THE EFFECT OF SQ3R METHOD ON READING COMPREHENSION IN

SMP ASSA'ADAH BUNGAH GRESIK

BY

MUHAMMAD SUFYAN TSAURI

NPM 21801073128

UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

ABSTRACT

Tsauri, Muhammad Sufyan. 2022. The Effect of SQ3R Method on Reading Comprehension in SMP Assa'adah Bungah Gresik. Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Hamidin, S.Pd., M.Pd; Advisor II: Dzul Fikri, S.S., M.Pd.

Key words: SQER method, Reading Comprehension

One of the abilities that students must develop is reading. It is significant for students in acquiring knowledge and new information. Students should have a strong capacity to assess and extract information from reading content. Students were able to comprehend the main idea and the author's intended message through reading comprehension. Good reading materials also offer opportunity to present new ideas to spark discussion, serve as excellent writing models. Using the SQ3R method allowed teachers to support their students in becoming more critical and active readers by assisting them in developing a wide range of effective reading strategies. Students found it simpler to locate generic structure, such as direction, intricacy, and coda, when using the SQ3R technique. Then, using their prior knowledge and the text, this strategy teaches students how to expound on their views further.

This research was conducted by using quasi experimental research design. The subjects were two classes, those are taught by SQ3R method and conventional method. This research is conducted at SMP Assa'adah Bungah Gresik with a total of 56 samples. A total of 28 students from class VIII A served as the experimental group, and 28 students from class VIII B served as the control group. Pre-tests and post-tests were used to administer the tests to the students. The test was in multiple choice. The instruments were developed using the materials taught to eighth graders over the course of 1st semesters.

The result is t: -7.155 and the standard deviation is 9.712 Sig. value is 0,000 means that 0,000 was lower than 0.05. It means that the SQ3R method significantly affects on students reading comprehension. It shows that there was a significant difference in the experimental and control groups' reading comprehension following treatment with the SQ3R approach as opposed to treatment without the method; the significance level is 0.000. So by using SQ3R method could assist the students acquired better score in reading comprehension and level of significance 0.000, and degrees of freedom were 55, the study's findings suggest that there was a significant difference between the students who were taught reading recount using the SQ3R technique and the students who were taught by the conventional method.

In conclusion, using the SQ3R approach to teach reading was extremely beneficial. It made a positive difference on how well students understood the text and how easily they were able to respond to the questions. SQR3 was a successful strategy that dramatically increased students' reading comprehension proficiency.

In this instance, a specialist claimed that using the SQ3R approach to teach reading made it simple for children to comprehend the information from the text.

CHAPTER I

INTRODUCTION

This chapter explains about the background of the study, research problems, objective of the study, hypothesis, significance of the study, scope and limitation of the study, the definition of key terms.

1.1 Background of the Study

The key to unlocking the universe of information, particularly in science and technology, is reading. The writer communicates with the reader through the text they are reading. We will get a great deal of knowledge by reading a lot of books. According to Aprianto and Heriyawati (2020) The students who are learning a language, reading is crucial. For the entire class to easily understand the material, the reading text must be understood. It means that someone having the ability to read is one of the abilities needed by students, which will be used to understand various pieces of information and knowledge for their learning. Reading interest has a great influence on readers, because if the students read without having a high reading interest, then the students will feel difficult in their lesson. Besides that, if the students read by themselves, they have a good future to be success in their study.

According to Silalahi, Dumaris E, Saut, Sihombing, & Damanik (2022) reading comprehension is the brain's ability to understand the meaning of complicated problems and explore social phenomena in text. This understanding is the result of the interaction between written words and how they inspire

knowledge from a variety of other sources, such as books and articles. Reading comprehension is the part that the most important or main purpose of the reading activity, the process of articulating the information written in the reading. That is the reason why Herman (2015) suggest reading without understanding or comprehension is meaningless; reading comprehension is the process of transferring knowledge through the mind's capacity to process and comprehend the information. Students should ideally be able to identify the main idea of a text, locate specific information within a text, recognize the use of references within a text, guess or comprehend the meaning of unfamiliar words within a text, and differentiate between literal and implied meaning when it comes to reading comprehension.

However, in practice, a lot of students haven't handled reading assignments with this level of comprehension very well. This is a result of the teacher's lack of involvement in offering useful resources and practical strategies to aid students in understanding English reading materials. Students may not be interested in studying English, especially in understanding English reading texts, if they are not offered engaging instructional materials and proper learning strategies are not used. Even if comprehension of the text material being taught is a key determinant of students' mastery of it, it is possible to assist students in grasping reading texts by using an engaging teaching strategy and putting it into practice. This will make it easier for students to comprehend reading materials. One of the methods read is SQ3R. According to Jannah (2018) the five steps of the SQ3R reading learning approach are survey, question, read, recite, and review.

The use of this strategy aims to improve students' comprehension of the reading's content and to sustain that understanding for a longer period of time.

According to Kasmawati and Sakkir (2020) students become easy and comprehend the reading's content because in the SQ3R method. Before reading activities, students conduct a survey of readings to get general ideas about reading, then ask questions based on reading, and then the answers are obtained when reading the entire reading material. In that way, students will easily understand reading, and then with the final step that is expressing in words themselves the important points of reading, students can remember longer. It can effectively persuade students to seek out enriched information in an attempt to answer key questions about the content of the subject. It helps students to shape the information in their minds, and make it meaningful. Students who understand the text using the SQ3R method not only know how to understand but also help students to be more active and critical in understanding a text. Students are also trained to process deeper information when using the SQ3R method.

The SQ3R method of study was created by Francis Pleasant Robinson can provide students with a disciplined approach to completing a textbook assignment. This study process makes use of the standardized, predictable format of subject textbooks. That's a brief overview of some SQ3R-based reading activities. As a result, SQ3R refers to a reading strategy for identifying the key arguments and their proponents as well as for helping with the memory of the five steps of the activity. According to Aziz (2020) the reading activity using the SQ3R method ends with an activity of reviewing or repeating what we have read. We do not need

to repeat the reading in its entirety, but only examine the parts that are considered important that give an overall picture of the reading, also to find important things that may have been missed at the time we read before. In addition Anjuni and Cahyadi (2019) SQ3R is a great tool for remembering and comprehending the text's substance. Students may also benefit from understanding the text's content. This method should be offered by employing appropriate procedures in order to make it more dependable and effective. These steps are taken so that the technique can better help students with their reading comprehension.

Based on the precious above, the SQ3R method has many effects for students in reading skill. The researcher conduct the study entitled *The Effect of SQ3R Method on Reading Comprehension in SMP Assa'adah Bungah Gresik.*

1.2 Research Problem

Based on the background of the research, the problem of this study can be stated as follows:

- Does SQ3R technique have significant effect on the student level reading comprehension?

1.3 Objective of the Study

Based on the problem presented earlier, the objective of this study is:

1. To examine the SQ3R method on student level reading comprehension.

1.4 Significances of the Study

There are two significances of the research, they are theoretical significance and pratical significance

1. Theoritically

   This research can be used as the references for someone who wants to do a research in reading comprehension especially using SQ3R method

2. Practically

   Beside the theoretical significance, the researcher hopes this research is able to give practical significance to the students, the teachers as well as the readers.

   1. Students

      The students will be more interested in learning English because they learn one of the method that is SQ3R can be improved in reading and this research will give contribution to the students how to learn reading materials enjoyable and interesting

   2. Teacher

      The result of this research is expected to be useful for the English teacher who might use SQ3R method when they teach reading.

   3. Further Researcher

      This research can be use as the references to take the research in improving students' reading comprehension

1.5 Hypothesis

There is no difference between the students who are taught utilizing SQ3R techniques and those who are not.

1.6 Scope and Limitation

The researcher focused on the use of SQ3R method as the effect on the students' level reading comprehension at SMP Assa'adah Bungah Gresik, and the participants of this study are students in the second level of SMP Assa'adah Bungah Gresik. Meanwhile, in this present study, there is a limitation that is expected to be improved in the future.

1.7 Definition of the Key Terms

The key terms used are explained by the researcher as follow:

Reading comprehension is the part that the most important or main purpose of the reading activity, the process of articulating the information written in the reading. However, in this study, reading comprehension relates to students' ability to comprehend recount texts. How they are able to identify the theme, key concepts, and supporting ideas.

SQ3R method is to make it easier for students to process reading activities because it has systematic stages, namely through the Survey, Question, Read, Recite, Review stages, because through the application of the SQ3R strategy it will help answer students' curiosity in a reading in finding new knowledge.

CHAPTER VI

CONCLUSION AND SUGGESTIONS

After completing all the research steps, the writer draws conclusion that refer to the research result. After that, it is related to the conclusion and the researcher gives some suggestions.

6.1 Conclusion

Teaching reading comprehension is successful when SQ3R strategies are used. Because there is a significant difference between students who receive instruction using SQ3R Strategies and those who do not receive instruction using SQ3R Strategies of the eighth grade students SMP Assa'adah Bungah Gresik in academic year 2022 / 2023. The results of the study suggest that there was a significant difference between the students who were taught reading recount using the SQ3R technique and the students who were taught using the conventional method because the computation of the independent t-test was -7.155, the critical value 0.05, level of significance 0,000, and degrees of freedom were 55. As the test value exceeded the level of significance, the H1 hypothesis is accepted and the Ho hypothesis is rejected. Students who use the SQ3R technique and those who don't have drastically different reading comprehension levels. In other words, the SQ3R strategy has been found to be helpful and effective for enhancing student reading comprehension, especially in SMP Assa'adah Bungah Gresik's 8th grade..

.

32

The writer's key conclusion is that the SQ3R technique is successful for improving students' reading achievement after the method was implemented as shown in significant score improvement of eighth grade students at SMP Assa'adah Bungah Gresik in academic year 2022/2023.

6.2 Suggestions

Based on the result above, the researcher give some suggestions as follow

1. For the teacher

In order to teach English to the students, the teachers had to employ a unique and imaginative approach. In order to prevent boredom among students while they are learning. Teachers can teach their students SQ3R techniques because they encourage creative thinking, allow for group discussion, and foster greater independence in their learners. Before instructing reading comprehension, the teacher must also prepare the material when she or he give the SQ3R method to make easy students in reading comprehension.

2. For the students

The researcher hopes that students will speak in their teachers if they are still unsure of the SQ3R Strategies' methods. The researcher is hoping that the students will be very motivated to advance their reading abilities after the teacher had given instructions about the SQ3R method

3. For the Reseacher

The writer hopes that the results of this study can be utilized as a guide or as the foundation for further research. Individuals interested in this research should enhance their knowledge on how to increase reading comprehension and look up further sources of information.

REFERENCES

Abeer AL-Ghazo. (2015). The Effect of SQ3R and Semantic Mapping Strategies on Reading Comprehension Learning among Jordanian University Students. *International Journal of English and Education*, *4*(3), 2278–4012. International Journal of English and Education

Anggraini, W. P., Usman, S., & Arid, M. (2022). *A STUDY OF PREVIEWING AND PREDICTING STRATEGY IN TEACHING READING COMPREHENSION AT SMP NEGERI 14 SIGI. 10*(1), 66–75.

Anjuni, G. R., & Cahyadi, R. (2019). Improving Students' Reading Comprehension Through Sq3R (Survey, Question, Read, Recite and Review) Technique. *PROJECT (Professional Journal of English Education)*, *2*(1), 1. https://doi.org/10.22460/project.v2i1.p1-6

Aprianto, E., & Fheriyawati, D. (2020). The Implementation of Multiple Media in Improving Reading Comprehension Skill in the University Students. *Journal of Physics: Conference Series*, *1464*(1). https://doi.org/10.1088/1742-6596/1464/1/012014

Arbaina (2014). The Reading Ability of Recount Text of Eight Grade Students of SMP N 1 Menjobo in Academic Year 2013/2014 Taught by Using Group Work With Talking Stick (University of Muria Kudus)

Artis, A. B. (2008). Improving marketing students' reading comprehension with the SQ3R method. *Journal of Marketing Education*, *30*(2), 130–137. https://doi.org/10.1177/0273475308318070

Aziz, I. N. (2020). Implementation of SQ3R Method in Improving the Students' Basic Reading Skill. *EDUCATIO : Journal Of Education*, *5*(1), 97–106.

BAKHTIAR, A. (2018). Improving Students' Reading Comprehension by Using SQ3R Method. *Scope : Journal of English Language Teaching*, *2*(02), 99. https://doi.org/10.30998/scope.v2i02.2405

Davis, H. B., & Davey, B. T. (2014). Tech Tools for Improving Student Literacy. In *Tech Tools for Improving Student Literacy*. https://doi.org/10.4324/9781315819792

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Boston: Pearson Education

Fadilah Nasution, R., Harida, E. S., & Rambe, S. (2018). Reading Strategies Used By Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidimpuan. *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, *4*(2), 263. https://doi.org/10.24952/tazkir.v4i2.1116

Fitriyah, F., Arfani, S., Universitas, D., Sarana, B., & Pusat, J. (2021). *METHOD FOR READING SHORT STORY IN TEACHING*. 127–137.

Herman, sibarani and pardede. (2015). Improving Students' Reading Comprehension Through Question Answer Relationship (Qar) Strategy. *Nhk 技研*, *151*(1), 10–17.

Jannah, M. (2018). The Effect of Survey, Question, Read, Recite, and Review (SQ3R): Method and Learning Motivation of Achievement in Learning Indonesian Language. *International Research Journal of Engineering, IT & Scientific Research*, 1–11. https://doi.org/10.21744/irjeis.v4i1.585

Kasmawati, K., & Sakkir, G. (2020). Improving Students Reading Comprehension Through "Survey, Question, Reading, Recite, Review (Sq3R)" Strategy. *Interference: Journal of Language, Literature, and Linguistics*, *1*(2), 92. https://doi.org/10.26858/interference.v1i2.14695

Loan, F. A. (2012). Reading habits of rural and urban college students iin the 21st century. *Library Philosophy and Practice*, *2012*(1).

Lutfia, T., & Susanti, Y. (2004). *Summarizing : A Powerful Reading Strategy for ESP Students in Online Class*. 1088–1098.

Manurung, Y. H., & Izar, S. L. (2019). *Developing Speed Reading Skills In Young Learners*. *1*, 653–657.

Marzuki. (2015). *Improving Students ' Reading Comprehension Through Sq3R Technique of the First Grade Students At Man*. *3*(3), 168–178.

Marzuki, A. G. (2019). The Implementation of SQ3R Method to Develop Students' Reading Skill on Islamic Texts in EFL Class in Indonesia. *Register Journal*, *12*(1), 49. https://doi.org/10.18326/rgt.v12i1.49-61

Meisuri, H. P. A. (2013). Improving Students' Reading Comprehension in Descriptive Text By Applying Prediction Strategy. *REGISTER Journal of English Language Teaching of FBS-Unimed*, *2*(4), 1–7. https://doi.org/10.24114/reg.v2i4.689

Musrifah, Yuliana, G. S. Y., & Bunau, E. (2015). Improving Students' Reading Comprehension through SQ3R Technique. *English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University Pontianak*, *2*(1), 18–23.

Nation, I. S. P., & Waring, R. (2019). Teaching extensive reading in another language. *Teaching Extensive Reading in Another Language*, *November*, 1–200. https://doi.org/10.4324/9780367809256

Nesya, R. R., Paramitha, D., Fitrianingsih, A., Pd, M., Ratna, D., & Pd, P. M. (2022). *SNOWBALL THROWING TECHNIQUE TO IMPROVE STUDENTS ' READING COMPREHENSION OF RECOUNT TEXTS (A CLASSROOM ACTION RESEARCH AT EIGHTH GRADE OF SMPN 1 MALO IN ACADEMIC YEAR 2021 / 2022) Abstrak*.

Prasetyo, W. (2022). *Sq3R Method in Teaching Reading: How It Improves*

Students' Comprehension of Narrative Texts At Sman 2 Trenggalek. 3(1), 44–54.

Rashid, Wang Hui, J. I. (2021). Discuss the Different Types of Reading Techniques and Develop Its Skills. *Joell*, *8*(August). https://www.researchgate.net/publication/353717340_DISCUSS_THE_DIFF ERENT_TYPES_OF_READING_TECHNIQUES_AND_DEVELOP_ITS_ SKILLS

Sangia, R. A. (2018). *The Process and Purpose of Reading*. *May 2014*, 1–8. https://doi.org/10.31227/osf.io/2jnf8

Silalahi, D. E., Saut, P., Sihombing, R., & Damanik, A. S. (2022). *An Analysis of Students ' Achievement in Reading Comprehension through Higher Order Thinking Skills (HOTS). 14*, 1853–1868. https://doi.org/10.35445/alishlah.v14i1.1249

Sinaga, Y. K. (2017). The Effect of Scanning Technique on Students Reading Comprehension in Narrative Text at Grade Ten of SMA Negeri 2 Pematangsiantar. *JETAFL (Journal of English Teaching as a Foreign Language), 3*(2), 45–55.

Sonia, A., & Fisher, H. (2016).* Techniques Difficulties in Recount Text. *Journal of English and Education, 2016*(2), 1–12.

Warnidah, N., Suwarno, B., & . A. (2018). Students' Difficulties in Making Inference in Reading Narrative Passages At the Social Elevent Grade of Sman 1 Curup. *JOALL (Journal of Applied Linguistics & Literature), 1*(2), 78–94. https://doi.org/10.33369/joall.v1i2.4206

White, H., & Sabarwal, S. (2014). Quasi-experimental design and method. 15.

Widiawati, T., Nuraida, I., & Saputri, S. W. (2020). Improving the Student'S Reading Skill Trough Sq3R Technique in Mts Al-Khairiyah. *Interference: Journal of Language, Literature, and Linguistics, 1*(1), 71–78. https://doi.org/10.26858/interference.v1i1.1281