

The Implementation of Robinson's Strategy (SQ3R) to enhance the Reading Ability in English Class

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This article is arranged to review and compare the theory about implementing of Robinson's strategy (SQ3R) to enhance reading prowess in English context. As we know that reading is the imperative skill at various academic levels. In reading activities, especially reading English texts, lack of motivation is a serious problem faced by students. This can be influenced for the students' interest in reading activity. Besides, the limited time in reading activity can be the problems when the students in reading class. Furthermore, lack of vocabulary can be the obstacle for the students to understand and acquire the information during they read the English text. To solve these difficulties, we need to find a strategy that can be applied to the students in enhancing their reading. One of the strategy that can be used to solve the problems is utilizing SQ3R (Survey, Question, Read, Recite, and Review) strategy. In this article, the writer would review and discuss about the theory of SQ3R as the reading strategy, the mechanism of this theory, the advantages and the challenges, and also the previous study. This article will be closed with the conclusion and recommendation to apply SQ3R as the strategy in reading class.

Keywords: Reading ability, SQ3R, Weaknesses, Advantages

INTRODUCTION

Reading is the common skill for the learners in the educational activity. Reading is significant for everyone, especially for the academic purpose. Why reading can be the important skill? We can find the answer when we do the reading activity. Reading can make us as the readers more independently, objectively, and creatively to see the treasury of knowledge (Mangasi, 2019). Reading activities provide opportunities for us to seek unlimited information. Not only that, we can know the new knowledge, get many information, and also create something new after we read the books or literacies. Then, reading is the essential activity at various academic levels. At every level in from the basic education to higher education level, reading activity is being a daily routine for the students to comprehend and get the information (Widiawati et al., 2020, p. 72). In reading English context, many students, especially in EFL students, reading can be the complex activity (Phakti, 2006). It means that reading for the students with English as a foreign language can be

difficult activity, because they have to hard work to understand and find the meaning of the vocabularies in reading English text (Bin-Tahir, 2019). In contrast, reading can be the role for the student and the teacher, and also reading ability is beneficial for the EFL students because they can increase their skill and acquire the new vocabulary (Salikin et al., 2017). So that is why reading is can be the vital skill for the students.

Nowadays, reading is being a complexity skill, specifically in English reading text. Because they have to be faced some obstacle such as, lack of vocabulary, lack of motivation (Salikin et al., 2017). Into the bargain, the students think that reading is such of activity that make them feel boring (Bin-Tahir, 2019). Likewise, there are some challenging which the students must face in reading activity (LAC, 2006), the first is, there are amount of reading pages. This problem also makes the students feel jaded and unmotivated. The next is the limited time in reading class, it means that the students have to read a lots of pages. It means that, reading activity is only used to do the task in the school. It is denoted that reading is not as the habit in Indonesia. According to Suyanto (2017) which states that Indonesian students incline to speak. It meant that students still find it difficult to read because students have to overcome the structure and vocabulary in English and must be transmitted to Indonesian (Suryanto, 2017). It distinctly makes the students have to struggle to do it more. Furthermore, the students think that reading passage in the school or college is quiet density and complexity so that it can be the challenges to improve the skill ability.

Based on the problems above, the writer is inquisitive about what strategy that can ameliorate the students' understanding and grasp in reading activity. There are numerous strategy that can harness in reading activity, but the writer has an interest in applying SQ3R (Survey, Questions, Read, Recite, and Review). This technique evolved by the Robinson. The strategy is believed to boost the students' reading ability (Widiawati et al., 2020). And also, this strategy can improve the students' recollecting about the text in reading ability, it is supported by Anjuni & Cahyadi (2019) state that SQ3R can upgrade the students' ability in memorizing the passage. At the same time, this strategy is man-made so that this strategy has some weaknesses to carry out. Based on this problem, the writer tries to review the effectiveness and the challenges of using SQ3R as the reading strategy in reading class, and also the writer would try to provide the compression theory and previous study of this strategy. Furthermore, the writer hopes that this article can be the references for the teachers and lecturer to solve the reading skill problems in their class. Besides, this article is also useful for the students as the references to improve their ability in reading skill.

Theory of reading

There are various delineations about reading. According to Alyousef (2006), reading is the interactive activity that can link the readers and the text passage. In this case the readers try to understand and comprehend the information that the reading passage present. In addition, another theory about reading can be seen as the activity that can be used to help the readers to develop and acquire the knowledge freely (Fitria, 2019). Then, according to Petel (as cited in Anjuni & Cahyadi, 2019), there are three parts of reading, namely, reading loud, silent reading, and extensive

reading. Furthermore, Fitria (2019) also state that reading ability has the correlation with vocabulary, grammar mastery. It is lined with Salikin et al., (2017) which is the reading ability can increase the students' vocabulary ability.

As well, the other researchers state that reading is the mental and physical activity that the purpose of this activity to receive and knowing the meaning of the reading text (Widiawati et al., (2020). Instead, reading activity is an activity that involves physically and mentally in its implementation. Moreover, according to Muhammad et al., (2019) state that reading is an extracting process to separate the meaning from the writing context and language symbols this process can be called as the decoding of writing symbols.

Theory of SQ3R

SQ3R or Survey, Questions, Read, Recite, and Review is the reading strategy which is developed by Francis P, Robinson in Ohio University of USA (Tarigan, 2020), this method is can be used to grasp the reading text in various subjects. Then, this method also designed to follow the levels so that the students can study in systematic and efficient (Mangasi, 2019). Furthermore, the purpose of this strategy is to help the students to comprehend and preserve the material that they have obtained through reading the text by using several stages to guide them when they start to read the text (Widiawati et al., 2020). In Robinsons' strategy has five stages. Then, each stage is useful to stimulate the students to understand the reading text (Mustappa, 2017). Besides, according to Jamiludin et al., (2017) SQ3R or Robinson's strategy is containing various skills such as vocabulary's authorization, reading matter organizing, and also this strategy can link the truth fact with another fact. In addition, based on the theory above that SQ3R is the strategy that designed to make the students feel easy to comprehend reading text, and the objective of this strategy is to create the learning systematic and efficient in reading class.

In the Robinson's strategy, there are five steps that have to be followed. According to Ayiten & Baiden (2020) the five steps in Robinson's strategies are consisting for Survey, Questions, Read, Recite, and Review.

1. Survey

The first stage in Robinson strategy begins with the survey. In this stage the students have to find the main idea of the text. The students can use the skimming method to find the information quickly (Mangasi, 2019). Furthermore, in survey steps the students begin with active reading (LAC, 2006). In this case, students are asked to find topics in these chapters, and also at this stage, students begin to memorize what topics the reading text means. To survey the text the students can focus on some part in the reading passage, such as title, headings, introduction, questions, conclusion, pictures or diagrams, the bolds and italic words, tables, graphing, summary, and the numbering of pages. Moreover, based on Learning Assistance Center (2006), the aim of this stage is to unriddle the purpose of the topic, to understand the topic, and also to estimate the how much time that the students consume in reading activity.

2. Questions

Then after the students do the survey, the next point is, make the questions based on the survey's findings. It means that the students is arranging the questions about what the topic they want or need to learn in the reading activity (Ayitey & Baiden, 2020). The students can change the title or heading in the text into the questions, and also they can use the research problems as the others questions. The other, the general questions can be used in the main formulas in arranging the questions. The students can use the questions formulas (Asiri & Momani, 2017), such as:

- What is the chapter about?
- What are the problems that the writer wants to convey?
- Why this topic is important?
- How does this information can answer my questions?

After the students draw up the questions, the students have to look for the answer of the questions in the next stage. However some students feel do not care in this stage so that they cut this stages and start to the next steps, even though this stages is designed to keep the students feel vigilance and aware when they begin to read the text, and also it can help the students to recall the previous knowledge which has the linking information with the text (LAC, 2006).

3. Read

This stage is the main point in this strategy, the students should to active in reading activity. This stage serves as an answer to the questions that have been prepared previously. Furthermore, the students in this stage have to underline the main ideas. In this case the students can jot down the ideas or giving the symbols in the margin text or in the upper and above the text (Ayitey & Baiden, 2020). The students in this stage can immediately try to answer the former questions if they have been found the answer. In addition, the students can use the critical reading (Mangasi, 2019) in this stage, and the students hap into rivet to find the main point in the reading text.

According to Artis (2008) in this stage the students asked to do the reading activity, and when the students begin to active in reading they should to confirm their predictions, it means the students need to reinforce their previous questions. Then, they also have to monitor their understanding in reading text, in this case the students must ensure their understanding in the page before they move to another page. In this case the students can also take a note to recognize when they feel confused or not sure about their understanding.

4. Recite

The next stage is The Recite. According to Hartati & Yuliawati (2018) argues that the Recite is a stage that requires students to narrate the findings that they have read in their own language. At this stage, Recite can predict students' understanding in reading activities, meaning that if students can recount their findings smoothly and correctly, this indicates that students comprehend wht is contained in the information presented by the book. Besides, in another

theory, this stage makes the students have to summarize the finding of the text (Syahfutra, 2017). However, not all finding can be the summarizing, only the important point and can answer the former questions.

Besides, according to Artis (2008) recite is the activity that makes the students have to recall again their memorizing and use critical thinking to link the information, and this stage also help the students to move their short-term memories into long-term memories. This theory, it same ways with Syahfutra (2017) that the students have to re-write their answer without re-read again.

In sum, this stage requires the students to recall their memory about the recent information after they read, and also they can retell the information in re-write or verbal ways.

5. Review

The last stages in the Robinson's strategy is Review. In every task and activity that we have done in previous stages is obviously needed to review. Furthermore, this stage helps the students to stick the recent information in their memory (LAC, 2006) so that the information is permanently stayed on the students' memory. And Learning Assistant Center (2006) continuous their statement that this point is not about re-read the note or the books again, but, the students have to make a different activity base on the recent information, such as draw the mind mapping, arrange the flash cards, re-tell to the others, and so on.

In addition, these steps in SQ3R or Robinson's strategy are designed to make the students as the subject not the objects (Mangasi, 2019). It means, this strategy makes the models of the learning is the student center, because this study is requiring the students to think independently. Furthermore, the teacher in this case can be the role models to give the examples or instruction for the students, and the rest the students work in individually or pare with their partner.

METHOD(S)

This research is the literature review. Moreover, in this paper, the writer chooses the systematic reviews where the writer wants to appear the evidence from the various studies (Snyder, 2019). In this paper, the writer would show the findings of the SQ3R strategy and also this paper would be concluding the various evidence about using SQ3R so that the writer is decide to use systematic review as the ways to identify the various empirical proof.

FINDINGS AND DISCUSSION

Reading class, is one of the subjects in the English department at the university level. At this level, students must have the ability to understand reading texts, especially in reading academic texts, such as a scientific article, journal, and so on. On the other hand, reading activity also teaches on the secondary and high school. It is difference level with the university level, in this case however, in the reading activity, the students feel unwelcome because they feel that reading is such of boring

activity (Mangasi, 2019). Then, it can be the obstacle for the students to comprehend the reading passage. Next, according to the issues, its need to find the strategy that can solve these problems effectively. In this paper, the best strategy that can use for reading activity is SQ3R or Robinson's strategy.

There is some previous study that has used SQ3R to increase reading ability. According to Said & Agusalam (2020) that was conducted the research about implementation SQ3R methods to improve students' comprehension of reading English Textbook (E-book) in the Muhammadiyah University of Baton. Then, they use the classroom action research as the method in this study. And the results of the study is, that using SQ3R is effective to enhance the readers understanding whether in writing and verbally in English texts. In others, according to Anjuni & Cahyadi (2019) have hold the study about how to improve students' reading comprehension by using SQ3R, and this research was using quantitative research design to conduct the research. Then, the finding of this study is emphasized for the teacher that can provide the efficient and reliable material in reading class. The last previous study has come from Biringkanae (2018) that has conducted the research about the use of the SQ3R technique in improving students' reading comprehension in the SMP Negeri 2 Saluputti, this research method was combining the qualitative and quantitative research. Then, the findings of this study are, Implementation of SQ3R can improve the reading comprehension and students' mental in reading activity. In this study the can be underlined in the effectiveness of this strategy to enhance the students' mental. In this case, students' mental refers to students' motivation and attitude in reading comprehension.

According to the previous study above, we can summary that SQ3R has some benefits, first, the benefits of using SQ3R can increase the students' comprehension in reading ability. In this case, some researchers were founded that Robinson's strategy is effective to increase reading comprehension because it makes the students more aware about the reading passage. Then the next advantage of using SQ3R, this strategy can provide students with experiences when they read the text (Mangasi, 2019). This means that students when using SQ3R can connect the information that they have read into their daily lives. Furthermore, using SQ3R can motivate the students to learn individually (Ayitey & Baiden, 2020). It means, that by using SQ3R the students get the learning, motivate from the critical reading individually. Besides, using Robinson's strategy can improve the quality of learning outcomes (Jamiludin et al., 2017). In this case the effect of using SQ3R is can be seen on the outcomes of the reading process. It could be due to the increase of students' eagerness to follow the reading activity. And the next advantages in SQ3R or Robinson's strategy is reading can help the students to predict and restrict the topic (Syahfutra, 2017). SQ3R can help the students to prepare the material before they begin to read the text. It is useful for the students' readiness in reading class.

Conversely, the use of the Robinson strategy not only provides useful material, but there are also several drawbacks when students try this strategy in reading activities. According to Supriyadi (as cited in Ahmada, 2018) argue that using SQ3R is only used for the students with the highest level proficiency in the reading. It means that using Robinson's strategy is only for the students or readers whose have the high level proficiency while the students who has a low

proficiency level they tend to passive in reading activity. Then, not only for the students, SQ3 strategy is also has the weakness for the teachers, that is, this strategy makes the teachers hassle to carry out (Aziz, 2020) in this case, the teachers is difficult to provide the books for read the books who never have reading books. And the last disadvantage of this strategy, according to Sitepu (2019) argue that the teachers need to set up the explanation and give the example for the students so that it can waste the time to prepare this strategy in the reading class. Then, she continues that some students give the perceptions that using Robinson's strategy is too difficult to understand. It means that the students with low level in reading proficiency would be stuck in the understanding of the instruction.

In short, the use of SQ3R has many advantages that it can be chosen as a good way to improve reading comprehension in the reading class. Then, the teacher can choose this strategy as the reading strategy in reading class. However, this strategy also has the weaknesses to apply in reading class. In this case, the teachers must be considered when they want to use this strategy. The teachers should regard to the students' circumstances, such as the level of proficiency and the times.

CONCLUSIONS

Reading is the essential aptitude for the students in the educational exertion. Reading is critical for everybody, particularly for the scholastic reason. Furthermore, in reading English setting, numerous understudies particularly in EFL understudies, reading can be the unpredictable action. Today, reading is being a trouble aptitude, especially in English understanding content. Since they should be confronted some hindrance, for instance, lack of vocabulary, lack of motivation, and so on. Then, some students think that reading is such of movement that cause them to feel exhausted. Based on the problems, its need for the strategy to solve those problems, and the best strategy in is a Robinson's strategy (SQ3R). SQ3R strategy can upgrade the students' capacity in memorizing the entry. Besides, using SQ3R also can improve the students' motivation in reading activity. Nonetheless, using Robinson's strategy has the weaknesses for the students and the teachers, for instance, SQ3R is only for the high proficiency level students, then this strategy is also make the students difficulty to prepare the appropriate text for the students who never read the books, and also the students sometimes feel confuse to understanding the instruction of SQ3R.

Furthermore, according to the advantages and the weaknesses, the students and the teachers can reconsider about applying SQ3R as the reading strategy. The teachers must pay attention for the condition and situation of their students before they try to use SQ3R strategy.

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