

# THE IMPLEMENTATION OF SQ3R (SURVEY, QUESTION, READ, RECITE, and REVIEW) STRATEGY IN TEACHING READING NARRATIVE TO EIGHT GRADER STUDENTS OF SMP N 1 PETERONGAN

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## Abstrak

Kegiatan membaca sangat penting untuk setiap orang terlebih untuk pelajar. Hal ini dilakukan supaya dapat mengetahui apa yang terjadi di luar kehidupan pribadi masing-masing. Pelajar perlu dilatih dalam kegiatan membaca agar mereka mempunyai kemampuan membaca yang baik. Membaca adalah sebuah aktifitas yang tidak hanya sebagai pencarian informasi tetapi juga sebagai alat untuk memperluas kemampuan berbahasa. Oleh karena itu, para guru harus mempunyai sebuah strategi yang tepat untuk membantu para siswa mengembangkan kemampuan membaca mereka. Dalam penelitian ini, *SQ3R (Survey, Question, Read, Recite and Review)* strategi ditawarkan sebagai sebuah strategi pengajaran yang mana dianggap sangat mampu untuk memperbaiki kemampuan membaca para siswa. Penelitian ini bertujuan untuk menginvestigasi penerapan *SQ3R* strategi di dalam pengajaran membaca teks narrative kepada siswa kelas 8 SMP N 1 PETERONGAN.

Peneliti menggunakan diskriptif kualitatif. Subyek dari penelitian ini adalah murid kelas 8 di SMP N 1 PETERONGAN khususnya kelas VIII-G. Data penelitian ini adalah hasil dari observasi dan daftar pertanyaan. Penelitian ini dilakukan dalam tiga kali pertemuan. Daftar pertanyaan diberikan diakhir penelitian. Data ini dianalisis secara deskriptif untuk menjawab pertanyaan-pertanyaan penelitian. Penelitian ini menunjukkan bahwa *SQ3R* strategi dapat memotivasi para siswa untuk membaca dan mendorong siswa untuk berbicara.

*SQ3R* strategi mempunyai lima langkah dalam penerapannya. Di antaranya adalah *Survey, Question, Read, Recite* dan *Review*. Langkah pertama adalah *Survey*, yang berarti untuk menyurvei keseluruhan teks. Langkah kedua adalah *Question*, di dalam langkah ini para siswa harus membuat beberapa pertanyaan. Langkah ketiga adalah *Read*, para siswa harus membaca keseluruhan teks. Langkah keempat adalah *Recite*, para siswa mencoba untuk menjawab pertanyaan-pertanyaan yang telah mereka buat. Langkah kelima adalah *Review*, para siswa merangkum informasi teks tersebut. Hasil penelitian juga menunjukkan bahwa guru telah mengimplementasikan *SQ3R* strategi dengan sukses untuk membantu para siswa dalam memahami teks. Hasil dari daftar pertanyaan juga mengindikasikan bahwa *SQ3R* strategi sangat berarti dan membantu para siswa untuk memahami teks narrative.

Kesimpulannya, implementasi dari *SQ3R* strategi baik untuk pengajaran membaca teks narrative. *SQ3R* strategi adalah sebuah strategi yang efektif yang dapat digunakan dalam proses kegiatan belajar mengajar.

## Abstract

Reading is important for everybody in order to know what happened in the outside of us. Students need to be trained in reading in order to have a good reading skill. Reading is an activity not only as the source of information but also the extending knowledge of a language. Thus, teachers should have an appropriate strategy to help students develop their ability in reading. In this thesis, *SQ3R (Survey, Question, Read, Recite and Review)* strategy is offered as a teaching strategy which is regarded very powerful for improving students' ability of reading. This research aims to investigate the implementation of *SQ3R* strategy in teaching reading narrative to the eighth grade students of SMP Negeri 1 Peterongan.

This research is descriptive qualitative research. The subject of this research is the eight grade students in SMP Negeri 1 Peterongan at class VIII-G. The data in this research are the result of observation and questionnaire. The observations were conducted three times. The questionnaire was given at the end of the observation. The data were analyzed descriptively to answer the research questions. It shows that *SQ3R* strategy can motivate students to read and encourage them to speak.

*SQ3R* strategy has five steps. There are *Survey, Question, Read, Recite* and *Review*. The first step is *survey*, means to look over the whole chapter. The second is *question*, students have to make questions for themselves. The third step is *read*, students read the passage carefully. The fourth is *recite*, students try to answer their question. The last step is *review*, the students summarize the information. The result of observation also shows that the teacher implemented *SQ3R* strategy successfully to help the students in comprehending the text. The result of questionnaire also indicates that *SQ3R* strategy is very meaningful and helpful for the students in comprehending narrative text.

In conclusion, the implementation of *SQ3R* strategy is good in teaching reading narrative text. *SQ3R* strategy is effective strategy that can be used in teaching learning process.

**Keywords:** *SQ3R strategy, narrative text, reading comprehension*

## INTRODUCTION

Reading is important for everybody in order to know what happened in the outside of us. Reading skill is also important

in education. Nunan (2003) stated that as a second language learners reading is an essential skill to be mastered by students to ensure success in learning English. Students need to be trained in reading in order to have a good reading skill. The success of their study depends on their reading ability. If they have good ability in reading, they will have a better chance to success in their study. Reading is an important activity in any language class, not only as the source of information but also the extending knowledge of a language.

According to Kustaryo (1988) it is certainly not easy to present the English reading for Indonesian students whose language system is different. Reading is a complex process which involves not only the read the text but also their experience to comprehend it. That is why teachers need to give an alternative strategy to help their students comprehend the text. A good comprehension is the most important goal of any reading assignment as stated by Nunan (2003). Being successful in teaching English is the dominant factor that the English teacher should pay attention to, especially in teaching reading. Through reading, one can enhance the experience.

SQ3R is a reading strategy that can be used to increase the students' reading ability and comprehension of what they are reading. Since, SQ3R provide some steps, it can make the reading activity becomes less difficult, and perhaps, even more interesting. Bowen, et. all (2004: 181) stated that to teach students to increase retention of reading material especially in content area can use SQ3R as a study skill strategy. Meanwhile, Cahyono (2010: 50) said that SQ3R strategy is a useful strategy for extracting the maximum amount of benefit from one's reading time. There are five steps in teaching reading by using SQ3R strategy, namely: survey, question, read, recites also review. Furthermore, SQ3R strategy is a meaningful strategy where the students are recommended to make a list about the important words in order to help them in comprehending the text. Fraser (1996) also states that SQ3R is a way to read academic material such as textbooks, articles, research studies or manuals that can increase the readers' comprehension of what they are reading. From those explanations, it is clear that SQ3R is a useful strategy that can use to increasing the students' reading ability and to help the students' difficulties in comprehending the texts.

According to Cahyono (2010:51) SQ3R strategy is a five steps study plan to help students construct meaning. SQ3R strategy uses the elements of questioning, predicting, setting a purpose for reading and monitoring for confusion. The procedures of SQ3R strategy are:

- a. Survey
- b. Question
- c. Read
- d. Recite
- e. Review

## METHOD

The aim of this study was to describe the implementation of SQ3R strategy in teaching reading narrative text and the students' responses during the implementation of SQ3R strategy in teaching reading narrative text to eight grader of SMP N 1 PETERONGAN. In conducting this study, the researcher used qualitative in the research design. The researcher used descriptive qualitative study since this research observed on the implementation of SQ3R strategy in teaching reading narrative text.

In addition, the aims of this study were to find out and describe the strategy used by the teacher. Therefore, to attain the aim, the researcher comes to the classroom and observes the activities of the teacher and the students while the teaching and learning process are in progress. The researcher asks the students' response toward the implementation of SQ3R strategy by using questionnaire. The data of this research are analyzed and described in the form of words without using any statistical matter. The researcher describes the condition of the classroom when this strategy is applied and analyzed the students' responses in descriptive way.

There were three meetings which were observed by the researcher. The first was held on 4<sup>th</sup> September 2014, the second was held on 5<sup>th</sup> September 2014, and the third was held on 11<sup>th</sup> September 2014. The researcher used some instrument to collect the data. Those are observation checklist and questionnaire. Observation checklist is used to get the data of the implementation of SQ3R strategy in teaching reading narrative. The researcher focuses on the activities which were done by the teacher and the students during the implementation of SQ3R strategy in teaching reading narrative.

Second, in order to give more information in searching the answer of research question, the researcher gave questionnaire sheet to the students. The questionnaire consists of 7 questions. The researcher asked them about the use of SQ3R strategy and the material. Thus, the result of this activity would be used to complete the data. These questionnaire sheets were given to the students in order to find the students' responses toward the implementation of SQ3R strategy in teaching reading narrative text at the end of the lesson.

## RESULTS AND DISCUSSION

### Results

There were three meetings which were observed by the researcher. The first was held on 4<sup>th</sup> September 2014, the second was held on 5<sup>th</sup> September 2014, and the third was held on 11<sup>th</sup> September 2014. Here, the English teacher acted as a teacher and the researcher acted as an observer. So, the researcher did not take part in teaching learning process. The researcher only sat on the back row of the classroom and observed the classroom activities during the implementation of SQ3R strategy.

The teacher almost did the same procedure in every meeting. Before starting the lesson, the teacher always greeted, asked students' condition, checked the attendance list, and motivated them to be more active during the reading activity in the classroom. Only in the first meeting, she explained the procedure of SQ3R strategy clearly. The teacher gave the explanation to the students step by step. The teacher also wrote the procedure of SQ3R strategy on the white board to make them clearer. The students listened to the teacher's explanation carefully. The teacher also explained the concept of narrative text. The teacher explained about the definition, language features and the generic structures of narrative. The students listened to the teacher's explanation carefully. The teacher then gave a simple narrative text for the students entitled "Blind Listening". Then, the teacher began to model those steps one by one.

**Survey**, the teacher modeled how to survey the text from the title. She explained how to guess the content of the text from the title. **Questio**, the teacher modeled how to make a question that reflected the important information. **Read**, the teacher the teacher asked the students to read the whole text. **Recite**, the teacher asked the students to answer their

predictions. **Review**, the teacher modeled the last step in SQ3R teaching strategy, review. She modeled how to take the most important information from the first paragraph until the last paragraph and ignore unimportant information.

After modeling five steps in SQ3R teaching strategy, the teacher asked the students to begin discussing about the text. During the discussion, the teacher went around the class to help the students. She always reminded the students to use English in the discussion. Most of the students looked actively and seriously did the task. Before the end of the class, the teacher instructed the students to answer the students task and submit their work and be ready for the next discussion.

The second observation was held on 5<sup>th</sup> September 2014. Since this was the second meeting and the students had already known the implementation of SQ3R, the teacher did not guide them in details like the first meeting. The teacher asked them to open their note book and read the note. The teacher answered the student's questions related to the SQ3R. Later on, the teacher distributed the second text entitled " The Legend of Rawapening".

As the previous meeting, the teacher went around the class to help the students applying SQ3R strategy. She reminded the students to always use English in the discussion and guess the meaning of unfamiliar words from the context. She also emphasized the students how to arrange good question sentences.

As usual, before leaving the classroom, the teacher made conclusions about that day's lesson and offered help to the students if they still had any difficulties. She also reminded the students that in next meeting they will discuss another narrative text implemented with SQ3R.

The third observation was held on 11<sup>th</sup> September 2014. It was the last meeting. As usual, the teacher greeted the students and checked the attendance list. Then, the teacher reviewed again about five steps in SQ3R strategy one by one. Afterward, she delivered a narrative text entitled "The Smartes Parrot".

For the last meeting, the teacher instructed the students to apply SQ3R strategy again. The observer viewed the students had understood the rule in implementing SQ3R strategy well. They looked more active and braver in the class. They were active to ask to the teacher how to generate a good question sentences.

## Discussions

### The implementation of SQ3R strategy in teaching reading narrative text.

In the first meeting, the teacher started the lesson by reviewing about narrative text and introducing the concept of SQ3R strategy. She explained the five steps in SQ3R strategy one by one: survey, question, read, recite and review. Afterwards, she began to model those steps. Firstly, she asked the students to survey what the writer might tell about. Secondly, she modeled how to generate a question. After that she read the whole text. Then, she recite the questions. And lastly, she asked the student to summarize the paragraph. After modeling those steps, she instructed the students to practice the strategy.

The way of how the teacher introduced SQ3R strategy above showed that she had followed the procedure of how to implement SQ3R strategy as explained by Fraser (1996), there are five steps in teaching reading using SQ3R. There are survey, question, read, recite and review. Every step of SQ3R strategy has different role. The first step is survey. Survey means to look over the whole chapter. What the students need

to survey are the title, headings, and subheadings; captions under the pictures, charts, graphs, and maps; review questions, introductory, and concluding paragraphs; and summary.

The second step is question. In this step, students have to focus on the main points of reading material. They can make questions for themselves because this way helps them to know they understand the main points or not. The third step is read. Students can read the reading passage carefully. In this step, the students should read the whole text to find the important details and record the answer to each self-generated question.

The fourth step is recite. In this step, the students try to answer the questions they have made in order to remember the information or main points that they had learned from the text. The last step is review. In this step, students summarize the information learned by drawing flow charts or writing a summary of big ideas in order to remember the information from the text.

It was done when the teacher modeled those steps in the first section of the text. Below, the researcher would like to little bit rewrite some example instructions which indicated modeling five steps of SQ3R conducted by the teacher:

- a. Survey: "Nah, sekarang coba perhatikan judul dari teks yang baru saja saya berikan. From the title, can you guess what the text is about? "
- b. Question: "Ok, sekarang saya akan mencontohkan langkah kedua dalam SQ3R teaching strategy. Make questions related with the Important information in the text!"
- c. Read: "sekarang waktunya kalian membaca keseluruhan teks."
- d. Recite: "Now, you have to answer your question that you have made."
- e. Review: "Now, the last step, let's summarize the first paragraph!"

Fraser (1996) stated that SQ3R provides a different method of reading textbook that will most likely enhance understanding and retention of material. It means that it helps the readers to organize the structure of a subject in their mind, set study goals and focus on essential information. Besides, it also helps the readers to be active and selective in their reading and study, looking for answers to their questions, and helping them to recognize what is important and what is not.

The second until the last meeting were the same. After the teacher gave reviews, all students discussed the text applying five steps in SQ3R strategy: survey, question, read, recite and review. Most of the student looked active and motivated in the class. Although in the first and second meeting some of them seemed afraid to ask to the teacher, they were braver in the third meeting.

Moreover, the activities conducted by the teacher in implementing SQ3R strategy were relevant with the principles of teaching reading proposed by Harmer (1998: 70). Here, the researcher will describe the relevance between those principles and the activities conducted by the teacher:

1. Reading is not a passive skill." During the implementation of SQ3R strategy, the students were always motivated to be active to interact with the text. They had to predict what the text was about, find the most important information.
2. "The students need to be engaged with what they are reading." The result of the questionnaires showed that the teacher had chosen appropriate materials for the students. When the materials were appropriate, the students were engaged with the reading text and actively interested with the reading activity.
3. "The students should be encouraged to respond the content of reading text." The questions answered by the students

gave them chance to respond the meaning and message of the reading text.

4. "Prediction is a major factor in reading." It was done when the students predicted what the text was about. They tried to find key words, look at their memory, and guess what might the text talk about.
5. "The teacher should match the task with the topic." For each reading text, the teacher instructed the students to answer the question. It was to enable the students got deeper understanding about the content of the text.

Overall the steps used by the teacher in implementing SQ3R strategy, the observer concluded that during the teaching-learning process, the top-down model of reading was used, since the students begin with complex problems to solve and then work down toward the smaller elements. As stated by Nunan (2003) that a top-down model begin with the largest elements and works down towards smaller elements to build comprehension of what is being read.

From all activities conducted by the teacher in teaching reading narrative text, the observer also noted that the three phase technique as the stages to built students comprehension had been implemented. They are before reading, whilst reading and after reading (Abbott et al, 1981). Before reading stage was conducted when the teacher activated students' schemata about narrative text and introducing SQ3R strategy. Whilst reading stage was done when the students work in discussing narrative texts to apply five steps of SQ3R strategy and answer the question. And after reading stage was done when the entire class discuss the result.

#### **Students' Responses toward the Implementation of SQ3R Strategy**

Most of the students gave positive responses toward the implementation of SQ3R strategy. They agreed that this technique was not only interesting, but also easy. It could motivate them to read and make them able to comprehend narrative text better. However, the students' good responses toward SQ3R strategy are also relevant with the teacher's role in the classroom, because the teacher's role in conducting that strategy is very important. Most students felt that the teacher had given understandable explanation in introducing SQ3R strategy. During the teaching-learning process the teacher also often motivate the students to be more active. She also gave clear explanations for the students' questions. Moreover, choosing appropriate texts were also very crucial. Therefore, the teacher should choose the most appropriate materials with the students' level and interest. Most of the students agreed that the topic chose by the teacher was interesting, although they found some difficult words. They also felt that the text could ease them in making prediction.

The result above is the same with the previous study that the implementation of SQ3R strategy in teaching reading made the teaching learning process could be fun and meningful.

### **CONCLUSIONS AND SUGGESTION**

#### **Conclusion**

Based on the data result and discussion on the previous chapter, during the implementation of SQ3R strategy in teaching reading narrative text, the teacher sets up the activity into five phases: Survey, Question, Read, Recite and Review. In *Survey* phase, the students tried to pre-read the primary source text by skimming headings, subheadings, title, pictures, and chart. In *Question* phase, The students made some questions with their own words. In *Read* phase, the students

read the whole text carefully. In *Recite* phase, the students were asked to answer the questions they had made. In *Review* phase, the students were asked to view back the text and created a summary of the text.

The class condition from the first until the last meeting was quite stable. Although there were always noisy students, the teacher could handle them well. The students gave good responses during the implementation of SQ3R strategy in learning reading narrative text. The students said that SQ3R strategy helped them to concentrate on the material in comprehending the content of the text. In addition, most of them also agreed that SQ3R strategy made the teaching learning process could be fun and meaningful. Therefore, it can be concluded that the use of SQ3R strategy in teaching reading narrative text was very useful in the classroom.

#### **Suggestions**

Based on the conclusion above, SQ3R strategy can be used as the alternative way to increase the students' reading ability. The 5 easy steps in SQ3R made teaching learning reading more challenging. The students have to use their very basic knowledge until their recently obtained knowledge in order to successfully using SQ3R. This strategy can also help the teacher in giving variety of exercises so the teaching and learning process will not be monotonous anymore.

For the teacher, it is important that when explaining about SQ3R for the first time to be clear and simple. Give as clear and simple as possible explanation about SQ3R to your students. This step is very important for the students because if they could understand the meaning and implementation of SQ3R a good comprehension of any text would likely to follow. For the students, it is important to listen to every explanation from the teacher. SQ3R is a simple and easy to apply strategy but if you do not understand about its basic concept, you will likely to misunderstanding about its usage and unsatisfying reading score could be the end result.

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