THE EFFECT OF SQ3R STRATEGY ON STUDENTS' READING COMPREHENSION

[1]Duvis Nava Yunensia Ovi Adila
[2]Riza Weganofa
[1]SMK Muhammadiyah 7 Gondanglegi, Malang
duvisadila@gmail.com
[2]English Education Department, Universitas Kanjuruhan Malang
rizaweganofa@unikama.ac.id

Abstract
The objective of the study is to investigate the effectiveness of SQ3R strategy on students' reading comprehension at State Junior High School 2 of Bululawang. The study used quantitative method with quasi-experimental design because there were two different groups for the samples namely experimental and control group and also the researcher gave different treatment for both experimental and control group. For experimental group the researcher taught by using SQ3R strategy while for control group the researcher taught by using skimming-scanning strategy. The researcher took VII A as control group and VIID as experimental group by using flipping coin. The instrument of this study was a reading test conducted twice as a pretest and post-test and the supporting instrument was a questionnaire. The results of hypothesis test showed that significance value was 0.000. So, there was a significance effect of SQ3R strategy on students' reading comprehension at State Junior High School 2 of Bululawang. In other words, SQ3R strategy was effective and applicable for seventh grade students at State Junior High School 2 of Bululawang specifically on descriptive text. Indeed, this strategy is recommended for teachers and students in learning English especially in reading skill to increase the students' reading comprehension and stimulate the students' activeness during teaching-learning process.
Key Words: SQ3R Strategy, English Language Skill, Reading Comprehension.

INTRODUCTION
Reading is one of the English skills that should be learned and mastered by students beside speaking, listening, and writing. Students should be diligent to read many books, articles, and any other texts written in English. They also need a good English performance in reading as it is a way of getting knowledge and one of the literacy skills which a person needs to master. Additionally, the fact shows that the ability of students' skills in English especially in reading skill is very low, which is proven by the low scores that they get because they find some difficulties in reading skill. There are some factors faced students: (1) they do not know the meaning of each word in the text. (2) they cannot understand the content of the text well, (3) they have more difficulty in pronounce words in the text, (4) they are not fluent in reading English texts (pronouncing and rhyming words). To sum up, reading is one of English skills that quite difficult to learn, these are the reasons why students should develop their reading to face the problems.

Based on the observation when the researcher was in Teaching Practice Program, students found some reading problems. First, the students were not active during reading process because they embarrassed when the teacher asked them to express their opinion. Second, the students did not know the meaning of some vocabularies in the

text. Third, the students did not comprehend the text well. Fourth, they had difficulty in pronunce words in the text. Additionally, Katherine in Saleh, Mahdum, and Burhan (2012) said that the speed and concentration level of reading can affect the students' reading comprehension of the text. Hutasuhut and Gintings (2013) in their research found that most of teachers when they taught reading skill they asked the students to read the full text then answer the question from the text or the teacher, it caused the students felt bored during reading process.Soma, Mukminin, and Noprival (2015) in their study found that the reading problem was most students had low motivation. They only read and study for examination through printed or electronic media to find out the information.

Moreover, Khaghaninejad, Saadabadimotlagh, and Kowsari (2015) stated that the other problem of reading was the students lack of an appreciation of reading passages, guidance for doing the tasks. Rahyana, Kasyulita, and Rosyidah (2016) in their study the problem of reading was the students found difficulties in finding main idea, topic sentences from descriptive text. Thus, teachers hold an important role to facilitate the students during reading process. In order to do this, teachers have to select appropriate learning strategies. Teachers need a good strategy to make the students understand what they read and enjoy the teaching-learning process. SQ3R is one of excellent strategies in which each guides students to comprehend the text easily. SQ3R itself is an abbreviation of Survey, Question, Read, Recite, Review. So, before reading the text the students should do several steps. First, the students need to survey the text by looking at the title, picture, and the summary of the text. Second, the students should make several questions based on their curiosity of the text that they have survey previously. Third, the students should read the whole of text to get large information for answer the questions that they make previously. Fourth, the students should close the text and start to answer their self-generated questions and then they should be able to retell about the content of the text to another student in their own words. Fifth, the students have to make a summary of the text in their own words and they can fix up their answer be better.

The current research is interested to investigate whether SQ3R strategy has a significance effect on students' reading comprehension because the findings of previous studies are inconsistent. She also implements SQ3R in difference way with previous studies. Kylie (2011), Saleh et al. (2012), Hutasuhut and Gintings (2013), Yudi (2015), Abeer (2015) implemented SQ3R as a cooperative learning strategy in which the students worked in group. This allowed the lazy students to depend on other students in the group. Thus, in this present study, the researcher implements SQ3R strategy for individual learning.

RESEARCH METHOD

The design uses in the present study is quasi-experimental research, it means there are two different groups, namely experimental group and control group. In each group are given different treatment. This study aims at investigating the effect of SQ3R strategy on students' reading comprehension.

The study has one independent variable which is using SQ3R strategy and one dependent variable which is students' reading comprehension. This study is conducted at the seventh grade of State Junior High School 2 of Bululawang. The population of the

study is all seventh grade students at State Junior High School 2 of Bululawang, while the sample is 7D as experimental group and 7A as control group.

The instructional activity is designed to teach reading skills in both of groups with similar materials but different strategy of teaching. The experimental group is a group which receives the treatment using SQ3R strategy, the group have a test to measure the effect that students get after treatment. Meanwhile the control group is a group which receives the treatment without SQ3R strategy, such as skimming-scanning.

Before applying the treatment, Firstly, the researcher gives tryout for another class to know the instrument of the test valid and reliable or not for the samples. Then, the teacher gives pre-test to experimental and control group to know the students' reading comprehension before having treatment. After treatment has done, the researcher conducts post-test of the study. The purpose of the post-test is to measure the students' reading comprehension of descriptive text and to know the effect of SQ3R strategy on students' reading comprehension in descriptive text. Therefore, the researcher computes the differences between the average score test of the experimental group and control group. It is to measure the differences before and after the treatment using SQ3R strategy.

Another instrument is questionnaire. The questionnaire is given to all students of experimental group. The questionnaire is used to get some data such as opinion, attitude, and respond from students after the SQ3R strategy.

In order to know how far the instruments measure the data and how consistent the test that measure, the validity and reliability are needed. The researcher also uses T-test normality and homogeneity to measure the instruments is normal and homogeneity or not by using SPSS 22.0 program.

RESARCH FINDINGS

In this study, the data were taken from the test. The tests were divided into two, namely pre-test and post-test. This section showed the result of tests in both experimental and control group. The population of this study was seventh grade students at State Junior High School 2 of Bululawang. The samples of this study were VII-D as experimental group consisted of 30 students and VII-A as control group consisted of 31 students.

In this study, the researcher conducted pre-test, treatment, and post-test for both experimental and control group in several meetings. The first meeting, the researcher gave pre-test to experimental and control group. There were 20 multiple choice items with 6 short descriptive texts. The second until fourth meeting, the researcher conducted treatment for experimental and control group.

The researcher gave similar materials for both groups namely descriptive text with different treatment. In experimental group, the researcher taught reading by using SQ3R strategy and she provided 10 multiple choice items for exercise and the students conducted reading based on step by step of SQ3R (Survey, Question, Read, Recite, Review) strategy.

The Results of Tryout

In this study, the researcher conducted tryout to another class before the test was given to the samples. It was used to know whether the test items were valid and reliable or not. The amount of items was 30 multiple choice items. The researcher used SPSS 22

version to find out the validity of the data. The researcher also used "r" product moment table to find out the score. In this study there were 30 students of VII-B, so based on the product moment criteria if the N (total number of students) is 30, the standard validation is 0.361. It means that if the score of each item is more than 0.361 the instruments were valid. The result of "r" product moment shows that there were 20 items out of 30 items that were valid.

The Results of Reliability Test

The researcher used SPSS 22 version program to calculate the data. Table 3.1 showed that the score of reliability could be seen at Cronbach's Alpha column, the score was 0.901 from 30 reliability because the score is between 0.70 – 0.90. It could be seen in Table   3.1

Table 3.1 The Results of Reliability test

Cronbach's Alpha	N of Items
.901	30

The Results of Pre-Test

In this study, there were 20 multiple choice items for pre-test in the experimental and control group. The researcher calculated the pre-test scores and compared the mean scores of both groups by using SPSS 22 version program. It could be seen in Table 3.2

Table 3.2 The Results of Pre-Test

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
pre-test score of experimental group	30	25	45	70	56.50	1.338	7.328	53.707
pre-test of control group	31	25	45	70	56.13	1.346	7.496	56.183
Valid N (listwise)	30							

Table 3.2 showed the result of pre-test in each group. In VII D class as experimental group the mean score was 56.50 with the total number of students were 30 students. The minimum score of the experimental group was 45 while the maximum score was 70. On the other hand, the result of pre-test in VII A class as control group showed the mean score of pre-test was 56.13 with the total number of students were 31 students. The minimum score of the control group was 45

while the maximum score was 70. To sum up, the mean score of experimental group was higher than mean score of control group but the difference was not too far.

The Results of Post-Test

After conducting SQ3R strategy to the experimental group and skimming scanning to control group three times, the researcher conducted post-test for both groups. It aimed at knowing the students' achievement after the treatment was given. There were 20 multiple choice items of post-test similar with the pre-test. The researcher calculated the post-test score and compared the mean scores of both groups by using SPSS 22 version program. It could be seen in Table 3.3

Table 3.3 The Results of Post-Test

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
post-test scores of experimental group	30	30	60	90	76.67	1.320	7.232	52.299
post-test scores of control group	31	30	50	80	66.94	1.806	10.056	101.129
Valid N (listwise)	30							

From table 3.3 showed the result of post-test in each group. In VII D class as experimental group showed that the mean score was 76.67 with the total number of students were 30 students. On the other hand, the result of post-test in VII A class as control group showed that the mean score was 66.94 with the total number of students were 31 students. It means descriptively the students who were taught by using SQ3R strategy had better achievement on students' reading comprehension than the students' who were taught using skimming-scanning strategy.

The Results of Normality Test

This test aimed a investigating whether the data has normal distribution or not.The researcher used pre-test scores to test the normality of the sample. The result could be seen in Table 3.4

Table 3.4 The Results of Normality Test

	Groups	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Reading_scores	experimental group	.179	30	.015	.929	30	.047
	control group	.180	31	.012	.927	31	.036

a. Lilliefors Significance Correction

Table 3.4 showed the significance score of experimental group was 0.047 and the significance score of control group was 0.036. Indeed, the score both of groups more than 0.05, it means that the data had normal distribution and equivalent level.

The Results of Homogeneity Test
This test aimed at investigating whether the sample have same variant or homogeneous or not and the researcher used pre-test score to test the homogeneity of the sample. The result could be seen in Table 3.5

Table 3.5 The Results of Homogeneity Test

Levene Statistic	df1	df2	Sig.
.020	1	59	.888

Table 3.5 showed the significance score was 0.888, it means that the sample have same variant or homogeneous because the score was more than 0.05.

The Results of Hypothesis Test
This test aimed at investigating whether one of hypothesis is accepted or not. In this study, the researcher used Independent SampleT-test because the samples were homogeneous and normal distribution. The result of T-test can be seen in Table 3.6

Table 3.6 The Results of Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Reading scores	Equal variances assumed	5.222	.026	4.327	59	.000	9.731	2.249	5.231	14.232
	Equal variances not assumed			4.350	54.523	.000	9.731	2.237	5.247	14.216

Table 3.6 showed the result of the independent sample T-test that can be looked at the significance (2-tailed), the score was showed 0.000 < 0.05 it means

that Ha was accepted and H0 was rejected. In addition, the result of t value and df value in equal variances assumed table were showed 4.327 and 59, while the result of t value and df value in equal variances not assumed table were showed 4.350 and 54.523 It can be concluded that, the effectiveness of SQ3R strategy on students' reading comprehension was found.

The Results of Questionnaires

The other instrument used in this study was questionnaire; it aimed at knowing the students' response or opinion about SQ3R strategy and also to support the main data. The researcher gave a questionnaire for experimental group in the last meeting after giving the post-test. There were 10 items for the questionnaire and the researcher used Likert Scale, such as *strongly agree, agree, doubt/less agree, disagree, and strongly disagree*. The highest score for each item was 5, and the total number of respondents in experimental group was 30 respondents.

The result of questionnaires showed that most of students agree with the strategy were enthusiastic and gave positive responds to this strategy. Besides, the students were interested in the implication of SQ3R strategy even though some of the students did not like reading English text. After using this strategy, the students' score in experimental group was better than the students' score in control group.

DISCUSSION

Based on the research finding, SQ3R strategy is surely effective towards students' reading comprehension. The students increased their reading skill to comprehend the text and felt interested in the strategy; it could be seen in the result of post-test score of the experimental group.

The experimental group got higher score in the post-test because of stages in SQ3R strategy helps students to think more deeply and express their understanding of the text. This is supported by Robinson (1941) who states that SQ3R strategy is an effective and efficient strategy that make students read faster, choose the important things or points, and also can make the students easier to remember the material for long periods of time. Besides, SQ3R strategy can make the students active in the teaching and learning process and it helps the students easier to understand the content of text.

Other studies also have the same finding with this research. Artis (2008) found that the usefulness and significance of SQ3R strategy are students can learn the text via reading to cover the information by them. In other words, this strategy helps students to be more active and involved in the teaching-learning process. It can be concluded that SQ3R strategy can be applied in reading comprehension.

Also, Adlit (2009) suggests that SQ3R strategy helps students to think what the content of the text is about and helps them to review their understanding through their reading and to strengthen their long-term memory. It can be concluded that SQ3R strategy can be applied in reading comprehension.

This research can be said successful academically because of some supporting ideas of expert or previous studies. Based on the researcher, the difference between experimental and control group can be caused by SQ3R strategy emphasizing the application which make the students think more deeply. Another reason is SQ3R strategy consists of some stages which make the students understand the material well. SQ3R strategy emphasizes on active reading

because the students need to read the whole text and then express their understanding of the text by spoken and written form. In survey stage, the students can know the content of the text is about. While in question stage, the students can make their self generated question related to their curiosity of the text about. Then, in read stage the students get many information or knowledge that they needed. Moreover, in recite stage the students were given an opportunity to express their opinion or summarizing related to the materials in spoken form in order to make them feel confidence. The last stage is review, in this stage the students can know the important point of the text and they can make in brief summary related to the text or materials in written form. If the students cannot understand the material they cannot summarize or retell the material well. Applying several treatments and doing the exercises make the students being familiar with the test because it makes them face the test virtually.

There were several reasons that caused the result of students' reading comprehension on their level when the research was conducted. Every individual' ability was not the same, the students' learning motivation, attitude, and scores were various too. Also, there were no proper equipment that supports the students' learning process at school, for instance: there were no language laboratory as a supporting teaching learning process, there were no complete dictionaries and English books for the students to read, and most of students did not have motivated to use English as a communication tool.

In the present study, the researcher modified the stage by inserting translation into L1, it means that the students made several questions based on the curiosity of the text by using Indonesian language before they translated into English. In order to make the students easier to arrange their self generated questions. In addition, the students' reading comprehension had increased after doing SQ3R strategy, for instance: in survey stage, they had open their knowledge and to be familiar with the text. In question stage, the students to be active readers because they had to think more deeply what is the text about and also they can improve their vocabulary because they looked for the difficult words into dictionary. In read stage, the students knew how to pronounce or read the text well by researcher' instruction and also they had a purpose of what they read such as found the answers of their self- generated questions. In recite stage, the students were able to answer their self- generated questions without open the text and they were able to retell the summary of the text in their own words to another students. In review stage, they fixed up their answer be better also they were able to make a brief summary in their own words in written form although the structures were not quite well.

In conclusion, SQ3R strategy was effective towards students' reading comprehension, specifically on descriptive text at seventh grade of State Junior High School 2 of Bululawang. Also, this strategy was applicable for any situations and helps the students easier to remember the highlight of the text especially descriptive text and makes them to be active readers.

CONCLUSION
Based on the result of the previous chapter, it was concluded that SQ3R strategy is effective towards students' reading comprehension especially in descriptive text. The

students can comprehend the text easily and were interested in the teaching learning process by doing several steps in SQ3R strategy. Thus, students gave their attention nicely in the teaching learning process about descriptive text. It is recommended to use SQ3R strategy in the teaching and learning reading specifically on descriptive text, because it helps the students to understand the text easier and it makes them more active during teaching learning process. Besides, SQ3R strategy helps the students to remember the main point or the important information of the text easily. In other words, the alternative hypothesis (Ha) of this study in chapter 1 was in line with the research finding and also the previous study that SQ3R strategy had a significance effect for students in the experimental group. In addition, the students were active in the teaching and

learning process and increase their reading comprehension by using SQ3R strategy. Also, most of students were enthusiastic in joining the reading lesson. They were active in every step of SQ3R strategy and also they presented their summarizing individually.

REFERENCES

Abeer, A.-G. (2015). The Effect of SQ3R and Semantic Mapping Startegies on Reading Comprehension Learning among Jordanian University Students. *International Journal of English and Education, 4*(3).

Adlit. (2009). SQ3R: Survey-Question-Read-Recite-Review. *(online) Retrieved on February 25th, 2009.* from http://www.adlit.org/strategies/198039sq3r)

Arikunto, S. (1992). *Prosedur Penelitian Suatu Pendekatan Praktis*. Jakarta: Rineka Cipta.

Artis, A. B. (2008). Improving Marketing Students Reading Comprehension with the SQ3R Method. *Journal of Marketing Education, 30*, 130-137

Best, J. W., & Khan, J. V. (2002). *Research in Education*. India: Practice Hall.

Blair-Larsen, Susan, M., Williams, & A, K. (1999). *The Balanced Reading Program.* Delaware: International Reading Association.

Braunger, Jane, Lewis, & Patricia, J. (2001). *Building a Knowledge Base in Reading* Delaware: International Reading Association.

Grabe, W. (2009). *Reading in a Second Language Moving from Theory to Practice* Cambridge University Press.

Huber, J. A. (2004). A Closer Look at SQ3R *Reading Improvement, 4*(2), 108 – 112.

Hutasuhut, A., & Gintings, E. M. (2013). *The Effect of SQ3R Method on the Students' Ability in Reading Comprehension.* Unpublished Thesis.

Kabilan, M. K., Seng, M. K., & Kee, O. A. (2010). Reader-text transaction in text comprehension. *GEMA Online Journal of Language Studies, 10*(3), 1-16.

Khaghaninejad, M. S., Saadabadimotlagh, H., & Kowsari, S. (2015). Examining the Effects of Strategy based Instruction of Reading passages to Iranian Undergraduate EFL Learners. *International Journal of English Language and Literature Studies, 4*(2), 96-110.

Kylie. (2011). *The Effect of SQ3R on Fifth Grade Students' Comprehension.* Unpublished Thesis.

Lado, R. (1998). *Language Testing*. New York: McGraw-Hill Book Company.

Rahyana, T., Kasyulita, E., & Rosyidah, U. (2016). *The Effect of SQ3R Technique toward Students' Reading Comprehension of Descriptive Text at Grade Seventh*

Students of SMP Negeri 2 Pagarantapah Darussalam. University of Pasir Pengaraian.

Robinson, F. P. (1941). *Effective study*. New York: Harper and Row, Publishers.

Saleh, A., Mahdum, & Burhan, W. (2012). *Using SQ3R in Improving Students' Reading Comprehension Narrative Text at the First Year Student of SMAN 12 Pekanbaru.* Unpublished Thesis.

Shepherd. (1978). *Comprehensive High School Reading Methods*. Columbus, OH: Merril.

Soma, R., Mukminin, A., & Noprival. (2015). Toward a Better Preparation of Student Teachers' Reading Skill: The SQ3R STrategy with Authentic and Simplified Texts on Reading Literacy and Vocabulary Mastery. *Journal of Education and Learning, 9*(2), 125-134.

Wooster, G. F. (1953). *Teaching the SQ3R Method or Study: An Investigation of Instructional Approach.*, The Ohio State University, Unpublished Doctoral Dissertation.

Yudi, R. H. (2015). The Effectiveness of USing SQ3R Strategy on Teaching Reading Comprehension. *Academic Research International, 6*(6).