

Implementation of SQ3R in Teaching Reading at University

Dian Anggraini

University of Maarif Lampung, Indonesia; diananggraini324@gmail.com

ARTICLE INFO

Keywords:

SQ3R Method;
Teaching Reading

Article history:

Received 2024-08-11

Revised 2024-09-16

Accepted 2024-10-06

ABSTRACT

Reading is the process of extracting and understanding the meaning contained in written materials, making it easier to comprehend, one of which is through SQ3R. SQ3R is a highly effective and productive learning strategy that includes five steps: survey, question, reading, recite, and review. The aim of this research is to describe the SQ3R method in reading instruction. This study employs a descriptive qualitative method. The result of this research is that SQ3R was an interesting method that can enhance students' motivation in Reading learning. The student survey stage involved providing reading material about reading, after which the students conduct a survey based on the text. The stage of questioning involves the lecturer guiding students to close the text that has been provided. Then, the students are instructed to create questions based on what they have obtained in the previous stage. In the Reading stage, the lecturer directs the students to read carefully and attentively while paying attention to the questions they have created. The Recite stage tests students' ability to recall answers by asking them to state the questions and answer them without looking at their notes. The review stage requires students to go over important notes and summarize the connections between the main points.

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Corresponding Author:

Dian Anggraini

University of Maarif Lampung, Indonesia; diananggraini324@gmail.com

1. INTRODUCTION

Reading involves the process of extracting and understanding the meaning found in written materials. Burns (in Tarigan, 2008: 6) argues that reading ability is a very important skill in an educated society. Meanwhile, Widyamartaya (1992: 58) considers reading to be an essential activity in education, even referring to reading as the core of education. This shows that the educational process cannot proceed without reading activities. For students, the ability to read serves as a key to accessing knowledge and utilizing various fields of study, which supports the smoothness of their education. Thus, it can be concluded that reading is a crucial skill for students to master; however, the interest in reading in Indonesia is still very low.

According to data from UNESCO, the interest in reading books in Indonesia is still considered very low. UNESCO notes that the reading interest index of the Indonesian population is only 0.001%, meaning that out of 1,000 Indonesians, only 1 person is an avid reader. In addition, data from PISA (Programme for International Student Assessment), an international study that evaluates the quality of

education systems by measuring skills essential for success in the 21st century, shows that Indonesia's reading literacy ranking in 2022 improved by 5 positions compared to 2018. Despite the rise in ranking, the scores obtained indicate a decline, and Indonesia still ranks among the bottom 11 out of 81 countries assessed. From the data above, it can be concluded that the reading interest of the Indonesian people is still low.

Reading Problems

Related to the issues mentioned above, problems were found in reading learning among second-semester students at Ma'arif University Lampung. Students face difficulties in comprehensively understanding the meaning of a reading because they struggle to interpret the vocabulary they encounter. After conducting interviews with students and lecturers there, it was found that students' interest in reading texts in English is low. The reason for choosing Maarif Lampung University as the research site is that the lecturers of the reading course there have implemented the SQ3R method to enhance students' comprehension in reading.

Therefore, this research aims to provide a deeper description of the application of the SQ3R method in reading instruction. The results of this study are expected to enhance understanding in the field of English reading comprehension and its relationship with reading teaching methods.

For the researcher, these findings can serve as a foundation for conducting more in-depth and broader research in the future regarding SQ3R in reading instruction. According to Chapman and Czerniewska (1994:71-73), understanding is a cognitive process that involves impression, perception, and conceptualization. To understand a reading, prior knowledge related to the language and the topic being read is necessary. Perception includes the reception of words, the results of decoding, and vision. In the process of perception, there are elements of understanding, comprehension, and organization. Thus, meaning or understanding does not only come from the text itself but is also influenced by the situation, conditions, attention, and thoughts present in the reader at that moment. Conceptualization occurs when certain perceptions are grouped into categories or groups, which then supports the subsequent reading process, namely abstract and general thinking. In short, the process of understanding while reading involves three main components: impression, perception, and conceptualization.

Mackey (1985:127) states that understanding involves interpretation and expectation. Interpretation is the process of understanding information obtained from reading, while expectation encompasses the anticipation of discovering and utilizing the information present in the text. To achieve adequate understanding, readers need to truly comprehend and interpret the written language accurately. Meanwhile, Chapman and Czerniewska (1994:69) identify three levels of understanding: literal meaning comprehension, inferential meaning comprehension, and analytical synthesis comprehension. Literal meaning comprehension is derived from the sequence of words according to grammar and sentence structure in the text, as well as the meaning that arises from sentences within a paragraph and the text as a whole, while still considering knowledge related to the reading. Inferential comprehension involves meanings that are not explicitly stated but implied, whereas analytical synthesis comprehension includes understanding through the processes of analysis and synthesis of information.

Soedarso (1988:14) explains that the reading process to achieve comprehension involves several steps. This process includes understanding words and sentences in their context, as well as drawing conclusions from the information presented inferentially through techniques such as skimming and scanning. Understanding a word means how a reader interprets the word according to the context within the text being read. Sentence comprehension refers to how a reader understands the meaning of words in a sentence based on its context. With skimming, a reader can read quickly to get an overview of the entire text, while scanning allows the reader to focus on specific words or skip parts that are considered less important, thus facilitating the search for specific information within the text. Based on the explanation above, in this research, reading is defined as a collection of written

information in the form of short texts that are part of a complete text and have a coherent textual meaning. Indonesian reading refers to texts written in the Indonesian language. Lado (1987:223) explains that reading comprehension is the activity of understanding meaning in a language through writing or reading. According to Lado, there are two important aspects of reading comprehension, namely language and graphic symbols. Only individuals who have mastered the language and graphic symbols can understand the reading, as the information is conveyed by the writer through the text. The definition of SQ3R according to Robinson (in Aberer 2015: 94) is one of the most effective and productive learning strategies, which includes five steps: survey, question, read, recite, and review. This method is one of the most well-known and widely used systems and techniques for reading comprehension. In addition, Robinson (in Saber 2015: 101) also mentions that SQ3R serves as a useful foundation for beginner readers in applying reading strategies.

The steps for applying the SQ3R technique in reading skills according to Dalman (2013: 191-195): Step 1: S - Survey (Tinjau) Surveying is the initial stage in reading that aims to gain an overview of the reading material. According to Soedarso (2005) in Dalman (2013), pre-reading is a technique for understanding the overall content of the reading material by studying the organization and summary of the text. Its objectives include: (1) speeding up comprehension, (2) obtaining a general overview, (3) identifying main ideas, (4) understanding the structure of the reading, (5) increasing interest in the text, and (6) facilitating the process of remembering and achieving better understanding. Brown (2001:315) argues that one effective series of procedures for approaching a reading text is the SQ3R technique, a process that consists of the following five steps: Survey, skim the text to get an overview of the main ideas; Question, the reader poses questions about what they want to gain from the text; Read, read the text while looking for answers to the previously formulated questions; Recite, process the main points of the text through oral or written language; Review, assess the importance of what has just been read and incorporate it into long-term associations.

2. METHOD

This study is a qualitative research. The selection of a phenomenological approach is based on several factors, one of which is the relevance of the research title in detailing the experiences of research subjects related to the process of learning to read English using the SQ3R method. This research was conducted at Maarif University Lampung. The data sources for this study include second-semester students of Maarif University Lampung. The selection of subjects in this research was carried out using purposive sampling techniques.

The purposive sampling technique involved selecting a number of respondents according to the research objectives, namely seventh-grade students at Maarif University Lampung. This research employs data collection techniques such as interviews, observations, and document analysis. The researcher is directly involved in the data collection related to the process of learning to read English using SQ3R, thus the researcher acts as the primary instrument to ensure comprehensive and accurate data collection. In addition to the role of researchers, this study also involves expert validators who are responsible for validating the research questions, observational results, and document analysis.

The validity of the data in this study uses techniques such as prolonged engagement, triangulation, the use of other references, and member checking. The data analysis model in this research uses interactive analysis by Miles et al. (2020, 8-10). The analysis process in this research is carried out in four stages, namely: data collection, data condensation, data presentation, and drawing conclusions.

3. FINDINGS AND DISCUSSION

The SQ3R method is a reading technique aimed at training students to be able to find the content of reading texts by answering various questions posed by their peers and articulating what they have read according to their understanding. From that method, it is hoped that students will be able to draw conclusions from the reading materials they have studied. From the observations made by the researcher, it was found that during reading lessons using the SQ3R method, students were very

enthusiastic. Students are enthusiastic about creating questions and answering questions from their fellow students. Reading learning feels interesting.

The first stage is the Survey. Students are given reading material and then conduct a survey of that text. In the Survey, students look at the title of the reading, read about the content, and examine the terms present in the text, while the lecturer observes the students and provides motivation for them to conduct the survey carefully and thoroughly. The purpose of this activity is to understand the topic that will be discussed before students begin reading the text. When the lecturer asks students to pay attention to the title of the given text, the students show high enthusiasm to learn about the information contained in the text. This initial step is very helpful for students to conduct a quick review of the overall structure of the text, allowing them to identify the length of the text, the titles of sections and subsections, as well as important terms and keywords. Before moving on to the next step, the lecturer ensures that the students truly understand the objectives of the learning process. This examination process should not take too much time.

From this stage, students can gain an understanding of the content of the text they are reading. From these findings, it can be concluded that by understanding the general overview of the material to be studied, students can read texts more quickly and connect the main topics more effectively. At this stage, students can highlight important sections using marking tools such as pencils, highlighters, and so on, so that these sections can be used as material for questions in the next step. Based on the findings from the survey stages above, it can be concluded that the survey stage involves identifying all the reading texts. This supports the theory proposed by Soedarsono (2002), which states that the survey stage is about examining all parts of the reading text with the aim of obtaining an overview of the reading material. This makes it easier for students to understand reading texts.

The second stage is Question. After skimming, the lecturer instructs the students to close the text that has been provided, and then the students are given the task of creating questions based on what they have obtained in the previous stage. Questions can start with using 5W+1H. Students should create questions that are clear and relevant to the provided reading text. Each student creates 5 questions. The time required for students to formulate questions is 15 minutes. When creating questions, some students were confused about what kind of questions they should formulate, then the lecturer provided guidance that they should create critical questions about the text they read. The questions must align with what is in the text. After being explained by the lecturer, the student who asked the question understood and immediately formulated a question according to the lecturer's guidance. The third stage is reading. At this stage, the lecturer provides guidance to the students to read carefully and attentively while paying attention to the questions that have been prepared. Students read silently, while some also make sounds but not loudly. The students look very enthusiastic about reading. At this stage, the time given by the lecturer is relatively longer compared to the survey stage, as reading requires precision and also tranquility. After finishing, the lecturer asked the students to close their books again.

Based on the results of the interviews and observations, it was found that the students read very carefully. The lecturer observes and supervises the students while walking around the classroom. The goal of reading at this stage is to find the answers to the questions that have been given to them. The findings at this stage support the research conducted by Sobri. (2018). Based on the researchers' observations, all students are actively reading. They read by focusing on the paragraphs that are expected to contain answers relevant to the questions. They read very actively to find answers to the questions that have been formulated. From the explanation above, it can be concluded that the research conducted by the researcher aligns with the research that has been carried out by others.

The Stage of Answering Questions (Recite)

After the students complete the assigned reading, the lecturer tests their ability to recall answers by asking them to state the questions and answer them without looking at their notes. If there are questions that cannot be answered, students must continue to answer the next questions until all

questions, including those that remain unanswered, are addressed. Based on the researchers' observations, there were several students who experienced confusion while answering the questions. However, with the help of other students, all of them were ultimately able to complete their answers, even though they appeared to hesitate several times while responding. The lecturer gives praise in the form of words like "very clever" or "good job" to students who can answer questions correctly without looking at their notes.

Review Results

At this stage, the lecturer asks the students to review important notes and summarize the connections between the main points. Students need to understand the meaning of key terms. Next, highlight the key terms in your notes and formulate questions along with their answers to ensure comprehension. This repetition helps students remember the material they have just learned. After that, review the material regularly to prevent forgetting. Based on the author's observations, this review process is very effective in strengthening students' thinking frameworks and memory regarding the text, whether through re-reading, completing notes, or discussing with peers. Explaining the material to friends also reinforces understanding. From the findings of the data collected by the researchers, reading instruction using the SQ3R method at Maarif University Lampung has been running smoothly and effectively. Based on interviews and observations conducted by the researchers with lecturers and students, this method can motivate students in reading instruction, making the reading process even more engaging.

4. CONCLUSION

Based on the results and discussion above, it can be concluded that the SQ3R method is a reading technique aimed at training students to be able to find the content of reading texts by answering various questions posed by their peers and restating what they have read according to their understanding. This method can motivate students in reading learning, making reading lessons more engaging.

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