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Effect of SQ3R Method on the Students' Reading Comprehension

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Abstract

Reading is considered as one of the Basic English skills which should be mastered by the students. This study was intended to explain the effectiveness of SQ3R method to improve students' reading comprehension. The method in this study is quantitative research design. The quantitative method used quasi-experimental one-group pretest-posttest design. The population in this research used purposive sampling technique with the number of sample are 20 students participant. This study was conducted at Palompon Institute of Technology from the Third Year Bachelor of Elementary students in academic year 2019-2020. The following findings were revealed: The reading comprehension level of the students exposed to SQ3R method before and after the intervention as to; Literal Meaning remained "very high" while that of Inferential Meaning and Evaluative Meaning was "high to very high." There was a significant difference on the reading comprehension of the students exposed to the SQ3R strategy. The research shows the implementation of SQ3R method improved the students' reading comprehension ability.

Keywords: *SQ3R, Reading comprehension, Novelty, Mental organization, Interaction, Learning process*

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1. Introduction

Thomas Jefferson, a renowned educator, stated that people who read can be free because reading eliminates ignorance and misconception (Carlston, 2011). Furthermore, reading is considered as man's deepest pleasures. It gives excitement, information as well as wisdom. It is an important skill for people to help them to learn from human knowledge and experience.

Based on the statement above, reading is a language skill that must be achieved by the students to improve language proficiency. This skill becomes very important in the education field; students need to exercise a good reading skill especially when they get information from the text. Thus, comprehension is the most important goal to achieve in reading.

According to Pardo (2004), comprehension is a process in which a reader constructs the meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.

Carlston (2011) stated that one of the barriers to master reading comprehension is the students' inability to engage with the text when they do read. Poor reading may cause difficulty to students in comprehending the text. Reading is a

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receptive skill. It is an intricate mental activity which is essential for the kind of knowledge which society envisages in the globalized context. Therefore, the students of the modern world must know how to learn from reading and how to get in the present educated society. A reader can lead others to light.

On the other hand, Asiri (2017) stated that the skills of comprehension cannot be developed except if there is a proper guidance from the teacher's part. Development of the comprehension process depends largely on what Taba, as cited in Asiri (2017), identified as "cognitive commerce."

Hutasuhut (2009) states that in order to make the teaching process interesting and the purpose of the teaching-learning process to be reached, the teacher needs a special technique, strategy and method. The purpose of using them is to enable the students to learn and understand the lesson easily. Besides, enabling the students to comprehend easily, using a method in comprehending a text can make the teaching-learning process more effective and make the students more active. There are so many methods that are intended to promote interaction and improve the achievement of the students' reading comprehension.

In order to enhance the reading comprehension ability and the purpose of teaching-learning process, the researcher wanted to find out the effectiveness of the SQ3R strategy. Thus, in this light, the research was conducted.

The aim of the study was to determine the effectiveness of SQ3R Method in the Third Year Bachelor of Elementary Education of Palompon Institute of Technology School Year 2019-2020.

2. Methods

This research study utilized quantitative research design. During data collection phase of the study, the researcher conducted an experiment to know the effect of the SQ3R strategy in improving students' reading comprehension level. The Quasi-Experimental One-Group Pretest-Posttest Design in which the same dependent variable will be measured in one group of participants before and after a treatment is administered.

The study was conducted at the Palompon Institute of Technology, a state college in the Philippines. It is mandated to provide higher vocational, professional, and technical instruction and training in trade and industrial education and other vocational courses, professional courses, and offer engineering courses. It is also mandated to promote research, advance studies and progressive leadership in the fields of trade, technical, industrial and technological education. Its main campus is in Palompon, Leyte.

The test was given at Room four (4) of the College of Maritime Education building which is well-designed, adequately ventilated and conducive for learning. The students seated accordingly in an arm chair with a seat apart set-up of one (1) meter per student to observe reliability and validity of the result.

Moreover, in the conduct of the qualitative data collection the identified participants of the interview session was at the College of Teacher Education Audio Visual Room a well-designed and air-conditioned adequately suitable for confidential interview.

The participants in the quantitative phase was selected through a universal sampling under the criteria of inclusion that they are officially enrolled in the subject Developmental Reading 2 in the second semester SY 2019-2020. The participants of the study were the PIT students of the College of Teacher Education, BEED Third Year, composing twenty (20) students who were officially enrolled on said course.

To gather the data for the study, a reading comprehension test was used as the instrument, both as a pretest and posttest. It will be a reading comprehension test entitled "Comprehensive Assessment of Reading Comprehension Strategies" (see Appendix A). Students completed five pretests activity. The reading material was a CHED based book and is used for Developmental Reading Classes.

The procedure was carried out in two phases for quantitative and qualitative data collection.

During the quantitative data collection phase there were three (3) stages, namely: (1) pre-intervention; (2) intervention; and (3) post-intervention.

Pre-intervention: On the first day of the study of the conduct of study, students were not briefed of the study experiment to observe the validity and reliability of the test result. The usual learning routine was observed in the entire duration of the quantitative phase. At first, they were given the copy of the test adapted from the Developmental Book reading comprehension test which has served as their pre-test. They were instructed to finish the reading comprehension test in one hour. To ensure that the students followed the instruction, answers were strictly retrieved after the allotted time.

Answer sheets were checked by the subject teacher. Afterwards, average scores of the study result was done by the researcher. The scores served as indicators of the students' initial reading comprehension test scores.

Intervention: After administering the pretest, the teacher gave a series of reading activities to the SQ3R group.

There were five (5) reading activities that were given to the SQ3R groups as adapted from Yuliana (2013). Along with the series of reading activities, SQ3R strategy was employed to the group.

The intervention was given when the students started reading the text. In the conduct of the study, there was an orientation given by the teacher as to how to use the SQ3R strategy. The entire process was through modeling it to the study participants when reading text. It was done during the first day of the intervention. Afterwards, feed-backing was given by the teacher after the students finished doing the entire process of the reading strategy. On the succeeding meetings, the experimentation progressed in implementing the strategy. Each intervention was allotted a 1 (one) and 30 minute time.

During the second intervention the teacher did not anymore explain the process of using the SQ3R since it was already done at the first intervention. The same process was done up to the last session of the experimental study.

Post-Intervention: Lastly, the researcher gave their post-test of the same reading comprehension test which was given to the students during the pre-test. Again, they were told to answer it for one hour. The subject teacher is still the one who checked the said test. The average scores served as measures of the post reading comprehension of the students.

In scoring the students' reading comprehension ability, the formula of getting the range of scores was used, where the highest possible score will be 60 and the lowest possible score is 0.

The distribution of the students' reading comprehension ability frequency scores were categorized in five levels: *very high, high, good, poor and very poor*. Mi score and SDi were used to calculate the distribution.

The mean was used to determine the students' initial and final reading comprehension test and standard deviation will be used to determine how dispersed the distribution has been.

The significant difference of the pretest and posttest results of the experimentation was tested using the dependent correlated sample formula which is the *t*-test. The *t*-test for independent samples and the level of significance was also tested using the $\alpha = 0.05$ to further identify the mean difference of the students' reading comprehension.

3. Results and Discussion

3.1. Demographic Information

As shown in Table 1, the total study participants consisted of 20 (twenty) BEED Third Year students officially enrolled on the subject Developmental Reading at the Palompon Institute of Technology.

Table 1: Demographic Information of the Study Participants			
Age	Male	Female	Total
18	0	8	8
19	1	7	8
20	0	3	3
21	0	1	1
Total	1	19	20

As reflected on the table, the majority were female (99%) and only one (1) % coming from male who participated the experimentation. Students' age ranges from 18-21 and majority are of legal age.

3.2. Initial and Final Reading Comprehension Level

The first research problem investigated the initial and final reading comprehension levels of the students exposed to SQ3R reading strategy in terms of; Literal Meaning, Inferential Meaning and Evaluative Meaning.

As reflected in Table 1, the initial mean score of students exposed to SQ3R in terms of Literal meaning is 14 with a standard deviation of 1.30 while the Inferential Meaning is 17.7 with a standard deviation of 3.88 and the Evaluative Meaning is 15.6 with a standard deviation of 3.54 while the overall mean is 47.3 with a standard deviation of 2.58.

These results showed that the Literal level of reading comprehension had a *very high* result before the treatment was given while the Inferential meaning and Evaluative meaning had a *high* result and an overall result of very high. This implies that students have the same level in terms of their reading comprehension. This is important because in every experiment, researchers must select students of equal characteristics to come up with a comparable and reliable result.

Table 2: Initial and Final Levels of Students' Reading Comprehension in terms of; Literal Meaning, Inferential Meaning and Evaluative meaning

SQ3R	Number of Test Items	Initial	Interpretation	Final	Interpretation
Literal Meaning Mean SD	15	14.00 1.30	Very High	14.6 0.51	Very High
Inferential Meaning Mean SD	20	17.7 3.88	High	23.4 1.88	Very High
Evaluative Meaning Mean SD	25	15.6 3.54	High	19.25 0.79	Very High
Overall Mean SD	60	47.3 2.58	High	52.25 1.45	Very High

Note: N=20

Moreover, the students' final mean scored after the intervention in terms of; Literal Meaning was 14.6 and has a standard deviation of 0.51 an interpreted as *very high*. This implies that majority of the respondents have acquired the literal level in reading comprehension skill. Consequently, the skill on literal level in general signifies that majority of the respondents were able to reach the required mean average percentage.

In the Inferential level, students got a final mean score of 23.4 and has a standard deviation of 1.88 and interpreted as *very high*. The result of inferential meaning implies that the majority of the respondents are weak at the inferential comprehension level in the beginning. The respondents' inferential skills in reading comprehension has improved right after the strategy has been employed. It is important to note that it should therefore be given focus in teaching reading especially on predicting outcomes, making inferences, finding the meaning of the words in context and figures of speech. May (1986) as cited by Villamin (2001), mentioned that without appropriate and adequate experience and knowledge, the reader cannot make the necessary inferences, and without inferences there is no real reading. The Inferential level involves the reader's ability to determine facts and relationships, the depth and breadth of his prior knowledge and experience, and his ability to understand the language signals of the writer. Villamin (2001) added that any inadequacy in these factors may lead the reader to make incorrect and illogical inferences. Medes (SEAMEO, 2012), assistant chief of staff development division of Bureau of Elementary Education, said that the student at this level struggles with his/her understanding; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding.

On the other hand, Evaluative Meaning was 19.25 and has a standard deviation of 0.79 and interpreted as *very high*. The result of the evaluative level implies that as students are exposed to the highest level of comprehension, a deeper understanding is really needed. Samples (1976) as cited by Villamin (2001), stated that metaphorical mind is required in creative reading, the highest level of reading, but the most neglected reading ability. Thus, the reader must go beyond facts and literal details.

By looking at the overall means, it can be noted that, after the intervention, the students being exposed to SQ3R had a good reading comprehension. The aforementioned increase in mean scores of the students in terms of Inferential, from fair to good level, might be attributed to the following factors: (1) Comprehensible discussion of the lesson prior to the conduct of the study; and (2) the students were able to have a good grasp of how to use the strategy in a reading class.

Moreover, the SQ3R strategy created a huge impact towards kinds of purposes like reading for information that are general, specific and those of meaning and references for textual thus, has shown apparent improvement in the final level.

Medes and Semeo (2012), said that the average knowledge the students' have for skills and core understandings needed attention along the application of realistic activities. Yen-Chi Fan (2010), Center for General Education, I-Shou University in Taiwan, discussed the effect of comprehension strategy instruction on EFL Learner's Reading Comprehension. From Palincsar and Brown's (1984) point of view, predicting is also a comprehension monitoring activity which facilitates making and testing inferences. Pressley (2006) additionally contends that "prior knowledge plays an important role, permitting the generation of inferences required to understand the text". Similarly, Nuttal (1996) stressed that implicit inferential comprehension can be enhanced by the activation of prior knowledge.

Furthermore, the strategy was used for fully absorbing written information. It helped to create a good mental framework of a subject, into which you can fit facts correctly. It helped the students to set study goals. More so, prompts to use the review techniques that has helped to fix information in students mind. With the use of SQ3R, the reading comprehension of the students significantly improve the quality of study time.

On the other hand, it can also be noted that after the intervention the students have increased their mean scores from high to very high. This means that those students exposed to SQ3R strategy had benefited from the said approach. This result confirms the claim of Rahmawati (2013) that it is evident from many investigations how important SQ3R is in improving students' reading comprehension. The result reveals the development of students' reading proficiency after being exposed to the strategy.

After presenting the initial and final reading comprehension levels of the students, the significant mean gain in the reading comprehension of the students after the intervention were determined. These differences are presented in the succeeding tables.

3.3. Mean Gain in the Reading Comprehension Levels of the Students after the Intervention

The last and the most important question in this study investigated the mean gain the reading comprehension levels of the after the intervention. Table 3 presents the difference between the initial and the final mean scores after being exposed to SQ3R and whether this difference is statistically significant.

Table 3: Mean Gain in the Reading Comprehension of the Students After the Intervention				
SQ3R	Mean Gain	*t-Value	p-Value	Interpretation
Literal Meaning	0.6	-1.71	0.1036	Not Significant
Inferential Meaning	5.7	-7.93	0.0000002	Significant
Evaluative Meaning	3.65	-5	0.0001	Significant
Overall	9.95	17.21	0.00001	Significant

The table reveals that the mean gain of students exposed to SQ3R in Literal meaning is 0.6 and after computing the *t*-value of -1.71 which is greater than the *p*-value of 0.1036, thus failed to reject the null hypothesis. The result implies that there is no further effect on the literal meaning considering that students already got high scores during the initial reading comprehension test and did not find a large difference during the final test. The factor may be considered, that students have already acquired the basic skill before the strategy has been employed.

While the inferential meaning reveals that the mean gain of students after exposed to SQ3R is 5.7 and after computing the *t*-value of -7.93 thus a rejection of the null hypothesis is done. This implies that students' skill has significantly improved after being exposed to the strategy.

On the other hand, the result of evaluative meaning reveals that the mean gain of students after being exposed to SQ3R is 3.65 and after computing the *t*-value of -5, thus a rejection of the null hypothesis is done. This implies that the result gives emphasis to a significant effect of the SQ3R strategy on students' evaluative skill.

By looking at the over-all mean gain difference of the students reading comprehension after this exposure to SQ3R, it reveals the result is 9.95 and after computing the *p*-value is 0.0001 which is less than the 0.05 level of significance, the

null hypothesis is rejected. This means that the alternative hypothesis is accepted which states that there is a significant difference between the reading comprehension levels of the students after being exposed to SQ3R. In other words, with 95% confidence, it can be concluded that students exposed to SQ3R have benefited substantially from this strategy.

The study confirms the effectiveness of SQ3R strategy in improving students' reading comprehension most especially how it has shown great improvement on students' inferential and evaluative skills. The result recognizes the importance of the strategy and how it can be useful to improve students' learning outcome.

This result then corroborates the findings of other research studies. They coincide with the research findings of Bulut (2017) and Carlston (2008), to name a few, that the reading strategy helps the students effectively improve their reading comprehension ability. Additionally, it was reported that the SQ3R influenced better the reading comprehension of the students and is recommended that teachers, administrators, students and even parents should recognize the importance of using the strategy in reading classes and learning in general (Baier, 2011).

This confirms Parkes' (2000) idea that discussions that continually make the connections between print, pictures, and audience are critical and that those who learn English by using SQ3R method get better scores in reading comprehension. Moreover, Lia (2016) claimed that the SQ3R method is a useful technique for fully absorbing written information. It helps to create a good mental framework of subject, into which one can fit facts correctly. It helps to set study goals. It also prompts to use the review techniques that will help to fix information in mind.

It is seen that there is significant difference before and after the intervention. It implies that the performance of the student respondents really improved after the implementation of the SQ3R method in the teaching-learning process. As observed in the assessments, students performed better in the posttest than in the pretest. The researchers come to a conclusion that the SQ3R method is effective in reading instruction. Thus, if teachers use SQ3R method thoroughly in the teaching-learning process, there is a greater increase of the reading comprehension skills of the students based on the performances of BEEd students.

4. Conclusion and Recommendations

The study confirms the effectiveness of SQ3R strategy in improving students' reading comprehension most especially how it has shown great improvement on students' inferential and evaluative skills. The result recognizes the importance of the strategy and how it can be useful to improve students' learning outcome.

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