

The Effectiveness of SQ3R Method Toward Reading Comprehension Grade III Elementary School

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Abstract—The purpose of this study was to examine the effectiveness of Survey Question Read Recite Review (SQ3R) method toward the results of reading comprehension of grade III elementary school students in Gugus Srikandi Semarang. The type of research was Quasi Experimental research with NonEquivalent control Group Design. Data collection techniques used tests and non-test. Data analysis used t-test and descriptive analysis. The results showed: 1) There was difference in reading comprehension learning outcomes between the experimental class and the control class, indicated by the t-count which was 4.178 greater than the t-table 1.998 ($4.178 > 1.998$) and significance ($0.000 < 0.05$). Based on the n-gain test the value of the experimental class was 0.486, which was in the medium category, while the control class was 0.232 or in the low category. The increasing of average which was higher in experimental class showed that SQ3R method was effectively used in reading comprehension learning.

Keywords—effectiveness, reading comprehension, SQ3R.

I. INTRODUCTION

Reading as one of the language skills had very important role for the improvement of the human life quality. To gain knowledge and experience, a person must be good in reading, because various information could be obtained by reading. In the education field, the role of reading was very dominant because by reading students would be able to develop themselves, explore knowledge individually, and find the information that they want to know and need. The importance of reading for students was in line with the opinion of the Rusyana (1984:189) that says, that the ability of reading was very important for us in the past, present, and future. Reading skills of students in schools was very influential towards students' learning success. Good reading skills will help students to understand the text or readings

In Indonesia, reading skills of students was low. One of the studies that revealed students' weak reading ability was the Progress in International Reading Literacy Study (PIRLS) study, which was an international study in the field of reading for children around the world sponsored by The International Association for Evaluation Achievement. Its result showed that the average of Indonesian children was at fourth from bottom of the 45 countries in the world (Srie, 2013). In addition, a research conducted by the Programme for International Student Assessment (PISA) in 2015. Reading competency has not

shown significant improvement, from 396 points in 2012 improved to be 397 points in 2015. Its increase raised Indonesia's rank 6 upward when compared to the second position from the bottom in 2012. Meanwhile, based on median score, the reading achievement of Indonesian students increased from 337 points in 2012 to 350 points in the year 2015. Both of these studies showed that the reading ability of Indonesian students in international standards was still below the international average. The reading skills was not just sounding the characters but the important thing was to understand what they were reading. From these problems, teachers should always try to improve the quality of their learning, in various ways such as using innovative learning models, improving and completing learning facilities and infrastructure in schools.

The issue also happened in Gugus Srikandi Elementary School, based on data collection, the results of student result study at Indonesian Language subjects class III Gisikdrono 02 Elementary School, Gisikdrono 03 Elementary School and Kalibanteng Kulon 01 Elementary School. All have not reached the minimum completeness criteria (KKM) standard with classical completeness <50%. The score of the reading comprehension in grade III Gisikdrono 02 Elementary School there were 60.2% student had passed the minimum score and 39.8% not yet. In Gisikdrono 03 Elementary School there were 37.7% passed and 62.3% hadn't. In Kalibanteng Kulon 01 Elementary School there are 37.9% passed and 62.1% hadn't. The problem of learning outcomes in reading comprehension in Gugus Srikandi Elementary School was caused by the implementation of learning methods that have not been effective. These problems could be solved by applying the Survey Question Read Recite Review (SQ3R) learning strategy.

Survey Question Read Recite Review (SQ3R) approach was an informative learning method designed to access information, select and process the information. This method, developed by Robinson in 1961, it used to improve students' memory in reading. According to Huda (2016:244) SQ3R was comprehension strategy to help students think about the text they were reading. Often categorized as learning strategy SQ3R helps students 'get something' from the first time they read the text.

In the process of reading comprehension learning using SQ3R had 5 stages, namely survey, Question, Read,

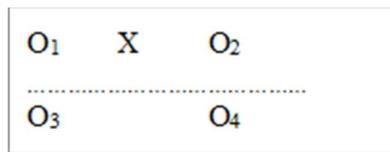
Recite, and reviews. Survey activities were carried out to get to know the concepts that will be studied by reviewing the reading titles, paragraphs, and forms of the discourse. Question had purpose to help students understanding learning material by asking questions. Read was reading activity to find the answers of student questions that already made in question stage, these question was about reading topics, main ideas, explanatory sentences, and reading organizations. Recite is an activity to retell the contents of the reading with its own language. If student could retell content of the reading properly, it means that they were succesful. Review is a rereading activity with the aim of correcting errors. This SQ3R method is expected to overcome the problem of students' low reading comprehension ability.

The success of the SQ3R method to improve reading comprehension can be seen in the research conducted by Nofiya Giuliani in 2013 showed that SQ3R strategy could improve reading comprehension in grade IV Pembina Liang Elementary School.

Another supporting research was research conducted by Nurdia Artu in 2014. The result was SQ3R strategy could improve the reading comprehension ability of fourth grade Pembina Liang Elementary School which can be seen from the increasment of reading comprehension test every cycle.

II. METHOD

The research used quasi experiment with nonequivalent control group design. This design had a control group, but might not work fully to control the outer variables that affect the execution of experiments (Sugiyono, 2010). Form design was described as follows.



Description:

O₁=learning outcomes of experimental class before treatment

X= treatment with the SQ3R method

O₂= learning outcomes of experimental class after treatment

O₃= learning outcomes of control class before treatment

O₄= learning outcomes of control class after treatment

The population of this research was the grade III Gugus Srikandi Semarang which were 206 students. The sampling technique used cluster random sampling technique. The reason why taking its technique was assuming the population of the area was homogeneous so that the samples were class III students of Kalibanteng Kulon 01 Elementary School which were 29 students in experimental class, and class III Gisikdrono 03 Elementary School class IIIB consisted of 33 people as control class. The research variable were independent and dependent. The independent variable was SQ3R method and the

dependent variable was reading comprehension skills of grade III elementary school students.

Data collection techniques used tests and non-tests. The tests were pretest and posttest. Pretest given to students before treatment, posttest given to students after treatment. The treatment was held for four meetings. The test instrument were 50 multiple choice questions, which had been tested and tested for validity, reliability, level of difficulty and differentiation of questions. The non-test technique were observation and documentation study.

Data analysis of learning outcome included pre-research data analysis, preliminary data, and final data. In pre-research data analysis, normality testing of data used kolmogorov-smirnov analysis and homogeneity test using One Way ANOVA test as a prerequisite test. Parametric analysis was used to test the hypothesis. Analysis of preliminary data used independent sample t-tests to find out whether the classes had an average similarity. The effectiveness of learning model could be seen from the analysis of final research data. Analysis of the final data used independent sample t-test to determine the difference of average score in both classes and n-gain test to determine the increasment of student learning outcomes in both classes after treatment. template is used to format your paper and style the text. All margins, column widths, line spaces, and text fonts are prescribed; please do not alter them. You may note peculiarities. For example, the head margin in this template measures proportionately more than is customary. This measurement and others are deliberate, using specifications that anticipate your paper as one part of the entire proceedings, and not as an independent document. Please do not revise any of the current designations.

III. RESULTS AND DISCUSSION

Pretest data analysis

Thep average score of pretest in experimental class was 65.98. While it was 66.46 in control class. Results of pretest showed the students' initial abilities tested in the experimental class and the control class tend to be the same, that is normal distribution and have a homogeneous variant or not significantly different. Based on classical completeness, in the experimental class there were only 11 students (37.93%) of the 29 students who got score above the minimum score, while in the control class there were 15 students (35.45%) from 33 students who passed minimum score. Based on these results indicate the students' initial ability in reading comprehension material were still low.

Posttest Data Analysis

The average value of the experimental class posttest is 82.54 while the control class was 74.24. The researcher conducted normality test and homogeneity test before conducting hypothesis test. After testing the normality and homogeneity, the data from the experimental class and the control class posttest were normally distributed and had homogeneous variant. Furthermore, hypothesis testing used independent sample t-test to determine the differences of average score of experimental class and the control class.

Based on the classical completeness, in the experimental class which consisted 27 students (93.10%) from 29 students got posttest score above the minimum score, while in the control class about 28 students (84.85%) from 33 students got the posttest score above the minimum score. After that the researcher conducted the normality test and homogeneity test before making a hypothesis. After the data had already normally distributed and homogeneous. Hypothesis done by using the independent sample t-test to determine the average differences between experimental class and control class. The results of the t calculations wa 4,178 would be compared with t-table which was 1.998 (4.178 > 1.998) and significance (0.000 < 0.05), it means Ha was accepted and rejecting Ho. When Ha was accepted means there were average differences of posttest score in Indonesian subject.

Hypothesis test aimed to prove the truth of the hypothesis. Its test used t-test (independent samples t test).

Table 1. Hypothesis test

Independent Sample Test		T	Df	Sig. (2-tailed)
POSTTEST	Equal variances assumed	4,178	60	,000
	Equal variances not assumed	4,153	56,399	,000

Based on the calculation results of the difference test using the independent sample t test on SPSS version 16, obtained t count (4,178) > t table (1,998) and the significant value 0,000 < 0,05, it means Ho was rejected and accepted the Ha. It could be concluded that there was a significant difference in the SQ3R method towards reading comprehension skills of class III in Gugus Srikandi Semarang.

Based on these results showed that reading comprehension skills in the experimental class and control class after treatment were improving. The average score that obtained was increasing and experimental class got the the higher average than control class.

The empirical study that supported this research was research conducted by IGA Cahyani Ari Putri, Semara Putra and Siti Zulaikha in 2014 entitled "The Effect of SQ3R Learning Methods toward Learning Outcomes of Indonesian in Class V Elementary School". This is indicated by the calculation results obtained t count = 6.046. While t table = 2,000. Both of these score were compared so that t count < t table (6.046 < 2,000). From this comparison, hypotheses were accepted, which means that there were significant differences in the learning outcomes of Indonesian by applying SQ3R learning method (Survey, Question, Read, Recite and Review) toward learning outcome of Indonesian than conventional learning.

Another supporting research was research conducted by Esthyanti Sihing Widhi in 2015 entitled "The Effect of Survey, Question, Read, Recite, Review (SQ3R) Learning

Strategies toward Reading Comprehension Skills of Grade IV Elementary School". It was a study designed with quasi-experimental. Based on the data, the results of observations on teacher activities in the first meeting was 3.36 and it was 3.71 at the second meeting. The average score of pretest was 6 which means it didn't pass the minimum score while the average results of posttest was 83, which was higher than minimum score. It can be concluded that there was significant effect by applying Survey, Question, Read, Recite, Review (SQ3R) strategy toward reading comprehension skills of fourth grade students in Balongpanggung 01 Elementary School, Gresik, with t table (5% = 2,093) < t count (8.982) > t table (1% = 2,861).

Research conducted by Abeer Al-Ghazo (2015) in National University of Ajloun Jordan titled "The Effect of SQ3R and Semantic Mapping Strategies on reading Comprehension Learning among Jordanian University Students". In order to analyze reading comprehension, researcher used pretest and posttest. Independent samples used t-test to analyze the possibility of variance in reading comprehension between the 2 classes. The subject score in pretest is analyzed to check its homogeneity of 2 classes in the level of reading comprehension. The results of the study showed that semantic mapping and SQ3R method were better than control class. It was proven by the posttest score of experimental class (.58) was higher than the score of the control class (.50). Furthermore, in the experimental classes, its average score was 80.70 with standard deviation 18.04 while the average score of control class was 78.49 with standard deviation 20.26.

N-Gain Test

N-Gain test used to find out the increasment of pretest and posttest score. Data of pretest and posttest score of students in experimental class and control class were presented in the following table:

Table 2. Result of N-Gain Test in Experimental Class and Control Class

No	Type of class	Average Score		< G >	Gain category
		Pretest	Posttest		
1.	Experimental class	65,98	82,53	0,486	Medium
2.	Control class	66,46	74,24	0,232	Low

The results of the research that have been conducted showed that SQ3R method made students active in learning, discussing each other was effectively improving student learning outcomes. This is in accordance with the opinion of Rifai and Anni (2012: 89-90) that learning activities could achieved maximum learning outcomes, then the stimulus must be designed in such a way (interesting and specific) so that it was easily responded by students.

Empirical study that supported its research was a research conducted by Graceful Dwi Setya P, Rukayah, and Yulianti in 2013 entitled "The Use of SQ3R (Survey, Question, Read, Recite and Review) Learning Methods to Improve Reading Comprehension Skills in Indonesian

Subject" In the initial condition the average reading comprehension skill of students was 63.11 with the percentage of classical completeness was 33.33%, cycle I the average score of reading comprehension skills of students was 73 with classical completeness of 50%, in cycle II the average score of student reached 77 with classical completeness was 77.78%.

Another Research conducted by Andrew B Artist from the University of South Florida in the Journal of Marketing Education in 2008 entitled "Improving Marketing Student's Reading Comprehension with the SQ3R Method". Its journal explained how marketing students could improve their ability to read by understanding and applying reading methods which was SQ3R. Because its method encouraged students to read, describe, and review material in the classroom, it built comprehension before the examination.

Based on the researcher' observation, the condition of reading activities with SQ3R method in the experimental class made students more active in learning. Its learning steps made students had a high curiosity to understand reading material. Students were enthusiastic asking questions and deepening information related to the reading. Students' mastery of the material increased in each treatment. This is in accordance with Dalman's opinion (2014: 44). In the first step before reading the text as a whole or survey, students made a preliminary observation of reading so they already known the general description. Second, the question stage, students compiled a list of questions. It made them became more excited about reading in order to answer questions and curiosity would arise in her mind. Third, Read stage. The read activity (reading) was actively making students to focus finding the main idea of reading to answer questions that had been arranged. Fourth, Recite stage. Recite enabled students to remember in long term the key points of its reading orally or in writing. Fifth, Review stage. Reviewing the information made students more thoroughly understand the important things in the reading.

From the two classes, it showed that SQ3R method made students more actively exploring information from reading and they were able to rewrite the results of the information that had been obtained. Furthermore, learning with the SQ3R method made students easier to understand what they were reading. In addition, the steps taken by this method had already described scientific procedures so every information could be stored well in long-term memory system. you begin to format your paper, first write and save the content as a separate text file. Complete all content and organizational editing before formatting. Please note sections A-D below for more information on proofreading, spelling and grammar.

IV. CONCLUSION

After Based on the research result and discussion, it could be concluded that Survey Question Read Recite Review (SQ3R) method was effective for reading comprehension skills of class III Gugus Srikandi

Semarang. The conclusion of the study specifically was SQ3R method effectively used in reading comprehension. It is proven by the difference in the average score of student learning outcomes in the experimental class and the control class. The average of posttest score in the experimental class was higher than the control class. Improvement of learning outcomes in the experimental class categorized as medium. the text edit has been completed, the paper is ready for the template. Duplicate the template file by using the Save As command, and use the naming convention prescribed by your conference for the name of your paper. In this newly created file, highlight all of the contents and import your prepared text file. You are now ready to style your paper; use the scroll down window on the left of the MS Word Formatting toolbar.

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