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## **The Use of SQ3R Technique to Improve Reading Ability at Tenth-Grade Students of MA Thohir Yasin**

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**Abstract:** This study aimed to determine the effectiveness of the SQ3R technique in improving the reading ability of tenth-grade students at MA Thohir Yasin, with a focus on measuring reading skills before and after the implementation of the technique. A pre-experimental design using one group pre-test and post-tests was used in this study. The sample of this study was the X2 class which consisted of 20 students. The Data were collected from students' pre-tests and post-tests using a questionnaire. The data were analyzed by using SPSS version 22 for Windows. After submitting the data to a paired sample t-test, it was found that there was a significant difference in the mean score between the pre-test and the post-test,  $t(df=19) = -11,258$  at  $p=0.000$  which meant that the alternative hypothesis was accepted and the null hypothesis was rejected. Thus, technique SQ3R significantly improved the reading ability of tenth-grade students of MA Thohir Yasin. Based on the research findings, the SQ3R technique has been shown to considerably increase students' reading skills, therefore English teachers should incorporate this technique into their reading education.

**Keywords:** Ability, Reading, and Technique SQ3R

## **INTRODUCTION**

English is an international language that many people study to keep up with the world's development, particularly in education, science, and technology (Septiyana et al., 2021). It is not surprising that English has become an internationally studied language all over the world. English is the primary language in various important fields. To master English, there are four skills that we must comprehend speaking, writing, listening, and reading. One of that skills reading is one of the most important to master. According to Patel and Jane, (2008) in Widiani, Luh, (2021), reading is an essential activity in any language class. Reading is the first part of an effective learning cycle.

According to Romadhon, (2020), reading is a common ability among learners in educational activities, reading is essential for both personal and intellectual growth. Reading provides unrestricted access to sources of information and knowledge that can foster the development of thought. The importance of reading is access to unlimited knowledge and information. Reading is a lifelong skill for academic learning and success in school (Banditvilai, 2020), by reading books, journals,

articles, and other sources of reading, one can expand his insight and knowledge in a variety of fields. Therefore, reading is a fundamental skill that is important for someone who wants to learn more. Reading not only enhances the ability to think critically and creatively but also provides broad access to knowledge and information.

Reading is a much more complex activity than just recognizing written symbols. According to Anderson et al. (1985) in SEVENTILOFA, (2022:1674) Reading is defined "as the process of extracting meaning from written texts". Reading is more than just visually recognizing written symbols it also requires more complicated cognitive processes to comprehend the information given in text. (Septiyana et al., 2021:69) defines reading as "understanding written text." He stated that Reading comprehension is challenging and requires the ability to accurately comprehend words and phrases and word and world knowledge to extract meaning from the text. The text is a collection of language that may be longer than a phrase. Readers construct their understanding of a text from a single sentence and a collection of linked sentences across the text.

Reading comprehension is essential for academic success and future participation in

other aspects of life (Capodiecici et al., 2020). The statement emphasizes the importance of reading comprehension as a fundamental cognitive talent that supports children's academic progress and their ability to actively participate in all parts of their futures, both professionally and personally. Reading comprehension also helps students to perceive the different meanings of the read text, and the ability to analyze and evaluate (Khasawneh, 2021). To achieve reading comprehension, "a reader must possess some essential critical intellectual and rational equipment to comprehend" (Iheakanwa, 2021:2). Critical thinking, contextual understanding, inference skills, and sensitivity to perspective are important critical intellectual skills. With this ability, readers can analyse, evaluate, and draw more accurate conclusions from reading. On the other hand, logical skills such as language knowledge, background, the ability to form relationships, and the ability to track understanding are also important.

Reading comprehension, critical and analytical thinking abilities, as well as word knowledge, comprehension understanding, and linguistic proficiency. According to (Klingner 2007 in Zagoto, 2020), reading comprehension involves the coordination of various intricate processes, such as word reading, word and world knowledge, and fluency, in order to generate meaning.

Reading is not easy many students continue to struggle with their reading material. A variety of factors, such as a lack of basic understanding, the use of complex vocabulary, and poor reading abilities. Based on the observations of researcher of students at MA Thohir Yasin, there are still many students difficulties understanding what they read. Students have difficulties understanding the content of reading text, remembering information, and difficulty concentrating while reading. Besides that, some of them are less interested in reading. Based on the researcher's observation above, the researcher is currently using the SQ3R technique, which will help students understand what they read and understand the content of reading.

One effective reading Technique to improve comprehension is the SQ3R technique. According to (Soedarso, 2002 in Susilo et al., 2020) States the SQ3R technique is a systematic reading process that includes the survey, question, read, recite, and review stages. The first

phase, the Survey, involves briefly scanning the material to obtain a basic sense. The next stage is to formulate pertinent questions based on the text that has been explored. The Read step entails attentively reading the text, seeking solutions to the questions posed, and finding key topics. After reading, the Recite stage involves repeating the information orally or in writing, to improve knowledge and memory. Finally, the content is repeated regularly in the Review step to ensure long-term knowledge.

According to Hilaikal et al., (2023) The SQ3R technique plays a substantial role in the acquisition of English. In reading classes, the SQ3R technique is an effective tool for evaluating students' reading abilities. This technique helps readers to actively engage with reading material, improves comprehension, and strengthens memory. By following the steps in SQ3R, readers can maximize effectiveness and efficiency in understanding important information from a text.

The SQ3R technique helps students examine their reading abilities and provides detailed techniques for comprehension, reading the major concepts in the book helps students receive information more quickly (Hestiana et al., 2017). The SQ3R technique, along with a focus on main topics, can help students examine their reading abilities, build effective comprehension techniques, and receive information more quickly, resulting in improved understanding and retention of the content. SQ3R stands for Survey, Question, Read, Recite, and Review, this technique is one of the reading skills developed by Francis P. Robinson (1946) (Asrita, 2022). According to (Feldt & R Hensley, 2009 in Kasmawati, 2020) The SQ3R technique is a highly effective set of procedures for studying a reading text, the concentration of critical concepts, and the reinforcement of memory of the material acquired through the phases of survey, question, read, recite, and review. Therefore, this study aims to improve students' reading skills. This research is expected to help teachers develop effective learning techniques.

## METHODS

This research used a pre-experimental approach. Pre-experimental design is a research technique that determines how the researcher's participation will affect the experiment (Ali Bin-Hady et al., 2020). A pre-experimental involves

observing one or more groups after treatment or an agent that is thought to induce change. A single-group pre-test and post-test design will employed in this study. Three steps make up this design: a) measuring the variables (pre-test), b) administering the pre-test, and c) measuring the dependent variables (post-test). We compared the pre-test and post-test scores to assess any variations resulting from pre-experimental therapy.

The population in this study was the tenth grade at MA Thohir Yasin in the academic year 2024-2025. The total student's grades are 50 students. In this research, the researcher chooses a class consisting of 20 students as the sample. The researcher chose X2 because it was recommended by their teacher. In describing the data, the researcher used SPSS 22 for Windows. The data analysis begins with descriptive statistics. When examining significant values, the usual significance level is 0.5. This indicates that if the significance level value is less than 0.5, the null hypothesis is rejected while the alternative is accepted. To find out, use SQ3R to find homogeneous data. The researcher is currently employing SPSS Statistics 22 for Windows. The SPSS statistics display the results of descriptive

statistics, indicating whether the hypothesis is accepted or rejected.

## RESULTS AND DISCUSSION

From this study, the present researcher described the results of the study about the use of Technique SQ3R to improve reading ability of tenth-grade students of MA Thohir Yasin.

### A. Descriptive Statistics

The pre-test resulted in an average score of 66.15, with the highest score of 72 and the lowest score of 58. This indicates that the participants' capabilities were typically ideal before the treatment. After treatment results showed a statistically significant improvement, with a highest score of 90 and a lowest score of 70, the average overall score increased to 78.95. The score improvement indicates that the individuals' abilities improved due to the treatment they received. Overall, the data shows that the average score has increased significantly, resulting in an extensive difference between the pre-test and post-test scores. This may suggest that the treatment is having a beneficial effect on the participants' abilities.

Table 1. Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	58	72	66,15	3,422
Post-test	20	70	90	78,95	4,571
Valid N (listwise)	20				

### B. Normality Testing

The purpose of this test was to determine whether the distribution of the pre-test and post-test was normal. Furthermore, the distribution of the pre-test and post-test was normal if the significance level of the pre-test and post-test was greater than  $p = 0.05$ . In this case, the distribution of the pre-test and post-test was not normal if the

significance level of the pre-test and post-test was less than the significance level of  $p = 0.05$ . The value of Shapiro-Wilk in the pre-test was 0.152, while the value in the post-test was 0.541, as determined by the Shapiro-Wilk result. This showed that the data was normal, as the pre-test and post-test significance levels were above 0.05.

Table 2. Test of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0,218	20	0,013	0,930	20	0,152
PostTest	0,196	20	0,043	0,960	20	0,541

### C. Homogeneity

Moreover, the purpose of this test was to determine whether the data was homogeneous.

However, the data was homogeneous if the level of significance was greater than  $p = 0.05$ . In this case, the data was not homogeneous if the level of significance was not greater than  $p = 0.05$ . The homogeneity test is conducted to determine whether the data is homogeneous. Additionally,

the data is homogeneous if the significance level exceeds  $p = 0.05$ . The significance level is 0.297, as determined by the One-Way ANOVA data calculation. The data was homogeneous, as the significance level was greater than 0.05.

Table 3. Homogeneity

		Levene Statistic	df1	df2	Sig.
Pre-test Post-Test	Based on Mean	1,119	1	38	0,297
	Based on Median	1,093	1	38	0,302
	Based on Median and with adjusted df	1,093	1	35,691	0,303
	Based on trimmed mean	1,117	1	38	0,297

#### D. Hypothesis Testing

The null hypothesis was tested to determine whether it was accepted or rejected. The present researcher employed a paired samples T-test to determine whether there was a substantial difference in mean scores between the pre-test and post-test. After calculating a paired samples T-test, the present researcher determined

that the mean score between the pre-test and post-test was significantly different, with a  $t$  ( $df = 19$ ) = -11,258 at  $p = 0.000$ . This indicates the acceptance of the alternative hypothesis and the rejection of the null hypothesis. The study's findings showed that the SQ3R technique was effective in enhancing the reading abilities of tenth-grade students at MA Thohir Yasin.

Table 4. Test of correlations

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - PostTest	-12,800	5,085	1,137	-15,180	-10,420	-11,258	19	0,000

#### Discussion

The results of this study showed that students' reading skills were significantly enhanced by the SQ3R (Survey, Question, Read, Recite, and Review) technique. Results from the pre-test and post-tests show this, with students scoring higher on the post-test than on the pre-test. Based on the analysis, the group variance is homogeneous, and the student readability data are normally distributed. The difference between the pre-test and post-test scores was statistically significant, with  $p < 0.05$   $p=0.000$ , according to the findings of the t-test for pairs of samples. It shows how well the SQ3R technique helps to improve students' ability to read.

These findings are consistent with cognitive learning theory, which suggests that the SQ3R technique can enhance students' comprehension and application of information

through reading activities (Robinson, 1970). Previous research has also shown that the SQ3R technique improves students' reading ability at various educational levels. Students who employ this strategy have to be more active, independent, and structured when processing text, which improves their understanding and memory. Overall, these findings show that SQ3R approaches help improve students' reading abilities. These findings also form the foundation for future study into reading learning practices that can help children better understand reading texts.

#### CONCLUSION

Based on the study findings, the researcher concluded that class X2 MA Thohir Yasin reading proficiency can be considerably

increased by employing the SQ3R technique. The post-test score, which is greater than the pre-test score, shows this. On the post-test, the average score is 78.95. While the average score in the pre-test is 66.15, In other words, the average score matters. This is done to improve the reading abilities of the students following treatment.

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