

SQ3R IMPLEMENTATION IN TEACHING READING COMPREHENSION

A Case Study of Eight Grade Students at One State MTs in Sumedang

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Abstract: This research aimed to describe the implementation of SQ3R in teaching reading comprehension and to identify students' responses toward the implementation of SQ3R. Moreover, it examined the benefits of SQ3R in teaching reading comprehension in Indonesia. This research used a qualitative case study conducted at one State MTs in Sumedang. It involved one class of the eighth grade which consists of 30 students. The data were collected through observation, interview, and document analysis. The data from the three instruments were analyzed qualitatively. The results of this research showed that the implementation of SQ3R helped the students to comprehend English texts. The students also responded the implementation of SQ3R positively. They focused while reading English texts by using SQ3R. They were also interested and enthusiastic in doing the tasks. In addition, SQ3R helped them to write questions from the texts, to rewrite the information by their own words, to write a report or a summary about the texts, and to enrich their vocabularies. In conclusion, SQ3R helped the students in reading English texts. Therefore, SQ3R is recommended to be implemented in teaching reading comprehension.

Keywords : *SQ3R, Reading, Reading Comprehension*

Introduction

Reading comprehension is one of the problems faced by Indonesian students in reading English texts. Most Indonesian students have difficulties in reading English texts because English in Indonesia is a foreign language (Hamra and Syatriana, 2010). In addition, many results of research also showed that Indonesian students' ability in reading English texts was very low (Syatriana, 1998; Hamra, 1993 and 1996; Kweldju,

2001 as cited in Hamra and Syatriana, 2010).

As one of the English Language Skills, reading is very beneficial for language acquisition and has positive effect on students' vocabulary knowledge, on their spelling and on their writing (Harmer, 2007). In addition, the crucial goal of teaching reading is to help students understand texts through conscious and systematic training of reading skills (Astika, 2007). Therefore,

reading is an important skill that needs to be mastered by EFL students.

Moreover, Brown (2001) states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies for most EFL learners who are already literate in a previous language, L1. In other words, applying an appropriate and efficient reading strategy is crucial to help students improve their reading comprehension.

One of the strategies in teaching reading comprehension is SQ3R. SQ3R (*survey, question, read, recite, and review*), developed by Robinson (1941), is one of the reading strategies which provides students with a systematic approach presenting a detailed step-by-step outline of what readers should complete and accomplish while reading (Wright, 2003; Baier, 2011) to promote more efficient learning of reading materials (Tearney, Readence, & Dishner, 1990). In line with this, Nuttal (1989) states that SQ3R makes students responsible for guiding themselves in reading texts, and also it promotes purposeful and active involvement to students in reading texts.

Based on the explanation above, this research was conducted to describe the implementation of SQ3R in teaching

reading comprehension and to identify students' responses toward the implementation of SQ3R.

Reading is an activity in using text to create meaning, and also it is not an isolated process which means that four language processes (listening, speaking, reading, writing) work together to enhance the development of each other (Johnson, 2008). Besides, reading is not only an active process, but it is also an interactive process because both the reader and the writer depend on one another in which the reader interacts with the text (Nuttal, 1989; Brown, 2003).

There are three models of reading process: bottom-up, top-down and interactive models (Anderson, 1999). First, bottom-up models depend on the information presented in the text, which emphasize what is typically known as "lower-level" (p. 2) reading processes (Johnson in Anderson, 1999). Saville-troike (2006) also states that bottom-up processing needs prior knowledge of the language system (vocabulary, morphology, phonology, syntax, discourse structure, and also interpretation of physical cues). Second, top-down models utilize prior knowledge of content, context, and culture of the text (Saville-troike, 2006). Lastly,

interactive models combine the elements of both bottom-up and top-down models (Anderson, 1999). Murtagh (1989) in Anderson (1999) also underlines that those who can “efficiently integrate” (p. 3) both bottom-up and top-down processes are the best second language readers.

Reading comprehension is the process of extracting and constructing meaning simultaneously through interaction and involvement with written language (Snow, 2002). Further, she (2002) states that comprehension involves three elements: (1) “The *reader* who is doing the comprehending” (p. 11); (2) “The *text* that is to be comprehended” (p. 11); and (3) “The *activity* in which the comprehension is a part” (p. 11). Those three elements of comprehension are all influenced by the sociocultural context (Snow, 2002). In addition, reading for general comprehension is the most basic purpose for reading (Grabe & Stoler, 2002).

A reading comprehension strategy is a cognitive or behavioral action enacted under particular contextual conditions to improve some aspect of comprehension (Graesser, in McNamara, 2007). In line with this, Block (1986) in Lestari (2012) states that reading strategies are techniques and methods that are used by

readers to make their reading successful. In other words, a reading comprehension strategy is needed to improve reading comprehension and to make successful reading for readers. Further, SQ3R, as one of the reading strategies can be categorized as one of the principles of designing interactive reading technique (Brown, 2001).

Descriptive text is a text that describes a particular person, place or thing (Gerot & Wignell, 1995; Wardiman et al., 2008). The generic structure of descriptive text consists of identification or general statement and description (Gerot & Wignell, 1995; Emilia, 2011). First, identification or general statement identifies phenomenon or general information about the topic to be described (Gerot & Wignell, 1995; Emilia, 2011). Second, description describes parts, qualities, and characteristics of phenomenon to be described (Gerot & Wignell, 1995).

Recount text is a text that retells events in the past for the purpose of informing and entertaining (Emilia, 2011; Gerot & Wignell, 1995). The generic structure of recount text consists of orientation, records of events, and conclusion or reorientation (Butt, Fahey, Feez, Spinks, & Colin, 2006; Emilia, 2011). First, orientation provides

information about who was involved, what happened, where it happened, and why it happened (Butt et al., 2006; Emilia, 2011). Second, records of events or sequence of events tell the events happened in sequence of time (Butt et al., 2006; Emilia, 2011). Lastly, conclusion or reorientation usually tells about the writer's opinion about the events but it is optional to be written or not (Butt et al., 2006; Emilia, 2011).

SQ3R, developed by Robinson (1941), consists of five steps: Survey, Question, Read, Recite, and Review (Wright, 2003; Baier, 2011; Tearney, Readence, & Dishner, 1990; Nuttal, 1989). The first step, *survey* (S), is surveying through the title, the pictures, the introductory paragraph, the headings and subheadings, and the concluding paragraph to form ideas and to get the main points of the text (Baier, 2011; Tearney, Readence, & Dishner, 1990; Wright, 2003). By surveying headings and pictures, readers can activate their prior knowledge (Hedberg, 2002). Surveying the text also helps the reader to get a greater understanding of the text (Robinson, 1961 in Baier, 2011). In other words, the students should have a general understanding of the text content (Tearney, Readence, & Dishner, 1990).

The second step is *question* (Q) that is converting selected headings into questions (Robinson, 1961 in Baier, 2011). This step gives a purpose for reading the text in more detail so that students should be ready for a more detail study of the text (Tearney, Readence, & Dishner, 1990). Questioning also causes the reader to search the answer to the question (Robinson, 1961, p. 29 in Baier, 2011). It will arouse readers' curiosity about the text so that it can increase their comprehension about the text (Robinson, 1961, p. 29 in Baier, 2011).

The third step is *read* (R-1) that is reading to find the answers to the questions created in step 2 (Robinson, 1961 in Baier, 2011; Tearney, Readence, & Dishner, 1990). Robinson (1961, p. 29 in Baier, 2011) also describes the reading step of SQ3R as an active search for the answers in which the students read the text to find the answers to the questions in step 2.

The fourth step is *recite* (R-2) that is restating the answers in step 3 by one's own words and then writing the response (Wright, 2003). In this step, students may write brief notes in their notebook for later review and study (Tearney, Readence, & Dishner, 1990).

The last step is *review* (R-3) that is scanning the taken notes and observing the relationship between both the main points and the supporting details (Robinson, 1961 in Barier, 2011). In this step, the students also write a summary about the text. As stated in Ganske, in Ganske & Fisher (2010), summarizing is one of the activities in activeness of good reader. This last step is useful for long-term remembering (Tearney, Readence, & Dishner, 1990).

According to Ganske, in Ganske & Fisher (2010) there are some activities in “activeness” of good readers: drawing on background knowledge, making prediction and inferences, asking questions, determining what’s important, and summarizing and evaluating what have learned. Those activities are involved in SQ3R strategy.

SQ3R is one of the principles for designing interactive reading techniques (Brown, 2001), and also it helps readers become more active in their reading and retain information easily (Apandi, 2011). In addition, SQ3R helped students to concentrate and focus in doing their reading task (Kurniasih, 2008).

However, SQ3R cannot be applied independently to students who are not strong readers (Rhodes & Dudley-Marling, 1996 in Hedberg, 2002). It

needs direct, intensive, and repeated instruction from the teacher (Wright, 2003). Thus, modeling and teacher support are required in applying SQ3R (Hedberg, 2002). The modeling from the teacher follows the five steps of SQ3R: survey, question, read, recite, and review.

The ages of the eight grades as the sample in this research were about 13 years old which means that they are young learners. Young learners are children whose ages are under 14 years old (Cameron, 2005). Further, Harley et al. (1995) in Cameron (2005) differentiates young learners into younger children (7-8 years old) and older children (12 to 14 years old). Brown (2001) also differentiates young learners into very young children (4-6 years old) and pre-pubescent children (12-13 years old).

Sustaining motivation in learning is problematic (Harmer, 2007), especially for young learners. Thus, as a teacher, it is important to help students to sustain their motivation (Harmer, 2007). There are a number of activities in sustaining students’ motivation: asking the students to take part in the teaching-learning process, exciting their curiosity by provoking their participation, helping them to stay interested in the subject, and

giving them some responsibility for themselves (Harmer, 2007).

Methodology

A Qualitative research in the form of case study was conducted in this research intended to describe the implementation of SQ3R in teaching reading comprehension and students' responses toward the implementation of SQ3R. This research was in the form of qualitative case study since it was carried out in a single case in which the researcher's aim is to understand the case (Fraenkel, Wallen, & Hyun, 2012). Besides, it was concerned with a description of events relevant to the case (Hitchcock and Hughes, 1995 in Cohen, Manion, & Morrison, 2007).

This research was conducted at one state MTs in Sumedang involving one class of the eighth grade which consists of 30 students. There were ten (10) students who were interviewed in this research. Meanwhile, the researcher, as a participant observer (Fraenkel, Wallen, & Hyun, 2012), participated as the teacher who implemented SQ3R in teaching reading and observed how the implementation of SQ3R at the same time. The texts used as the teaching materials in implementing SQ3R were descriptive and recount texts. It was

because both descriptive and recount texts are taught to the eighth graders on the first semester.

The data in this research were collected through observation, in-depth interview, and document analysis. It is in line with Satori & Komariah (2011); Fraenkel, Wallen, & Hyun (2012); and Emzir (2011) who state that observation, in-depth interview, and document analysis are used in collecting the data in qualitative research. The data which were collected from the three instruments were analyzed and presented in the form of descriptive explanation in which the data were reported in words (Arikunto, 2006).

The triangulation was used in this research to ensure the validity of the research (Creswell, 2008 in Emzir, 2010). According to Emzir (2010), triangulation is the process of analyzing data from different sources (observation, interview, and document analysis) to ensure the validity of the research. In this research, this process was done by analyzing the results of the observations obtained from classroom activities, the students' answers from the interview, and document analysis to answer the research questions (Fraenkel, Wallen, & Hyun, 2012).

Data Presentation and Discussion

• The Implementation of SQ3R in Teaching Reading Comprehension

Data from Observation

Reading is not only an active process, but it is also an interactive process because both the reader and the writer depend on one another in which the reader interacts with the text written by the writer (Nuttal, 1989; Brown, 2003). Reading comprehension is the proses of extracting and constructing meaning simultaneously through interaction and involvement which involves three elements (Snow, 2002).

The first element of reading comprehension is “the reader” (Snow, 2002, p. 11). In this research, the readers were 30 eighth graders in one of the four classes at one State MTs in Sumedang. The eighth graders were chosen because based on the informal interview with the teacher of the eighth graders (the real teacher in class) it is proven that they have more knowledge than the seventh graders in which there are some materials that have been taught in the seventh grade.

The second element of reading comprehension is “the text” (Snow, 2002, p. 11). The texts used as the materials in this research were recount

and descriptive texts. The texts were chosen because those texts are taught to the eighth graders on the first semester.

The third element of reading comprehension is “the activity” (Snow, 2002, p. 11). The five steps of SQ3R were used as the activities in comprehending the texts. SQ3R, developed by Robinson (1946), which provides students with a systematic approach in learning reading consists of five steps: survey, question, read, recite, and review (in Tearney, Readence, & Dishner, 1990). According to Nuttal (1989), each step of SQ3R makes students responsible for guiding themselves in reading texts and promotes purposeful and active involvement to students in reading texts. Moreover, Brown (2001) states that SQ3R can be categorized as one of the principles of designing interactive reading technique which combines both bottom-up and top-down reading processes. In line with this, Murtagh (1989) in Anderson (1999) also underlines that those who can “efficiently integrate” (p. 3) both bottom-up and top-down processes are the best second language readers.

Each step of SQ3R was applied in four meetings: the second meeting, the third meeting, the fifth meeting and the sixth meeting. Before implementing

SQ3R, on the first meeting, the students were given explanation how to do SQ3R while reading texts. They were also given example how to do each step of SQ3R. As stated in Wright (2003) in Lestari (2012) that each step of SQ3R should be explained before implementing SQ3R because it will help the students in reading and understanding texts independently.

On the second meeting, SQ3R was implemented in reading a descriptive text in group work. On the third meeting, SQ3R was implemented in reading a descriptive text in individual work.

On the fourth meeting, the students were given explanation about recount text including the social function, the generic structure, and the language features of recount text. They were also given explanation how to write questions in simple past tense in order to help them in applying SQ3R while reading recount texts.

On the fifth meeting, SQ3R was implemented in reading a recount text in group work. On the fifth meeting, SQ3R was implemented in reading a recount text in group work. On the last meeting, SQ3R was implemented in reading a recount text in individual work.

In each meeting, except, on the first and the fourth meetings, firstly, the

students did the first step, survey. In this step, the students were asked to survey the title of the text, the picture of the text and each paragraph of the text to get a general understanding of the text. As stated in Tearney, Readence, & Dishner (1990) that the survey step gives the students a general understanding of the text content. Then, the students were asked to write the title of the texts and difficult words and the meanings found from the texts on survey column on their SQ3R sheets.

On the second step, question, the students were asked to write questions about the title of the text, the picture of the text, the information of each paragraph of the text, and the similar and the opposite meanings of the texts on question column on their SQ3R worksheets. Writing questions made the students need to search the answers to the questions, as stated Robinson (1961) in Baier (2011), questioning causes the reader to search the answer to the question. Thus, it will arouse readers' curiosity about the text so that it can increase their comprehension about the text (Robinson, 1961 in Baier, 2011). Besides, questioning helped the students to get information of the text in more detail. As stated in Tearney, Readence, & Dishner (1990) that in the question

step, the students can get information of the text in more detail.

On the third step, read, the students were asked to read the text to find the answers to their questions written in step 2. As stated in Robinson (1961) in Baier, (2011); Tearney, Readence, & Dishner (1990) the students read the text to find the answers to the questions created in step 2.

On the fourth step, recite, the students were asked to write their answers by their own words and a response about the text. As stated in Wright (2003) recite step is restating the answers in step 3 by one's own words and then writing the response.

On the last step, review, the students were asked to reread the text to find the important information and the supporting details of the text. As stated in Wright (2003) the review step is reviewing the information and recalling the main points of the text and the supporting details. Then, they were asked to write a summary about the text. As stated in Ganske, in Ganske & Fisher (2010) summarizing is one of the activities in activeness of good reader. This last step of SQ3R is useful for long-term remembering (Tearney, Readence, & Dishner, 2010).

Data from Interview

A semistructured or in-depth interview were used in this research to gain in depth and clear information from the informants (Hatch, 2002). From the interview, the students were interested in the SQ3R technique implemented in teaching reading comprehension. As stated in Apandi (2011), the students gave positive impression in learning reading by using SQ3R. There were some reasons why they were interested in the SQ3R technique implemented in teaching reading texts. First, the technique was new for them. It also helped them to understand the text better. As stated in in Apandi (2011) and Pribadi (2013), SQ3R helped the students to comprehend texts better. Besides, it helped them to write questions from the text, to rewrite the information by their own words, and to write a report or a summary about the text. Lastly, it helped them to enrich their vocabularies as well. As stated in Apandi (2011), SQ3R helped the students to understand English words.

In addition, from the interview, there were 4 steps of SQ3R which were interesting for the students: question, read, recite and review. Although the students preferred question, recite, and

review steps, however, most of them had difficulties in applying those steps.

Data from Document Analysis

In this research, document analysis was used as the complement of observation and interview, that is collecting written documents and data that are needed to be investigated (Satori & Komariah, 2011). The data were taken from the lesson plans and students' reading assessment.

From the lesson plans, it can be seen that all lesson plans have been implemented in this research. In implementing SQ3R, the lesson plans were designed for group work and individual work in teaching descriptive and recount texts. The lesson plan on the first meeting was designed to give explanation about each step of SQ3R in teaching a descriptive text, and also gave example how to do each step of SQ3R. The lesson plan on the second meeting was designed to apply SQ3R in teaching a descriptive text in group work. The lesson plan on the third meeting was designed to apply SQ3R in teaching a descriptive text in individual work. The lesson plan on the fourth meeting was designed to give explanation about recount text, and also gave deeply explanation how to write questions in simple past tense. The lesson plan on the

fifth meeting was designed to apply SQ3R in teaching a recount text in group work. The lesson plan on the last meeting was designed to apply SQ3R in teaching a recount text in individual work.

Since for the second and the fifth meeting the tasks were given in group work, the students interacted with their group members and helped each other to do the task. For the third and the sixth meeting in which the tasks were given in individual work, the students did each step of SQ3R although there were some students who still needed help from the teacher in doing the tasks.

The results of students' reading assessments both in group work and individual work showed that SQ3R helped the students to comprehend texts. Each step of SQ3R was done by the students although there were still some grammar mistakes in their result of reading assessments. For example, they surveyed the text by writing the title of the text and difficult words of the text on survey column. They also wrote some questions from the text on question column and the answers of the questions which were appropriate with the text on read column. Then, they also rewrote their answers on recite column and wrote a summary on review column.

- **Students' Responses toward the Implementation of SQ3R in Teaching Reading Comprehension**

Data from Observation

From the observation in each meeting, the students responded the implementation of SQ3R in teaching reading comprehension positively. It can be seen that each step of SQ3R guided them in reading texts. They focused in doing the task both in group work and individual work. As stated in Nuttal (1989) that each step of SQ3R makes students responsible for guiding themselves in reading texts and promotes purposeful and active involvement to students in reading texts. In line with this, Kurniasih (2008) states that SQ3R helped students to concentrate and focus in doing their reading task.

On the first meeting, the teacher focused on explaining SQ3R technique to the students. She explained each step of SQ3R, applied each step of SQ3R to the descriptive text given to the students, and asked them to participate in doing each step of SQ3R in order to sustain their motivation (Harmer, 2007). The students listened carefully to the teacher's explanation when the teacher explained about SQ3R although, firstly, they were confused when the teacher

explained about each step of SQ3R. Then, the teacher explained the steps again and asked them to participate in doing each step to make them more understand how to do SQ3R when reading a text.

On the second meeting, the teacher implemented SQ3R in teaching reading a descriptive text in group work. It can be seen that the students worked together and interacted with the members of their own group to do the task since for this meeting the task was given in group work. Most groups also did each step of SQ3R well although they still needed help from the teacher especially in question, recite, and review steps. They were active to ask the teacher when they had difficulties in doing the task. The teacher also guided them when they had difficulties in doing the task.

On the third meeting, the teacher implemented SQ3R in teaching reading a descriptive text in individual work. The students focused in doing each step of SQ3R while they were reading the text. However, most students had difficulties in finding the meanings of difficult words, the similar and the opposite meanings of difficult words because there were a few students who brought dictionaries. Therefore, the students had to take turn in using the dictionaries.

Besides, similar to the previous meeting, there were some students who still had difficulties in doing question, recite, and review steps. However, they asked the teacher when they had difficulties in doing the task, and the teacher guided them when they had difficulties in doing the task.

On the fourth meeting, the teacher explained deeply about simple past tense and how to write questions in simple past tense intended to help the students in applying SQ3R technique, especially in question step, while reading recount texts. It was because in the previous meetings the students had difficulties in writing questions in question step. Then, to sustain students' motivation, the teacher asked the students to participate in the teaching-learning process (Harmer, 2007). In this meeting, the students were asked to practice writing questions in simple past tense and the answers to help them in applying SQ3R technique. The students were enthusiastic in writing questions in simple past tense because they were active to ask the teacher when they had difficulties in doing the task. Most of them also participated when the task was discussed in the class.

On the fifth meeting, the teacher implemented SQ3R in teaching reading a

recount text in group work. Most groups implemented all steps of SQ3R well although there was one group who did not work together in doing the task. Several members of the group only sat on the chair and chatted with his other friend. However, the teacher could solve the problem by asking the members of the group to work together in doing the task. Besides, although they did question, recite, and review steps better than the previous meetings, but they still needed help from the teacher in doing those steps.

On the sixth meeting, the teacher implemented SQ3R in teaching reading a recount text in individual work. They also focused in doing each step of SQ3R. In addition, they did the individual task better than the individual task in the previous meeting although they still needed help from the teacher, especially in doing question, recite, and review steps.

From the observation in each meeting, it can be concluded that the students were motivated and enthusiastic in doing the tasks. They were active and enthusiastic in asking the teacher when they had questions. Most of them also participated in the teaching-learning process. Besides, they worked together and interacted with the members of their

own group when the task was given in group work. In addition, they focused in doing the task given by the teacher. Although there were some students who always made noise in the class, the teacher could handle the class. However, there were some students who looked shy to ask the teacher and waited until the teacher come to his or her desk.

Data from Interview

From the interview, the students responded the implementation of SQ3R in teaching reading comprehension positively. As stated in Apandi (2011), the students gave positive impression in learning reading by using SQ3R.

From the students' statements, they were interested in the implementation of SQ3R in teaching reading texts because of some reasons. First, the technique was new for them. It also helped them to understand the text better. As stated in Apandi (2011) and Pribadi (2013), SQ3R helped the students to comprehend texts better. Then it helped them to write questions from the text, to rewrite the information by their own words, and to write a report or summary about the text. Lastly, it helped them to enrich their vocabularies as well. As stated in Apandi (2011), SQ3R helped the students to understand English words.

In addition, there were 4 steps which were interesting for the students: question, read, recite and review. However, most of them had difficulties in applying question, recite and review steps.

Data from Document Analysis

From document analysis as the complement of observation and interview (Satori & Komariah, 2011), it can be seen that the students responded the implementation of SQ3R in teaching reading comprehension positively.

From the students' reading tasks both in group work and individual work, the students did each step of SQ3R. The students surveyed the text by writing the title of the text and difficult words of the text on survey column. They also wrote some questions from the text on question column and the answers of the questions which were appropriate with the text on read column. Then, they also rewrote their answers on recite column and wrote a summary on review column. In addition, the results of their reading tasks were appropriate with the text although there were still grammar mistakes in the result of their reading assessments.

Conclusions

The results of this research shows that the implementation of SQ3R helped

the students to comprehend English texts, and the students responded the implementation of SQ3R positively. The students were interested and enthusiastic in reading English text by using SQ3R. They also focused while reading texts by using SQ3R. Besides, SQ3R helped the students to write questions from the texts, to rewrite the information by their own words, and to write a report or a summary about the texts. Lastly, it helped them to enrich their vocabularies.

However, there were some problems which were found in teaching reading comprehension by using SQ3R. It needed more time to explain and to give example clearly to the students. Thus, the teacher needed to consider the time allotment in implementing each step of SQ3R. The students also had difficulties in doing question, recite, and review steps so that they needed help from the teacher in doing those steps, and the teacher needed to explain more clearly about those steps.

This research is expected to give contribution in teaching reading comprehension. There are some suggestions for teachers and for further researcher who are willing to do research in the field of the implementation of SQ3R in teaching reading comprehension.

First, teachers need to be aware that implementing this strategy needs longer time in the classroom. Therefore, preparation is really important before implementing SQ3R. Second, the steps of SQ3R must be explained to the students clearly. Third, teachers also need to choose the reading materials that are appropriate to students' interests to motivate the students. Lastly, for those who are interested in conducting similar research can involve students for another level who have different characteristics with *Madrasah Tsanawiyah* (MTs) or junior high school students.

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