

IMPLEMENTATION SQ3R STRATEGY IN TEACHING READING COMPREHENSION IN MA AL-KHAIRIYAH WALANTAKA SERANG - BANTEN

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ABSTRACT

The purpose of this study was to discuss the implementation of SQ3R in teaching reading comprehension and to determine student responses to SQ3R implementation. This research used qualitative case studies conducted at MA Al-Khairiyah Pipitan. This is an eleventh grade class consisting of seventeen students. Observation, interview, and documentation were used to gather information. The information from the three instruments was qualitatively examined. The findings of this study revealed that using SQ3R improved students' comprehension of English texts. The implementation of SQ3R was also well received by the students. They used SQ3R to stay focused while reading English texts. They were very excited about completing assignments. In addition, SQ3R also assisted students with writing questions from the texts, rewriting the material in their own terms, writing a report or summary on the texts, and expanding their vocabularies. Finally, SQ3R assisted students in reading English texts. As a result, SQ3R is suggested to be used in teaching reading comprehension.

Keyword: *SQ3R, Reading, Reading Comprehension.*

INTRODUCTION

Master English skills in speaking, writing, reading and listening. (Dorkchandra 2010), reading is one of the four essential language skills required for acquisition of English as a Second or Foreign Language (ESL/EFL), academic achievement and professional advancement.

(Klingner 2007), Reading comprehension is the way in which definitions are constructed by coordinating many complex procedures, as well as phrase reading, phrase and global science,

and oral smoothness. It means the potential for interpreting phrases, understanding what meanings exist and what relationships are between the ideas expressed in the textual content. In addition, he summarized the teaching of teachers' reading comprehension into three things to do: mention, practice and evaluation. Which is, the teacher identifies the skills students need to use, then gives them the chance to practice those skills through workbooks or worksheets, and finally evaluates whether they are using them successfully.

SQ3R is some of the strategies used to teach reading comprehension. (Tearney, Readence, and Dishner 1990), SQ3R (Survey, Question, Read, Recite, and Review) is a reading technique so as provides students with a systematic way to outline which readers should fill in and read. Elaborate step-by-step instructions. Finished in reading to encourage over effective learning of the reading material. In accordance with (Nuttal 1989), SQ3R enables students to guide themselves through text reading and encourages Students are purposefully and actively engaged in reading the text.

The purpose of this research was to depict the implementation of SQ3R in reading comprehension instruction and to determine student responses to the implementation of the SQ3R described overhead.

After identifying this study, most students had difficulty understanding lengthy English texts. Students must read the text again to fully understand the text. Students do not have clear goals towards what they want to read. Students tend to forget what they have read.

In research focus, the researcher focus on implementation SQ3R strategy for reading comprehension. This analysis focuses only on the SQ3R strategy,

specifically the eleventh graders of MA Al-Khairiyah Pipitan concerning “implementation SQ3R strategy in teaching reading comprehension”. In the implementation of SQ3R uses descriptive texts as teaching matter.

The purpose of this research was to implement the SQ3R technique in the teaching of reading comprehension. Student responses to use of SQ3R in the classroom to teach reading comprehension.

THEORETICAL FRAMEWORK

The Nature of Reading

(Nunan 2003), Reading is a fluency that allows readers to incorporate textual facts with their own historical lore to build on these means. (Tarigan 2005), reading means understanding incuse or written material and getting meaning from it. So reading is the understanding of the contents.

(Patel and Jain 2008), reading is an active process involving appreciation and comprehension craft. It is a great action where one can update student science.

Based on the above explanation, the researchers hypothesize that reading is a complex way of interaction between text and readers. A proactive way for readers to attempt to interact with meaningful published text content as they read. It is certain that the reading method can help

students learn to read, so if the reading method is taken that day, students can understand the content of the text on the way and get accurate facts from the content of the text.

Reading Comprehension

(McNeil 1992), in words, comprehension has significance. Students must therefore concentrate on comprehending and comprehending the content of the text.

(Klingner 2007), thorough reading entails students comprehending what they are reading. This means reading comprehension is a complex task and can be an effective way to stimulate students' reading skills because reading comprehension focuses on knowledge of the meaning of words in the context of text. While understanding the author's intention, judge and grasp the main idea of the article.

Based on this, the researchers concluded that reading comprehension requires students to actively apply their reading skills by drawing on their own experiences and previous science to gain new science to comprehend and relate the meaning of textual content.

Teaching Reading Strategies

(Vacca 1999), five strategies for teaching reading comprehension: Scaffolding, Reciprocal teaching, Think-Aloud, Question-Answer Relationship (QAR), and Survey-questions-read-recite-review (SQ3R).

Researcher concluded that SQ3R, which stands for Survey, Question, Read, Recite, and Review, is actually a five-step strategy for enhancing reading comprehension based on these previous idea. This method is suitable for tasks related to reading textbooks, but with some modifications, it can also be utilized for other part and it can be utilized for any level of study, with the exclusion of the above.

SQ3R Strategy

(Baier 2011), among the reading strategies that can support teachers in resolving a student's inability to comprehend reading text is the SQ3R strategy. SQ3R is an effective textbook learning technique, but can also be applied to materials outside of textbooks. The main five actions of the SQ3R method appear in any type of text: survey, questions, read, recite, and review. However, these processes can be adapted to the nature of the content and the teacher's goals.

(Baier 2011), the SQ3R method requires learners to perform five steps: During this phase, learners examine the material they will read to explain what is discussed in the text (asking), and then learners need to ask some questions about the answers they found during the learning process. A reading process (question), where students read an article to answer previously posed questions (reading), students who have read the material will write (recite) the questions raised in the previous section. Thorough and clear answers to the questions, students will soon review the prior material to confirm they know the material and understand that the answers to the questions are given at all and clearly (review). These five actions, performed in order, had a significant impact on improving students' reading comprehension.

The advantages of SQ3R are: It can upgrade students' interest in reading and stimulate their motivation to read. It helps students guide their reading material; this is an effective method for students to understand reading explanation because they read the text consciously. It enables students to learn independently. This create it easier for students to understand the material.

The deficiency are as follows: Resulting in passive teaching and learning due to little interaction between teachers and students, this contrasts sharply with the recent curriculum, which requires more active teaching and learning. This technique is not suitable for students with restricted vocabulary because they issue more time trying to figure out the meaning of each word and phrase. From these processes, students will only see this strategy as a difficult method for reading narrative text.

METHOD OF THE RESEARCH

Method of Research

The researcher used a qualitative research design in the shape a case study to examine the implementation of SQ3R method in the teaching of reading comprehension and student responses to their implementation.

(Yin 2009), a case research is defined as "a technique that incorporates design logic, data collection strategies, and unique data analysis methods". As a case study method, it allowed the researcher to carefully consider data in a specific context. In most cases, case study techniques are used to select a small geographic area or population to be studied.

The Object of Research

The research was conducted at MA Al-Khairiyah Pipitan. The researcher included 17 students from a class of eleventh grade in the study. In this study, seventeen students are being interviewed, and the researcher has only interviewed ten of them and one teacher. Nevertheless, the researcher observes the implementation of SQ3R as an observer. The descriptive text will serve as a textbook for SQ3R implementation. This is because eleventh grade students study descriptive texts.

The Research Instrument

In this research, there are two possible respond to the trouble query in this research, the first of that is the implementation of the SQ3R method in coaching analyzing comprehension, and the second is the students' responses to the implementation of the SQ3R strategy. The researcher used interviews, observation checklists, and documentation as instruments to answer the two research questions.

During the interview, the researcher will interview the teacher and students will ask the teacher questions at MA Al-Khairiyah Pipitan.

The method of teaching English in MA AL-Khairiyah Pipitan eleventh grade was examined. Meanwhile, as an observer,

the researcher observes how SQ3R is implemented. Descriptive text is utilized as teaching aids in the SQ3R implementation. It's because descriptive text is taught to eleventh graders.

The attendance listing from English magnificence from the teacher, transcription from interview, and taking some photos to accumulate data are all documents analyzed in this study. In the fourth chapter, the information may be accrued and encrypted before being analyzed.

The Techniques of Data Collecting

Data for this research is collected using an observation checklist, interview, and documentation. The researcher collecting data conducted the following steps: The researcher will observe College students' English gaining knowledge of conditions (in particular reading ability), classroom atmosphere, and teacher's implementation of SQ3R techniques in the classroom.

Some activities are being executed by the researcher. First, the researcher must prepare the observation materials, which include a pen and digital camera as statement units. Second, researcher look at trainer and college students by observe

SQ3R teaching strategies utilized by teacher.

The researcher shall interview with teacher MA Al-Khairiyah and students. The researcher prepared ten questions for the teacher and ten questions for the students in their responses to implementation of SQ3R in teaching reading comprehension with random sampling.

The Techniques of Data Analysis

Data reduction: the method of data selection and aggregation used in this study included interviews with teachers and students, as well as observations.

Data display record: This step can assist researchers in learning still about what transpired throughout the learning reading comprehension skills employed in classroom. An English teacher and students from MA AL-Khairiyah Pipitan were interviewed by the researcher. Researcher will do a ten-question interview.

Drawing conclusion: The final step is to examine the data and draw inference to ensure the data. The researcher may then summarize the research's findings and inference.

Data from interview: these data would be used to compare the information

collected from the responder, namely the students and the English teacher, with the activities in teaching and learning process.

Validity of the Research

In order to determine the research's validity, the triangulation technique was used. To ensure the research validity, triangulation is manner from reading information from several resource (observation, interview, and documentation). In this research, this method became used to take a look at the findings of observations carried out for classroom activities. although student and teacher answer through interview and documentation.

RESEARCH FINDING AND DISCUSSION

Research Finding

Implementation of SQ3R in Teaching Reading Comprehension. Data from the study was collected through observation checklist towards Implementation Sq3r Strategy in Teaching Reading Comprehension. Readers in this study were eleventh graders from one classroom at MA Al-Khairiyah Pipitan. The texts employed In this research at as materials have been descriptive texts. The texts were selected due to the fact they may

be taught inside the second semester to eleventh graders.

The first gathering, the second gathering, and the third gathering were used to implement each stage of SQ3R. At the first gathering, the students were taught how to do SQ3R when reading text. They were as well shown how to complete each stage of SQ3R. On the second gathering, SQ3R turned into applied in group works to study a descriptive textual content. SQ3R become used in individual works at the third meeting to read a descriptive textual content. The five steps of SQ3R were employed to help students apprehend the materials. To gather further information about the teaching-learning process, the following activities were observed.

Step one is survey (S), this step indicated that the teacher gives studying material for students within the form of descriptive textual content. The students examine the descriptive textual content. The teacher requested the students to survey the text. The students do a survey of the material by means of reading approximately the tittle. The students conduct a survey of the image in order to gain a general comprehension of the text. Every paragraph is examined by means of the students. The survey column at the SQ3R sheets is then utilized by the students to assess the tough

phrases within the textual content as well as the meanings located from the texts. The teacher enables and encourages students to take a look at or briefly observe the complete structure of the textual content. The aim is for college students to realize the tittle, duration of the textual content, phrases, keywords, and so forth.

The second step is question (Q). The teacher instructed the students to prepare questions based on the outcomes of the observation checklist. Students were requested to write down questions regarding the textual content's title, as well as questions about the text's picture. Every paragraph of the textual content encourages students to write down a query. In their SQ3R worksheets, students write questions about similar meanings of difficult phrases and questions about similar and contrary meanings of texts within the query column. The teacher courses students to set up questions which might be according with the identification on the survey level. The students compose questions based totally on the outcomes reading survey.

The third step is read (R-1). Primarily based on the outcomes of the observation checklist, the teacher requested the students to examine the text. Students read the textual content to identify answers to the questions they posed in the previous

section. Students are given time to read cautiously by the teacher. The students study actively and careful to locate solutions to the questions which have been complied. The students respond to the inquiry about the title of the text by writing an answer. Students respond to the inquiry concerning the text image by writing an answer. Students respond to the question on the material in each paragraph of the book by writing an answer based on the question. The students respond with a similar interpretation of a difficult word.

The fourth action is recite (R-2). From outcomes above, the students have been asked to recite the textual content. Step three entail for the students to recite the statistics through restating the solutions of their own words. The students respond to the text by writing a response. The system of restating the solutions in a single's own phrases and then writing the reaction is referred to as the recite segment. The researcher observed that the teacher asks the students to say the answers to the questions which have been organized. The teacher trains students not to look or open the answer notes.

The last step is review (R-3). From the results above, the teacher asked students to check critical facts and the answers that have been made. The students review the

key points from the contents. The students are able to look back the text's key points as well as espousing details. The teacher instructs students to write a summary of the reading content studied. The students write a resume about the text. Due to the fact one of the actions in the activeness of a professional reader is summarizing. Then cross over the records once more, recalling the textual content's major thoughts and assisting information. Lengthy-term reminiscence is aided by means of the final section of SQ3R.

The SQ3R method, that is used to educate analyzing comprehension, attracted the students' hobby during the interview. SQ3R gave the students a positive effect of studying getting to know. For a variety of reasons, they have been inquisitive about the SQ3R method for teaching reading substances. For begin, they were unusual with the method. It also aided their comprehension of the text. It also aided them in formulating questions primarily based at the reading. creating a report or summary regarding the material and rewriting the topic in their own words. Finally, it helped them to improve their vocabulary.

Students' responses to the use of SQ3R inside the study room for teaching reading comprehension. Students responded

positively to the usage from SQ3R in teaching reading comprehension, based on observations made at each meeting. As may be seen, each phase of SQ3R benefited them in reading contents. They concentrated on completing assignment in both of them group and individual work. SQ3R helps students' functional and energetic participation in text analyzing by way of encouraging them to be accountable for their own reading decisions.

According to the students' statements, SQ3R is probably used to educate reading texts for a diffusion of motives. First, they were unexpected with the approach. It also aided their comprehension of the text. Then it assisted them in formulating questions based totally at the material, creating a report or summary regarding the material and rewriting the material in their own words. Finally, it helped them to improve their vocabulary. The students were also interested in four processes: question, read, recite, and review.

Discussion

Implementation of SQ3R in teaching reading Comprehension. Consistent with findings of the look at, the teacher used SQ3R strategy in teaching reading comprehension, and the researcher

located many effective consequences of implementation SQ3R method in teaching reading comprehension, which have been given by way of the English teacher to MA Al-Khairiyah Pipitan eleventh grade students. The qualitative facts gathered thru observation and interview had been discussed with the aid of the researcher.

Based on the results above, in implementation SQ3R for teaching reading comprehension, five steps of SQ3R had been used as action in comprehending the texts. The five steps of SQ3R, which offers students with a scientific way to obtaining reading, are survey, read, question, recite, and review. SQ3R supports students' purposeful and active participation by way of encouraging them to be accountable for their own studying choices in reading textual content. Furthermore, one of the design ideas for an interactive analyzing technique that mixes bottom-up and top-down studying procedures is SQ3R.

Based at the effects above, the analysis of information gathered from interview to the implementation of sq3r of teaching analysing comprehension. The SQ3R approach for teaching analysing comprehension attracted the students' hobby. SQ3R had four steps that the students found interesting: survey, recite, read, and review. Although the inquiry,

recite, and review phases were enjoyable for the students, the majority of them struggled to put them into exercise. SQ3R gave the students a high quality effect of analysing learning. For a variety of reasons, they have been interested by the SQ3R approach for teaching reading materials. First, they have been strange with the method. It additionally aided their comprehension of the text. It also aided them in developing questions based totally on the studying, creating a report or summary about the content and rewriting the material in their own words. Finally, it helped them to improve their vocabulary.

Students' responses to Implementation SQ3R in coaching analyzing Comprehension. Students have been enthusiastic and inspired to complete the assignments. After they had questions they have been fascinated and enthusiastic in their inquiries to the teacher. They were all involved in the teaching and learning process in some manner. They also collaborated and interacted with students of their very own institution when the undertaking become given in a group context. Furthermore, they targeting finishing the teachers' assignment. No matter the reality that some students had been constantly making noise in elegance, the teacher became capable of hold the

magnificence beneath manage. Some students, on the alternative aspect, instead of asking the teacher a question, he or she looked to be too shy to do so and as a substitute waited for the teacher to come back to his or her table.

Based on the consequences above, associated interview to students' responses toward implementation sq3r in coaching reading comprehension. The students answered undoubtedly to usage from SQ3R in coaching studying comprehension. Every action of SQ3R aided them in studying texts, as may be shown. They targeting finishing the challenge in each institution and individual work. SQ3R supports students' purposeful and active participation in text reading by encouraging them to be responsible for their own reading text. To summarize, SQ3R helped students to enhance their vocabularies as nicely. SQ3R technique make students no longer bored in mastering analysing comprehension. The students were excited and stimulated to complete the tasks. When they had questions, they have been involved and enthusiastic in their questions to the teacher. They were all involved in teaching-learning process in some way. They also collaborated and socialized with individuals from their very own group whilst the task changed into given in a set context. The

students additionally stated that the method additionally helped them to research English for the reason that teacher will nevertheless supply them an SQ3R approach, despite the fact that rephrasing strategy become employed.

CONCLUSION

Implementation sq3r in coaching analysing comprehension and the students responded implementation SQ3R in teaching reading comprehension positively. SQ3R helped students to recognize the text foremost. Then it assisted students to put in writing questions primarily based at the material, rewriting the content of their very own phrases, and writing a file or summary about the text. Finally, it aided students in expanding their vocabularies.

Based on the results from the research, implementation sq3r in teaching reading comprehension, SQ3R helped students to recognize English textual content. The students have been excited and motivated to finish the tasks. When they had questions, they had been involved and enthusiastic in asking the instructor. Most people of them had been also concerned in the teaching-learning technique. Moreover, while the assignment become given in institution work, they collaborated and

interacted with participants of their very own group.

Students responded positively to use from SQ3R in teaching reading comprehension. For various reasons, students were focused in implementing SQ3R within teaching of reading content. First, students were recent with the technique. Second, SQ3R helped students to understand the text preferable. Then it assisted them in write questions based on the material, rewriting the records in their personal words, and writing a file or summary approximately the textual content. Finally, it aided them in expanding their vocabularies.

Teachers should be aware that using this method in the classroom will take more time. As a result, before implementing this strategy, thorough planning is essential. SQ3R is five steps must be thoroughly presented to students. In order to motivate students, teachers must select reading materials that are suited for their interests. Students from some other stage who have exceptional characteristics than Madrasah Aliyah (MA) or senior high school students can be included in similar research.

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