

## Improving Students' Reading Comprehension by Using SQ3R Method

*Wandi Syahfutra*

Muhammadiyah University of Riau,  
Pekanbaru, Riau, Indonesia

### ABSTRACT

Reading is one of the most important components of any language and it is an essential tool for long-life learning. The goal of reading is comprehension. In order to comprehend reading passage, students need to apply some methods to help them. This study aimed at improving students' reading comprehension and motivation by using SQ3R method. SQ3R system has been used successfully for many years and the system has proven effective in increasing students' retention. Student learning centres on a complex problem that does not have a single correct answer. Students work in collaborative groups to identify what they need to learn in order to improve their reading comprehension.. From the test, it was obtained that the lower score is 64 and the higher score is 88. The mean is 81.03. The data were obtained from the research by using SPSS. Overall, the results showed that students' reading comprehension could be improved by using SQ3R method were identified.

**KEYWORDS:** reading, SQ3R method, reading comprehension

### 1 INTRODUCTION

Researcher has been interested in conducting research on reading comprehension since some decades ago. Reading is one of the most important language skills should be developed inside and outside the classroom. Reading is one of the most important language skills that should be developed inside and outside the classroom. It is also one of the most common ways to get information. Generally, there are two skills in Language learning, namely the receptive skill and productive skill. Receptive skill is the ability to listen and read, while productive skill is the ability to speak and write. Reading is a receptive skill in which the students are introduced and exposed to the written text.

Based on the definition above, it can be inferred that reading is a skill that presents the writer's idea related to the management reading text content itself. Besides, readers must have good interaction with the passage and also the method to understand the text. The aim of teaching reading is to make the students able to read the English texts effectively and efficiently. They do not only have to understand the structure of the texts explicitly but also comprehend the meaning of text implicitly.

Therefore, this study is always interested to be a research since English is not our first language; many students still face difficulties in gathering and comprehending the

ideas of reading passages. They do not understand how to obtain the specific and general information of reading texts. In fact, one of the aims of reading is to get the factual information from the served reading texts.

## **2 LITERATURE REVIEW**

### **2.1 THE NATURE OF READING**

Reading is one of most important language skills should be developed inside and outside the classroom. It is also one of the most common ways to get information. Many readers can get pleasure in reading since they are able to comprehend and obtain information and content of reading text as they read. According to Nunan (1990: 33), “reading is an interactive process between what readers already knows about topic or subject, and what the writer writes”.

According to Brown (1994: 217), “English has four skills, namely; listening, speaking, reading and writing”. All of them cannot be separated each other. Besides, as a skill reading is clearly one of the important. Reading is an intensive process in which the eye quickly moves to assimilate text very little is actually seen accurately. It is necessary to understand visual perception and eye movement in order to understand the reading process. A specific focus or specific purpose for reading is one that helps students' efforts focus on important information in the text (i.e., important in light of the general purpose for reading the text). This specific focus should be explicitly stated before students begin reading. According to Hornby (1995: 68), “reading is the action of a person who read or an attempt to make a meaning from what an author has written”.

### **2.2 THE NATURE OF SQ3R**

SQ3R method is a method that was design by Francis Pleasant Robinson to help learners understand the meaning of the context text. This method was developed in the 1940s, and it has been successfully for many years. Considerable experimentation has been done and the system has proven effective in increasing students' retention. Basically, SQ3R is the way of learning as you read. Activating SQ3R method is the key for readers to achieve reading comprehension and help students become independent readers. They learn to think that reading by using method will help them to analyze the text.

Paulston and Newton (1976: 201) said SQ3R, which stands for Survey, Question, read, recite, and review, are five steps to be followed in technical reading.

1. Survey: When you are assigned a section of textbook to study, first survey the pages to get a general idea of the material. Skim quickly over the topic headings: look a pictures, graphs, charts, or diagrams; see if there are questions or a summary at the end.
2. Question: After a rapid survey, ask your self-questions based on the material you have surveyed. This helps you to read with a purpose, looking for specific answers and anticipating essential points of information.
3. Read: Next read is rapidly as possible. Because you know what you are looking for and where you are going, your reading speed should be faster than if you had not

first surveyed the pages and formulated questions for which you are seeking answers.

4. **Recite:** At the end of each section, summarize the material by reciting to yourself the important points. This helps you consolidate the information you have read, relate it previous information, and prepare yourself for what is to follow.
5. **Review:** Finally, when you have finished the assignment, immediately review the material so that it will be form a unified whole. Also, when you have the next surveying it rapidly to refresh your memory. Each section though read separately and at different times, will fit together into the total organization of the material that the author intended.

### 2.3 THE NATURE OF COMPREHENSION

Reading comprehension is one of the skills that must be developed at school. This is because the reading comprehension has become something important for students because students' success depends on their ability to read. If students' reading comprehension is lacking, it is possible to fail in learning or at least students will have difficulty in making progress. On the other hand, if the student has the ability to read with a good understanding, they would have a better chance to succeed in learning. The explanation below discussed several components of reading comprehension.

Reading comprehension is the main purpose of reading activity. All readers certainly intend to have connection to the material that they read. (Pressley & Wharton-MC Donald, 1997) states that the development of comprehension skills is a long term developmental process which depends on language and text experiences from early stage of life. Learning how to decode and learning how to abstract the meanings of vocabulary words are commonly encountered in texts.

However, the process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of a reading material. Prado & Plourde (2005) in Harvey states that reading comprehension is not a single step or easily acquired skills. It is a very complex process that teachers find difficult to teach. Comprehension is a process that involves thinking, teaching, pass experiences, and knowledge. In conclusion, reading comprehension is the main goal of reading and it is an active complex process to which each reader brings his or her individual attitudes, interest, expectation, skills and prior knowledge to get the gist of written language.

Reading comprehension usually refers to the amount of understanding readers have when they read the text. That is, it represents how well readers understand the implicit and explicit meaning of the contents of the text they read.

Teachers control the conditions of reading by instructing, explaining and illustrating vocabulary, grammar and sentence formation, teaching reading strategies and testing students' comprehension in the hope to help students to learn English, which turns reading into a process of detailed study, memorization, analysis and guessing (Field, 2002: in Fanshao Meng). Comprehension involves recalling information from text, extracting themes engaging in higher order thinking skills, constructing a metal picture of text, and understanding text structure (Van den Brock & Kremer, 2000: in Molly Ness)

In reading comprehension, the readers are encouraged in understanding the written materials so their lexical knowledge is a crucial aspect. Tankersley (2005:108) indicates that comprehension is drawing meaning from words; it is the “essence of reading”. Besides, Rand Corporation in Tankersley stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In brief, the interaction between the readers and written materials depends on how they can illustrate the meaning of words in reading.

Having many vocabularies, prior knowledge about the reading text and students' thinking hold a big influence to students' comprehension. They need to master it to maximize their ability in comprehending the written information. Good reading comprehension requires that students monitor their understanding while reading a passage. (Pressley & Wharton-MC Donald, 1997: [www.interventioncentral.org](http://www.interventioncentral.org)) there are three crucial phases that improve comprehension: pre-reading (the reader creates a reading plan), reading (the reader monitors his or her understanding of the text while reading and applies strategies to clarify understanding of the text), and post-reading (the reader continues to think about the passage after reading and encode key details into long-term memory). The central element of reading comprehension is a reader's ability to get the gist, point, or main idea (Pearson & Johnston, 1978: in Hsin-Yuan Chen, 2009). Without an ability to understand the meaning of a text, the reader is not able to make inferences, compare differences within and across the sections of a text, or engage to in critical thinking about the textual ideas. It involves thinking beyond the text.

Based on the explanation above, the writer then states that when the reading comprehension appears, there is a connection between the reader and the reading material, because the readers will connect their background knowledge and the new information from the text. Reading comprehension can also be called as a complex cognitive process for every reader. In conclusion, reading comprehension is generally influenced by the readers' linguistic structure, vocabulary, metacognitive, and knowledge. By improving these factors, the readers can diminish the problems through their individual factors in reading such as, lack of vocabulary, fluency and familiarity of subject, and weaknesses in verbal reasoning, processing information and recalling information.

### 3 METHOD

Referring The design of this research is an experimental research. Gay and Airasian (2000:367) argued that experimental research is the type of research that can test hypotheses to establish cause-and effect relationships. The design of this research is a quasi-experimental design which is focused on the non-equivalent control group. In conducting the research, 2 classes of the second-year students were involved. The first class was an experimental class and the second class was a control class. The experimental class was a class that was taught by using SQ3R method, meanwhile the control class was a class that was not taught by using SQ3R method. In this research, there were three variables; the independent variable (X) was the using of SQ3R method and the dependent variable (Y) were the students' reading comprehension. This research design can be seen on as follows:

O<sub>1</sub> X O<sub>2</sub> (Experimental Class) -----

O<sub>3</sub> O<sub>4</sub> (Control Class)

In which:

O<sub>1</sub> and O<sub>3</sub> = Pre-test

O<sub>2</sub> and O<sub>4</sub> = Post-test

X = Treatment by using SQ3R method

According to Gay (2000), sampling is the process of selecting a number of individuals or a study in such a way that they represented the larger group from which they were selected. The total samples of this research are 62 students which are divided into two classes, IPA XI.3 composed of 31 students are considered as the experiment class, while class IPA XI.4, also composed of 31 students is the control group. Reside for the try-out of instrumental test, IPA XI.3 was chosen. The sample is taken by Cluster Sampling. According to Gay (2000: 129), states that cluster sampling randomly selects groups, not individuals. All the members of selected groups have similar characteristics. Grade XI is chosen, since the material of English Grade XI uses the national curriculum. The national curriculum is the prior for MAN 1 Pekanbaru to face National Exam (UN). For this reason, the writer uses grade XI students.

#### 4 RESULT AND DISCUSSION

The results of the reading assessments show that of all the five aspects, finding factual information and identifying main idea were the most significant aspects improved. The improvement of the students' reading aspects was indicated by the increase of the number of the students to the highest criteria of both aspects that can be seen from Table below:

Aspect	Criteria														
	Pre- test					Post- test 1					Post- test 2				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Finding factual information (F)	1	3	4	1	9	0	0	0	4	4	0	0	1	3	9
Identifying main idea (M)	5	5	5	0	3	0	0	5	9	14	0	0	4	5	14
Locating the meaning of vocabulary (V)	5	5	6	2	3	0	0	4	12	9	0	0	5	10	8
Identifying reference (R)	10	2	2	3	1	0	1	6	9	2	0	2	6	8	2
Identifying inference (I)	5	4	3	5	1	0	0	1	16	1	0	0	0	15	3

Before given SQ3R method treatments, some of the students were quite hard to comprehend what the teacher said in English. After the treatments, most of them were able to comprehend it. It is proved by the increase of the number of the students in F5. Initially in the Pre-test, of 31 students, only 9 who appear to understand everything without difficulty (F5). After the treatments, in Post-test 2 it becomes 14 students.

As for vocabulary aspect, the students' vocabulary is also improved quite significantly. It was proven by the increase of the number of the students in the highest criteria of vocabulary aspect. Initially, only 3 students understand reading text with quite accurate dictions (V5). After SQ3R method treatments, it becomes 9 students.

The other aspects identifying reference and inference are also improved. However, compared with comprehension and vocabulary aspects, they seemed to improve less significantly.

The finding of this research indicated that there was significant effect of using SQ3R method on students' reading comprehension and motivation. Based on this finding, the implication for the teachers as model and connector and facilitator in educate students in school, beside the teacher transfer the knowledge of English and teaching and learning process, it can be additional guideline for the teachers in teaching. Then the teachers should pay attention more toward students' reading comprehension in learning English. In this case, the teacher should be equipped with a lot of strategies or technique in teaching and learning process so that the students' motivation can be increased and will give effect toward students' successful in learning and also give effect toward teachers in teaching. It also gives additional knowledge for the students and teachers that with high motivation, students have more power and spirit in applying language learning strategy.

## 5 CONCLUSION

Based on the data analysis, the writer concludes that the second hypothesis is accepted because T-table at the 5% grade of significance refers to 2.00. While in the level of significance 1% is 2.65. Therefore, it can be analyzed that to is higher than t table in either at 5% or 1% grade of significance. It can be read that  $2.00 < 11.78 > 2.65$ . It means that there is significant effect of SQ3R method toward reading comprehension of the second-year students at MAN 1 Pekanbaru. Related for this study, by using SQ3R method can make the students easily predict and delimit the topic discussed or informed in the text after they read and answer the questions.

## REFERENCES

- Brown H, D. (1994). *Principles of Language Learning and Teaching*. San Francisco, California: San Francisco State University, Addison Wesley Longman Inc.
- Cheng, William. *Teaching Reading Comprehension in the Secondary ESL Class: The Challenge of New Materials and Methods*. file:///C:/Downloads/TEACHING\_READING\_COMPREHENSION\_IN\_THE\_SECONDARY\_E%20(1).pdf. Retrieved on April 2016
- Gay, LR and Peter Airasian. 2000. *Educational Research for Analysis and Application* (6th Ed). New Jersey: Upper Saddle River.

- Harvey, M. <https://www.lynchburg.edu/wp-content/uploads/volume-8-2013/HarveyM-Reading-Comprehension-Elementary-Secondary.pdf>. Retrieved on Desember 24th, 2014
- Hartono. (2008). Analisis Data Statistika dan Penelitian (SPSS 16.0). Yogyakarta
- Hornby, As. (1995). Oxford: Advanced Learner's Dictionary. (6 thed). New York: Oxford University Press.
- Meng, Fanshao. 2009. Developing Students' Reading Ability through Extensive Reading. <https://files.eric.ed.gov/fulltext/EJ1082385.pdf>. Retrieved on April 2015
- Syafi'i. M (2007). From Paragraph to a Research Report: a Writing of English for Academic Purposes. LBSI. Pekanbaru.
- Ness, Molly. 2011. Explicit Reading Comprehension instruction in Elementary Classroom: Teacher Use of Reading Comprehension Strategies. [http://lhc.ucsd.edu/MCA/Mail/xmcamail.2013\\_09.dir/pdfXrptHTp61Y.pdf](http://lhc.ucsd.edu/MCA/Mail/xmcamail.2013_09.dir/pdfXrptHTp61Y.pdf). Retrieved on April 2016
- Nunan, D. (1990). Language Teaching Methodology. New York London: Prentice Hall.
- Paulston, C. (1976). Teaching English as a Second Language. Printed in the United States of America.
- Pressley, Michael. 2001. Comprehension Instruction: What Makes Sense Now, What Might Make Sense So. <http://www.readingonline.org/articles/handbook/pressley/index.html2001> Retrieved on October 24th, 2009
- Tankersley, Karen. 2005. Literacy Strategies for Grade 4-12. <file:///Reading%20Comprehension/The-Struggling-Reader.pdf>. Retrieved on December 2016
- Yuan-Chen, Hsin. 2006. Online Reading Comprehension Strategies Among General and Special Education elementary and Middle School Students. [www.interventioncentral.org](http://www.interventioncentral.org) . How to: Improve Reading Comprehension with a Cognitive Strategy: Ask-Read-Tell. Retrieved on June 2016