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## Improving students' reading comprehension skills through the survey, question, read, recite, review (SQ3R) method

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### ABSTRACT

This research describes the development of the ability to understand reading content and student activity when learning using the SQ3R method at XII APT SMK Negeri 1 Panai Hulu T.P 2022/2023. They used two cycles for 16 weeks in Odd Semester. The results of 2 rounds of research obtained the following: 1. Reading Skills Students' comprehension improves by using the SQ3R method. A mean of 65 was obtained during the first ability test, with a final classical percent of 45%. And in the second ability test, a mean result of 85 was obtained with a final class percentage of 87%, and 31% progress was obtained. The result was an increase, and a minimum requirement of the Indonesian language was achieved. 2. There is an increase in students' activities in absorbing teaching materials by applying the SQ3R method.



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## Introduction

Four language grammar will improve as you learn Indonesian (Silawati, 2018; Pratiwi et al., 2022; Greetings et al., 2022). The four skills are listening, reading, writing, and speaking (Sadiku, 2015; Galaczi & Galaczi, 2018). Teachers as providers of knowledge must be able to improve students' abilities in terms of speaking, listening, reading and writing (Nurjanah, 2011; Chairana, 2016; Patiung, 2017; Haerazi et al., 2021). Education experts are constantly working to develop new teaching techniques that will always replace traditional teaching techniques in learning to read. It is still often observed that students do not understand the discourse they read well (Gee & Green, 1998; Hoover & Gough, 1990; Anggraeni et al., 2021).

Based on the observations of researchers such as principals and information from teachers, researchers see students' low reading comprehension ability. Some children still find it challenging to determine the essence of a paragraph and are less able to understand the content and text of the reading. By reading, students or students can realize, based on KKM, in class XII subject Indonesian with an average of 75. Then the students' scores are 51.6, while the lowest score is 50.0 and the highest score is 85.0, meaning that learning to read is not as expected. The first reason for not mastering the essence of paragraphs is caused by not getting relevant reading procedures due to inaccurate reading techniques taught to them. In times of learning activities, the media used by teachers still uses old or traditional methods. Educators passively teach, and students only listen (teacher-centred instruction).

Another reason is that students' reading comprehension is still lacking, and teachers lack interaction with students. Students have unpleasant characteristics and low self-esteem in their group, making each student

invisible. Thus, teachers must create diverse learning conditions and require linkages between students. By the exposure that has been explained, this study proposes a technique for increasing student understanding. The research topic is the application of inquiry, questioning, reading, recitation, and review learning methods to improve students' reading comprehension skills, especially in Indonesian language subjects, namely in several ways, namely Survey, Question, Reading, Recitation and Review (SQ3R). Based on previous research on the SQ3R strategy conducted by Abadi, it was found that the ability to understand student reading, especially the ability to see the main idea of reading, increased due to using the SQ3R strategy (Abadi, 2011). Referring to these findings, this study is not much different from the research conducted by Abadi, which both use treatment in the form of the SQ3R strategy in measuring reading ability.

The results of Pahlawati's research entitled "The effect of using learning resources from the Internet with the SQ3R method on the learning outcomes of grade XI high school students" concluded that the use of resources from the Internet with the SQ3R method affected 35.68% of student learning outcomes, where the average learning outcomes of the experimental class were 7.22, and the control class was 6.28. The results showed that types that used learning resources from the Internet with the SQ3R method had better learning outcomes than those using the lecture method (Pahlawati, 2015). Then, the application of the AQ3R method (survey, question, read, recite, and Review) to improve the reading comprehension skills of grade v elementary school students by Cut Meutia Keumala Dewi. The general objective of this study was to find out how the application of the SQ3R method improves students' reading comprehension skills. The technique used in this study is class action research that adapts the Kemmis and Taggart models. Based on the study's results, it was concluded that applying the SQ3R method can improve students' reading comprehension skills (Dewi, 2019).

Further relevant research improved historical understanding through the intensive reading method of the SQ3R technique in history learning by Erni Supartini conducted in 2016. This study aims to improve students' historical knowledge through intensive reading activities. The research method used is the class action research method (PTK) using the Kemmis and Taggart model designs. Based on the research, applying the intensive reading method of the SQ3R technique can improve students' historical understanding. Based on the findings of the problems obtained and also the relevant research read, the introduction of the issues in this research is students' competence in reading is low, students' ability to understand the main idea is not good, and the content of the reading text, the learning process in schools is oriented towards educators, and the selection of learning methods that are not appropriate (Supartini, 2016).

This study limits the problem to studies that only mention the extent to which an increase in reading ability for students in class XII of SMK Negeri 1 Panai Hulu Labuhan Batu. The context of the problem in deepening is, is it true that students' understanding of reading can be improved using the learning methods of polling, questioning, reading, recitation, and Review? and What are students' reading comprehension activities in the learning methods of surveys, questions and answers, homework, recitation, and review? Based on the context of the problem, the purpose of this study is to obtain information on students' reading comprehension can be improved by using learning methods of polling, questioning, reading, recitation, and Review.

## Method

The research location is a location used for searches to obtain accurate information. State Vocational High School 1 Panai Hulu is a data search place at Jalan Disbun KaryanTeladan Meranti Paham. Search time is when the search occurs, or the investigation is carried out. In the first semester, this research was carried out for the 2022/2023 academic year, from July 2022-October 2022. Then the data was taken in September 2022 on four KBMs divided into two cyclical KBMs. The subjects of this study were 31 students of grade XII ATP 1 SMK N 1 Panai Hulu.

In the study, the author uses class action. Based on this, it is identified as action research that uses Kemmis and Taggart's postulates that rotate every round (Kemmis et al., 2014). Each cycle consists of planning, activities, observation and Review. Prosuder, at this stage, based on the PTK cycle, the training is carried out in two cycles. Cycles I and II have the same three steps, namely, action planning by discussing in a collaborative way to determine the action plan to be carried out at the cycle stage, then the implementation of action and observation (Action and Observation) to conduct the 1st and 2nd learning adjusted to the learning practice plan (RPP) and finally is to reflect on the implementation of knowledge in cycles I and II.

The research instrument is developed based on the collaboration of researchers and fellow teachers. Cycle I tools are arranged in Plan I. While Cycle II tools are prepared in Plan II, it is intended to identify learning weaknesses and plan further revisions. These instruments include lesson plans, formative tests, and learning observation sheets. This technique is descriptive qualitative as an effort to analyze the results. This material will be information about activities to monitor student performance in learning, observing the ability of educators to

manage reading comprehension learning outcomes. Success indicators in this study will appear successful if the research objectives are achieved in the form of student's skills in reading. With existing conditions set for topic completion, project if the student's PBM completion rate, i.e. intensive reading ability, reaches 85% of students across the grade, complete or print the Learning Completion Guidelines out of 75.

## Results and Discussions

The research data was obtained from information and test results in Indonesian. Each section observes students' mastery of research, questioning, reading, memorization, and reviewing children's learning methods and activities. The results of observation can be seen from the observation step, the results of words from the application of this method of inquiry, inquiry, reading, statements and assessment, which are used to evaluate the effect of application of the investigation, inquiry, reading, comments and determine the evaluation of learning Methods to improve reading comprehension and activity.

### Cycle I

Learning stages are prepared teaching materials in lesson preparation plans one and two, questions and study aids. In addition, observation sheets are ready for the implementation of surveys, surveys, readings, opinions and revisions, and the process of children's activities. Cycle 1 teaching and learning activities will take place on Tuesday, September 6, 2022, and Tuesday, September 13, 2022, in Class XII AKL, with a total of 31 students. The application of the research-question-read-current-evaluate learning approach begins with the following steps: (1) learning performance, (2) group discussion, (3) tests, (4) group rewards, and (5) individual and group value formation. The teaching and learning process refers to the material that has been prepared. Observation (co-occurs with its implementation. Implementing Cycle I activities requires 2 (two) face-to-face meetings, each meeting 2 x 45 minutes with stages according to RPP. In the last process in the implementation of learning, they get Formation Test I which aims at the extent of reading comprehension ability from the previous activity. The data from research results in cycle I are as follows:

Table 1 <Implementation of the Teaching and Learning Process in the First Cycle>

Rated Sections	Valuation		Average
	P1	P2	
Assessment of Teaching and Learning Process			
A. Preamble			
1. Encourage students	2	2	2
2. Informing the achieved from Lessons	2	2	2
3. Linking previous material	2	2	2
4. Divide students into groups	2	2	2
B. Core Activities			
1. Presenting step by step learning model is cooperative	3	3	3
2. Direct students to take action	3	3	3
3. Guiding students to cooperation	3	3	3
4. Observe each group in turn	3	3	3
5. Guiding a group in trouble	3	3	3
C. End			
1. Direct students to compile summaries	3	3	3
2. Valuation	3	3	3
3. Setting the Usage of Class Enthusiasm Duration	2	2	2
4. Student Motivation	3	2	2
5. Passion for teaching	4	4	3
Sum	36	36	36

The table of criteria that is not good so far is one of the motivations of children in learning aimed at communication and students' enthusiasm. In this aspect is less accepted. The above are weaknesses of the cycle I and will be learning material for contemplation and Review of Cycle II. The following observations are made, teachers and students work according to the table below:

Performance evaluation is based on performance observation forms. Two observers observed 20 minutes of group work in each KBM. Observation, every two minutes for one class activity and 20 minutes for four students, can be kept a maximum of 40 times.

Table 2. &lt;Student Activities in the First Cycle&gt;

Activities	Activities
Activities	38%
Answer	31%
Coordination on friend	21%
Ask for an explanation teacher	5%
No correlation	5%
Sum	100 %

The written achievement at this stage is 38%. Reading in discussions reached 31%. Child activity demand is 21%. It is also essential to ask the teacher about activities related to the 5% learning process. Cycle I, the teaching and learning functions of inquiry, inquiry, reading, recitation and evaluation methods in general run well, although the role of teachers in this field is still sufficient to provide explanation and direction. Because this method is still new to students. Then, the results of the Formative reading comprehension test I are summarized in the table below.

Table 3 &lt;Formative Result Distribution I&gt;

Frequency	Frequency	Frequency	Completeness
100	2	6%	
80	12	39%	
60	11	-	
40	4	-	65
20	2	-	
Sum	31	45%	

The lowest score for Form I is 40, and the highest is 100, with a minimum completion standard of 75, giving 14 out of 31 KKM points or a classic perfect score of 45%. Compared to the completion of 85%, this is lower than the success criterion, so it can be assumed that my learning cycle does not allow complete class learning. In addition, the GPA of the class is less than KKM 65. So, reading ability is achieved before students understand. During this activity, information can be seen from (1) Good or not high answers because some students who are passive in learning have difficulty following the learning flow when students are still struggling to distinguish word classifications; (2) Teachers are unable to motivate their students to communicate learning objectives maximally; (3) The teacher is not good at managing time; (4) Teachers cannot take direct action to address students' learning difficulties pending discussion with research leaders; (5) The quality of students in carrying out step by step the SQ3R method has not been maximized.

Shortcomings in the implementation of Cycle I learning still exist, therefore corrective actions need to be taken in the next cycle; (1) can help students who have difficulty composing and concentrating their speech, media diagrams related to the topic are displayed; (2) Help students adjust to the learning process where each student's opinion is recorded with "good" praise or other students are encouraged to applaud; (3) The teacher analyzes the complex abilities of students in cycle II and immediately plans actions that can be taken directly for learning; (4) Teachers should be better able to motivate students and present learning objectives more clearly. Where students are invited to participate directly in every activity carried out; (5) Teachers should manage their time well, add necessary information and take notes; (6) Teachers must be more competent and try to motivate students to be more enthusiastic; (7) Assign students to see and learn the steps of applying the SQ3R method in online media.

## Cycle II

In the planning stage in cycle II, researchers have prepared teaching materials which include RPP three and four, LKS three and four, reading comprehension test part 2 and tools. In addition, observation sheets are ready to manage the learning methods of "research questions", "readings", "promotions", and "reviews". The next phase II occurred on Tuesday, November 11, 2015, and Thursday, 2015, in class XI TITL with 31 students. The study asked questions, read, recited and reviewed the implementation of the learning method in the way described above, each with a duration of 2 x 45 minutes, with appropriate stages. RPP. At the end of the teaching and learning process, students are given a level II test to find out how successful they are in completing the teaching and learning process. Formative Test II is used as an auxiliary tool. The second data is as follows:

Table 4 &lt;Structuring the Teaching and Learning Process in Cycle II&gt;

Graded Part	Score		Mean
	V1	V2	
Learning Process Assessment			
A. Preamble			
1. Energizing students	3	3	3
2. Informing targets achieved	4	4	4
3. Relating past material	3	3	3
4. Divide students into groups	4	4	4
B. Main Action			
1. Convey how, step by step, the learning model of togetherness	4	4	4
2. Direct students to take action	4	4	4
3. Guiding students to cooperation	4	4	4
4. Observe each group in turn	4	3	3,5
5. Teaching a group in trouble	3	3	3
C. End			
1. Direct students to Compile summaries	4	4	4
2. Valuation	4	4	4
Usage Duration Settings	3	3	3
Class Enthusiasm			
1. Student motivation	4	4	4
2. Passion for teaching	4	4	4
Sum	45	44	44,5

From the table above, it can be seen that the aspects observed in teaching and learning activities guided by teachers (cycle II) with the method of learning – reading – remembering – studying everything are assessed by observers quite well, namely motivating students, guiding students to form conclusions/concepts found and managing time.

Table 5 &lt;Student Learning Activities in Cycle II&gt;

Activity	Proposem (%)
Write	31
Answer	36
Ask a friend	21
Ask the teacher	9
The irrelevant	3
Sum	100

Performance evaluation is based on performance observation forms. Two observers observed 20 minutes of group work in each KBM. If observations are made every 2 minutes for a 20-minute activity class for four students, the maximum possible observation value in Cycle I decreases by 31%. Reading in discussions increased by 36%. Friendly demand activity remained at 21 per cent. Questioning teachers increased to 9%, and activities outside teaching and learning decreased to 3%. Overall, the quality of student learning has improved, resulting in better students.

Table 6 &lt;Distribution of Formative Results II&gt;

Value	Frequency	Value (%)	Rata-rata
100	7	23	82
80	20	64	
60	4	-	
Sum	31	87	

In the results above, Education is found in II, which is 60, then 100 is the highest with a minimum PPC of 75, so 27 out of 31 students achieve KKM or classical PPC, 87%. Based on the classical completeness of 85%, this value is one of the success criteria, so it can be said that it is possible in the second teaching and learning cycle to carry out complete learning with an average of 80. In the second lesson, students' reading comprehension can be conveyed comprehensively. Reflection stage II shows success in learning to apply learning methods, questioning, reading, mental tests, and "Good" scores. The data showed that students' academic achievement in cycle II was better than in process I, reduced to individual activities such as writing and reading in cycle II. Regarding teaching and learning activities, Cycle II activities are concentrated. In general, the quality of student learning activities is improving.

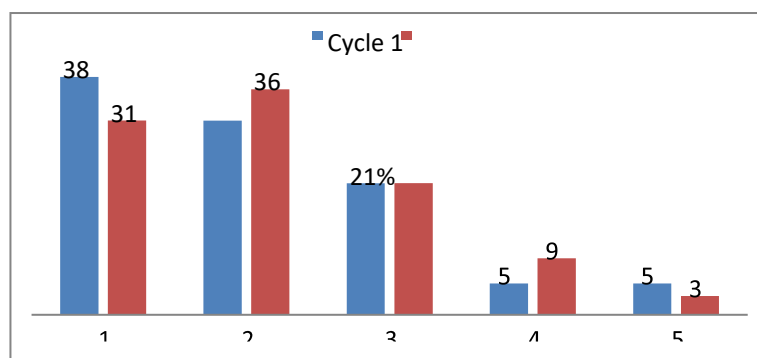


Figure 1 <Cycle I and Cycle II Student Activity Graph>

Dalam mengamati aktivitas siswa pada Siklus II dan menilai keterampilan membaca pemahaman tidak ada peningkatan setelah menerapkan pembelajaran Siklus II, bertanya, menanya, membaca, resitasi dan review. Hasil belajar siswa meningkat dan semua siswa lulus ujian. Secara keseluruhan kualitas pembelajaran meningkat.

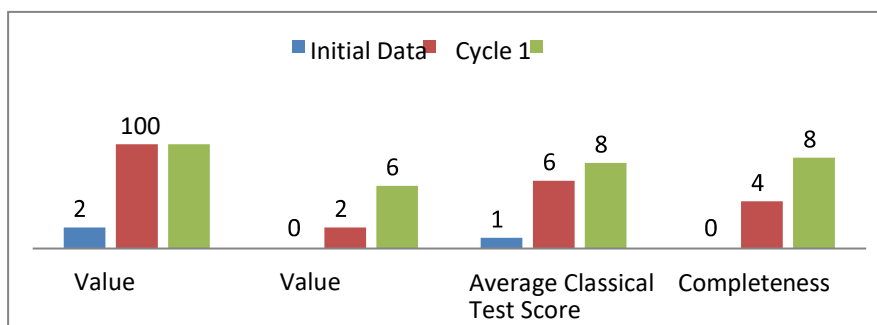


Figure 2 <Student Reading Comprehension Ability Graph>

The average in an activity I, namely writing, reached 38% of the cycle I. In question and answer activities to friends, there were 21%, while reading was 31%. The action of asking about activities unrelated to teaching and learning is as much as 5%. Furthermore, in writing activities, 31% described that students in the process decreased. This means children prefer collaborative reading, and discussion reading activity increases to 36%. While the number of friends asking remained at 21, the number of teachers asking rose to 9%. When applying such learning methods, ask, read, recite and repeat. H. in the form of a pretest, worth ten if learning perfection is achieved at 0%. With surveys, questions, readings, memorization, teaching methods and evaluation, the increase in students is higher. According to the data at the initial stage, 65, the average score of Classical Perfection students is 45% because the intermediate student understanding and percentage of Classical Perfection achieved still have not achieved an indicator of success have been set. Still, some children are in line with expectations. The next stage has 82 average scores with a percentage of 87%. The Intermediate Proficiency and Classical Proficiency scores meet expectations, and then the next stage of the cycle is the student's reading comprehension to Classical proficiency. Unrelated to the teaching and learning process, Cycle II drops to 3%.

In the first cycle, student learning has not reached perfection because there is still a gap in the observation of Cycle I on student activities. The quality of questions and answers or student opinions is less than optimal because some passive students have difficulty following the learning path. Teachers are not the best at motivating

students and communicating learning objectives. In addition, the teacher does not use the time to the maximum. Teachers cannot take direct action to address students' learning difficulties pending discussion with the research supervisor. Gaps occur in the pretest learning process, which may repeat in cycle 2. This is done so that the child is helped to structure their speech according to the topic-related tools displayed. Let's help students get used to learning where each student is rewarded with "good" praise, and then the teacher will analyze the possibilities that will happen. Furthermore, it must motivate students better and reveal the direction of learning. Each child will immediately participate in the activities that have been held. After that, by telling stories, the teacher will channel information. In some way, the teacher will motivate them to be even more enthusiastic.

So that during the observation of student activities and the evaluation of cycle II, reading comprehension skills during the implementation of the methods that have been conveyed at the beginning of learning, what things need to be revised in each cycle. In Cycle II, teachers can deal well with students who make noise, students' reading comprehension skills improve and all pass. Based on the learning aspect, each cycle increases. Each bike in the process of an achievement corresponds to the wishes of teachers and researchers. The Survey, Question, Read, Recite, and Review methods have advantages and disadvantages compared to conventional methods. The use of these methods will stimulate student activeness in learning. This method, Survey, Question, Read, Recite, and Review, will improve and motivate students in everything related to the learning process to increase student activity in learning.

## Conclusions

The study results provided information about Formative I, Formative II and student learning activities during teaching and learning activities for Indonesian grade 11 students of TITL SMK Negeri 1 Panai Hulu using Survey, Question, read, promote, and Review. Then analyzed so that it can be concluded, namely: 1) The ability to read comprehension students improves by applying the learning method Survey, Question, Read, Recite, and Review in Formative I show an average of 65 with classical completeness of 45% and in Formative II shows an average of 82 with classical completeness of 87% or an increase of 31% the data shows an increase and completeness by KKM Indonesian; 2) Learning Indonesian students increased through research, question and answer, reading, explanation and repetition learning methods with observations in cycle I, including writing 38%, answering 31%, asking fellow friends, 21%, asking teachers 5%, and those that are not relevant to teaching and learning activities 5%, while according to observations in cycle II, writing 31%, reading, 36%, asking fellow friends, 21%, asking teachers, 9%, and those that are not relevant to teaching and learning activities; 3%.

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