

Implementation Of SQ3R Method In Improving The Students' Basic Reading Skill

Imam Nur Aziz

INKAFA Gresik

imamnuraziz@gmail.com

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Abstract : The SQ3R method is an increasingly popular and widely used reading method. This method is considered as a method of reading which is quite effective and can produce good understanding. SQ3R is a method of reading to find the main ideas and supporters of the main ideas also help the reader to remember longer. SQ3R is an excellent method for intensive and rational reading. This method is more appropriate for study needs. Because this method is designed according to levels that allow students to learn systematically, and efficiently. The study used qualitative approach by collecting data, arranged in a systematic, factual and accurate. This study used in-depth interviews, observations, and documentation. The results obtained from the implementation of the SQ3R method in improving reading skills at MI Uyunul Ulum Gayam Bojonegoro are good enough, that the SQ3R method can improve students' reading skills. It becomes a solution to build student creativity and also makes the students dare to advance in order to uphold the progress of the institution.

Keywords: Implementation, SQ3R Method, Reading Skills

Background of the Study

Education is an important issue for the lives of all human beings, every human being has ever received formal, informal and non-formal education ¹. Education is also a process of human efforts to develop all the potential both physically and spiritually to become a balanced person, as a good citizen, ready to accept and preserve and develop their culture. Education is also a matter that is very necessary, both for the individual and society. For individuals, education is needed for the growth and formation of limbs, training in skills, using energy and strength to achieve sacred ideals, training the brain, recognizing and revealing various potentials. Education is also very much needed by the community because education will bring goodness, security, and peace ².

The teaching and learning process is basically a change in the behavior of children during their learning. The success of teaching and learning in terms of teachers can be chosen from the teacher's determination and choose an interesting teaching style so that it can create an atmosphere of learning that is exciting, fun and exciting which in turn makes students easy and

¹ Imam Nur Aziz, "Curriculum Development of KKNi at English Education Department of INKAFA Gresik," *Julie 2* (2017): 3.

² Ali Qaimi, "Menggapai Langit Masa Depan Anak," *Bogor: Cahaya* (2002).

can understand the lessons given by the teacher³. A person's ability to understand and absorb lessons is certainly different in level. There are fast, medium and some are very slow. therefore, they often have to take different ways to understand the same information or lessons⁴.

The educational goal itself is to shape the child's personality to become a good and pious child, that is, a child who is the next generation of family, nation, and religion. Then you must have a strong person, strong faith and noble character. In the whole process of education in schools, learning activities are the most basic activities, this means that the success or failure of achieving educational goals depends a lot on how the learning process experienced by all students as students⁵. Teaching and learning process is the most important part of education in which there are teachers as instructors and students who are learning. So that in teaching and learning activities must contain a series of actions by the teacher and students on the basis of reciprocal relationships that take place through educational relationships to achieve certain goals. The teaching method is one of the factors that greatly influence teaching and learning achievement and the choice of method is not only influenced by various factors including, teacher, students, subject matter, lesson objectives, facilities, teaching objectives, and also facilities and infrastructure. Teaching methods must provide opportunities for students to be able to develop intelligence optimally because the selection of an inappropriate method will result in a learning process not optimal.

Related to the teaching and learning process, the teaching method is one of the important aspects of teaching to transfer knowledge or culture from a teacher to a student. Therefore in the process of Islamic education, the method has a very significant position to achieve the goal. The method is said to be the art of transferring knowledge or subject matter to students is considered more significant compared to the material itself. A degum said that: *"the method is far more important than the material"* It is relativity that the communicative delivery method is preferred by students even though the material is actually quite good because it is delivered in an unattractive way, the material itself is less digestible by students. Therefore the right method greatly influences the achievement of success in the teaching-learning process. Method improperly leads to inefficient use of time⁶.

Teachers are required to master a variety of teaching methods in accordance with the characteristics of the subject matter being taught and determine the direction of the objectives to be achieved from the subject matter conveyed. And make effective and eviciance learning. The method as an organized and well thought out way to achieve knowledge, or a systematic way to facilitate the implementation of an activity in order to achieve the goals specified⁷. Based on this understanding, what is meant by the method of learning briefly is an organized way to achieve the learning objectives. In essence, learning can be interpreted as a business process carried out by someone to obtain a new behavior as a whole, as a result of his own experience in interactions

³ Aziz, "Curriculum Development of KKNi at English Education Department of INKAFA Gresik."

⁴ Hamzah B Uno, "Orientasi Baru Dalam Psikologi Pembelajaran, Cet," Ke-2, Jakarta: PT Bumi Aksara (2008).

⁵ Sri Rumini et al., "Belajar Dan Faktor-Faktor Yang Mempengaruhinya" (2003).

⁶ Marsha Joyse, Bruce and Weil, *MODELS OF TEACHING*, Fifth. (New Delhi: Prentice Hall of INDIA Private Limited, 2003).

⁷ Departement Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia* (Jakarta, Indonesia: Balai Pustaka, 2016).

with the environment ⁸.

In this case, it is proven by the existence of a law on textbooks, which is to consider that textbooks play an important and strategic role in efforts to improve the quality of primary and secondary education, so there is a need for government policies regarding textbooks for students ⁹. Therefore the need for an effective learning process, among others, is done through reading. With a passion for reading will gain new knowledge and insights that will increase their intelligence so that they are better able to answer the challenges of life in the future ¹⁰. So those who are not fond of reading, have gone to the process of ignorance, this is because reading cannot be forced from the process of having knowledge. By reading, insight, knowledge, and intelligence of a person increasingly widespread ¹¹. Based on the assumptions, reading is the key to the success of student learning in school. The ability to read with new methods, then students increase the activity of reading or learning. And also there must be a sense of interest in reading or learning that is embedded in him.

Formulation of the problem

Based on the background of the problem above, then the problem can be formulated as follows: How is the implementation of the SQ3R method in increasing students' reading skills in English lessons at MI Uyunul Ulum Gayam Bojonegoro?

Research purposes

1. To find out how active students are when using the SQ3R method (Survey, question, read, write, review).
2. To find out the difference between the SQ3R method and the conventional method.
3. To find out how students learn when reading using the SQ3R method.

Theoretical Review

History and Definition of the SQ3R Method

Starting from a scientist named professor Francis P. Robinson in providing solutions to learning problems to American military soldiers who are members of the ASTP (*Army Specialized Training Program*) where military training programs were instituted by the United States Army during World War II at a number of universities in America to meet wartime needs for junior officers and soldiers with technical skills. The purpose of the program was to provide the continuous and accelerated flow of high-grade technicians and specialists needed by the Army. The aim of the program is to provide and accelerate the continuous flow of high-class technicians and specialists needed by the Army. In this case, there is also an academic education where individuals who graduate above the acceptable level are sent to the Special Army Training Program, which includes intensive courses, around 25 class time hours per quarter, in the fields of engineering, science, medicine, dentistry, personnel psychology, and 34 foreign languages.

⁸ Rumini et al., "Belajar Dan Faktor-Faktor Yang Mempengaruhinya."

⁹ Undang-undang Guru, "Dosen (UU RI No. 14 Th. 2005)," *Jakarta: Sinar Grafika* (2009).

¹⁰ Farida Rahim, "Pengajaran Membaca Di Sekolah Dasar" (Jakarta: Bumi Aksara, 2008).

¹¹ Dwi Sunar Prasetyono, "Rahasia Mengajarkan Gemar Membaca Pada Anak Sejak Dini," *Yogyakarta: Think* (2008).

These programs are accelerated; students are expected to complete the program in 18 months with a four-year degree and commission. This includes many volunteers from civil echelons who are at least 17 but less than 18 years old ¹². So the objective of this study method is that the military troops are able to understand the material provided ASTP easily and quickly. And from this dynamism emerged the SQ3R learning method, which was subsequently adopted by Indonesia, especially in the basic education level, such as elementary and junior high schools recently ¹³. So SQ3R can be concluded as reading methods are increasingly popular and widely used. This method is considered as a method of reading which is quite effective and can produce good understanding. SQ3R is a method of reading to find the main ideas and supporters of the main ideas also help the reader to remember longer.

Many psychologists such as Robinson (1970) and Fox (1962) point out that most textbook reading methods used by students are too passive. Students just simply read a chapter of a book, then close it or read while underlining it casually. Students like daydreaming and let the reading material into his mind. And further, much of the material he reads came out again ¹⁴. Therefore the lack of increased student reading can be realized by using the effective method with SQ3R which begins by building a general picture of the material being studied, growing questions from the title/subtitle of a chapter and continued by reading to find answers to questions ¹⁵. According to him, reading with the SQ3R method consists of five stages of the process; Survey, Question, Read, Recite, and Review.

SQ3R Learning Method Concepts

To complete the description of the learning method with SQ3R, the following compilers present how to study texts (Discourse), especially those contained in books, scientific articles, and research reports. Tips specifically designed to understand the contents of the text. SQ3R is in principle an abbreviation of the steps of studying text which includes:

1. *The survey*, which means checking or researching or identifying all texts.
2. *The question*, it means to compile a list of questions that are relevant to the text.
3. *Read* means to actively read the text to look for answers to the questions that have been arranged.
4. *Recite*, it means to memorize every answer that has been found.
5. *Review*, which means reviewing all the answers to the questions arranged in the second and third steps.

The first step in conducting a survey activity, you need to help and encourage students to examine or examine briefly the entire structure of the text. The aim is for students to know the length of the text, section headings and subdivision terms and keywords and so on. In

¹² I Gusti Ngurah Pujawan, "Penerapan Model Pembelajaran Kooperatif Dengan Metode SQ3R Dalam Meningkatkan Aktivitas Dan Prestasi Belajar Matematika Siswa SMP," *Jurnal Pendidikan dan Pengajaran IKIP Negeri Singaraja*, no. 3 (2005): 343–358.

¹³ Ibid.

¹⁴ James F Calhoun and Joan Ross Acocella, *Psychology of Adjustment and Human Relationships* (Random House, 1983).

¹⁵ Alex Sobour, "Psikologi Umum Dalam Lintasan Sejarah," *Bandung: CV Pustaka Setia* (2003).

conducting the survey, students prepare pencils, paper, and a feature maker (yellow, green, etc.), such as highlighter to mark certain parts. Important parts of the root are used as question material, need to be marked to facilitate the process of compiling a list of questions in the next step. In the second step, you should give instructions or examples to students to arrange questions that are clear, concise and relevant to the parts of the text being studied. If the text that students learn contains things that were previously known, maybe they just need to make a few questions instead, if the background of students' knowledge is not related to the contents of the text, then he needs as many questions as possible. The third step, you should ask students to read actively in order to find answers to questions that have been arranged, in this case active reading also means reading that is focused on the paragraphs that are estimated to contain answers that are expected to be relevant to question earlier.

In the fourth step, you should ask to mention again the answers above that have been arranged. Train students not to open answer notes. If a question is not answered, students are still told to answer the next question. And so on, until all questions, including those that have not been answered, can be completed properly, and your fifth/final step (review) should ask students to review all the questions and answers briefly.

The time allocation needed to understand a text with the SQ3R method, may not be different from studying the text in a normal way (without the SQ3R method). However, student learning outcomes using SQ3R can be expected to be more satisfying, because with this method students become active readers and are directed directly to the essence or content of the principal implied and contained in the text.

Strengths and weaknesses of the SQ3R Learning Method

Each learning method has advantages and disadvantages, so the accuracy of the teacher in choosing a learning method is very much needed so that it does not become an obstacle that can hamper the implementation of learning to achieve the learning objectives. According to (Pujawan, 2005) the advantages of this SQ3R Learning Method include: 1) With the survey stage at the beginning of learning, this arouses students' curiosity about the material to be learned so as to increase student motivation in learning, 2) Students are given the opportunity ask questions and try to find answers to their own questions by reading. Thus it can encourage students to think critically, be active in learning and meaningful learning, and 3) The material student's study is attached to a longer period of time. While the weaknesses of the SQ3R learning method are as follows; first, this strategy cannot be applied to all physics subjects because remembering physics material that is not always easily understood by reading alone but also the need for practicum, and secondly the teacher will have difficulty in preparing reading books for each student if not all students have reading books.

Characteristics of the SQ3R Reading Method

In using this method, before reading we conduct a survey to obtain an overview of reading by looking at the beginning and end. For example, when going to read a book, we first survey the book's title, author's name, publisher's name, year of publication, table of contents, preface, summary, and bibliography. After surveying the book, we formulate a number of questions for ourselves about the reading that are expected to have an answer in the book. That

will help and guide us in reading comprehension¹⁶.

Armed with the formulation of these questions, then we read. The question is a determination that can help the reader find the information he wants quickly. After reading, to find out our mastery of reading, we do the activity of telling/expressing it again in our own words. To help our memory we make small notes. Reading activities using the SQ3R method ends with the activity of revisiting/repeating what we have read. We do not need to re-read the reading as a whole, but we only examine the parts that are considered important that provide an overall picture of the reading, also to find important things that might be missed when we read before.

That's a brief overview of reading activities that use the SQ3R method. Thus, what is meant by SQ3R is a method of reading to find the main ideas and supporters and to help remember to be more durable through the five steps of the activity.

Definition of reading skills

Reading is the ability to recognize and understand the contents of something written (written symbols) by reciting or digesting it in the heart. In essence, reading is the process of communication between the reader and the writer through the text he wrote. So directly, in it, there is a cognitive relationship between spoken language with writing. Tarigan argues that reading is a process carried out and used by readers to obtain messages to be conveyed by writers through the media of words or written language¹⁷. Reading is an activity to get meaning from what is written in the text. For this purpose, besides having to master the language used, a reader needs to also activate various mental processes in his cognitive system.

Reading skills include two things, namely recognizing written symbols and understanding their contents. For Indonesian students who have a background in reading Latin writing, Arabic reading skills are a problem. He also explained that reading itself involves three elements, namely meaning as an element of reading content, words as an element that carries meaning, and written symbols as visual elements. The aspects of reading are as follows; Aspects of motion, namely aspects of reading that include recognition of letters in reading, recognition of elements of language, recognition of the relationship between intonation and letters, and also the speed of reading in the heart, and aspects of understanding that include the ability to understand readings simply, understand the meaning implicit in reading¹⁸. To develop students' reading skills, a teacher must always help and provide guidance to students. Thus, students are expected to have the skills they need in reading.

Reading has a very urgent social role in human life throughout time. Because reading is a medium of communication, as well as a historical fact that is influenced by social background. Besides being able to connect two different poles, this term is justified by¹⁹ in his book "*reading as a Language Skill*" that the urgency of reading according to him is aspect. First, reading is a communication tool that is highly needed by a civilized society. Second, the reading

¹⁶ Abdul Muhid et al., "The Effect of Metacognitive Strategies Implementation on Students ' Reading Comprehension Achievement" 13, no. 2 (2020).

¹⁷ Ulin Nuha, "Metodologi Super Efektif Pembelajaran Bahasa Arab," *Yogyakarta: Diva Press, Cetakan Pertama* (2012).

¹⁸ Lian Zhang and Sirinthorn Seepho, "Metacognitive Strategy Use and Academic Reading Achievement: Insights from a Chinese Context.," *Electronic Journal of Foreign Language Teaching* 10, no. 1 (2013).

¹⁹ Wilga M Rivers, *Interactive Language Teaching* (Cambridge University Press, 1987).

material produced at each time period in history is largely influenced by the social background in which it developed. Third, throughout recorded history, reading has produced two very different poles. Besides having urgency, reading itself has a purpose and classification. Among them are *loud reading, deep reading, intensive reading, and extensive reading*.

Read by seeing all the senses

Reading this book is an activity that involves many aspects. Besides thinking, we must also feel, and especially do what is recommended by books that make us grow. There are five components to reading a book: first, the first component is "body text". This is the main component in which the texts used by the author describe the core ideas or core stories that connect between one chapter and the next, the second is a visualization or a concrete description of the important ideas on each page that the meaning will be more to the reader if accompanied by an explanation through drawings, the third component is the utilization of spaces in the left and right sides of the book. So that readers of the book in the form of this magazine do not feel the lines are too long, then on the left-right edge provided a column that can be filled with texts that support the text that is in "body text", the fourth is can be called an action box, prominently this action box is placed in the "body text" and splitting the texts which are there, and the fifth are words for people who read it. These are magic or magic words taken from the words of famous figures who have achieved success in certain fields ²⁰.

So with that component, the reader will be able to feel interesting in reading, and can already be included in the category of reading activity for readers. Especially the students who are still attending school.

Research methods

In this study, researchers used a qualitative approach, while the notion of qualitative methodology is a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior ²¹. So the qualitative approach is a research approach that produces findings that cannot be obtained using scholastic procedures or by means of quantification (measurement). Or in other words, this qualitative research focuses on research procedures that produce qualitative data, expressions or data of the people themselves or the behavior of those who make observations.

This research is intended so that researchers can obtain detailed information about the learning process using the SQ3R method which is to increase the activity of reading students in the learning process. And using this approach allows researchers to obtain data sourced from school leaders or school principals, and also the teachers concerned, and not also with students who are undergoing the learning process. And so it produces descriptive data as one of the references in thesis research, which by using descriptive methods the researcher can collect data, compile it systematically, factually and carefully.

Data source

The main data sources in qualitative research are *words*, and *actions*, the rest are additions such as documentation and others. Data that will be used in research are primary data and

²⁰ Michel Le Bellac, *Quantum and Statistical Field Theory* (Clarendon Press Oxford, 1991).

²¹ Moh Kasiram, "Metodologi Penelitian: Kualitatif–Kuantitatif" (UIN-Maliki Press, 2010).

secondary data. Primary data obtained by in-depth interview method. The primary sources include in-phase interviews of Grade V Language Teachers, Principals, Supporting Teachers or Informants who have knowledge in accordance with the focus of the study, and students. While secondary data obtained by using a literature study conducted on many books based on the notes relating to this research with research.

As for what is written in the secondary data are documents from the results of the study, which include; 1) History of the founding of Madrasah Ibtidaiyah (MI) Uyunul Ulum Gayam Bojonegoro, vision and mission, geographical conditions, and school goals, 2) Components related to Madrasah Ibtidaiyah (MI) Uyunul Ulum Gayam Bojonegoro, 3) Facilities and infrastructure of Madrasah Ibtidaiyah (MI) MI) Uyunul Ulum Gayam Bojonegoro, 4) Learning implementation activities using the SQ3R method.

Data Collection Techniques

The data collection procedures that will be used are 1) Observation, 2) Documentation. As for the analysis of the data, the researcher uses an empirical approach that uses the process; Inductive and Descriptive.

Verification of the Legitimacy of Findings

To determine the validity of the data required inspection techniques. The implementation of the technique is based on a number of criteria, one of which is the degree of trust (credibility). This criterion functions: first, doing inquiry in such a way so as the confidence level findings can be achieved; second, demonstrating the degree of trust in the findings by proving by the researcher to the multiple facts being investigated. Meanwhile, to find out, the technique used is recirculation. Here the researcher uses triangulation with sources, which means comparing and checking back the degree of trust in information obtained through time and tools that differ qualitatively.

This can be achieved by (1) comparing observational data with interview data; (2) comparing what people say in public with what they say in private; (3) comparing what people say about the researcher's situation with what they say all the time; (4) comparing one's circumstances and perspectives with various opinions and views of people who are ordinary people, middle educated people, wealthy people, government people; (5) comparing the results of the interview with a related document.

In this study to examine the validity of the findings the researchers used the method of interview of educators who use methods SQ3R which may enhance the activity of reading students in language learning English in school, and the source of his supporters are learners, the operator of the process of learning English by using methods SQ3R in school.

Research result

Implementation SQ3R method in improving students' reading skills class V I in MI Uyunul Ulum Gayam Bojonegoro. Data on the implementation of the SQ3R method was obtained based on observations, documentation and also interviews with English teachers who applied their teaching with the SQ3R method, which can improve students' skills in reading

lessons. And this learning method in the sense of the SQ3R method includes five elements namely Survey, question, read, write, and review. In a reading activity, especially in using the SQ3R method, from the results of data analysis from subject teachers and students of MI Uyunul Ulum Gayam Bojonegoro it can be concluded that the SQ3R method can improve skills in reading students' English texts.

Conclusion

From the results of research on the implementation SQ3R methods (survey, question, read, Recite, review) in improving the reading skills of students of class VI MI Uyunul Ulum Gayam Bojonegoro, it can be concluded as follows; First, Survey (investigate) In a reading activity, especially in using the SQ3R method, there must be a reading survey or material that will be read first. Because with the survey in advance, students can find out which ones are important topics and which ones are only complementary. Second, (Question) The question in this method is that I usually tell students to ask questions if there are people who have not understood the lessons that have been looked at, and only just maybe just asking only the description of the reading that was read earlier. As to what is the purpose of the title of the lesson. Third (read), read the reading that was already in the reader's mind, by reading, the reader becomes more familiar with the material or reading that was read earlier, and in the end, the question will be answered correctly and done actively. Fourth (Recite), Retelling in reading activities is a way to further improve students' memory and understanding. The retelling of this reading can be a story with itself or can be told by a friend. Fifth (Review), my students told me to repeat the reading that was read earlier, Repeating the reading that was read was a difficult thing to do, but the benefits are many when I demanded children to schedule himself to repeat one subject, surely another lesson will be missed, as well as if repeated again to remember what was read and learned yesterday. So I gave a solution that is still trying to repeat reading each lesson in school and also with parental monitoring when at home,

Footnote

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