

THE IMPLEMENTATION OF SQ3R METHOD FOR TEACHING ENGLISH READING TEXT

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Abstract:

Problems that arise during online learning must be addressed immediately, including learning to read English. Many students do not achieve effective learning and tend to rely on smartphones instead of using the results of their own ideas and thoughts. The SQ3R method is a method for learning reading that can help students understand English texts with the analysis stage and generate ideas and creativity from their own minds. This study aims to determine: How to implementation SQ3R method in online English learning. This research is a qualitative research by describing how the implementation of the SQ3R method and the results of the SQ3R method that have been carried out online. The participants in this study were 25 students of grade 8F at SMP N 1 Tempel . Collecting data in the form of student interview questionnaires, transcripts of teacher interviews and photos of the implementation of the SQ3R method online. Through research instruments in the form of interviews, questionnaires and documentation. The collected data were analyzed descriptively in the form of presentation tables and presentation of interview transcripts and questionnaires. The first stage of data collection in this study was teacher and student interviews, then applied the SQ3R method to students and documentation of the results of the SQ3R method applied by students. The results of implementation of SQ3R method indicate that the SQ3R method can be applied online by enabling teachers to create media that can help students understand the SQ3R method.

Keywords:

Reading, Online Learning, SQ3R Method, Qualitative, English Learning.



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INTRODUCTION

The entire world is currently affected by the COVID-19 epidemic, which has temporarily paralyzed all sectors, from the economy to education, with offices closing, schools closing, and all finding it difficult. They may not congregate and must maintain a social distance at all times. What about education, then? Will it remain closed indefinitely? Whether you like it or not, online classes or E-Learning (electronic learning) must be held in order for learning to continue.

Authors observed the ineffectiveness of online learning, and teachers lacked of necessary tools to implement online learning. Students face numerous challenges because for many

who have not used a smartphone, the limitations of the signal become a significant barrier because the signal and smartphone are basic needs that must be met if online learning is to be carried out.

SQ3R method can be an option and solutions so that students can still learn effectively at home, despite teachers' lack of preparation for online learning and the numerous obstacles encountered when learning English, particularly reading English text. Students must be self-sufficient in this situation because the teacher can only monitor the results of student work without face-to-face interaction.

The authors want to identify the use of the SQ3R method for teaching reading, especially English reading text. The SQ3R method is usually used for face-to-face learning. Based on student and teacher interviews that have been conducted and the problems encountered, the authors tried to apply SQ3R method and it is hoped that SQ3R method can help students work on English text problems easily.

In line with problem identification, the study focusses on the application of the SQ3R method for the online teaching of English. The decision was taken by considering the importance of online reading teaching methods in order to remain effective and easy to apply by students. The authors assume that the SQ3R method can be applied to online students to understand English texts in depth and efficiently so that they can obtain information from the provided English text. How is the implementation of SQ3R method for teaching English reading text online? It is a research question in this study that would be revealed by authors. The objective of this study is to describe the implementation of the SQ3R method in teaching reading texts online.

This study becomes the source of information and reference for researchers who want to analyze the same case. Hopefully, teachers and students can understand more about the SQ3R method and can apply it to online and face-to-face learning.

METHOD

This study is belonging to qualitative research by describing how the implementation of the SQ3R method and the results of the SQ3R method that have been carried out online. The participants in this study were 25 students of grade 8F at SMP N 1 Tempel . Collecting data in the form of student interview questionnaires, transcripts of teacher interviews and photos of the implementation of the SQ3R method online. Through research instruments in the form of interviews, questionnaires and documentation. The collected data were analyzed descriptively in the form of presentation tables and presentation of interview transcripts and questionnaires. The first stage of data collection in this study was teacher and student interviews, then applied the SQ3R method to students and documentation of the results of the SQ3R method applied by students.

RESULTS AND DISCUSSION

This research is qualitative in nature and the data generated are in the form of descriptions of words and theories based on existing data. The data obtained were analyzed by reduction, display data, and conclusion drawing/verification. This study aims to determine the application of the online SQ3R method. The data obtained are in the form of teacher interviews and the results of questionnaires distributed to students and photo

documentation of the results of the application of the SQ3R method carried out by these students. To find out the application of the SQ3R method is to describe the way researchers teach the method online and the results of the application of the SQ3R method by students.

Table 1 The Application of SQ3R Method

NO	NAME	SURVEY	QUESTION	READ	RECITE	REVIEW
1	Dwi Arib	The text is greeting card	1. Who is Zifa? 2. Who is send? 3. What is the text about?	1. Zifa is Ganiar's friend 2. Zifa 3. The text about first winner news reading contest	Zifa is Ganiar's friend . Zifa send the greeting card because ganiar win the news reading contest	√
2	Enggar	Greeting card	1. Who is Ganiar? 2. Who is Zifa? 3. Why zifa send the the greeting cars to Ganiar ?	1. Ganiar is Zifa's friend 2. Zifa is Ganiar friend 3 Because Ganiar being first winner news reading contest	Ganiar is Zifa's friend . Zifa send the greeting card because ganiar being first winner news reading contest	√
3	Diana Eka	The text is greeting card	1. Who is Ganiar? 2. What is the text above? 3. When Zifa send the greeting card to Ganiar? 4. What Zifa feel when she send the greeting card?	1. Ganiar is Zifa's friend 2. About greeting card 3. When Ganiar being first winner news reading contest 4. Feel happy and proud	Ganiar is Zifa's friend. Zifa very happy and proud when Ganiar being first winner news reading contest and Zifa send the greeting card to Ganiar.	Already Appropriate √

At the survey stage, there were some students who grouped the types of text and some only mentioned the name of the text, at this stage students already knew about the type of text that was being worked on. The second stage is a question, at this stage students make questions that are relevant to the reading text images provided, there are some students who work completely, and are able to make implied questions, but there are also students who make explicit questions, namely questions that are easy to find and visible in the text. The third stage is reading, here students have answered the questions they made in the previous stage correctly. In the fourth stage, namely reciting, here students are able to make sentences that are relevant to the reading text questions provided using their own sentences. The fifth stage is a review, a review is re-examining re-reading the stages that have been carried out previously whether they are appropriate or not by giving a check mark, there are some students who do not add a check mark to the review stage. The results of interviews with teachers, students and experts after the implementation of the SQ3R method as shown in Table 2 below:

Table 2 The Interview Result

Question	Response Teacher	Response Students	According to experts	Conclusion
What do you think about the SQ3R method?	The overall SQ3R method can help students understand the contents of the reading text	Easy to understand and fun to learn	According to Huda (2014: 244), namely: "SQ3R according to an understanding strategy that helps students think about the text they are reading. Often categorized as a learning strategy, SQ3R helps students 'get something' the first time they read a text. For teachers SQ3R helps them in guiding students how to read and think like effective readers".	Based on responses from experts, teachers and students the SQ3R method helps students understand English texts and achieve effective learning
What is your opinion about the survey stage (stage 1) in the SQ3R method?	The survey stage helps students find important points in the text and students can mention the type of text they are working on	I can say the type of text easily with the help of the teacher and find out	According to Dalman (2013: 191-195): a. Survey is a step to help students read to get the overall picture contained in the reading material that is read	Based on responses from experts, teachers and students the survey stage helps students identify the text and get important points from the reading text provided
What is your opinion about the question stage (stage 2) in the SQ3R method?	The question stage helps students arrange relevant questions according to their imagination	I can be creative in making questions according to my imagination	According to Islamuddin (2010: 179-181) Question: helps students to arrange questions that are clear, concise, and relevant to parts of the text	Based on responses from experts, teachers and students in the question stage help students create questions that are relevant to the reading
What is your opinion about the read stage (stage 3) in the SQ3R method?	The read stage helps students to find important points and write them down to be compiled at the next stage	I can answer my own questions	According to Islamuddin (2010: 179-181) Read: helps students read actively in order to find answers to the questions that have been arranged. In this case, active reading also means reading that is focused on paragraphs that are thought to contain answers that are thought to be relevant to the question.	Based on responses from experts, teachers and students The reading stage helps students read effectively in order to find answers to the questions they have previously made.
What is your opinion about the recite stage (stage 4) in the SQ3R method?	The recite stage helps students to compile and have new vocabulary and deepen the content of the text that is	I can make sentences by compiling the answers that I have made before	According to Robinson (Huda, 2014: 244), Recite: helps students read and repeat the answers to their questions and make notes about their answers for further learning	Based on responses from experts, teachers and students the stages of reciting help students understand the reading text and in depth, and

relevant to the reading provided		find new vocabulary because here students compose sentences that are relevant to the reading text.
What is your opinion about the review stage (stage 5) on SQ3R method?	The review stage helps students re-read each of the previous stages	I researched and re-read the stages of the SQ3R method that I had applied.
		According to Syah (2010: 128-129) Review, helps students to review all questions and answers briefly.
		Based on responses from experts, teachers and students. At the review stage, it helps students to be more thorough and re-read each stage they have done.

CONCLUSION

Based on the analysis and discussion of the data, the authors obtained conclusions that can be drawn from research on the Implementation of the SQ3R Method for Teaching English Reading Texts as follows:

1. Based on the results of the research above, it can be concluded that the SQ3R method can be applied/implemented online for 8th grade students at SMP N 1 Tempel, the first is collecting the results of interviews from teacher and students then the researcher begins to apply the steps of the SQ3R method, after that it start to ask questions and solved by the SQ3R method, the researcher also make a video about the SQ3R method and open questions for students if there are obstacles faced.
2. Based on the results of the research above, the SQ3R method is effectively used/implemented for students when learning online, it can be seen from the results obtained by students. Although applied online the SQ3R method is effectively taught to students because it can help students understand English texts, this is indicated by good grades and each students can understand the SQ3R method easily

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APPENDIX



