

Students' Responses Toward The Use of SQ3R Method in Teaching Reading Comprehension

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Abstract

This research investigates students' responses in using the SQ3R method in teaching reading comprehension. The respondents of this research were tenth-grade students at one Senior High School in Garut, with 27 students. The instruments used in this research were questionnaires and interviews. The data were analyzed through reduction, presentation, and conclusion. The results found that students' responses in teaching reading comprehension using the SQ3R method showed that the students gave positive responses. In conclusion, SQ3R can be an alternative method to teach reading. They could eliminate the wrong comprehension, get motivated, be interested, and dare to deliver opinions, especially in teaching reading comprehension.

Keywords: SQ3R Method; Teaching Reading; Reading Comprehension

INTRODUCTION

Reading is one of four basic language skills that require a significant amount of time to acquire and develop. Grabe and Stoler (2001) assert that reading is capable of extracting knowledge from the source document and accurately interpreting such information. Comprehension is the major objective of reading skills; the teacher works to empower learners in reading and comprehending the material (Kintsch, 1998). Reading comprehension entails more than just the readers' reactions to the material. It entails several communication among readers and the contributions they make to the text (Morrow, 1985). Teachers should assist pupils in reading and comprehending the literature they are assigned (Sarjan, 2017). The teacher should demonstrate to students the text's purpose as well as how the phrases are related in order for them to comprehend its substance (Ganie et al., 2019). When teachers instructed pupils on reading skills, they were expected to read the text, respond to the reader's question, and correct it. This teaching style creates a state of boredom in the classroom (Mokhtar, 2016). The teacher must encourage students to take an active role in understanding the text.

To keep the classroom instruction interesting and the lessons on track, the instructor requires an effective strategy. The SQ3R technique is one of the ways presented. SQ3R is an acronym for survey, query, read, recite, and review. The reading approach used in this study was advised in 1970 by a psychology professor at Ohio State University, Prof. Francis P. Robinson. This strategy promotes students' learning with text when they are studying the lesson by motivating the reader to purposefully employ every stage of the reading process (before, during, and after), progressing from little details to larger concepts and back again (Kusumayanthi & Maulidi, 2019; Mujidah, 2021; Romadhon et al., 2021; Widiawati et al., 2020; Zulaikhah et al., 2020). By comprehending the text utilizing the SQ3R technique, students will have an understanding of how to grasp and will be more engaged and critical (Marzuki, 2019). Additionally, the SQ3R technique teaches pupils how to process information more deeply (Biringkanae, 2018). Robinson developed the SQ3R method of study to provide students with a systematic approach for studying a textbook assignment. The SQ3R process is a routine and practical learning

procedure. The SQ3R method is a reading method that is very good for the benefit of reading intensively and rationally.

According to Bakhtiar (2018), the SQ3R method is used to study texts, scientific articles, and research reports, that is, surveys, which means checking or identifying the entire text. The question means compiling a list of questions relevant to the reader. Read, which means reading the text actively to find answers to the questions that have been arranged. Recite, which means memorizing every solution that has been found. Review means reviewing all the answers to the questions set in the second and third steps. Teaching is a multifaceted endeavor. It disseminates information from the teacher to the pupils and develops students' abilities to read effectively and efficiently (Setiawan & Suhartono, 2014). The teacher's role is to facilitate these learning processes through the use of effective teaching acts. Thus, the teacher introduces and explains new material in order to make it obvious, understandable, and accessible for learning, while also providing practice to solidify knowledge and administering examinations (King & Stanley, 2001). Reading serves numerous purposes, including determining what has been mastered and what remains to be taught or reviewed. Additionally, the teacher's role in assisting students in achieving these goals is to motivate reading by selecting or creating appropriate text, designing functional reading tasks, establishing practical class activities, encouraging critical reading, and fostering a good atmosphere for reading practice (Smith, 1994). Each student will have unique strengths and weaknesses to develop. Reading comprehension is an understanding and interpretation of what is read (Abidin, 2020; Bleach, 2019; Handoko, 2018). To understand written material accurately, students process text in understanding its meaning and integrate it with what the reader already understands. The basic skills needed are inefficient reading core understanding to understand the importance of words and understanding the importance of words from discourse. So, reading comprehension is the process of obtaining sense from printed material, and it involves a clear understanding and interpretation as concluded by the researcher. Based on the elaboration above, the researchers are interested in conducting a study of discovering students' responses toward the use of the SQ3R method teaching reading comprehension

METHOD

The researchers used descriptive qualitative as design. According to Cresswell (2003), the descriptive qualitative design describes or analyzes the result of the study, but it is not used to make broader conclusions. The data were taken from 27 students of XA class at MAS Kurnia, Kab. Garut. The research instruments were a questionnaire that consisted of 10 statements and an interview with four students that were randomly chosen.

RESULTS AND DISCUSSION

Results

The questionnaire consisted of ten statements developed from four indicators of responses: attention, relevance, confidence, and satisfaction. The result of the questionnaire can be seen below:

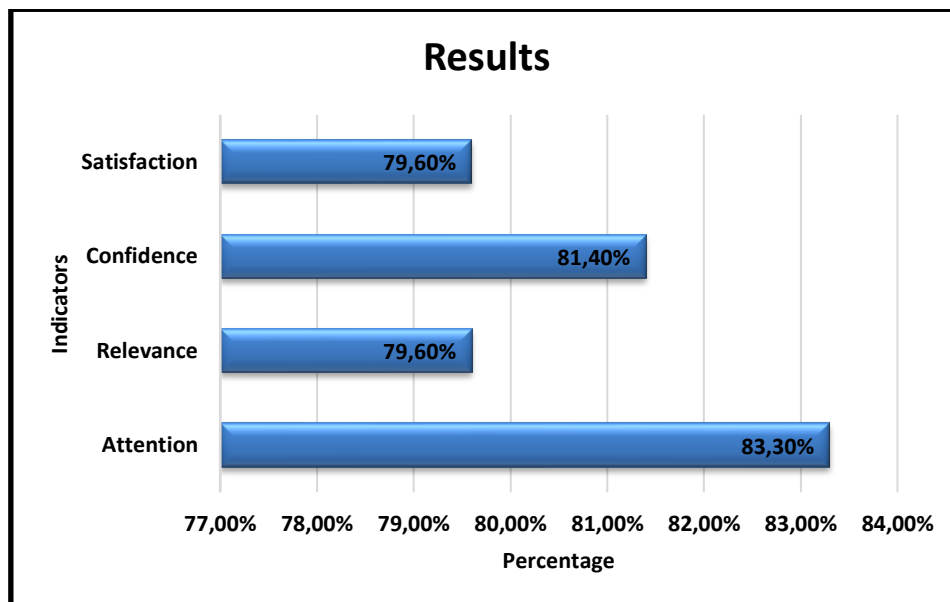


Figure 1 - Questionnaire Result

From the figure above, it can be seen that the questionnaire results contain four indicators. The first indicator, which is satisfaction received 79,60% of students' positive responses. The next indicator is confidence, resulted 81,40% of students' positive responses. Furthermore, the similar result from satisfaction is shown in relevance indicator. Lastly, the last indicator was attention, which resulted in the highest percentage of students' positive response, which is 83,30%

Discussion

Most students claimed that the SQ3R method could eliminate the wrong concept in the attention aspect. This is in line with the data gained from the interview. In the interview, the students said that using the SQ3R method helped them eliminate the wrong concept. It can be seen in the following excerpt:

S2: "Iya, karena di tahap survei kita dianjurkan untuk menandai kata kunci dari teks tersebut, sehingga mengurangi kekeliruan terhadap pemahaman saya".

The second indicator was Confidence (81,4%), which means the implementation of the SQ3R method in reading comprehension, most of the students were Motivated to get the achievement. This is in line with the interview data. The students said they felt more motivated to read the interview data. It can be seen in the following excerpt:

S3: "Iya, karena dengan metode ini saya menjadi lebih termotivasi lagi untuk membaca".

The last indicator was relevance (79,6%) and Satisfaction (79.6 %). Most of the students thought learning reading comprehension using the SQ3R method was exciting and felt they

dared to deliver opinions. This is in line with the interview data, which the students said feel fun and dare give an idea to each other. It can be seen in the following excerpt:

S4: "Iya metode yang cukup menarik dan menyenangkan juga membuat saya menjadi lebih aktif dalam pembelajaran".

S2: Iya, di tahap recite saya lebih berani mengutarakan pendapat tentang jawaban yang saya dapat".

The highest response is in relevance indicator from all indicators, and the satisfaction indicator can be concluded. It shows that using the SQ3R method in teaching-learning reading comprehension in tenth-grade students of Senior High School strongly agreed that they could eliminate the wrong comprehend, get motivated, engage, and feel dare to deliver opinions.

CONCLUSION

The conclusion of this research deals with the answers to the research problems based on the research findings and discussion. The decision would explain from the result of research The students' responses in teaching reading comprehension using the SQ3R method; the data gained from questionnaires and interviews showed that the students gave positive responses, they said that the SQ3R process could eliminate the wrong concept, they feel more motivated for reading, they feel fun and dare to express their opinion when joining learning activity.

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