

## IMPROVING STUDENS READING COMPREHENSION THROUGH SURVEY, QUESTION, READ, RECITE, AND REVIEW (SQ3R) TECHNIQUE

Erma Damayanti\*

### Abstrak

Kemampuan memahami teks bacaan merupakan salah satu keahlian yang sebaiknya dimiliki siswa. Dengan memahami teks bacaan dapat memudahkan siswa menguasai materi teks yang diajarkan dan menjawab hal-hal terkait teks. Namun, pada kenyataannya, banyak siswa belum merespon dengan baik kegiatan membaca dengan pemahaman ini. Hal ini disebabkan kurangnya peranan guru dalam memberikan media yang efektif dan metode yang efisien guna membantu siswa memahami teks bacaan tersebut. Oleh karena itu tujuan menghadirkan tulisan ini adalah untuk meningkatkan pemahaman membaca siswa melalui Metode SQ3R. Dalam tulisan ini dimaksudkan juga untuk mengetahui peningkatan kemampuan siswa dalam memahami isi bacaan dari *reading text* dengan menggunakan teknik SQ3R. Selain itu tulisan ini juga bertujuan untuk memberikan teknik alternatif yang dapat diterapkan dalam mengajarkan kepada siswa untuk memahami isi bacaan dengan lebih mudah.

**Kata Kunci:** *Pengajaran Starategis dalam memahami teks bacaan, pembelajaran komunikasi bahasa Inggris, Belajar Bahasa Inggris mudah.*

---

\* Dosen Tetap Prodi. Pendidikan Bahasa Inggris, FKIP, Universitas Tama Jagakarsa

## **I. THEORITICAL DESCRIPTION**

### **A. Reading**

#### **1. Definition of Reading**

Reading may be defined as an activity of construction meaning from printed matters. It is a skill that requires the coordination of related sources of information; reader's knowledge and information suggested by the text. From this definition, it can be inferred that reading is an interactive process of communication between author and reader in which the author tries to communicate his or her idea, thoughts and feeling through the medium of text. Reading also involving a readers' thinking ability to achieve understanding. Another definition of reading is an activity to understand a written language. It is not only how to get the meaning of each words or sentences, but also to achieve its essential purpose; getting and concluding the idea of the writer's writing. It requires a high level effort and concentration. It also involves many complex skills that have to come together in order the reader to arrive at the understanding of explicit and implicit meaning that a writer tries to convey.

#### **2. Definition of Comprehension**

Comprehension is the power of mind to understand reading material, as stated in oxford's dictionary comprehension is the mind's power of understanding. Reading requires understanding or comprehending the meaning of reading text.

When reading the text, students make a connection to prior knowledge, evaluate what is important information, adjust prior knowledge to include and building of

new information and develop a deeper understanding for subject matter. The understanding includes memory about things, which was ever studied and received in memory and then analysed, to be able to achieve conclusion. Understanding of reading a text is a learning process of reading where someone who studies reading will understand it..

From the theory above, it is concluded that reading comprehension is the ability to comprehend or understand and to make connection between existing knowledge and text information to be able to retelling, inferring, analysing and think about the meaning of the reading material.

#### **3. Reading Process**

Reading is not a simple and passive that just involves reading words in liner fashion and internalizing their meaning one at a time, it is a complex process that requires a great deal of active on the part of the reader.

Buzan broke down reading activity into seven-part process:

- a. Recognition. Recognition refers to a process of recognizing alphabetical symbols that printed on texts
- b. Assimilation. A physical process when brain receives the reflection of words from the eyes through optic nerve.
- c. Intra-integration. It is the progress of linking all parts of the information with other appropriate parts, such as; background knowledge and prior experiences,
- d. Extra-integration. The process of the integration of the knowledge

which we have known and the information being read.

- e. Retention. Retention is a process of storing the information that we get when we read so it can be recalled when we need it.
- f. Recalling; the process to get back the information out of the memory storage when we need the information.
- g. Communication; the process of using the information which have been stored in our memory either in spoken or written forms.

It is clear that there are many processes happen during reading activity. Reading is a process that is complete when comprehension is attained. Full comprehension occurs when the reconstruction agrees with the writer's intended message.

#### 4. Assessing Reading

Assessment is a tool to measure students' knowledge and ability. One of the evaluation process at assessment is diagnostic testing, to find out in which areas are students strong and in which they need improvement.

Reading comprehension test is most common technique of testing reading skill. English teachers should provide accurate measure of reading comprehension while doing the reading assessment. For that reason, before getting started teacher should prepare reading assessment material according to students' grades.

Assessment could be exercise where words are left out of the passage. The students must fill in the blank with suitable word.

Other assessments are asking students to draw picture or to match word with picture, underlining word

in the bracket (synonym and antonym), completing the sentence with suitable word given, finding the most suitable title, defining true or false, making time line of important events from the text in the order of the occurrence, answering question based on picture given and multiple choice quiz asking students by the most logical answer.

It will be better if teacher use different type of reading material to test comprehension and give students variety of text to get balance assessment. Teacher also has to encourage their students by giving them constructive criticism to improve their reading skill.

There are three categories of learning result classification that is made by Bloom which are:

- a. Cognitive domain includes the ability to re-explain concept or principle students have learned and intellectual ability.
- b. Affective domain is connected to attitude and value of consist of accepting, perceiving, appraisal, managing, and total comprehending (character).
- c. Psycho – motoric domain includes the ability of physical skill (motoric) consist of reflecting movement, base movement skill, accuracy, complex and expressive skill.

It can be synthesized that reading assessment is a tool to measure students' knowledge and ability in reading to show how far they master the reading material.

#### 5. Kinds of Reading Technique

Different purpose of reading also determines the way of people reads certain reading materials.

Below are presented four different types of reading:

- a. Skimming. It is defined as the ability to identify the main ideas while very rapidly and selectively skipping over the reading materials.
- b. Scanning. It is the process of quickly searching material in order to locate specific bits of information.
- c. Intensive reading. It involves approaching the text under the guidance.
- d. Extensive reading. It means to read widely in quantity.

Aside from the kinds of reading listed previously, Nasr divided two kinds of reading; silent reading and oral reading. In silent reading, the reader uses his or her eyes intellectual ability to understand the meaning of the written signs. In oral reading, the reader does one more thing; change the written signs into oral signs giving the same meaning. Silent reading is used mainly for understanding and oral reading is used for understanding and expression.

#### **6. Factors affecting Reading Comprehension**

Reading and comprehension are inseparable. That is why the term "reading" and "reading comprehension" are used interchangeably and it is generally accepted that the major goal for any reading activity is comprehension. The writer creates a text to communicate a message; the reader's task is to comprehend that message. There are many factors that can affect reading comprehension. They are:

- a. Background experience. Students who have little experience may have some difficulties to comprehend the ideas and activities compared to others who have more experience which they have learned before. So students must have background experience that enables them to bring personal meaning to the events and feeling of the story.
- b. Thinking skill/Intellectual abilities. Students' ability to think depend on their intellectual development. The number of ideas that they understand and the depth of their understanding will be largely depended upon their general capacity to learn.
- c. Affection. Personal interest, motivation, ability, attitudes and beliefs can affect students' reading comprehension. Students will attend better understanding to the story about a topic if they find it personally interesting.
- d. Visualization. Visualization refers to forming images of the reading content. The readers should be able to translate word into mental images so they can comprehend better.
- e. The purpose of reading. Readers could have difficulties to understand the story if they read it with no particular purpose in their mind. Comprehension is always directed and controlled by the needs and purposes of an individual.

#### **7. Principal of Teaching Reading**

There are several principals of

#### Teaching Reading:

1. Encourage students to read as often and as much as possible.
2. Students need to be engaged with what they are reading.
3. Encourage students to respond to the content of a text.
4. Prediction is one of the major factors in reading.
5. Match the task of the topic when using intensive reading texts.
6. Good teachers exploit reading text to the full. Any reading text is full of sentences, words, ideas, descriptions etc.

From the principals that had been noted previously, the writer concludes that teachers play significant role in teaching reading. Teachers are supposed to give appropriate reading materials, in sense that the reading materials should be interesting and useful.

### **B. SURVEY, QUESTION, READ, RECITE AND REVIEW (SQ3R) TECHNIQUE**

#### **1. Definition of SQ3R Technique.**

SQ3R technique is an acronym for Survey, Question Read, Recite and Review which provides the students with mnemonic device to remember both steps and the other in which they occur. The SQ3R technique is a systematic study plan made students as an active learner by doing the activities directly.

The technique can also be used to illustrate the strategy behind most of the other technique. It also demonstrates how the students may use the strategy in cases in which the teacher has not specific purposes for reading the chapter.

#### **2. The steps in SQ3R Technique.**

The steps are:

- a. Survey, during the step the students read the title of the chapter, the introductory statement and the main headings. Survey the illustrations and read the summary at the end of the chapter.
- b. Question, during this step the students look through the text again and formulate question that he or she expect to find the answer in the selection to be studied. This step helps students to focus and add specific purpose to their reading by hiding them in selecting relevant stimuli as does the survey step.
- c. Read, in this step the students read to answer the questions formulated in the previous step. Notes may be taken during this careful reading
- d. Recite, in this step students should make notes about the reading text given or retelling on the story given.
- e. Review, in this step the students review the material by receding portion of the book or note taken during the careful reading in order to verify the answer given during the previous step.

#### **3. The Advantages and Disadvantages of SQ3R Techniques.**

The advantages of SQ3R techniques is survey, by doing survey it will increase the students' motivation in reading, helps students to understand the general idea of material. This survey provides the reader with an over view of the

material contains in the reading assignment.

By doing questioning from the context, it helps to increase students' interest about the reading itself deeply.

The disadvantages of SQ3R Technique is less communication between teacher and students, because the time part in reading the students with lower proficient in vocabulary faced difficulty in understanding meaning of words.

### **C. Classroom Action Research**

#### **a. Definition Classroom Action Research.**

Referring to Kemmis the term of classroom action research can be differed as a form or self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and the justice of (a) their on social or educational practices, (b) their understanding of these practices and (c) the situation in which the practice are carried out.

Classroom action research is an observation on the action of learning process which is emerged intentionally and is happened in the classroom at the same time.

Classroom action research gives benefits to teacher in making innovation for teaching and increasing teaching learning quality so that teacher will be able to expand new skill or new approach of learning to solve problem found in their classroom. It also functions as a source for expanding curriculum.

Classroom action research is qualitative approach study through the collected is both qualitative and quantitative. The characteristics of

classroom action research are:

- a. On the job-oriented; based on the problem by teacher in the process of teaching learning in the classroom.
- b. Problem-solving oriented. The oriented is to solve the problem directly applied in the classroom.
- c. Improvement-Oriented. The oriented is to improve teaching learning quality.
- d. Cyclic. The concept of classroom action research is made through steps which consists of re-cyclic steps.
- e. Action-oriented. Always based on the action where the researcher organizes, arranges, researches and expands the researches herself and involves someone as a collaborator.

According to Kemmis and Taggart "action research occurs through a dynamic and complementary process which consists of four essential moment of planning, acting, observing and reflecting."

All the steps will be explained below:

- a. Planning. Planning the subject is used in the teaching learning process, deciding the topic, developing the scenario learning (Lesson Plan) and developing evaluation form.
- b. Acting. The planning has to be done well and the new method is applied in teaching and learning process. In addition the media and the instrument are used for collecting data.
- c. Observing. In this step the writer takes a note for every event that occurred in the classroom in

order to get accurate data to repair next cycle.

- d. Reflecting. Researcher and teacher discuss collaboratively further some problems occurred in the class. Thus, the reflection is also determined after implementing the action and observative outcomes.
- e. Reconnaissance. Reconnaissance is shown as a period informing the development of a general plan, based on the general idea and also a phase which occur after the implementation of the action plan and monitoring the changes which result and each cycle of action research should have two phases of reconnaissance. This add to additional features to the aspect of reconnaissance; first, that it is intended to link the general idea with action, second, that as well as trying to find out more about the general idea, it can help in understanding some constraints and opportunities for making changes related to the general idea. So based on the theory, reconnaissance is important part for people who will do research by using classroom action research.

#### **D. Frame Work of Thinking**

Reading may be defined as an activity of construction meaning from printed materials. It is a skill that requires the coordination of related source of information by using SQ3R technique. SQ3R technique has 5 steps, they are Survey, Question, Read and Review.

Reading using SQ3R technique is used to facilitate their rapid understanding of the reading

material. This technique also helps the reader tap their own background knowledge and to read for information that is relevant and important to comprehension.

#### **E. Hypothesis**

Based on the frame of thinking and the theory above students taught using SQ3R technique are able to improve their reading comprehension.

## **II. RESEARCH METHODOLOGY**

### **A. Purpose Of Research**

The purpose of this research is to improve students' ability of Reading Comprehension through SQ3R Technique. Therefore the writer implemented classroom action research at eighth grade students of MTs Nurul Falah.

### **B. Place and Time.**

This action research is in MTs Nurul Falah located at Jl. Jombang Raya, Pondok Aren, Tangerang. The research time was held in fourth semester of January to April 2013.

### **C. Method of the Research**

The research method is qualitative paradigm classroom action research especially in case study research method. The classroom action research method uses cycles. The cycles are planning, acting, observing and reflecting.

### **D. Source of the Data.**

The subject of the research is Eighth Grade of MTs Nurul Falah, Tangerang. There are 47 students in the class as subject of the research.

### **E. Procedure of the Research**

The classroom action research procedure used in this research is action research occurs through a dynamic and complimentary process,

which consists of four essential moment of planning, acting, observing and reflecting.

- a. **Planning.** Observing the problem in teaching learning process, planning the subject is used in the teaching learning process, deciding the topic, developing the scenario learning (lesson plan) and developing evaluation form.
- b. **Acting.** The planning has to be done well and the new method is applied in teaching and learning process. The material of SQ3R technique is given, the media and the instrument are used for collecting data.
- c. **Observing.** Observer takes notes for every event that occurred in the classroom in order to get accurate data to repair next cycle.
- d. **Reflecting.** Researcher and teacher discuss collaboratively further some problems occurred in the class. The reflection is also be determined after implementing the action and observative outcomes.

#### **F. Technique in collecting data.**

The writer used several instruments in this, classroom action research as follow; observation, interview questionnaire and the test.

- a. **Observation.** The writer and collaborator observe the class; the class management in English Learning process, student difficulties in English learning especially in reading comprehensive and the teacher technique before and during action.
- b. **Interview.** The writer asks the students and collaborator before implementing Classroom Action Research (CAR) to know students' ability in reading

comprehension and the method or any strategies usually adopted by the teacher in teaching reading.

- c. **The test.** The writer evaluate the students by giving test after an action research (post-test). In this research, the test is done in multiple choice and short question.

#### **G. Technique of the Data Analysis.**

Data gained from classroom action research is analysed to make sure that by using SQ3R technique could improve students' reading skill of eighth grade of MTs Nurul Falah, Tangerang.

To decide whether the technique used is successful or not, the writer uses the criteria of minimum score (KKM), it is determined based on; first, intake of students, second, based on facilities of school. And last based on complexity of material if the material given to students is difficult so teacher can decrease the KKM. The KKM for English subject is 70,00. If students exceed the KKM, students are declared that they have accomplished the learning process.

The data will be calculated and then the writer will make description on it. The writer scores the students both individually and as a group. If after three cycle post-test students score do not achieve KKM 70,00, the researcher will do remedial test for students who failed until they achieve KKM.

### **III. RESEARCH RESULT AND DISCUSSION**

#### **A. The profile of school.**

This research took place at MTs Nurul Falah, located at Jl. Jombang Raya Pondok Aren,



Tangerang. MTs Nurul Falah is a junior high school distinctiveness Islamic Religion under the shelter of Al Falah Foundation. This school is facilitated by mosque, football yard, library and canteen. The school has many extracurricular activities such as Paskibraka, Pramuka, Marawis, Futsal and Basket Ball.

School starts at 12.30 and finishes at 17.00 from Monday to Saturday. On Friday, the class starts at 13.30 due to the Friday prayer that must be attended by the male students.

MTs Nurul Falah has 18 teachers including staffs and 90% of the teachers are S1 graduates. The school has approximately 157 students which divided into three classes and they are 2 classes for 1<sup>st</sup> grade and 1 class for 2<sup>nd</sup> grade and 3<sup>rd</sup> grade. The researcher took one class which is the eighth grade consists of 47 students, 18 male students and 29 female students.

## **B. The Research Process.**

This research was a Classroom Action Research, the whole activities were done in the classroom and involved interaction between teacher and students of second grade of MTs Nurul Falah and also observed by an observer which observed the teacher delivery process, the students' response, examine the test instrument and also the result of the test itself.

This research had three cycles:

### **1. Cycle 1**

From cycle 1 to 3, the researcher acted as an English Substitute Teacher, and deliver reading material to the students. The real English teacher played a role as an observer during the research taken, gave input and information to

the researcher.

a. **Planning.** Lesson plan is using SQ3R technique and the researcher also sets indicator of succeed from the research, the indicator was discussed with collaborator. At the end of this research, there would be 100% students achieved KKM (passing grade) with minimum score 70. Beside lesson plan and research indicator, the researcher also prepared the material of narrative text and post-test of cycle 1, all supporting instrument for teaching process, notes, coloring pen, multiplied the reading text and evaluation sheet (post-test for cycle 1) and also made observation sheet for the English teacher.

b. **Acting.** The researcher started the main activity of teaching process by explaining the importance of reading. The aim of her research in this school was to improve students reading comprehension by using new technique, survey, question, read recite and review (SQ3R) technique. Before explaining further about SQ3R technique, the researcher explains about narrative text, its general structure and language features. Afterwards, the researcher explains about SQ3R technique and the steps in SQ3R technique. After that, she gave the students a reading text and asks them to comprehend the text using in SQ3R technique.

In the end, the researcher

distributed Cycle 1 post-test to the students and collected after 15 minutes.

c. **Observing.** Having conducted in action, the researcher analysed the learning process from observational checklist. According to the English teacher observation note and check list, the researcher was not able to handle students in large class. The results on cycle 1 after getting treatment with SQ3R technique, the achievement of reading comprehension post-test of cycle 1 increased to 25,53%.

d. **Reflecting.** There were several points about researcher weakness when implementing teaching learning in class. These were:

1. In this cycle 1, the teacher doesn't show confident teaching in front of the class
2. Teacher was not able to control the class with large number on students.
3. Teacher was not able to explain the reading material with loud voice.

## 2. Cycle II.

In cycle II the researcher tried to apply every input from the observer and make changing in several points to make the second cycle succeed.

### a. Planning

In this cycle II the researcher want students to comprehend the meaning of the reading material better than on Cycle I, because that is the basic competency of this research. Also, the researcher tried to be more interactive with the students

and more confident in delivering the material.

### b. Acting

The researcher asked the students about the previous reading text and post-test. The researcher wanted to know the students' response on those activities. Then the researcher asked the students about the SQ3R technique, whether they had or had not understand the application. In the end, the researcher distributed Cycle II post-test to students and collected them after 15 minutes ahead.

### c. Observing.

After the lesson was done, the researcher discussed the result of the observation. The observer said that all problem in Cycle II had already been solved and students responded very well to every activities in learning process. The result of post-test II showed that there were 30 students or 63, 83% students had achieved the standard of KKM.

### d. Reflecting.

In order to solve problems on this Cycle, the researcher will give more activity that will increase students' motivation and give more chance to students to be more active. The researcher would give more explanation about the differences between narrative text and recount text.

## 3. Cycle III

To achieve the researcher's goal which is 100% students should achieve KKM, so the researcher proceeded to Cycle III.

### a. Planning.

As there were 63, 83% students achieved KKM, so the researcher

needed at least 16, 17% to achieve KKM. So, the researcher re-planned the lesson by making some changes. These changes need to reach indicator succeed in this research that students can comprehend the meaning from reading material. According to the observer, the researcher needed to encourage students to be more actively involved to increase their motivation. She added changes in group activity by asking more students to read in front of the class and asked a group of students to answer the question in presentation.

b. Acting. According to the observation input, the researcher would try to be more passive and give opportunities to students.

c. Observing. After finishing Cycle 3 and collecting questionnaire from students, the researcher discussed the process of learning process, students' response, students' motivation and activity during discussion in group.

d. Reflecting.

In Cycle 3, the students improvement in comprehending reading material is getting better than in the other cycle. The researcher's weakness can be solved in this cycle.

#### **IV. CONCLUSION AND SUGGESTION.**

##### **a. Conclusion**

Teaching English to eighth grade students is not an easy task to do. They should find a way to make the learning process interesting so the students pay more attention and motivated to learn English. Teaching

reading using SQ3R technique is an alternative way in teaching reading to eighth grade students.

This technique has several advantages either for students or teachers. And the result of every test taken in every cycle has shown improvement.

SQ3R Technique is able to help students in understanding reading material especially for students who want to read efficiently and systematically. This technique is interactive and easy for students to understand.

##### **b. Suggestion.**

1) For English Teacher

The teacher should continue the SQ3R technique in further reading comprehension, the technique has shown a very good result.

2) For the students

Students should be more actively involved in every activity in learning process to improve their reading comprehension.

The students should practice their reading comprehension not only at school but also at home. And they also should learn more in a group to increase their reading skill.

3) For the school

School should facilitate supporting material of teaching learning process too, such as various of hand books, students' work sheet and if necessary the school provides English extra program.

##### **REFERENCES :**

Burn, Anne, 1999 Collaborative Ation Research for English

language Teachers, Cambridge;  
Combridge University

Estill, Alexander J, teaching  
Reading, 1988, Gleinview; Scott  
Foresman and Company

Flemming, Larain E, Reading for  
Result, 1987. Boston; Houghton  
Mifflin Co.

<http://file.upi.edu/directory/fpmipa/jur.pend.fisika/ika+mustika+sari+pendidikan/bahan+ajar%2528minggu+ke+3%2529+taksonomi+bloom>

[http://www.freewebs.com/santayasa/pdf2/penelitian\\_tindakan\\_kelas.pdf](http://www.freewebs.com/santayasa/pdf2/penelitian_tindakan_kelas.pdf)