Improving Students' Reading Comprehension through SQ3R Method: A Study at SMPN 2 Kampar Kiri

Eggi Pratama[1], Egi Raputri[2]
[1,2]Institut Az Zuhra – Riau Indonesia
Email: [1]*eggipratama@institutazzuhra.ac.id,* [2]*egiraputri@institutazzuhra.ac.id*

Abstract

This study investigates the improvement of the SQ3R (Survey, Question, Read, Recite, Review) reading method in enhancing reading comprehension among third-year students at SMPN 2 Kampar Kiri. The research aims to identify the extent to which SQ3R improves reading comprehension. The study employs a quantitative approach, analysing students' scores before and after implementing SQ3R. The findings of this study indicate that the SQ3R method significantly improved reading comprehension among third-year students at SMPN 2 Kampar Kiri. Students who used the method showed better understanding and retention of reading materials. The Survey and Question stages helped students focus on key information, while the Read, Recite, and Review stages enhanced recall.

Abstrak

Penelitian ini menyelidiki efektivitas metode membaca SQ3R (Survey, Question, Read, Recite, Review) dalam meningkatkan pemahaman membaca di kalangan siswa tahun ketiga di SMPN 2 Kampar Kiri. Penelitian ini bertujuan untuk mengidentifikasi sejauh mana SQ3R meningkatkan pemahaman membaca. Penelitian ini menggunakan pendekatan kuantitatif, menganalisis nilai siswa sebelum dan sesudah menerapkan SQ3R. Hasil penelitian ini menunjukkan bahwa metode SQ3R secara signifikan meningkatkan pemahaman bacaan di kalangan siswa kelas tiga SMPN 2 Kampar Kiri. Siswa yang menerapkan metode ini menunjukkan peningkatan dalam pemahaman dan daya ingat terhadap materi bacaan. Tahap Survey dan Question membantu siswa untuk mengidentifikasi informasi penting dan memfokuskan perhatian mereka pada inti bacaan, sementara tahap Read, Recite, dan Review efektif dalam memperkuat kemampuan recall dan retensi informasi yang telah dipelajari.

INTRODUCTION

Reading plays its role as the skill people need to broaden their knowledge. Nowadays, there are a lot of materials that provided in English Reading activity is actually a complicated process of human functions and considered essential by many experts. Reading is essential to students' academic achievement and involves a complicated process (Heisat, Mohammed, Khrisnasamy and Issa, 2009).

Based on the writer interviews with the English teacher of the subject, there are several problems faced by students. First, the students think that reading activity is a difficult thing to do because the students have low competence in understanding the text on teaching material given. Second, they have difficulties in understanding exercise and the question. Third, there are some students still have below minimum criteria score. On the other sides, reading problem is not only come from the students but also from the teacher. After the writer make an observation at SMPN 2 Kampar Kiri, the writer find the big problem which makes reading comprehension difficult for the students is the teachers do not know some way how to make reading comprehension easy to do, the teacher have low knowledge about how the way to teach reading more fun and effective to the students. From these problems, the writer thinks that they need a method to help the students in improving reading ability.

Hornby (1987) defines reading comprehension as the cognitive process of interpreting and analyzing written or spoken language to construct meaning. Reading comprehension, as conceptualized by Hornby (1987), entails the evaluation of students' language understanding through text analysis.

The writer tries to find the method which is suitable for the students in this school to develop their ability in reading especially in narrative text. The strategy must be simple and interesting. The writer asks the teacher at SMPN 2 Kampar Kiri about a SQ3R (Survey, Question, Read, Recite, Review) reading method and the fact that no one of the students ever using SQ3R in teaching reading for the students.

SQ3R Reading method is a systematic procedure used for reading trough text. It helps the students to think about the text while the students read it. This strategy teaches the students how to read and think like an effective reader (Anderson, 1985). SQ3R stands for Survey, Question, Read, Recite and Review.

The survey, question, read, recite, review method of study was developed by Robinson (l961) to provide students with a systematic approach for studying a textbook assignment. This reading method was developed to help students read with purpose and understand complex information. The name comes from the first letters of the activities the student is asked to do in this method Survey, Question, Read, Recite and Review.   It is particularly useful to help you get through your weekly set readings. This study method capitalizes on the predictable format in most traditional content textbooks (e.g., title, introduction, headings, subheadings, conclusion, etc.) The steps are: (1) Survey, (2) Question, (3) Read, (4) Recite, and (5) Review.

Learning should use both of students' potential, physical and intellectual (Bruce Cambell, 2009). The teacher should be an active teacher, challenge to apply their main knowledge and new experience. The main purposes of this research are to assess the extent to which the SQ3R (Survey, Question, Read, Recite, Review) reading method improves reading comprehension among third-year students at SMPN 2 Kampar Kiri. Specifically, the study aims to determine whether the systematic application of the SQ3R method enhances students' ability to understand and retain reading material, as well as to explore variables such as student motivation, teacher support, and available resources that may impact the success of this reading strategy.

METHOD

Paivio's Dual Coding Theory (2014) underscores the effectiveness of combining verbal and visual representations for better memory retention. In the context of SQ3R, students often visualize key concepts and summarize them verbally, reinforcing understanding. These contemporary theories collectively highlight how the SQ3R method not only enhances reading comprehension but

151

also supports long-term retention by engaging students in active, structured, and reflective learning processes. It is one type of the research design which has history and tradition that differs significantly from the other form of research is done to find or discovery new fact or to revise accepted theories.

At the simplest level, action research entails a cyclical inquiry that involves planning, acting, observing and reflecting, and then, as a result, re-planning, further action, further observation, and further reflection (Hopkins, 1993:44-45; Noffke & Stevenson, 1995:4-5; Elliot, 1978:356; Carr & Kemmis, 1986:184).

The research was conducted at SMP 2 Kampar Kiri. The participants in this study consist of 25 third-year students from SMPN 2 Kampar Kiri. Test, observation, interview, and field notes were used as an instrument. The techniques of collecting of data were test, observations, field notes, and interview. In this study, the procedures for analysing data both quantitatively and qualitatively are designed to provide a comprehensive assessment of the impact of the SQ3R method on reading comprehension. For the quantitative analysis, a pre-test and post-test comparison will be conducted to measure any changes in students' comprehension scores before and after applying the SQ3R method. Statistical techniques, such as paired sample t-tests, will be used to determine if there are significant improvements in the scores. Descriptive statistics will summarize the performance data, providing insights into the overall trends. Additionally, correlation analysis may be applied to examine relationships between the frequency of SQ3R usage and improvements in reading comprehension. For the qualitative analysis, data will be gathered through interviews and surveys with students and teachers, which will be transcribed and analysed thematically to identify key insights into their experiences and perceptions of the method. Classroom observations will also be conducted to assess how students engage with the SQ3R method in real-time, with the observations being coded to uncover patterns in behaviour and application. Moreover, content analysis of students' written reflections and summaries from the Recite and Review stages will provide further insight into their depth of understanding and retention. By combining these

quantitative and qualitative approaches, the study will offer a holistic view of how the SQ3R method influences reading comprehension, considering both measurable outcomes and students' lived experiences.

FINDINGS AND DISCUSSION

The classroom action research was conducted to find out whether the students' reading comprehension of narrative text could be better improved by using SQ3R reading method. This research was applied at the third-year students' of SMPN 2 Kampar Kiri. It was conducted in two cycles each cycle had four meetings and one meeting for the post-test; each meeting was in 2X45 minutes.

Each cycle in this research consisted of four phases; planning the research, acting on the plan, doing the observation and reflecting of what was found in the previous phases.

Table 1. Students' Comprehension in Narrative Text for Based Score

No	Indicators of Narrative Text	Score	Level
1	Orientation	56,19	Poor
2	Complication	50,60	Poor
3	Resolution	54,76	Poor
Mean		**53,85**	**Poor**

It can be seen that the students' reading comprehension in narrative text for orientation 56.19 (poor), the students' reading comprehension in narrative text for complication was 50,60 (poor), the last the students' reading comprehension in narrative text in for resolution was 54,76 (poor). So, the mean of all indicators in the base score was 53,85 (poor).

Table 2. Students' Comprehension test in Narrative Text on cycle I

No	Indicators Of Narrative Text	Total	Score	Level
1	Orientation	89	71,2	Good
2	Complication	82	65,6	Fair
3	Resolution	89	71,2	Good
Mean			**69,3**	**Fair**

According to the table 4.3 for the reading comprehension in narrative text on cycle 1, it could be seen that the students reading comprehension in narrative text for orientation was 71,20 (good), the students' reading comprehension in narrative text for complication was 65,60 (fair), and the last the students' reading comprehension in narrative text in for resolution was 71.20 (good). so, the mean of all indicators in the base score was 69,30 (good). The students comprehension of orientation score for the base score was 59.52 (fair) while on cycle 1 was 71,20 (good), the students' reading comprehension in narrative text for complication was 50,60 (poor) while on cycle I was 65,60 (fair), and the last the students' reading comprehension in narrative text in for resolution was 4.76 (poor) while on cycle I was 71,20 (good).

Table 3. Students' Comprehension in Narrative Text for cycle II

No	Indicators Of Narrative Text	Total	Score	Level
1	Orientation	120	96,00	Excellent
2	Complication	102	81,6	Very Good
3	Resolution	95	76,00	Good
Mean			**84,53**	**Very Good**

Referring to the result of the cycle II above, the researcher concluded that the students' reading comprehension in narrative text was improved by the aid. Furthermore, the score of students' reading comprehension in narrative text proficiency always changed from one to the other. It could be identified that there was a significant effect of using SQ3R reading method toward the students' reading comprehension in narrative text, In short, the researcher and collaborator decided to take the research data until the cycle II.

The researcher analysed the base data score about the students' reading comprehension in narrative text and the way to students learn English. After analysing the base score result, the researcher found that the students had low reading comprehension in narrative text.

In order to overcome the student' problem in reading comprehension in narrative text, the researcher as teacher implemented the SQ3R reading method to find out the extent of SQ3R reading method to improve the students' reading comprehension in narrative text. It was supported by the result of the students test in each cycle, observation sheets, field notes and interview.

The extent to which the SQ3R reading method could better improve the students' reading comprehension in narrative text from test that given before concluding the classroom action research and the test given in cycle I and cycle II. The used of SQ3R reading method was able to improve the students reading comprehension in narrative text. It was found that the result of the students" reading comprehension in narrative score was increased in cycle II. The comparison of the result in all of the test could be presented as in the following table:

Table 4. The Comparison of Students' Comprehension in Narrative Text from Base Score to Cycle II

No	Component of Narrative Text	Students' Comprehension in Narrative Text		
		Base Score	Cycle I	Cycle II
1	Orientation	56,19	71,20	96,00
2	Complication	50,60	65,60	81,60
3	Resolution	54,76	71,20	76,00
Mean		**53,85**	**69,30**	**84,53**

It could be identified that there was a significant effect of using SQ3R reading method toward the students' reading comprehension in narrative text, In short, the researcher and collaborator decided to take the research data until the cycle II.

CONCLUSION

This study investigates the efficacy of the SQ3R reading method in enhancing students' narrative text comprehension. The findings suggest that SQ3R significantly improves reading abilities, fosters student engagement and motivation, and yields substantial score improvements (53.83 to 84.53). Therefore, SQ3R is a viable strategy for teaching reading comprehension.

An exploratory study examining the SQ3R reading method's impact on narrative text comprehension yields positive results. The method demonstrates efficacy in promoting reading proficiency, student motivation, and academic achievement, as evidenced by substantial score increases. The study concludes that SQ3R is an effective teaching strategy for improving reading comprehension.

REFERENCES

Paivio, A. (2014). Dual coding theory and education. In *The Cambridge Handbook of Multimedia Learning* (2nd ed., pp. 201-216). Cambridge University Press.

Al-Issa, A. (2006). *Schema theory and L2 reading comprehension: Implications for teaching*. American University of Sharjah.

Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. In P. D. Pearson (Ed.), *Handbook of reading research* (pp. 255-293). Longman.

Campbell, L., & Campbell, B. (2008). *Mindful learning: 101 proven strategies for student and teacher success*. Corwin Press.

Heisat, A., Mohammed, A., Khrisnasamy, S., & Issa, A. (2009). The process of reading comprehension.

Hopkins, D. (1993). *A teacher's guide to classroom research*. Buckingham: Open University Press.

Hornby, A. S. (1995). *Oxford advanced learner's dictionary of current English* (5th ed.). Oxford University Press.

Robinson, F. P. (1961). Effective study. *Journal of Educational Psychology, 52*(5), 277-283.