YASIN
Jurnal Pendidikan dan Sosial Budaya

p-ISSN: 2808-2346
e-ISSN: 2808-1854

Terindeks: SINTA 5, Copernicus, Dimensions, Scilit, Lens, Crossref, Semantic, Garuda, Google, Base, etc.

https://doi.org/10.58578/yasin.v5i2.5213

APPLICATION OF THE SURVEY QUESTION READ RECITE AND REVIEW (SQ3R) METHOD TO STUDENTS' READING COMPREHENSION SKILLS

Lale Aprihatin Diana Safitri
Institut Agama Islam Qomarul Huda Bagu, Indonesia
laelatin06@gmail.com

Article Info:

Submitted:	Revised:	Accepted:	Published:
Feb 21, 2025	Mar 5, 2025	Mar 17, 2025	Mar 22, 2025

Abstract

This study discusses how to improve students' reading skills through the Survey Question Read Recite and Review (SQ3R) method. The purpose of this study is to improve the reading skills of grade VII students, this is due to the lack of students' ability to understand the texts they read. The data source in this study was grade VII students of SMP ISLAM TERAMPIL NM NW APANCOR KOPONG with a total of 23 students. This study was conducted in two cycles and the data collected were quantitative and qualitative data. Quantitative data is data obtained from the results of formative tests in each cycle, while qualitative data is in the form of observation results in each learning cycle. Based on the results of the study, the application of the SQ3R method can improve students' reading comprehension skills. This can be seen from the results of the students' reading comprehension test before the action was taken which only achieved classical completeness of 42.30% or could be said to be lacking. After applying the method in cycle I, students' reading comprehension skills increased with classical completeness of 69.23%, this can be said to be sufficient. In cycle II, students' reading comprehension ability increased quite significantly, namely with classical completeness of 88.46%,

Yasin Journal is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

which is considered perfect. Thus, it can be concluded that the application of the Survey, Question, Read, Recite and Review (SQ3R) method can improve the reading comprehension ability of grade VII students.

Keywords: Survey; Question; Read; Recite and Review Method; Reading Comprehension Ability

INTRODUCTION

Reading is an important thing in our society, this is because by reading someone can know various knowledge and of course can increase insight and obtain all forms of other information (Muthmainnah et al., 2022). Those who diligently read are certainly different from people who read little let alone those who do not read at all, different in terms of knowledge, information and insight, this can be seen from how they socialize (Selwyn et al., 2023). The importance of reading ability for everyone has also been put forward by Burn in Farida that "Reading ability is an absolute ability mastered by more advanced societies" 1. People who read a lot will tend to get information faster and can anticipate and adapt to various changes and progress in life, compared to those who read little, they will be relatively slower with the changes that occur around them (Trew & Maclean, 2021).

Reading is also one of the skills that must be possessed by school students, this is because reading will affect the success of students in following learning and increasing their knowledge (Teng & Zhang, 2021). Therefore, reading has a very important position in the teaching and learning process (KBM) at school. According to Alneyadi et al., (2023) "Reading skills are the basis for mastering various fields of study, if children at an early age do not immediately have reading skills, then they will experience many difficulties in studying various fields of study at the next levels." 2 In general, reading is divided into 2 types, namely beginning reading and advanced reading (comprehension). Beginning reading is given to students from grade 1 to grade 3 of Elementary School, while advanced reading (comprehension) is given to students in grade 3 of Elementary School (SD) to college (Relyea et al., 2023).

Advanced reading (comprehension) aims to obtain in-depth information and understanding of what is read (Krawitz et al., 2022). The importance of reading comprehension for students is to gain an understanding of what they read, including students being able to find the main

idea of a paragraph, being able to answer questions about the contents of the reading and students being able to restate the contents of the reading in their own language. However, if we look at the results of the 2018 Student International Assessment (PISA) survey for the category of reading ability, Indonesian students are ranked 6th from the bottom, namely ranked 74 out of 79 countries, the average score obtained by Indonesia is 371.3 Another study on reading ability such as the Progress in International Reading Literacy Study (PIRLS) in 2016 stated that the reading ability of students in Indonesia is relatively low. Only 5% of Indonesian students show their reading ability at high and advanced levels, while more than 30% are at very low levels, almost 40% are at low levels and even only 25% of students reach intermediate levels (Kurnia et al., 2024).

Based on the results of tests and observations of grade VII students of SMP Islam Terampil NM NW Pancor Kopong, the researcher found several findings as follows. Of the 23 students, only 14 students or around 53.85% were able to answer questions about the content of the reading (Watson et al., 2023). Furthermore, only 9 students or around 34.61% were able to find difficult words and their meanings. In addition, only 11 students or around 42.30% were able to identify the main content of the paragraph from the text read. Meanwhile, only 7 students or around 26.92% were able to make a written summary of the reading content using their own language.

Based on the researcher's experience, there are several factors that cause low reading ability of students (Bağrıacık Yılmaz & Karataş, 2022). These factors come from two directions, namely from the teacher and the students. From the teacher's side, the learning method used is still limited to the lecture method without any variation in the delivery of the material, so that the learning atmosphere becomes monotonous and boring. Meanwhile, from the student's side, low reading interest is the main obstacle (Li et al., 2021). Many students only read the text at a glance without really understanding its contents, and some of them prefer to chat with their deskmates rather than focus on reading.

To overcome these problems, researchers tried to apply the SQ3R method to improve students' reading skills. This method was chosen because it is able to develop students' metacognitive skills by involving five stages, namely Survey, Question, Read, Recite, and Review. At the Survey stage, students are asked to examine the reading text and note and mark keywords. Furthermore, at the Question stage, they create questions using question words such as "what", "why", "where", "why", "when", and "how" based on the contents of

the reading. Then, at the Read stage, students read the text carefully to find answers to the questions that have been created. After that, at the Recite stage, they discuss and consider the answers that have been found. Finally, at the Review stage, students review the reading thoroughly to ensure a deeper understanding (Shu & Gu, 2023).

The SQ3R method has various benefits, as stated by Asad et al., (2021), who stated that this method can help students obtain the information they need and provide provisions in implementing a more systematic learning approach. With these various advantages, the application of the SQ3R method is expected to provide students with the opportunity to further develop their ability to understand reading effectively and efficiently. This study aims to see the improvement in students' reading comprehension skills through the Survey, Question, Read, Recite and Review (SQ3R) method.

METHODS

This study uses the Classroom Action Research (CAR) method with the aim of improving students' reading comprehension skills through the application of the SQ3R method. This study was conducted in two cycles, where each cycle consists of four stages, namely planning, acting, observing, and reflecting (Hartanto et al., 2021). The subjects of this study were grade VII students at SMP Islam Terampil NM NW Pancor Kopong, who were selected based on the results of initial observations that showed their low reading comprehension skills. This research activity was conducted at SMP Islam Terampil NM NW Pancor Kopong. The research was conducted in class VII with 3 students and assisted by peers. The implementation schedule can be seen in table 1.

Table 1. Day, Material and Research Class.

No	Day/Date	Subject matter	Class	Information
1	Friday, January 24, 2025	Reading Comprehension	IV	Precycle
2	Friday, January 31, 2025	Reading Comprehension	IV	Cycle I
3	Saturday, February 8, 2025	Reading Comprehension	IV	Cycle II

This study involved teachers as implementers of the action and researchers as observers, with the aim of identifying changes that occurred after the implementation of the SQ3R method. Data were collected through several techniques, namely reading comprehension tests, observation of student activities, interviews with students and teachers, and reflection notes.

The test instrument was used to measure the increase in students' reading comprehension before and after the action, while observation and interviews were used to see students' responses to the methods applied. After the data was collected through observation techniques, the data was then processed using the following percentage formula:

$$P = \frac{f}{N} x100\% \qquad (1)$$

Where f is the frequency of student activity and N is the total number of frequencies, while the fixed number used is 100%. To determine the level of student activity, the results of the percentage calculation are grouped into five categories. If the percentage of student activity is in the range of 81%-100%, then it is categorized as "Very High". If it is in the range of 61%-80%, then it is considered "High". Student activity ranging from 41%-60% is categorized as "Quite High", while the range of 21%-40% is considered "Low". Finally, if the percentage of student activity only reaches 0%-20%, then it is included in the category of "Very Low".

RESULTS

Pre-cycle Research Results

The pre-cycle in this study was conducted to collect data related to the strategies, methods and media used in learning. In its implementation, the method used in pre-cycle learning is the lecture method followed by giving assignments to students, the obstacles experienced during learning include, students are less focused and less motivated to understand the material presented, this results in low student learning outcomes. The data on student learning outcomes in pre-cycle activities can be seen in Table 2.

Table 2. Pre-cycle and Cycle I Learning Outcomes

No	Student Name	KKM	Pre-Cycle Values	Cycle I Values	Pre-Cycle Description	Cycle I Description
1	Student 1	75	80	85	Completed	Completed
2	Student 2	75	70	80	Not Completed	Completed
3	Student 3	75	70	70	Not Completed	Not Completed
4	Student 4	75	65	70	Not Completed	Not Completed

No	Student Name	KKM	Pre-Cycle Values	Cycle I Values	Pre-Cycle Description	Cycle I Description
5	Student 5	75	60	70	Not Completed	Not Completed
6	Student 6	75	80	80	Not Completed	Completed
7	Student 7	75	80	70	Not Completed	Not Completed
8	Student 8	75	70	85	Not Completed	Completed
9	Student 9	75	65	70	Not Completed	Not Completed
10	Student 10	75	65	75	Not Completed	Completed
11	Student 11	75	65	70	Not Completed	Not Completed
12	Student 12	75	70	85	Not Completed	Completed
13	Student 13	75	70	75	Not Completed	Not Completed
14	Student 14	75	80	70	Not Completed	Completed
15	Student 15	75	85	85	Completed	Completed
16	Student 16	75	80	80	Completed	Not Completed
17	Student 17	75	70	75	Not Completed	Completed
18	Student 18	75	85	85	Completed	Completed
19	Student 19	75	90	95	Not Completed	Completed
20	Student 20	75	70	75	Completed	Completed
21	Student 21	75	85	90	Not Completed	Completed
22	Student 22	75	80	70	Completed	Completed
23	Student 23	75	70	80	Not Completed	Not Completed

Implementation of Learning Cycle I

In implementing learning improvement in cycle I, the researcher acted as a teacher, while the subject teacher as a colleague observed the learning process using a previously prepared observation sheet (Bayram & Bıkmaz, 2021). The learning process in this cycle consists of three main stages, namely initial activities, core activities, and closing activities. In the initial activities, learning begins with greetings, prayers, and attendance to ensure student attendance (Hastasari et al., 2022). Next, the teacher prepares the tools and materials that will be used in learning. After that, apperception and motivation are given to students so that

they are more ready to receive the material that will be delivered. The teacher then explains the learning objectives to be achieved in the meeting (Rasyid et al., 2023).

In the core activity, the teacher delivers learning materials using the SQ3R method. This process includes an in-depth explanation of the steps of the method so that students can understand the concept well. After that, a question and answer session is held to clarify students' understanding of the method that has been explained. Furthermore, the teacher gives assignments related to the material that has been studied, followed by an evaluation to measure the level of students' understanding of the learning that has taken place. The closing activity is carried out by summarizing the material that has been studied with students (Ghani et al., 2021). As a follow-up, the teacher gives oral questions to strengthen students' understanding of the material that has been studied. Finally, the teacher closes the learning by giving a brief reflection and closing greetings.

Implementation of Learning Cycle II

After reflecting and analyzing the activities in cycle I, planning in cycle II focused on improving the efficiency of time management and creating more conducive classroom conditions to support the learning process. In implementing learning improvements in cycle II, the researcher continued to act as a teacher and was observed by subject teachers as colleagues using observation sheets that had been prepared in advance (Hennessy et al., 2021). Learning activities in cycle II began with several steps, namely greeting, praying, taking attendance, preparing tools and materials to be used, providing apperception and motivation to students, and conveying learning objectives. In the core stage, the teacher prepared the learning better, then students were asked to practice the SQ3R method in understanding a reading material. After that, an evaluation was carried out to assess students' understanding of the material that had been studied. In the closing stage, the activity ended by summarizing the learning outcomes that had been carried out. The teacher also provided follow-up in the form of a question and answer session to deepen students' understanding (Castells et al., 2022). In closing, the teacher ended the learning by providing directions for the next activity.

Table 2. Results of Comparison of Learning Cycle I and Cycle II

No	Student Name	KKM	Cycle I Values	Cycle II Values	Cycle I Description	Cycle II Description
1	Student 1	75	80	90	Completed	Completed
2	Student 2	75	70	85	Not Completed	Completed
3	Student 3	75	70	80	Not Completed	Completed
4	Student 4	75	65	85	Not Completed	Completed
5	Student 5	75	60	80	Not Completed	Completed
6	Student 6	75	80	80	Not Completed	Completed
7	Student 7	75	80	90	Not Completed	Completed
8	Student 8	75	70	90	Not Completed	Completed
9	Student 9	75	65	80	Not Completed	Completed
10	Student 10	75	65	75	Not Completed	Not Completed
11	Student 11	75	65	70	Not Completed	Completed
12	Student 12	75	70	90	Not Completed	Completed
13	Student 13	75	70	80	Not Completed	Completed
14	Student 14	75	80	80	Not Completed	Completed
15	Student 15	75	85	85	Completed	Completed
16	Student 16	75	80	80	Completed	Not Completed
17	Student 17	75	70	70	Not Completed	Completed
18	Student 18	75	85	85	Completed	Completed
19	Student 19	75	90	95	Not Completed	Completed
20	Student 20	75	70	85	Completed	Completed
21	Student 21	75	85	95	Not Completed	Completed
22	Student 22	75	80	85	Completed	Completed
23	Student 23	75	70	80	Not Completed	Completed

DISCUSSION

From the data above, it can be seen that the number of students who completed is less than those who did not complete. Of the 23 students, only 10 students (43.48%) scored above the KKM, 13 students (56.52%) were still below the KKM. If seen from the data, it is necessary to take corrective action in learning in class VII on reading comprehension material so that learning objectives can be achieved. From Table 2, it can also be seen that students who completed increased quite significantly compared to the pre-cycle activities, which previously were 10 students (43.48%) to 15 students (65.22%) who got scores above the

KKM. This can be said that the implementation of the SQ3R method has an effect on student learning outcomes, to get maximum results this research is continued in the next cycle. From the results of observations by subject teachers, who in this case are colleagues, it was concluded that the results obtained in cycle 1 were better than in the previous cycle, however there were several notes that needed to be improved, including the following: (1) management of learning time was not yet efficient, and classroom conditions were not conducive.

Based on the observation data above, it was decided to carry out learning improvements in the next activity (Cycle 2), with the following notes: (1) efficient time management, and (2) conditioning the class to be more conducive so that all students can focus more on learning.

From the data above, it can be said that the learning outcomes of students in cycle 2 achieved perfection, namely with a completion value of 91.3%, which means that 21 out of 23 students scored above the KKM. In conclusion, the application of the SQ3R method was successful and had a major influence on student learning outcomes. From the observations of the subject teachers who in this case were colleagues, it was concluded that the results obtained in cycle 2 increased quite significantly compared to the previous cycle, it can be concluded that the application of the SQ3R method was successful in improving students' reading comprehension skills. Based on the observation data above, the learning improvement activities carried out by the researcher were successful in improving students' reading comprehension skills (Yapp et al., 2023).

CONCLUSION

The use of the SQ3R method in students' lessons in grade VII has succeeded in improving reading comprehension skills and has an impact on student learning outcomes. In the pre-cycle activities of 23 students, 10 (43.48%) achieved the KKM with an average of 74, cycle I increased to 15 (65.22%) students with an average of 78 and in cycle II increased again to 21 (91.3%) students who scored above the KKM with an average of 83. The use of the SQ3R method should use media that is easier for students to understand at each step, for example using a projector in the explanation. Approach students, for example by asking questions so that learning can be better understood by students. Condition the class as conducive as possible so that all students can focus more on the learning process..

REFERENCES

Alneyadi, S., Abulibdeh, E., & Wardat, Y. (2023). The Impact of Digital Environment vs. Traditional Method on Literacy Skills; Reading and Writing of Emirati Fourth Graders. *Sustainability*, *15*(4), Article 4. https://doi.org/10.3390/su15043418

Asad, M. M., Naz, A., Churi, P., & Tahanzadeh, M. M. (2021). Virtual Reality as Pedagogical Tool to Enhance Experiential Learning: A Systematic Literature Review. *Education Research International*, *2021*(1), 7061623. https://doi.org/10.1155/2021/7061623

Bağrıacık Yılmaz, A., & Karataş, S. (2022). Why do open and distance education students drop out? Views from various stakeholders. *International Journal of Educational Technology in Higher Education*, *19*(1), 28. https://doi.org/10.1186/s41239-022-00333-x

Bayram, İ., & Bıkmaz, F. (2021). Implications of Lesson Study for Tertiary-Level EFL Teachers' Professional Development: A Case Study From Turkey. *SAGE Open*, *11*(2), 21582440211023771. https://doi.org/10.1177/21582440211023771

Castells, N., Minguela, M., Solé, I., Miras, M., Nadal, E., & Rijlaarsdam, G. (2022). Improving Questioning–Answering Strategies in Learning from Multiple Complementary Texts: An Intervention Study. *Reading Research Quarterly*, *57*(3), 879–912. https://doi.org/10.1002/rrq.451

Ghani, A. S. A., Rahim, A. F. A., Yusoff, M. S. B., & Hadie, S. N. H. (2021). Effective Learning Behavior in Problem-Based Learning: A Scoping Review. *Medical Science Educator*, *31*(3), 1199–1211. https://doi.org/10.1007/s40670-021-01292-0

Hartanto, S., Permana, S. A., & Pringgowijoyo, Y. (2021). Mind Mapping Based Mobile Learning System to Increase Student Creativity. *Journal of Physics: Conference Series*, *1823*(1), 012013. https://doi.org/10.1088/1742-6596/1823/1/012013

Hastasari, C., Setiawan, B., & Aw, S. (2022). Students' communication patterns of islamic boarding schools: The case of Students in Muallimin Muhammadiyah Yogyakarta. *Heliyon*, *8*(1). https://doi.org/10.1016/j.heliyon.2022.e08824

Hennessy, S., Kershner, R., Calcagni, E., & Ahmed, F. (2021). Supporting practitioner-led inquiry into classroom dialogue with a research-informed professional learning resource: A design-based approach. *Review of Education*, *9*(3), e3269. https://doi.org/10.1002/rev3.3269

Krawitz, J., Chang, Y.-P., Yang, K.-L., & Schukajlow, S. (2022). The role of reading comprehension in mathematical modelling: Improving the construction of a real-world model and interest in Germany and Taiwan. *Educational Studies in Mathematics*, *109*(2), 337–359. https://doi.org/10.1007/s10649-021-10058-9

Kurnia, A. B., Lowrie, T., & Patahuddin, S. M. (2024). The development of high school students' statistical literacy across grade level. *Mathematics Education Research Journal*, *36*(1), 7–35. https://doi.org/10.1007/s13394-023-00449-x

Li, W., Gillies, R., He, M., Wu, C., Liu, S., Gong, Z., & Sun, H. (2021). Barriers and facilitators to online medical and nursing education during the COVID-19 pandemic: Perspectives from international students from low- and middle-income countries and their teaching staff. *Human Resources for Health*, *19*(1), 64. https://doi.org/10.1186/s12960-021-00609-9

Muthmainnah, Ibna Seraj, P. M., & Oteir, I. (2022). Playing with AI to Investigate Human-Computer Interaction Technology and Improving Critical Thinking Skills to Pursue

21st Century Age. *Education Research International*, *2022*(1), 6468995. https://doi.org/10.1155/2022/6468995

Rasyid, F., Ibna Seraj, P. M., Ghofur, Abd., & Asrifan, A. (2023). Students' Perception toward Teaching Strategies of Native and Nonnative English-Speaking Teachers: A Case Study in Indonesia. *Education Research International*, *2023*(1), 7827917. https://doi.org/10.1155/2023/7827917

Relyea, J. E., Rich, P., Kim, J. S., & Gilbert, J. B. (2023). The COVID-19 impact on reading achievement growth of Grade 3–5 students in a U.S. urban school district: Variation across student characteristics and instructional modalities. *Reading and Writing*, *36*(2), 317–346. https://doi.org/10.1007/s11145-022-10387-y

Selwyn, N., Hillman, T., Bergviken Rensfeldt, A., & Perrotta, C. (2023). Digital Technologies and the Automation of Education—Key Questions and Concerns. *Postdigital Science and Education*, *5*(1), 15–24. https://doi.org/10.1007/s42438-021-00263-3

Shu, X., & Gu, X. (2023). An Empirical Study of A Smart Education Model Enabled by the Edu-Metaverse to Enhance Better Learning Outcomes for Students. *Systems*, *11*(2), Article 2. https://doi.org/10.3390/systems11020075

Teng, M. F., & Zhang, L. J. (2021). Development of children's metacognitive knowledge, reading, and writing in English as a foreign language: Evidence from longitudinal data using multilevel models. *British Journal of Educational Psychology*, *91*(4), e12413. https://doi.org/10.1111/bjep.12413

Trew, B. T., & Maclean, I. M. D. (2021). Vulnerability of global biodiversity hotspots to climate change. *Global Ecology and Biogeography*, *30*(4), 768–783. https://doi.org/10.1111/geb.13272

Watson, C., Templet, T., Leigh, G., Broussard, L., & Gillis, L. (2023). Student and faculty perceptions of effectiveness of online teaching modalities. *Nurse Education Today*, *120*, 105651. https://doi.org/10.1016/j.nedt.2022.105651

Yapp, D., de Graaff, R., & van den Bergh, H. (2023). Effects of reading strategy instruction in English as a second language on students' academic reading comprehension. *Language Teaching Research*, *27*(6), 1456–1479. https://doi.org/10.1177/1362168820985236