

c. Students’ skill in writing a summary by applied *SQ3R*.

d. Students’ skill in writing a summary by applied *KWL chart*.

If the observer gives (✓) at:

- No 1 means students’ aspects are totally incomplete.
- No 2 means students’ aspects are complete enough.
- No 3 means students’ aspects are complete.
- No 4 means students’ aspects are very complete.

Data are collected through observation, interview, and questionnaire then the data are presented descriptively in words and sentences. The conclusion is completed by observation, interview, and notes.

**Results and Analysis**

V. 1. **The Application of SQ3R to improve students’ reading skill**

In cycle 1, researcher and observer prepare some instruments such as the observation sheet, lesson plan, and learning steps by applying SQ3R strategy, and the material (reading text). Next, the researcher explains how to apply SQ3R in the first reading text. After explaining the SQ3R, the researcher gives the first test to the students and the result of the first test is to know how far students can identify the main and supporting ideas, how far students can understand, analyze, and write a summary by using *SQ3R*.

The results are:

a. Students do not get the main and supporting ideas. They get difficulties in finding the ideas from the reading text by applying SQ3R. The text is taken from The Jakarta Post Newspaper.

b. Students get difficulties in understanding, analyzing, and writing a summary by applying *SQ3R*. 
Based on the results above, the researcher needs a revision in cycle 2.

In cycle 2, the researcher and observer prepare instruments such as the observation sheet, lesson plan, learning steps by applying KWL chart, and the text. Next, the researcher explains the material by applying KWL chart. The description of KWL chart is what we Know, What we want to know, and what we Learnt. The result of test II is done to know how far students can understand and analyze the text by applying KWL chart.

The results of this cycle are:

a. Most students can understand and analyze a text by using KWL chart. The text is taken from the Jakarta Post Newspaper.

b. Some students cannot understand and analyze a text by using KWL chart.

The minus of cycle 2 will be revised in cycle 3.

In cycle 3, the researcher and observer prepare instruments such as the observation sheet, lesson plan, learning steps by applying KWL chart and SQ3R. The researcher explains and asks students to understand, analyze, and write a summary by applying KWL chart and SQ3R. The text is longer than before which is taken from the Jakarta Post. Test III is used to know how far students can understand, analyze, and write a summary by applying KWL chart and SQ3R.

The results of this cycle are:

a. All students can get the main and supporting ideas from the text ((The Jakarta Post Newspaper).

b. All students can understand, analyze, and write a summary by applying KWL chart.

c. All students can understand, analyze, and write a summary by applying SQ3R.

As the first step during the research, the observer does some activities, such as observing the class situation and taking some notes. The aim of this activity is to observe and take some notes all the process and activities in the classroom. The second step is field notes which writes all activities during the learning process. The third step is interview which is done among students. Through the interview, the researcher wants to know how far students understand about the research topic. The next step is questionnaire which aimed to know how far students understand about the research topic. If students get difficulties relating to the topic, the researcher should give the solutions.

As a descriptive research, data are taken from observation, interview, and questionnaire which are presented in words and sentences. Below is the improvement of students ability in understanding, analysing, and writing a summary of an english text from cycle 1 to cycle 3.

Cycle 1 was done on May 25, 2011. The results were only 5 students (23%) who understood, analyzed, wrote a summary of text entitle Buddhists Hope Religion Enlightens People by applying SQ3R. They also got the main and supporting ideas. On the other hand, 18 students (67%) did not understand, analyze, and write a summary by applying SQ3. They did not find the main and supporting ideas from the text.
Cycle 2 was done on June 15, 2011. Students were asked to read text which the title was "Students Stay on the Streets to Watch over the Nation". The results were more than half students (15 students or around 65%) had understood, analyzed, written a summary by applying KWL chart. But 35% (8 students) did not understand, analyze, and write a summary by applying KWL chart.

Cycle 3 was done on July 6, 2011. Students were asked to read the text which the title was "China Business: New Wave". The results were 20 students (90%) had combined and applied the SQ3R and KWL chart in their analyzing and writing a summary. On the other hand, 3 students (10%) could not apply SQ3R and KWL chart in their analyzing and writing a summary. Based on the results on cycle 1, 2, and 3, it can be said there is an increasing in students’ ability in understanding and analyzing text which is taken from English Newspaper (The Jakarta Post). Below is the diagram that shows the increasing of students’ ability in understanding and analyzing reading English texts.

V. 2. The Application of SQ3R can change students’ reading behavior

There are 10 questions in the questionnaire sheet. The result showed at no 1. Do you like reading newspaper? 21 students answered yes and 2 students said no. No 2. Do you like reading English newspaper? 12 answered yes, 11 answered no. No 3. Do you like reading novel? 20 students said yes, 3 students said no. No 4. Do you like reading English novel? 9 students stated yes, 14 students stated no. No 5. Do you think that reading is an enjoy activity? 18 students stated yes, 5 students stated no. No 6. Do you think that reading is a bored activity? 5 students answered yes, 18 students answered no. No 7. Do you know the meaning of skimming, scanning, and previewing before you sit in Elementary Reading Comprehension class? 18 students said yes, 5 students said no. No 8. Do you know SQ3R (survey, question, read, recite, dan review) before you sit in
Elementary Reading Comprehension class? 6 students stated yes, 17 students stated no. No 9. Do you understand what SQ3R (survey, question, read, recite, and review) when you read a text? All students (23) said yes. No 10. Do you think reading is easier by understanding SQ3R? All students (23) answered yes. Based on the questionnaire result above, we can say that students’ motivation is very good. There is a changing behavior in students’ ability, especially in reading and analyzing text which is taken from English newspaper.

Conclusion and Suggestion
Conclusion

Students who take reading comprehension course must have a skill in understanding and analyzing texts. It plays an important role in enrichment vocabularies. In cycle 1, most students cannot get the main and supporting ideas from the text entitled *Buddhists Hope Religion Enlightens People (The Jakarta Post Newspaper)*. They cannot understand, analyze, and write a summary by applying *SQ3R* (survey, question, read, recite, and review). Only 5 students (23%) who understand, analyzed, and write a summary by applying *SQ3R*. 18 students (67%) did not apply *SQ3R*. In cycle 2, students are explained how they can apply KWL chart, then they are asked to read, understand, analyze, and write a summary the text *Students Stay on the Streets to Watch over the Nation*. The results are more than a half students (65%) understand, analyze, and write a summary by applied KWL chart. 35% (8 students) did not apply *KWL chart*. In cycle 3, students are asked to read a long English text with the title *China Business: New Wave*. The results are 20 students (90%) have applied *SQ3R* and *KWL chart* in their works. Only 3 students (10%) did not apply *SQ3R* and *KWL chart* in their works. From the results, we can say there are an improvement in students’ reading ability and students’ motivation in reading English text. Further, there is a changing behavior in reading skill among students.

Suggestion
1. For teacher
   Teacher should create an interesting strategy and media to improve students’ motivation in reading texts so that students don’t get boredom when they do the reading activity.

2. For students:
   Students should read kinds of texts which can be taken from newspaper, article, novel, etc. They should enrich their vocabularies and knowledge by reading many kinds of texts.
References


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