

THE USE OF SQ6R METHOD IN INCREASING EFL STUDENTS' READING COMPREHENSION

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ABSTRACT

This study was carried out to overcome the difficulties in reading comprehension encountered by high school students. The SQ6R method was offered as the appropriate method to solve the problem in this school. It is aimed at assisting students to get reading information and its meaning. This research utilized quantitative method, i.e. experimental research to find the answer as to whether the SQ6R method could increase students' reading comprehension. The sample of this study was 30 students, equally distributed in both experimental group (class IX³) and control group (class IX²), of a junior high school in Central Aceh, Indonesia. The data of the study was gathered by conducting two tests (pre and post with the treatment in between) which was further analyzed by using *t*-test. The results indicated that although both classes increased their scores in the post-test, the scores of experimental class who experienced the SQ6R method in their learning increased significantly (39 – 84) and outperformed those in the control class (33 – 63). Furthermore, the result of *t*-test was found to be 13.53 which was higher than *t*-table of 1.4 at a significance level of 0.05. This signified that the hypothesis (H_a) was accepted and the hypothesis (H_0) was rejected. Thus, SQ6R method could increase the students' reading comprehension. Based on the results, the teachers are recommended to apply this method in their teaching and learning process.

KEYWORDS: *Reading Comprehension, SQ6R Method.*

INTRODUCTION

Reading has been the utmost importance skill especially in the academic field for the learners. By reading, the learners can get much information and know the world and its development and change. It will influence the learners' knowledge and thinking. By reading a lot, students also can be encouraged to be successful individuals. Thus, reading is a potent means to obtain information which helps a reader to be a dynamic and well-informed person and the measured reading practice affects readers in academic achievement, professional success, personal development and social participation (Howard, 2011).



This purpose of reading will only be attained when they understand/comprehend what they read. Written words are meaningless if the readers do not understand, or think about, what an author is saying (Daiek & Anter, 2004). Besides, reading was depicted as a conscious and unconscious thinking process (Mikulecky & Jeffries, 2004). To elicit information from the text, the readers should employ various strategies to build the meaning of what the author intended to deliver. The readers link the information from the text with the existing knowledge (previous knowledge/background knowledge) to extract the appropriate interpretation. Hence, various kinds of reading strategies should be practiced when reading a text.

However, in one of the junior high school in Aceh Tengah, the problems were encountered in reading comprehension that could hinder the students to be successful. In the observation period, it was found that lack of vocabulary and the inability to figure out the main idea of the passage were the most dominant issues. Thus, it was considered a crucial problem to be solved. This study sought to find the answer of the following research question "Can the SQ6R method increase students' reading comprehension?" The following hypotheses were proposed:

H₀: The SQ6R method cannot increase students' reading comprehension.

H_a: The SQ6R method can increase students' reading comprehension.

LITERATURE REVIEW

READING

As much research in reading has been conducted by the researchers in this field, various findings were found and many definitions have been delineated concerning reading. According to (Muhamad et al., 2019) reading is a means of extracting meaning from the written language or symbols and then the readers links the information in the text to their existing knowledge to build the rational interpretation of the author's message in the passage. Other researchers (Widiawati et al., 2020) state that reading is an activity that involves both physical and mental aspect with the goal to comprehend and make some certain meaning of the reading text. Alyousef (2006) defines reading as the interactive process that entangles a reader and a text in which the reader tries to construct the meaning from the text by applying many kinds of knowledge. By reading, readers acquire new knowledge, information, and ideas (Fitria, 2019; Nisa et al., 2020). Hereinafter, Abidin et al. (2011) delineate the deeper benefit of reading that it not only increase the readers' knowledge but also construct their maturity and character, improve critical thinking, escalate awareness in various kinds of issues (social, economic, political, and environmental). All in all, it can be deduced that reading is an active process or activity in an attempt to grasp the meaning, interpretation, idea or

message that the author intended to convey to the readers by connecting the information from the text to the existing knowledge.

Furthermore, Petel (as cited in (Tang et al., 2019) divided reading into four types, i.e. intensive reading, extensive reading, aloud reading, and silent reading. In intensive reading, the activity of the readers in reading is thorough. They read the text carefully to elicit the knowledge (specific information). The text is usually short and to learn new vocabulary is one of the important goals of this type of reading. While the purpose of extensive reading is discrepant. The readers do not read for specific information. Usually they read for fun, for pleasure and the text is longer. Reading materials for this kind of reading are such as short stories, novels etc. and hence the text should be interesting. Aloud reading, however, is a basic type which is applied in the classroom to let students learn about the correct pronunciation thus create the ability of their speaking skill. Lastly, silent reading is applied to increase reading skills among students and to find more information in the reading passage.

READING COMPREHENSION

The aim of reading is to reach the comprehension as intended by the writer. According to Cain, Oakhill, & Bryant (2004) and Paris (2005) as cited in (Ahmadi, 2017), reading comprehension is the process of constructing meaning by utilizing a number of intricate processes that entangle language, word reading, word knowledge, and fluency. In addition, reading comprehension can be defined as the ability to comprehend a text, to analyze the information, and to interpret correctly what the writer is stating (Mckee, 2012).

Reading comprehension is also defined as a thinking activity in which the readers pick the available information in the text, construct the meaning as intended by the writer, and link the acquired information to what the readers have already known beforehand, and appraise the appropriateness with the learners' goal (Marimuthu et al., 2010).

Furthermore, Mikulecky and Jeffries (2004) proposed ten reading comprehension skills which can be used to help the readers reach the comprehension in their reading, they are: scanning, previewing and predicting, vocabulary knowledge for effective reading, topics, topics of paragraph, main ideas, patterns of organization, skimming, making inferences, and summarizing. The readers are suggested to apply several strategies when reading to elicit the appropriate meaning.



SQ6R METHOD

SQ6R is a strategy which is used to assist the learners to obtain the information from the text. It stands for Survey, Question, Read, Record, Recite, Review, Reflect, and Reshape. This strategy is usually employed when the learners are not able to comprehend their reading sources in spite of their attempt by taking the slowest pace and in a careful way when reading. In other words, SQ6R is essentially intended for students in reading texts that are difficult to grasp the meaning (Nur'Aisyah, 2013).

SQ6R is a derivative method of SQ3R and has been developed into a more efficient method in learning reading comprehension and other learning. In this case, for instance, the SQ6R method is expected to improve the students' reading comprehension of reading material in Basic Programming learning. Thus, students will find a pleasant atmosphere so that the success of learning is expected to be more leverage (Wiyana et al., 2019). In SQ6R method, using discussion is demanded in understanding the concept of reading materials so that students can comprehend more and the learning circumstance can be more fun. Hence, the use of SQ6R method is to emphasize the students to not only read the material but also understand the concept of material through a discussion. This method was initially proposed by Robinson (1970). SQ6R is a development of the SQ3R (Survey, Question, Read, Recite, Review), SQ4R (Survey, Question, Read, Recite, Record, and Review) and SQ5R (Survey, Question, Read, Recite, Record, Review, and Reflect) methods.

STEPS IN SQ6R METHOD

This method consists of eight separate steps, described as follows (Robinson, 1970):

First, Survey: In this step the students preview the reading text by looking at the title, subtitles, and the first (opening) and the last (concluding) paragraphs. Students also notice the diagrams, charts, graphs or other visuals provided in the text. In this stage, the student begins to research, review, explore at a glance to find chapter titles, sub-chapters, and image captions to be more familiar with or familiar with the reading material that will be read individually in detail and according to their need.

Second, Question: At this stage, the students develop questions that they wish to find the answer in the text. They can go the title or subtitles and turn it into the questions. Those questions can guide them in reading the passage and serve as the students' reading purpose.

Third, Read: In this stage, the students begin reading the text. Oral reading, silent reading, echo reading and chorus reading can be used. Using various ways of reading can make reading more efficient and students can easily get information from the text.

Fourth, Record: Basically record aims to reiterate various information in the form of answers to our questions and other information we consider it important,

summarize it, and conclude from what has been read according to the reader's version in writing. Record is aimed at trying to obtain more information in the form of responses to important-considered questions by reading the text repeatedly and concluding the contents of the text. The students can underline the selectively key words, main ideas and major details.

Five, Recite: In this step the students check whether they can recall the questions and their answers from memory. In order to easily understand the text, students are required to re-check their answers that have been answered.

Six, Review: In this step, the students examine the reading text once more to check what they have caught, to recap the idea of the text, to find the answer of the questions they did not conceive before or perhaps previously had problems in answering. Students go back to reading the text to see the difficult questions.

Seven, Reflect: In this phase, the students reflect while reading by creating a visual image of their reading and connecting new information in the reading about what is already known.

Last, Reshape: In this last step, the students modify the information of the text through individual expression. The way they express what they have grasped could be in the form of a self-test, a poster, a graphic organizer, or a written synthesis. Students summarize what they have learned using their own language.

THE ADVANTAGES AND DISADVANTAGES OF THE SQ6R METHOD

The advantages of the SQ6R method are that this method is able to improve student learning abilities, improve students' thinking skills, and make it easier for students to memorize the material taught by the teacher. On the other hand, the disadvantages occur when the students do not do well in their class. First, if they are not careful in using the SQ6R model, students will have difficulty following the next material. Second, when the students fail to participate actively in the learning process, they will not get good results. And they who do not follow well the way of learning with the SQ6R model have difficulties in receiving lessons (Robinson, 1970).

RESEARCH METHODS

The current study employed a quantitative approach, i.e. experimental research design. Test was used as a tool to collect data. A set of questions (consisting of 10 question numbers) was distributed to the students before and after the application of the SQ6R method. To ensure the validity of the instrument, an expert was invited to investigate each question created for the test. The instrument had been validated by an expert before it was used in this study. It was conducted to the second semester students of the 2020-2021 academic year of a junior high school in Central Aceh, Aceh Province, Indonesia. The total number of students were 121. From this population, the sample was selected by using random sampling. Class IX³ and IX² were opted as the experimental and control group successively. Both classes were equally distributed of 15 students.

The present study took four months from March to June 2021, starting from preparation to the research report writing. The second author was in charge of teaching in this study. It was held for seven meetings in which the first meeting and the seventh meeting administered the pretest and posttest respectively. The treatment itself (teaching by applying SQ6R) was done for five meetings. The students' works of pre-test and post-test were then graded to obtain the scores which can be compared to analyze the students' development after the treatment. The scores were then statistically analyzed by applying *t*-test to examine whether the hypothesis was accepted or rejected.

RESULTS AND DISCUSSIONS

The following section discusses the results of the study.

TABLE 1. Differences of pre-test and post-test scores in control class IX²

No	INITIAL	PRE-TEST	POST-TEST	DEVIATION	DEVIATION SQUARE
1	PN	40	80	40	1.600
2	S	50	90	40	1.600
3	MWL	30	60	30	900
4	SP	70	90	20	400
5	KI	50	60	10	100
6	RP	40	50	10	100
7	RW	20	40	20	400
8	WR	30	60	30	900
9	SA	30	50	20	400
10	UD	20	60	40	1.600
11	RSB	40	70	30	900
12	NA	30	80	50	2.500
13	RN	10	40	30	900
14	RPI	30	60	30	900
15	ML	10	60	10	100
TOTAL		500	950	410	13.300
AVERAGE		33	63		

The table above illustrated the performance of learners in the control group both in pre and posttest. It can be seen that the average of pretest and posttest is 33 and 63 respectively. It was clear that the result of the posttest increase by 30 points in this group.

TABLE 2. Differences of pre-test and post-test scores in experimental class IX³

No	INITIAL	PRE-TEST	POST-TEST	DEVIATION	DEVIATION SQUARE
1	NF	40	90	50	2.500
2	M	60	100	40	1.600
3	SH	50	80	30	900
4	AW	40	90	50	2.500
5	H	50	90	40	1.600
6	A	60	90	30	900
7	HN	70	100	30	900

8	MSK	20	80	60	3.600
9	DAF	10	80	70	4.900
10	NS	30	80	50	2.500
11	CZ	20	70	50	2.500
12	MRP	50	100	50	2.500
13	NW	40	90	50	2.500
14	NA	30	70	40	1.600
15	LNS	20	60	40	1.600
TOTAL		590	1.270	680	31.700
AVERAGE		39	84		

This table displayed the performance of the learners in the experimental group before and after they experience the SQ6R method in their class. The average score in pretest and posttest was 39 and 84 successively. This group showed an increase in their reading comprehension after learning using SQ6R as much as 45 points.

Both tables exhibited an increase in reading comprehension performance. It indicated that the learners in control and experimental group improve their performance in reading comprehension. However, it is obviously seen that the learners in the experimental group who had experienced SQ6R in their classroom improved more significantly than those in the control group who did not experience SQ6R in their learning.

To clearly see whether the improvement was caused by the applied strategy, statistical analysis *t*-test was employed. After analyzing data by applying *t*-test, it was obtained that *t*-score was 13.53 and *t*-table was 1.4. Hence, *t*-score was higher than *t*-table ($13.53 > 1.4$). Based on this result, it was summed up that the null hypothesis was rejected thus the alternative hypothesis was accepted. It means that SQ6R method could increase the student's reading comprehension in Aceh Tengah.

This finding was in line with a study investigating the effect of applying SQ6R strategy in developing literary appreciation and creative thinking in which the learners in experimental group showed superiority to those in control group (Hmadi, 2021). It was also supported by the finding of a study that found SQ6R learning model can improve the students' reading comprehension algorithm (Wiyana et al., 2019). Likewise, Nur'Asiyah's (2013) study displayed the similar finding that using SQ6R strategy gave influence toward reading comprehension at the first year students of SMAN 1 Tempuling in Riau.

CONCLUSIONS

The current study served to investigate the application of SQ6R method to increase the learners' reading comprehension. This method was implemented to the experimental group where the number of learners was 15, which was equal to the number of the learners in the other group. The students in experimental experienced learning through

SQ6R for five times of teaching (each consisted of two-learning hours). Before and after the treatment, they were given a set of questions (pretest and posttest) to know their ability in reading comprehension. The result of the test was used to see whether or not there was an increase in their reading comprehension and whether SQ6R could increase their reading comprehension.

According to the findings, it was found that t -score was higher than t -table ($13.53 > 1.4$). It shows that H_0 was rejected and H_a was accepted. Thus, it can be concluded that the SQ6R method could increase the learners' reading comprehension.

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