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Research Article

Effect of SQ3R on Students' Reading Comprehension

Geryl D. Cataraja

College of Graduate Studies, Palompon Institute of Technology, 6538, Philippines

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*Corresponding author:

E-mail:

geryl.cataraja@pit.edu.ph

ABSTRACT

Comprehension is the primary objective reading, which promotes cognizance in all disciplines and so improves the teaching-learning process. The objective of this research was to see how SQ3R affected the reading comprehension of Grade 11 students at the Palompon Institute of Technology. The pretest-posttest control group design was employed in this research. Sixty Students randomly assigned to either of the groups. To gather the data, a reading comprehension test was used. It was treated using the mean and t-tests for dependent and independent samples. The following findings were revealed: 1) The initial reading comprehension of the SQ3R was "fair to good" while the conventional reading strategy was also "fair to good." 2) The students' initial reading comprehension was of the same level; 3) The final reading comprehension of the SQ3R was better than the conventional reading strategy ; 4) A significant difference was found between the initial and final reading comprehension of the students exposed to the SQ3R as well as those to the conventional reading strategy; and 5) There was a significant difference between the reading comprehension of the students exposed to the SQ3R and to the conventional reading strategy. This means that the SQ3R is a more effective strategy than conventional reading in the development of the students' reading comprehension. On the above findings, it was concluded that students need a different reading strategy to improve their reading comprehension, but they perform better if they use the SQ3R instead of conventional reading strategy.

Keywords: *SQ3R, Quantitative, Conventional Strategy, Reading Comprehension, Pretest-posttest*

Background

Thomas Jefferson, a great educator, claimed that readers may be free since reading eradicates ignorance and misunderstanding (Carlston, 2011). Additionally, reading is regarded

as one of man's greatest joys. It imparts enthusiasm, knowledge, and wisdom. It is a critical ability for humans to develop in order to benefit from human knowledge and experience.

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Reading, according to the above definition, is a language skill that kids must master in order to improve their language skills. This ability is very important in the educational setting, as students must develop excellent reading abilities, especially when collecting information from literature. As a result, comprehension is the fundamental goal of reading. According to Pardo (2004), comprehension is the process through which a reader develops meaning from a book by mixing prior knowledge and previous experience, textual information, and the reader's attitude toward the text.

According to Carlston (2011), one of the barriers to developing reading comprehension is students' failure to connect with the content when they do read. Students with inadequate reading skills may fail to understand the material. The capacity to read is a receptive ability. It is a challenging mental activity necessary for the kind of knowledge that society expects in a global setting. As a consequence, students in today's society must understand how to learn via reading and traverse the current educated culture. A reader may be able to point others in the proper path. It is an observation that some classes adopt the conventional method in their approach to reading. This method follows a usual pattern: the teacher gives basic knowledge, asks the students to read the text and have the students answer the question from the text or from the teacher, and then corrects the answers. This situation does not promote active participation in teaching learning process.

The author used the SQ3R technique to assist youngsters improve their reading skills. The SQRRR method was developed. It is an acronym that stands for Survey, Question, Read, Recall, and Review. SQ3R is a well-known reading strategy. It imitates competent readers' reading patterns, provides suitable models for struggling readers to follow, and illustrates the purpose of reading. The SQ3R approach not only improves students' reading ability, but it also makes reading simpler and more enjoyable (Hutasuhut, 2009).

Additionally, a study determined the reading competency level of Grade 10 students in Region 8 to serve as the foundation for a reading intervention program for the 2016-2017 school year. The components from the

Philippine-Informal Reading Inventory (Phil-IRI) were utilized to measure reading skills. The findings indicated that the majority of children were at the frustration level of reading competence when it came to silent reading, but were at the instructional level when it came to oral reading. Males are much less adept in reading than girls in both silent and vocal reading (Cabardo, 2017).

The researcher aimed to determine the efficacy of the SQ3R technique in order to improve reading comprehension capacity and the objective of the teaching-learning process. Thus, the investigation was undertaken in this light.

Methods

The pretest-posttest study methodology was employed in the quasi-experimental design to assess if there is a statistically significant difference in reading comprehension between students who were exposed to SQ3R and those who were exposed to the traditional reading approach.

The study was conducted at the Palompon Institute of Technology, located at Evangelista Street, Palompon, Leyte. For the control group, the test was given at Rm. 4 of the College of Maritime Education building which was well-designed, adequately ventilated and conducive for learning. For the experimental group, it was conducted at the same building but at a different classroom (Rm. 3) with the same above-mentioned features.

The students were seated accordingly with a seat apart set-up of 1 meter per student to observe reliability and validity of the result.

The participants of the study were the PIT students of Senior High School, Grade 11 STEM, sections Prosperity and Modesty, composing thirty-eight (38) and thirty-five (35) students respectively. They were enrolled in the subject CS2 (Reading and Writing Skills) in the second semester of SY 2017-2018. However, the participants of the study went down to 30 per class due to the absences of students. Thus, it also created equality of the participants' distribution.

A reading comprehension exam was utilized as the instrument to collect data for the research, both as a pretest and a posttest. It was a reading comprehension exam in the form of a

multiple choice test with five (5) questions, a True or False test with 13 things, and a Fill-in-the-blank test with 22 items. The reading comprehension exam was derived from Marzook Maazi Alshammari's International Language Test System (IELTS). An worldwide standardized exam of English Language Proficiency for non-native English speakers was utilized as the instrument.

Furthermore, the instrument of the study was for the intermediate level to ensure the suitability of the level to the chosen participants. The directions of the instrument went through revisions considering that its format was patterned to be answered online.

The stated instrument was essentially pilot tested to ensure its content validity and reliability. The Ormoc Foundation, Inc.'s St. Paul's School in Ormoc City was utilized for pilot testing. The pilot testing was conducted with the mentioned school's Grade 11 Senior High School STEM students.

Moreover, the six (6) reading activities used during the intervention were the reading materials relevant to the subject's field of specialization.

The average reading comprehension scores of the students were converted to a qualitative description using the range of scores computation of a reading comprehension levels.

The pretest was conducted to the sections right after the reliability test of the pilot-tested instrument that was approved by the College of Graduate Studies (CGS). The conduct of the study was given on the same day but at different time periods, which was an hour apart from each other. Thus, the conduct of the pretest for one section was done an hour after the first section had their pretest. The students were given the copy of the test adapted from the IELTS reading comprehension test, made up of 40 items that underwent pilot testing. 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.

After administering the pretest, the researcher gave a series of reading activities to the two groups (STEM Prosperity and STEM Modesty sections respectively) applying the SQ3R and the conventional reading strategies.

There were six (6) reading activities that were given to the two assigned groups as adapted from Yuliana (2013). Along with the series of reading activities, SQ3R and conventional reading strategies were employed to the two assigned groups.

When the students began reading the text, the intervention was delivered. The teacher in the experimental group discussed the phrase strategic SQ3R reading and demonstrated it to the students while reading a book. After the students finished the reading process using the SQ3R approach, the teacher provided comments.

Finally, the researcher administered the same reading comprehension exam to the students as before. They were given another hour to respond. The topic instructor who graded the exam. The average scores were used to assess the students' post-reading comprehension.

Result and Discussion

The first research problem investigated the initial and final reading comprehension levels of the students exposed to SQ3R and the Conventional reading strategies.

As reflected in Table 1, the initial mean score of students exposed to SQ3R is 22.47 with a standard deviation of 7.00 while those exposed to conventional reading strategy got a mean score of 24.50 with a standard deviation of 4.96.

Table 1. Initial and Final Reading Comprehension Levels of the Students

Groups	Initial	Interpretation	Final	Interpretation
<u>Conventional</u>	24.50			
Mean	4.96	Fair	28.00	Good
SD			5.73	

Groups	Initial	Interpretation	Final	Interpretation
<u>SQ3R</u>	22.47		30.10	
Mean	7.00	Fair	4.16	Good
SD				

These results showed that both groups had a *fair* reading comprehension before the treatment was given. This implies that both had the same level in terms of their reading comprehension. This is important because in every experiment, researchers must select groups of equal characteristics to come up with a comparable and reliable result.

Moreover, the final mean scores of the students exposed to SQ3R was 30.10 and has a standard deviation of 4.16, while those exposed to the conventional reading strategy got a final mean score of 28.00 and has a standard deviation of 5.73. By looking at their means, it can be noted that both groups, after the intervention, had a good reading comprehension.

The aforementioned increase in mean scores of the students exposed to conventional strategy, 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, 2) and that students must already been used to the strategy since then.

On the other hand, it's important to note that the experimental group's mean scores have improved from fair to good. This suggests that students who were exposed to the SQ3R technique profited from it. This finding backs up Rahmawati's (2013) argument that the relevance of SQ3R as a reading comprehension method has been shown in several studies. SQ3R as a method enhances students' reading comprehension and performance, according to these studies.

After the initial and final reading comprehension levels of the two groups were given, the disparities between their initial and final reading comprehension levels, as well as their initial and final mean scores, were calculated. The tables below explain these differences in further detail.

The second research question was designed to answer the first question by determining if there was a significant difference in the two groups' initial reading comprehension levels. Table 2 shows the outcome.

Table 2. Difference between the Initial Reading Comprehension Levels

Groups	Mean	t-value	Critical value	Interpretation
SQ3R Reading Strategy	22.47	1.30	2.01	Not Significant
Conventional Reading Strategy	24.50			

It can be gleaned from the table that the difference in the initial comprehension level between the two groups before the treatment was given is not significant. At the 0.05 level of significance, the t-value was calculated and found to be 1.30, which is less than the critical value of 2.01. This suggests that the groups' initial reading comprehension levels are not considerably different. Thus, the first null hypothesis was accepted at the 0.05 level of significance, indicating that there is no significant difference between the students in the SQ3R group and those in the standard reading strategy group in terms of beginning reading comprehension levels. This means that before they were subjected

to their respective treatments, the two groups' reading comprehension levels were remarkably similar.

Statistically, the result is very important especially in experimental studies where groups to be compared must have the same characteristics before treatments to come up with a reliable result.

Moreover, Lia (2016) acclaimed that to fully get a valid and reliable result of the research study, the level of knowledge of both groups should be carefully considered. Because it is only in this way that a good mental framework of the topic can be created, into which facts may be accurately fitted.

Table 3 depicts the statistically significant difference in initial and end reading comprehension of students exposed to both groups. The experimental group, those who were exposed to SQ3R, had a final mean score of 30.10, which was greater than its starting mean of 22.47, as seen in the table.

These findings indicate that students in the SQ3R group increased their reading comprehension from "fair" to "good." When the data was analyzed using the t-test, it was discovered that there is a significant difference between the starting and end mean scores of the students exposed to SQ3R, with a t-value of 7.37, which is more than the critical value of 1.70.

Table 3. Difference between the Initial and Final Reading Comprehension Levels of both Groups

Reading Comprehension	Mean	t-value	Critical value	Interpretation
SQ3R	22.47	7.37	1.70	Sig.
Initial	(Fair)			
Final	30.10 (Good)			
Conventional	24.50	3.33	1.70	Sig.
Initial	(Good)			
Final	28.00 (Good)			

It can be gleaned from the table that the initial mean score of the students exposed to the conventional reading strategy is 24.50 interpreted as *fair* and increased to 28.00, their final mean score which belongs to a *good* level. Furthermore, when the difference between initial and final mean scores was computed, it was still found out to be significant because the computed t-value is 3.33 which is higher than the critical value of 1.70 at 0.05 alpha level of significance.

The null hypothesis is rejected as a result of the following findings. In other words, the second alternative hypothesis, that there is a substantial difference between the beginning and end reading comprehension levels of children exposed to SQ3R and traditional reading procedures, is accepted. This suggests that both SQ3R and traditional techniques were helpful in enhancing students' reading comprehension levels.

This supports Parkes' (2000) hypothesis that talks that constantly draw links between print, visuals, and audience are crucial, and that

individuals who learn English using the SQ3R technique score higher in reading comprehension than those who do not.

Furthermore, according to Lia (2016), the SQ3R approach is an effective way for thoroughly assimilating textual material. It aids in the formation of a good conceptual framework for the topic, into which data may be appropriately inserted. It aids in the establishment of learning objectives. It also encourages you to employ review strategies to assist you remember knowledge.

On the other hand, the findings contradict a recent research by Yuliana (2013), which found that traditional teaching methods made classroom conditions uninteresting, resulting in low student performance in reading courses.

The study's fourth and most critical question looked at the differences in reading comprehension levels between students who were exposed to SQ3R and those who were not. Table 4 shows the difference in the two groups' initial and end mean scores, as well as whether or not this difference is statistically significant.

Table 4. Difference between the Reading Comprehension Levels of the Two Groups

Groups	Mean	t-value	Critical value	Interpretation
SQ3R	7.63	2.80	1.70	Significant
Conventional reading strategy	5.67			

In the table, the difference between the starting and final mean scores of students exposed to SQ3R is 7.63, which is more than the 5.67 difference in the conventional technique group. When the t-value exceeds the critical value of 1.70 at the 0.05 level of significance, the null hypothesis is rejected. This implies that the third alternative hypothesis, that there is a significant difference in the reading comprehension abilities of the two groups, is accepted. In other words, despite strong increases in both groups, it is 95 percent certain that students exposed to SQ3R benefited more significantly from this approach than those exposed to the normal reading strategy.

This result therefore confirms the findings of earlier study inquiries. They back up the findings of Bulut (2017) and Carlston (2008), among others, that SQ3R may help students better grasp the reading process and improve their reading comprehension abilities. Furthermore, strategic reading - SQ3R had a beneficial influence on students' reading comprehension, according to Baier (2011). He believes that teachers, administrators, students, and even parents should be aware of the significance of this strategy and how it may be used to improve reading comprehension.

Conclusion

The following conclusions were drawn based on the outcomes of this study: Students require a reading strategy in any form to increase their reading comprehension. The kind of reading strategy given, whether using SQ3R or the Conventional Reading Strategy, will guide them as they enhance their reading comprehension; and students' reading comprehension is better when the SQ3R is used as a reading strategy instead of using the conventional reading strategy. This is because the former necessitates and encourages the students to be more organized in understanding their reading.

Furthermore, based on the conclusions drawn, the researcher recommends the following; Instructors should use effective strategies for motivation in the teaching of reading for a positive outcome of the students' reading comprehension; Instructors may use the SQ3R as a strategy for teaching reading in their classes

and take note of the motivation and eagerness of the students in reading; The department heads may conduct an awareness campaign using the SQ3R strategy in English and in all other disciplines; Following the stated criteria, the SQ3R method might be widely disseminated, and follow-up research on the following topics could be conducted: The Effect of the SQ3R Method in Teaching Reading Comprehension on Students' Performance; The Effect of the SQ3R Method on Students' Reading Comprehension Ability; and The Effectiveness of SQ3R as a Method to Improve Students' Reading Comprehension.

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