

The utilization of SQ3R Method to Enhance English Reading Skills: Students' Voices in The Indonesian Higher Education Context

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ABSTRACT

The problem mostly experienced by EFL students is the assumption of difficulty in reading English texts. Thus educators are always looking for the best teaching approach methods to develop skills, especially in reading skills. The present study mainly describes the students' voices about using SQ3R in improving reading skills in the Indonesian higher education context. This study belongs to a descriptive qualitative study. Data were gathered through observation and interviews with students. The results of the study demonstrate that most students believe that the existence of the SQ3R method can have an impact on the learning process of students. It has benefits including improving students' reading comprehension skills, increasing high curiosity, and being able to provide experiences of understanding discourse more easily.

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1. INTRODUCTION

Reading skill has an important role for human existence. Through formal education, starting from elementary school to university, this reading ability can be improved. When teaching at the elementary school level, a good and efficient learning approach is applied. Because elementary school is the first official education that acts as a roadmap or foundation to help someone move up to a higher level of education, it is believed that this is the case [1]. The need to generate knowledge has shifted focus from teacher to student and from teaching to learning

Reading is a learning activity used by more than 80 percent of the world's population and involves strategic thinking in everyday life [2]. Reading comprehension is a perception, as well as understanding of written things, with clearer words to know more deeply all the information, feelings, and thoughts that the writer wants to convey, as they are, without causing misunderstandings and without leaving things that are doubtful from each passage [3].

English is one of the most widely used international languages in the world. Someone who has mastered English and is fluent in the language gets a more profitable position at work. This is because nowadays English is used in many activities, starting from work, education and social

interactions. A person is considered proficient in a language if he is able to master the four skills, namely reading, listening, speaking, and writing [4].

English is also considered a difficult language for several countries that make English a foreign language (EFL) because English is not their first language and is not a national language used for communication in everyday life [5]. Thus, English is used as a subject in formal education. However, some people think that learning English is a difficult and boring subject. This has implications for the low level of English proficiency which is still lacking. The problem that is often experienced by EFL students is that they think that English reading skills are complicated and difficult to understand. For example, they have difficulty understanding the text and understanding the information given in the text, and it is difficult for them to convey the main meaning of the text. On the other hand, teaching reading strategies to EFL students is not an easy thing. Thus, educators are always looking for the best teaching approach methods to develop skills, especially in reading skills [6].

There are various approaches for students learning English who are not used to reading in English to improve their reading skills. SQ3R is one approach that can be used. The SQ3R reading strategy will increase students' interest and reading comprehension by serving as a guide and framework for students while reading, setting students' goals before reading, making students remember for a long time, and making students aware of the effects of reading.

SQ3R is one of the most recommended methods for facilitating the study of literary works. SQ3R, which stands for Survey, Question, Read, Recite, and Review, was originally developed by Robinson in 1941. Although it seems that the use of SQ3R is more complicated than using methods usually used by students to study, several studies have compared the effectiveness of SQ3R with other learning methodologies and have provided some results that do not support the claims that SQ3R should use restricted. Several research studies revealed that the SQ3R-trained group performed better than those who were not trained in its use [7].

The SQ3R technique consists of five basic phases that can assist teachers in teaching and assisting EFL students in the learning process and help them eliminate their sentiments and perceptions about English because it will be easier for them to organize their reading. In addition, using the SQ3R strategy stages allows students to relate the new material to their past knowledge. They help students to express opinions, and write their notes, summaries, questions using their own words. Thus, giving students the opportunity to think about the text and this is an effective way.

2. METHOD

The type of research conducted by researchers is field research with a qualitative approach. Research using a qualitative approach means research that produces descriptive data, be it speech or writing and behavior that can be observed from the subject itself [8]. In collecting data, we used interviews. Interviews are a way to check or prove what is in the data or information that is already owned by conducting question and answer. In qualitative research, detailed interviews are used as data gathering activities [9]. This technique is carried out by conducting interviews with three students of the English Study Program at an Indonesian higher education to find out their perceptions of using SQ3R in improving reading skills. These students are categorized as Student 1, Student 2 and Student 3.

We also used observation. Through direct observation by forming groups and then observing journals using the Survey, Question, Read, Recite, and Review methods. The observation used is the direct observation which is carried out from the beginning of the activity to the end of the activity [10].

In the process of observing, we have two tasks that must be completed: (1) to analyze the process of discussion between the two groups to determine whether the requirements for the actions taken have been fulfilled or not, and (2) to make observations regarding how much the students' reading comprehension of the material increases significantly. After using the SQ3R method, the researchers observed each subject's learning process. Research from the beginning to the end of the process to prevent mistakes when presenting the results of observations, and the discussion of

actions for each task performed by the subject is carried out carefully and decisively. The observers also made photo documentation using the camera.

The data analysis technique used in this study is the data analysis technique of the Miles and Hubberman model, in which there are three stages in data analysis, namely: (1) data reduction, (2) data display, and (3) drawing conclusions.

3. RESULTS AND DISCUSSION

In this section, it is explained the results of research and at the same time it is given the comprehensive discussion. Results and discussion are explained as follow.

1. Students' Voices of Using SQ3R in Enhancing English Reading Skills

Before elaborating the students' views on the use of SQ3R, the following descriptions explain the implementation of SQ3R in teaching reading. Those include:

a. Survey

The first step in the SQ3R technique is a survey at this stage asked to briefly read the entire book organization. This aims to get a general impression or interesting things from the book. In addition, it also involves looking for headings and headings that provide clues to the main ideas of the written text, or to pave the way for students to understand what chapter will be discussed. "This survey step only takes 3-5 minutes, but provides an outline or framework of what will be presented. Readers must identify ideas and formulate questions about the contents of this chapter. There are three things that must be done, namely: (1) browse the table of contents to get the overall organization in the book, (2) read the introduction to find out the main problems in the book, and (3) see the organization of the chapters at a glance.

b. Question

At this stage, they are asked to change the title, topic or subtopic into a question form in their own language. Apart from that, generate questions for yourself about the reading book. It is hoped that the answers to the questions will be in the reading. Formulating questions is one of the most important keys that can be done effectively to help students understand, make predictions and set their reading goals. The purpose of this questioning section is to find out every detail of each reading.

c. Read

In the third step, from the questions above they were asked to read the text then underline the main information and ideas to understand the contents of the chapter. This section is the answering stage which was made using the previous technique. Answers are usually the main idea of each paragraph. There are 5 stages in reading: first looking for answers to questions from the previous stage, second reading repeatedly the picture/graphic instructions from the reading then underlining, third reducing reading speed when finding difficult words, fourth making keywords from each part of the reading.

d. Recite

At this stage asked to master the reading. Readers recall information from their memory. This makes students more active in reading, studying notes and evaluating each part of the reading. Then they are asked to rewrite important points from the reading using their own language from whatever information they get. To produce information easily what they understand.

e. Review

In the final step of the SQ3R technique, students are asked to re-read important passages to increase their understanding. To support their memory, for having "reviewed" their points and notes from each section of the reading and made a summary. This aims to clarify their understanding of the text or story. There are three things that can be done: (1) understand the reading thoroughly, (2) collect all the answers, (3) check the answers repeatedly.

The SQ3R technique for teaching reading comprehension has a stronger impact and is highly beneficial for children; for that, EFL students can start learning using the SQ3R method in elementary school. Students who use the SQ3R technique to learn English, especially in the reading component, are better able to understand and remember the contents of the reading because they are forced to think methodically according to the stages of the SQ3R method. Educators' efforts in teaching and learning will be more successful if they can choose and use teaching strategies that suit the needs of their students and the subject matter they teach. This SQ3R approach can be used

when a student is having difficulty learning English and the instructor is having trouble figuring out where the problem is. The answers for each cycle have already been found, suggesting ideal results and encouraging logical thinking.

There are five steps in the planning process in using SQ3R. First, creating a learning implementation strategy in advance, including learning objectives related to the subject matter to be studied. second, choose journals that are relevant to the research material, thirdly Develop learning, Fourth, make observations journals using the SQ3R method then the researcher provides opportunities for students to confirm their ability to use the SQ3R method to reading comprehension that has been learned by making observations of journal articles that have been group determined. Fifth, the results of these observations were presented to the future by two people according to their respective opinions. The media used during the activity were LCD, laptop, PowerPoint on the SQ3R method and journal articles.

The realization stage of the planning stage that has been prepared by researchers. The researcher carried out reading comprehension learning through the SQ3R method in the B3BIR class of the English *Tadris* Study Program, Faculty of *Tarbiyah* Iain Kudus. The implementation of the action was carried out by forming groups of 33 students consisting of two groups and each group consisting of 13-15 people to discuss journal articles using the SQ3R method. Each group discusses a different journal article. During the discussion, everyone must be active and then present the results of the discussion.

In the interviews with the participants, they reported their various voices or views after using the SQ3R method in reading comprehension skills including:

a. Improving Students in Reading Comprehension Skills

Each learning method has its own advantages. Likewise, with the SQ3R method, students reported that after applying the SQ3R method in reading comprehension skills. Afterwards, students were encouraged to improve their reading comprehension systematically. Through using this learning strategy, students can have a positive impact including providing convenience in finding information to be detailed and directed, being able to understand reading at a glance and making it easier to understand reading quickly after applying the five steps in the SQ3R method. Some excerpts from the interview are presented below:

Student 1: "With the SQ3R method it is easier, because the application of this method makes information search detailed and directed so that it can be explained again using your own language to be easier to understand."

Student 2: "After knowing this method, it's easier for me to read, because in the SQ3R technique there are several stages in which I glance at the contents of the book and then I decide whether to continue reading or not."

Student 3: "In my opinion using the SQ3R method makes it very easy to read especially when reading journal articles, where the pages consist of several pages, using the SQ3R method I only apply the steps without having to read in detail. I think it's easier and more fun too."

The above elaborations demonstrate that using SQ3R can improve English reading skills among students of English department by implementing five steps in SQ3R.

2. Fostering High Curiosity

The stages of the SQ3R method instill a strong desire to master the material in students. Moreover, as seen from their five-point inquiry during the inquiry stage, students were very eager to ask questions and go deeper into the subject matter. In each therapy, almost every student is able to understand the content. The capacity to accurately summarize text content and communicate it through reading and reviewing phases in their own words.

Student 1: "Previously, I was the laziest to read journal articles, especially those with hundreds of pages, I found it difficult, especially when I wanted to find references that matched what I wanted, sometimes I had to read everything. Not to mention later the contents are not in accordance with what I expected. After getting to know this, it became easy for me to find information from journal articles."

Student 2: “After I used the SQ3R method my curiosity about reading increased, reading journal articles was no longer a challenge for me.”

Student 3: “The SQ3R method is an effective solution for reading multi-page readings, for example journal articles. Now I am interested in reading, especially when I find an interesting reading title to read.”

The quotation above clearly shows that by using the SQ3R method the results of learning to read students’ understanding increase and generates a high curiosity about the reading situation.

3. Being Able to Provide Experience in Understanding Discourse More Easily

The SQ3R approach can provide students with an easier experience of understanding discourse and promote independent reading within it. When reading with the SQ3R, children feel as if their reading skills are developing rather than reading is a monotonous activity. When student worksheets were provided, it was clear that students were very engaged and concentrated because they were able to read them in their entirety and work on the results of the assessment tests. This shows that by using their knowledge and experience, children are able to understand, comprehend, appreciate, and interpret the material learned through reading. In adopting the SQ3R approach, students read without first going through the survey and question phases, which results in their lack of attention and their tendency to get bored while reading long English discourses. By adopting the SQ3R approach, it appears that the student learning process is more active. As a result, the technique is now an alternative.

4. CONCLUSION

Teachers can use the SQ3R approach as a teaching strategy to help students with their reading comprehension. Based on the interviews’ results, it can be concluded that most students believe that the existence of the SQ3R method can have an impact on the learning process of students. Further, it has benefits including improving students’ reading comprehension skills, increasing high curiosity, and being able to provide experience in understanding discourse more easily. The present study promotes the need for a variety of methods in teaching English to enhance students’ motivation and learning acquisition. By undertaking this study, readers can have more insight related to the use of SQ3R approach in enhancing students’ English reading skills.

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