

The Use of SQ3R Strategy to Improve Reading Comprehension Achievement of Vocational High School Students

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Abstract: This research investigated the use of SQ3R strategy to improve reading comprehension achievement of vocational high school students'. The research design was classroom action research and the research area was SMK Al Ikhlah Rambipuji. The research data were obtained by interview, doing classroom observation towards students; participation during the teaching and learning process and administering the reading test. The result showed after implementing SQ3R strategy in two meeting, the student' participation during the teaching and learning process of reading was improved. The percentage of the students' who were active in the meeting 2 was 70%. The result of reading test showed the improvement to 80% of the students who got score ≥ 70 or higher. In conclusion, it proved that the use of SQ3R strategy could improve reading comprehension achievement of vocational high school students'.

Key words: *SQ3R strategy, classroom action research, reading comprehension achievement, recount text.*

Introduction

Reading as one of the four language skills takes much portion of time in teaching learning process. Grabe and Stoler (2002) state that reading is the ability to draw meaning from the printed page and interpret and this information appropriately. The purposes of reading are getting general from the text, getting specific information from the text and for pleasure or for interest. In reading process, there must be an interaction between the text and the reader that creates meaning. To construct the meaning of the text the readers need to know the main idea of the text. The teacher attempts to help students to be able to read and comprehend the text. The teacher needs to lead the students to know the purpose of the text.

In Indonesia, based on curriculum 2013 about reading skill, the students should be able to grasp the contextual meaning of any texts include formal invitation, personal letter, procedure texts, factual report, exposition texts, and biography texts. It means, the students should have a good comprehending in reading a text. There is strategies could improve the students' reading comprehension, that is SQ3R (Survey,

Question, Read, Recite, and Review) strategies. SQ3R is a reading strategy designed to help students improve their comprehension, memory, and efficiency in reading (Robinson,1970). Some of the researcher used this strategy to their research to improve reading comprehension of the students, the results proved that students' reading ability increased.

Reading and comprehension are two things that outfit each other. Reading comprehension means the understanding, evaluating utilizing of information and gained through the interaction between reader and author. It can be concluded that in the process of reading certainly there would be a comprehension process for its reading too. It can be concluded that in the process of reading certainly there would be a comprehension process for its reading too. In reading comprehension there is an achievement to be measure that the readers understand about the text or not. According to Hughes (2003), achievement is related to test that is administered to discover how successful students have been in achieving the objective of a course. Reading comprehension achievement could be administered in the form of reading comprehension test. The researcher would focus on the vocational high school students' reading comprehension achievement in comprehend a written text to find main idea and find specific information of a reading text. To measure the reading comprehension achievement of the students, the researcher used students worksheet of SQ3R strategy for the observation in meeting 1 and meeting 2, then was used multiple choice and true or false statements for the reading test.

Based on the result of interview with the English teacher at SMK Al Ikhlah Rambipuji, the SQ3R strategy has never been implemented at the school. The English teacher only taught the students by using Explain, Question-Answer method, such as giving a text, asking them to read it, translate together then doing the exercises. So, students got bored and not interest with the teaching and learning process. In addition, the students only read the text without complete understanding. In Eleventh grade of SMK Al-Ikhlah they study three kinds of genres in reading, there were factual report text, analytical exposition text, and Biography text (Recount Text). The researcher was choose Biography Text (Recount) to improve their reading comprehension.

Research Method

The research design of this research was a classroom action research. According to Elliot (1991), action research is the study of a social situation, with a view to enhance the quality of the social condition. This research design is applied in a cycle model in which each cycle has four stages, namely: planning of the action, implementing of the

action, conducting observation and evaluation, and doing reflection of the action. This research was conducted at SMK Al-Ikhlash Rambipuji (Vocational High School Al-Ikhlash Rambipuji). The area determination method used in this research is purposive method. According to Arikunto (2006), a purposive method is a method applied in choosing the research area based on certain reasons. The participants of the research are the eleventh grade students of SMK Al-Ikhlash Rambipuji. There are three classes of the eleventh grades, but the class chosen is the students of the eleventh Accountant One (XI AK 1). The students in this research are 30 students. There are only 10 students who got the mean score of 70 in English.

The data for this research are obtained by observation and a reading comprehension test. The data are used to describe the implementation of SQ3R method to improve students' reading comprehension achievement. In this research, achievement test was used to measure the improvement of the students' reading comprehension after using SQ3R strategy in their reading class. Brown (2004) explains that a test is an instrument that presents a set of techniques, procedures, or items that can be used to measure a person's ability, knowledge, or performance in a certain area. According to Hughes (2003), there are two kinds of test based on the method of scoring; they are objective and subjective tests. The researcher was used an objective test type with a multiple-choice form and true or false. The test consists of 25 items for finding general information and specific information with four reading text in reading comprehension text.

The observation was used to observe the teaching learning process and the students' activities. The observation was done by the English teacher while the researcher implements the action of the cycle. Observation in this research is conducted to record the student's active or passive participation during the teaching learning process. The students are categorized as the active participant if they fulfill at least three indicators, the students are categorized as passive participant if they can gainless than three indicators. The observation guide in form of checklist is used to record the student's participation. The indicator checklist is presented below:

No	Name	Indicator						Active	Passive
		1	2	3	4	5	6		
1									
2									
3									
...									

The indicators of the students' participations were as follows:

1. Students skim the text for an overview of main ideas (*Survey*).
2. Students formulating questions that related to the text (*Question*).
3. Students read the whole text (*Read*).
4. Students can write the main points by their own words (*Recite*).
5. Students can review the information of the text (*Review*).
6. Students do the students worksheet.

Note:

1. Students with five indicators completed were considered as active participants.
2. Students with less than five indicators completed were considered as passive participants.

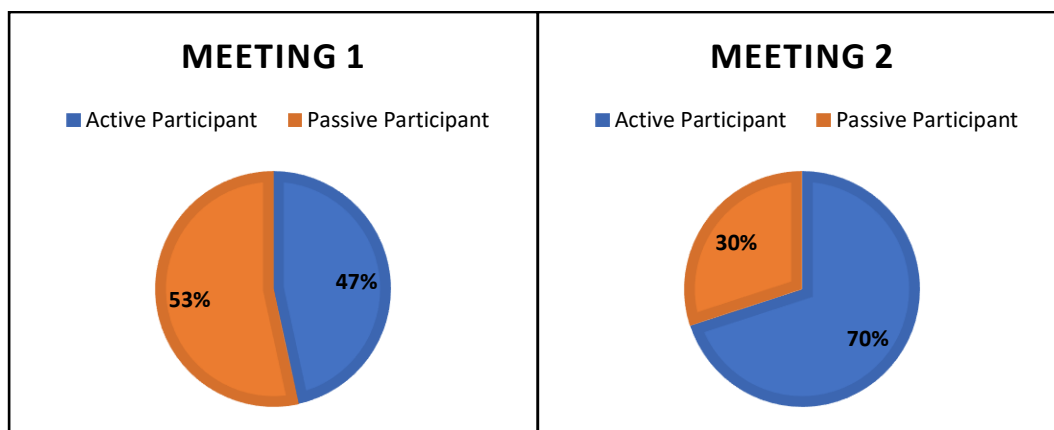
Findings

The result of the observation in cycle 1 was conducted in order to observe the students' participation in teaching and learning process by using SQ3R strategy. There were six indicators in the observation checklist as follows: 1) Students skim the text for an overview of main ideas. 2) Students formulating questions that related to the text. 3) Students read the whole text. 4) Students can write the main points by their own words. 5) Students can review the information of the text. 6) Students do the students worksheet.

The result showed that there were 14 students (47%) of 30 students who were categorized as active students and there were 16 students (53%) who were categorized as passive students in the teaching and learning process of reading comprehension achievement by using SQ3R strategy. It showed that in Meeting 1, there were 26 students who could fulfill the first indicator that was Survey. They skim the text by read the title, see the picture, survey each paragraph, survey the difficult word of the text and survey the summaries. 17 students made some questions from the text. 16 students read the whole text to answer questions they have made in the second indicator and 16 students write the main points. Then, 27 students review the text, they create the summary of the text.

The result of observation in meeting 2, there were 21 students (70%) of 30 students who were categorized as active students in the teaching and learning process of reading comprehension. There were 9 students (30%) of 30 students who were categorized as passive students. There were some indicators that still could not fulfill

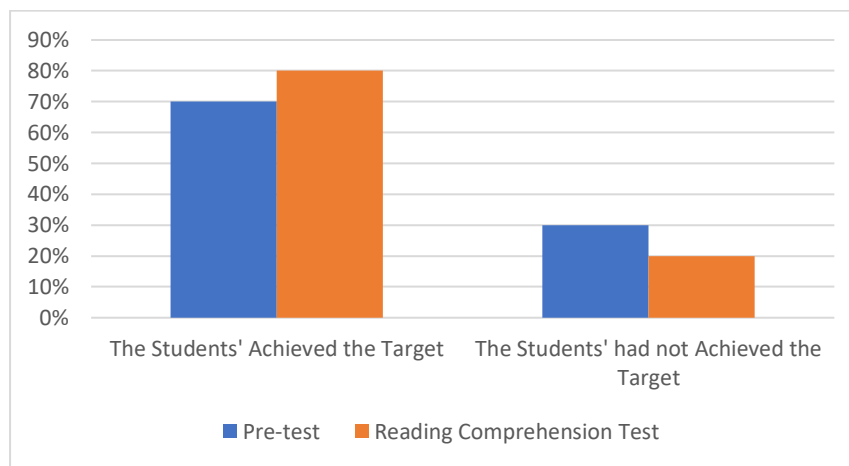
by the students because they got confused and didn't pay attention to the researcher. 30 students could completed the first indicator that was Survey. In the second indicator, there was improvement that 26 students could formulate questions of the text given by the teacher on students' worksheet. Then, 24 students could fulfill the third indicator that was Read. In the fourth indicator, there were 22 students could fulfill the fourth indicator. 8 students could not fulfill in the fourth indicator, they still got confused to finding the main points of the text because they lack of vocabularies that made students could not understand the text. The last, there were 30 students could complete the fifth and the sixth indicator. The improvement was as much as 23,4% from the first meeting to second meeting . In more detail can be seen in the following chart.



After conducting the meeting 1 and meeting 2, the reading test was conducted to measure the students' reading comprehension of using SQ3R strategy in the first meeting and second meeting. There were 25 questions in the reading test in the form of multiple choice questions and True False statements. They were given 4 biography recount texts entitled " Bacharudin Jusuf Habibie", "Lady Diana", "Dewi Sartika" and "Abdulrachman Saleh". The students could be categorized as the one who achieved the standard passing grade if they got score ≥ 70 or higher. Based on the results of the reading comprehension test, there were 24 students (80%) of 30 students who got ≥ 70 in the reading test. Meanwhile, the standard target score was ≥ 70 that was achieved by at least 75% of the students. The results indicated that the students could achieve the target of successful criteria in this research.

From the result of reading test, the action was considered successful if the XI AK 1 students' mean score of reading comprehension test reached at least 70, and it could be reached at least 70% of the research participants. There were 24 students' (80%) of 30 students who got score ≥ 70 in the reading test, while 6 out of 30 students' had not achieved the target score. It showed that there was enhancement on the percentage of the students' reading comprehension achievement from their previous score before implementing the SQ3R strategy that was only 10 students' (33%) who

active participations. It could be stated that SQ3R strategy can enhance the students' reading comprehension skill. The enhancement of the students' reading comprehension achievement is presented in the chart below.



The improvement of the students' reading comprehension score after the actions were given was 47%. The result of this action research was relevant with the theory from Brown (2001) defines SQ3R as one of the effective series of strategy for approaching a reading text.

To conclude, SQ3R strategy could help students understand and find the specific in this research showed that the implementation of SQ3R strategy was able to gain their enthusiasm in the teaching and learning process and could enhance the eleventh grade students' reading comprehension achievement and active participation at SMK Al-Ikhlash Rambipuji.

Discussion

Based on the results of the data analysis and the discussion, it could be concluded as follows:

- a. The use of SQ3R strategy could enhance the eleventh grade students' reading comprehension achievement at SMK Al Ikhlash Rambipuji by the implementation of the action. It could be seen from the improvement of the students' reading comprehension test result in the first cycle. The percentage of the students who got score ≥ 70 in the reading rest improved from 33% to 80%. It happened because the students were focused while reading texts by using SQ3R in individual works. They were also enthusiastic in doing the students worksheet since they were active in asking the teacher when they had questions, and also they participated actively in the teaching learning process.

- b. The use of SQ3R strategy could enhance the eleventh grade students' active participation in the reading teaching learning process at SMK Al Ikhlah Rambipuji. It could be seen from the results of the observation in Meeting 1 and Meeting 2. The percentage of the active participation was improved from 46,6% to 70%. It happened because the students became more enjoyed read the texts by using SQ3R strategy and became more active to participate in discussion and answered the teacher's oral questions and asked the questions to the teacher.

Therefore, some suggestions are proposed for the English teacher and the future researchers.

a. The English Teachers

Based on the research results, it has been revealed that teaching reading by using SQ3R strategy can make the students more enjoyed and interesting in teaching learning process especially in reading. It is suggested to the English teacher to use SQ3R strategy because it could encourage the students' reading comprehension achievement and their active participation.

b. The Future Researchers

The future researchers are suggested to use this research result as reference to conduct a classroom action research or other research design by using SQ3R strategy. This strategy is recommended for future researchers to apply in different level of students to enhance students' reading comprehension achievement.

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