

SURVEY, QUESTION, READ, RECITE AND REVIEW (SQ3R) TOWARDS STUDENTS' READING ABILITY

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ABSTRACT

This study aims to determine the effect of using Survey, Question, Read, Recite and Review (SQ3R) strategy on students' reading comprehension skill in narrative text. This study is a pre – experimental research with one group pre – test post – test design. The population in this study were students in SMPN 8 Langsa and the sample of this study were students of class VIII consisting of 35 students, twenty male students and fifteen female students. The sample in this study was selected by using purposive sampling technique. This study used instruments in the form of reading test for pre – test and post – test. For the treatment, the SQ3R strategy was used in teaching narrative text. The data collected in this study was calculated by using SPSS version 22 with a significant value of 0.05. The result of this study revealed that the mean of pre – test was 44.29. After being given treatment, the average post – test increased significantly to 8.25 with a gain of 36.28. This means that the SQ3R strategy has a strong influence on students' reading comprehension skill. It can be concluded that there was a significant improvement on students' reading comprehension skill.

Keywords: *SQ3R, Reading Ability, Narrative Text.*

INTRODUCTION

There are some basic aspects which must learn by students in learning English process. The basic aspects are speaking, listening, writing and reading (Brown, 2001). Reading is the process of understanding the information contained in the text, it means that when reading someone must be able to understand the text which they read, identify and interpret the text which have been they read. It is accordance with the statement Edi (2014) reading is a process of understanding, identifying and interpreting a reading text. Students reading skill is very important. Through reading, they can improve their information and their knowledge about education.

Reading comprehension is very important skill and it is one of skill that should be mastered by students (Pratiwi, Tahrin, & Firdaus, 2023). By reading the students can improve their knowledge, they do not just read the text but by reading comprehension the students are asked to understand and remember the meaning of the text which they read based on their understanding. It is accordance with Wooley's say (2011) reading comprehension is the process of making meaning from the text. It means that reading comprehension is not the ability to read, but the

ability to understand text and interpret text based on the features of the text and their own knowledge. Therefore, a strategy is needed in learning reading comprehension which aims to make the learning process easier to understand and remember.

Based on the observation especially in class VIII, the students in that class still have low ability in reading comprehension. It can be seen from the students who do not master many vocabularies, they do not understand the meaning of a text which they read and it is marked by they cannot answer the questions which is given based on the text which they read. These problems are related to the research on reading comprehension has been done previously by Bakhtiar (2018), he concluded that “the students feel difficult in comprehending the text as whole. For example, in answering the questions related to the text and finding the main idea of each paragraph of the text.” It means that one of the students’ difficulties in reading text is they do not understand the text which have been they read, so that they cannot answer the question related to the text. It is due to the learning strategy which used in teaching reading was not oriented to the students, so that the students tend to be passive in reading learning process. Therefore, the implementing a strategy which can improve the students’ reading comprehension is crucial, so that the students can understand the content of the text which they read and they can answer the questions related to the text which they read (Asra, 2016; Suhailida, Asra & Juliansyah, 2021).

There are many strategies which can be used to improving the students’ reading comprehension, the one of it is SQ3R (Survey, Question, Read, Recite, Review) strategy. The concept of Survey, Question, Read, Recite and Review (SQ3R) strategy is introduced by Francis Pleasant Robinson, an American education philosopher from the University of Ohio, USA. Furthermore, Richards and Rodgers (2001) explained that SQ3R is an acronym for Survey, Question, Read, Recite and Review. Survey is an activity of students to rapid reading which is used to get an overview of the text. Second is question, question is an activity of students to make question from the heading, it will increase their curiosity towards the text they will read. Third is read, in this step the students must read all the text and must understand all the important point of the text so they can answer all the previous formulate question. Fourth is recite, in this step the students answer all the question

by using their own word. And the last is review, in this step the students have to review the exercise by recalling the main points and discussing it together.

SQ3R is a systematic reading process and one of the many reading strategies that requires us to have good relational thinking and how to have an effective reading habit (Maesaroh, 2021). According to Brown (2001) SQ3R is one of reading strategies which can be classification as the principle of designing interactive reading technique. In line with this, Amiruddin (2022) claimed that SQ3R is a strategy which have the effective procedures to approaching a reading text. Then Biringkanae (2018) added that SQ3R is a strategy in reading learning process which can help teacher to teach easier and make the students easy to receive the material too.

Miller and Veatch (2010) stated that the SQ3R is important since this strategy can help students to realize the purpose of reading, purpose of the text, read selectively and review what they read. In line with this Kusumayanthi (2019) state that SQ3R strategy is important because this strategy can help students to understand the purpose of reading, to get an overview of the text they are going to read, to read the text to find the desired information from the text, and to review what they have read to increase their understanding of the text.

There are some advantages of using the Survey, Question, Read, Recite and Review (SQ3R) strategy as Aris (2014) revealed. First, with the survey step at the beginning of learning, this activity can arouse students' curiosity about the material which will be studied, so it can increase students' motivation in learning. Second, students are given the opportunity to make question and try to find the answers to their own question by doing reading activity. So that, it can encourage the students to think critically, to be active students in learning process and have meaningful learning. Third, the students will remember the material which they have learned for a long time.

The point is SQ3R strategy is a strategy which can make students to be active readers and focused directly to the essence or the contents of implicit and explicit subject in the text. This strategy includes to one of the important strategies in reading comprehension due to this strategy can help students to be understand the purpose of reading and the information from the text which they read.

MATERIALS AND METHOD

A. Materials

There are some materials used for this research, including lesson plan for teaching, pretest and posttest of reading comprehension. All the materials were developed based on Kusumayanthi and Maulidi (2019) explanation regarding the steps of applying Survey, Question, Read, Recite and Review (SQ3R) strategy, as follows. (1) Survey: Survey is the first step in SQ3R strategy. In this step the researchers asked students to survey the text by reading the title of the text, read each paragraph quickly and then survey the difficult word of the text and look for the meaning of it and write it in the worksheet. (2) Question: In this step the researchers asked the students to make question about the text and the information of each paragraph of the text which includes the question what, who, where, when, why and how. (3) Read: In this step the researchers asked the students to read the text and to find the answer developed in step 2. (4) Recite: In this step the researchers asked the students to write the main idea and moral message in their own word and then write it in the worksheet. (5) Review: In this step the researchers asked the students to review the information from the text. For this research, the steps were applied as explained in the Table 1 below.

Table 1. The steps of Implementing Survey, Question, Read, Recite and Review (SQ3R) Strategy

SQ3R	Activities	Instructions
Survey (S)	The researchers asked the students to survey the text by reading about the title of the text. The researchers asked the students to survey the difficult words of the text.	“Look at the text, read the title and write down the title in the worksheet” “Find the difficult word, then look for the meaning and write in the worksheet, for 5 minutes”
Question (Q)	The researchers asked the students to write the question based on each paragraph of the text.	“Write questions about the text and the information of each paragraph of the text, which includes the question what, who, where, when, and why; for example: when this thing came?”
Read (R 1)	The researchers asked the students to read the text to	“Read the narrative text for 15 minutes and find the

Recite (R 2)	<p>find the answers to the questions developed in step 2.</p> <p>Then the researchers asked the students to write the main idea.</p> <p>The researchers asked the students to write a moral message of the text.</p> <p>Then the researchers asked the students to repeat (aloud) in their own words what they have read. Explain what they have read to someone else.</p>	<p>answer from the question in step 2, then write in worksheet”.</p> <p>“Look for the main idea and write it on the worksheet”.</p> <p>“Then, write the moral message of the text, write down in the worksheet”.</p> <p>“The next step, repeat (aloud) in your own words what you have read. Explain what you have read to someone else”.</p>
Review (R 3)	<p>The researchers asked the students to review the information in the text.</p> <p>The researchers asked the students to recall the points of the text and the supporting details</p>	<p>“Review information about the text”.</p> <p>“Remember the key points from supporting texts”.</p>

(Adapted from Kusumayanthi & Maulidi, 2019)

B. Method

This research was a pre – experimental research with one group pre – test post – test design. The experimental was used to measure hypotheses to establish cause-effect relationships (Gay, Mills, & Airasian, 2006). The sample of this study was 35 students in class VIII in SMPN 8 Langsa consist of twenty male students and fifteen female students and the population in this study was the students in SMPN 8 Langsa. The data collection technique in this study was reading test. The test was divided into two parts, namely pre – test and post – test which is given after being treatment. Then, the data analysis technique in this study was the researchers used paired sample t – test which analysed by using SPSS version 22. In the research process, the first step was the researchers gave a pre – test to the students before being given a treatment by using the Survey, Question, Read, Recite and Review (SQ3R) Strategy and gave a post – test after being given treatment by using the Survey, Question, Read, Recite and Review (SQ3R) Strategy.

DISCUSSION

This study was conducted to determine the effect of using the Survey, Question, Read, Recite and Review (SQ3R) strategy regarding students' reading comprehension skill in narrative text. This study choose the SQ3R to helps students increase awareness of the purpose of reading, an overview of the text, read selectively and review the text which have been they read by own their words. The study is expected the students can answer all questions related to the text which have been they read. Based on the result of the study regarding the comparison of statistical values, it showed that the number of sample was 35 students, the pre – test score for the lowest score was 20 and the highest score was 70, the post – test score for the lowest score was 60 and the highest score was 100. The average for pre – test score namely 44.29 and the average score for the post – test score was 80.57.

The treatment activities were carried out for three times. After conducting this research, it was very clear that there was a change experienced by each student before and after the implementation of the Survey, Question, Read, Recite and Review (SQ3R) Strategy. The change experienced by students were that the previous treatment, namely there was no students who got score of sufficient KKM, the students do not understand the content of the text which have been they read, it is marked by they cannot answer the questions which is given based on the text which have been they read and then they are lazy because there are no strategy which teach them to read. It is accordance with Bakhtiar (2018), he concludes that “the students feel difficult in comprehending the text as whole. For example, in answering the questions related to the text and finding the main idea of each paragraph of the text.” It means that one of the students' difficulties in reading text is they do not understand the text which have been they read, so that they cannot answer the question related to the text. It is because the learning strategy which used in teaching reading was not oriented to the students, so that the students tend to be passive in reading learning process. But after implementing the Survey, Question, Read, Recite and Review (SQ3R) Strategy all students become active reader because through this strategy the students were directed to become active readers and they are interested in understanding the content of the text which have been

they read. It is accordance with Apandi (2011), he stated that the students gave positive impression in learning reading comprehension by using SQ3R Strategy. It is marked by they can answer all the questions related to the text on the post – test activity.

The result showed that the comparison of students learning outcomes categories showed that the frequency of pre – test result, for score of 20 there were two students, for score of 30 there were eight students, for score of 40 there were nine students, for score of 50 there were three students, for score of 60 there were ten students and for score of 70 there were two students. And for the post – test result frequency was for score of 60 there was one student, for score of 70 there were ten students, for score of 80 there were twelve students, for score of 90 there were ten students and for score of 100 there were two students who got it. It can be said that after using the Survey, Question, Read, Recite and Review (SQ3R) Strategy there were changes that occur on students' reading comprehension skill. It is accordance with Amiruddin (2022) which state that Survey, Question, Read, Recite and Review (SQ3R) Strategy is an active reading strategy that can be used to improve the students' interest and achievement in reading.

RESULTS

The result shows that there is an improvement of students reading comprehension after applying the Survey, Question, Read, Recite and Review (SQ3R) Strategy in teaching reading comprehension. It can be seen from the progress of students' reading achievement. After the data was collected, the researchers analysed it. The first analysis data was obtained from pre – test value and the second analysis were obtained from the post – test value. Based on the analysis data obtained in the students' pre – test and post – test activities, it was found that the students' post – test score was greater than the students' pre – test scores. Where in the post – test activity the highest score obtained by students was 100 and the lowest score was 60 with a total score was 2.820 out of 35 students with an average (mean) 80.57. As for the students' pre – test scores, the highest score obtained was 70 and the lowest score was 20 with a total score of 1.550 out of 35 students with an average (mean) 44.29. The difference in the average (mean) between the post – test and pre – test was 36.28.

Table 2. The Result of Analysing Pre – Test and Post – Test Score

Test	N	Minimum	Maximum	Sum	Mean
Pre – Test	35	20	70	1550	44.29
Post – Test	35	60	100	2820	80.57
		Gain			36.28

Based on the table above, there was an increase in the results of the students' reading comprehension skill test from an average (mean) score of 44.29 before being given treatment to 80.57 after being given treatment. It can be concluded that there is a significant effect on the use of Survey, Question, Read, Recite and Review (SQ3R) Strategy on students' learning reading comprehension skill.

Table 3. Descriptive Statistic of Students' Pre – test Score

	N	Minimum	Maximum	Sum	Mean	SD
Pre-test	35	20	70	1550	44.29	14.810
Valid N (listwise)	35					

Based on the data above, it can be seen the scores obtained from the students' pre – test activities on students' reading comprehension skill in narrative text. The minimum students' score was 20, the maximum students' score was 70 with a total score of 35 students was 1.550 and with average (mean) 44.29. Therefore, it can be concluded that the students' reading comprehension skill in narrative text are still low, therefore the researchers aims to apply a strategy to improve the students' reading comprehension skill.

Table 4. Descriptive Statistic of Students' Post – test Score

	N	Minimum	Maximum	Sum	Mean	SD
Post-test	35	60	100	2820	80.57	9.684
Valid N (listwise)	35					

The data above showed the scores obtained from the students' post – test activity on students' reading comprehension skill in narrative text. The minimum students' score was 60, the maximum students' score was 100 with a total score of 35 students was 2,820 and with average (mean) 80,57 from the previous score in the pre – test activity with an average (mean) 44,29. It showed that the students' reading comprehension skill was better after the treatment.

Table 5. Paired Sample Test

Pair	Pre-test- Post-test	Mean	Paired Differences			t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
1	-test	36.286	12.387	2.094	-40.541 -32.031	-17.330	34	.000

In the paired sample test table, it contains data on the result of the two paired sample t – test which include t count and t table. The table above shows that the significance of the use of Survey, Question, Read, Recite and Review (SQ3R) Strategy on students' reading comprehension skill is 0.000. If the significance standard is 0.000, it means that the significance data is smaller than the standard (Sig 0.00 < 0.05). It can be concluded that there is a significant effect on the use of Survey, Question, Read, Recite and Review (SQ3R) Strategy on students' learning reading comprehension skill.

CONCLUSION

Based on the results of the research and existing data, the researchers can conclude that the use of Survey, Question, Read, Recite and Review (SQ3R) Strategy has a positive effect on students learning outcome in students' reading comprehension skill of class VIII in SMPN 8 Langsa. This can be proven by the results of the hypothesis testing that has been done, namely the t – count was 17.330 and t – table was 1.690,92, the t – count is greater than t – table namely $17.330 > 1.690,92$, therefore H_0 is rejected and H_a is accepted. Then, the average of pre – test was 45.29 and after treatment the average students increase by 36.28 to 80.57.

The results showed that the use of Survey, Question, Read, Recite and Review (SQ3R) strategy can improve the students' reading comprehension skill of grade eight students at SMPN 8 Langsa and this strategy can make students become active reader in the learning process and make them interested in understanding the content of the text which have been they read. The SQ3R strategy makes students focused while reading text. Besides, it can help students to write question from the text, to rewrite the information by their own word and to write a summary or moral

message from the text, so it can help them to enrich their vocabularies. In brief, SQ3R is a reading strategy designed to help students improve their vocabulary, comprehension, memory, and efficiency in reading.

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