

## **Improving Students' Intensive Reading Ability by Using Survey- Question-Read-Review-Recite-Reflect Method**

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### **Abstract**

The current study is a classroom action research with the objective of analyzing the improvement of students' intensive reading ability using Survey-Question-Read-Review-Recite-Reflect (SQ4R) method. This research was conducted at Ryulgok Secondary School, Pyongyang, by involving 32 the 3<sup>rd</sup> grade students as the research participants. Data collection techniques were interviews, observation, documentation, and tests. The data analysis method used in this study was divided into qualitative data analysis and quantitative data analysis. The results of the first cycle of the research showed that 58.4% of students were active, it meant that it was still less than the target 75% of the results of intensive reading, because only 53% of students achieved a score of 70 and above for reading ability. In the second cycle, it shows that 85% of students actively participated in learning and the percentage of students was 87% of the target 75% of students got a score of 70 and above for reading ability. This indicated that there was an increase in learning outcomes (reading ability) as a result of an increase in the learning process after using the SQ4R method.

### **Keywords**

intensive reading, learning outcome, reading ability, SQ4R method

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## INTRODUCTION

Language learning is functionally a learning process that emphasizes more on students to learn for using language in relation to the language's function as a communication means (Bormann, Cederman, & Vogt, 2017; Kelman, 2018; Zhu & Bresnahan, 2018). In language learning activities, reading is one of the language skills which is taught. According to Afflerbach, Pearson, and Paris (2017) teaching reading skills aims to foster students to have good abilities and skills, easily capture ideas and opinions from a text, and get more knowledge when the reading process is carried out.

The purpose of reading activity varies widely, although it is generally done to gain as much knowledge as possible (Kasper, Uibu, & Mikk, 2018; Magnusson, Roe, & Blikstad-Balas, 2018). In addition, the reading activity is also carried out by someone with the aim of obtaining entertainment. People will find it easier to do the reading activity if they know how to do it. Therefore, according to Brevik (2019) the correct way of reading needs to be known and understood, so that this activity is easy to carry out and the desired goal can be achieved.

One way that is known in reading activities is intensive reading. As a result of some studies, intensive reading is a reading activity with the aim to find out the contents detail of the reading text (Khazaal, 2019; Liu, 2019; Zhang, 2020). In line with that opinion, Habib, Mustapha, and Ali (2019) stated that, in general, intensive reading is an activity of reading carefully and thoroughly. This reading model is used with the purpose of finding information in a text. Intensive reading can also be interpreted as a reading process that is carried out by exploring the problem, and the reader's effort to understand the idea of the script from the main idea to the supporting ideas.

Students' reading skill is often hampered because teachers are not precise in applying the methods used in the learning process, so that it has an impact on students' lack of motivation, interest, and participation in reading. At Ryulgok Secondary School, Pyongyang city, researchers found the fact that reading teaching using conventional methods resulted in unsatisfactory reading abilities of students. In fact, to improve students' reading skills, a solution in the form of innovative and creative teaching method is needed.

In accordance with the result of the initial observation, where the researchers interviewed several students who indirectly said that reading learning was less attractive because the teacher only asked students to read and then students answered the questions contained in the reading material. The methods or strategies that were often used are group discussion and lectures. Those methods only activated 3 to 5 students who initially had the ability and a good level of confidence in expressing their opinions in front of the class. This is what encourages researchers to invite students to like reading activities, especially intensive reading, and be able to find ideas contained in the text.

Reading learning basically can be done with various methods or strategies (Brown, 2017). One of the interesting reading methods is Survey-Question-Read-Review-Recite-Reflect (SQ4R) method. Maulizan and Khatmi (2020) underlined that

the main objective of learning with the SQ4R method is to help students learn on their own abilities and increase students' efforts to understand the text they read. The application of the SQ4R method in learning shapes students into independent learners.

A student as an independent learner can do the following things:

- Carefully diagnose a particular learning;
- Easily understand the content of the learning material;
- Skillfully monitor the effectiveness of learning activities;
- Be motivated to engage in learning situations.

Based on the description stated above, the researchers are interested in conducting this classroom action research. By applying the SQ4R (Survey-Question-Read-Review-Recite-Reflect) method, students are expected to be more effective in the classroom during learning activities, especially in reading activity. The purpose of the present study is to describe the planning, implementation, and evaluation of the SQ4R method, in improving students' intensive reading skill at Ryulgok Secondary School.

## **LITERATURE REVIEW**

Through a study, Viljaranta et al. (2017) suggest that reading should have a purpose. A person who reads with a purpose tends to understand more than someone who does not have a purpose. In essence, reading is something that is complicated and involves many things, which is not just reciting a piece of writing. Word recognition can be in the form of reading words using a dictionary. Briefly stated that reading can be known by saying words that have been understood and grouping the sounds contained in the reading. It is therefore very important to remember any right-hand difficulties with sounds, sound sequences, intonations, or pauses.

Daniel (2009) argues that the ability to read is a vital thing in an educated society. Children who do not understand the importance of reading will not be motivated to learn. Therefore, reading is the careful study, scrutiny and detailed treatment carried out in class on a short assignment of about two to four pages per day.

According to Flemming (2005), intensive reading is a type of reading activity that requires a person to read specific information. Such reading can be compared to extensive reading. In the intensive reading technique, readers will not only get information but will also get pleasure and entertainment from the message read.

In their research, Nashruddin, Ningtyas, and Ekamurti (2018) found that intensive reading as a reading activity at a higher level. In this type of reading, the reader does not just read, but understands and requires a longer retention time. Intensive reading is divided into two forms, namely reading content studies and reading language studies. Reading content studies emphasizes the content of the reading in depth, while reading language studies requires an understanding of the language used. (Mustafa, Najla Assiry, Bustari, & Ayu Nuryasmin, 2019).

Intensive reading is also a reading activity that requires high concentration. Intensive reading can be used to study literature and language. Intensive reading can also be used to examine the content critically, creatively, and thoroughly (Kabir, 2020).

However, intensive reading is not only aimed at understanding what conveyed by the author, but there are several other goals. The following are the goals of intensive reading based on a research conducted by Scammacca, Swanson, Vaughn, and Roberts (2020).

1. To gain reading comprehension

The most common goal of intensive reading is to gain reading comprehension. This is in line with the original purpose of the reading activity, namely understanding the contents of the reading to broaden new views, perspectives, and experiences based on the others' experiences.

2. To find text patterns in a structured way

A person sometimes reads something just out of necessity. In contrast to intensive reading activities, consciously or not, the reader will have knowledge of the structure of the text being read. For students of literature, intensive reading to find out the pattern of the text and the structure of the text is often practiced for the purposes of linguistic studies.

3. To know the intent and purpose of the author

The real purpose that readers will get automatically while reading is to be able to understand the message that the author wants to convey. Talking about the author's message, it is actually not only talking about the explicit message, but also the implied message. The implied message is not conveyed openly by the author to the reader. Therefore, not all readers can catch the message. Only readers who have the ability to read intensively can find the implied message.

4. As a linguistic tool

This linguistic purpose actually refers to the study of literature and language. From a text, readers not only get knowledge and views from the author, but can also be a means to analyze the existing linguistic structure.

Through the intensive reading activity, students will be able to develop the reading skill such as skimming and identifying the main idea of reading. Intensive reading activity can help grow and hone reading and critical thinking skills. It is very important for teachers of any subject to implement the intensive reading activity as part of learning because basically all teachers are reading teachers. This is where teachers can help students use various literacy strategies to understand different types of texts in various contexts and cover different levels of cognitive processing (Chen & Wang, 2019).

To support literacy strengthening for students, intensive reading activities are needed. This activity can improve students' reading culture and make learning activities more effective which leads to literacy skills. Intensive reading is an activity of reading texts carefully and deeply by capturing more deeply the information contained in the text (Korompot & Jabu, 2019). In intensive reading activities, students read the same choice of reading provided by the teacher. Students are asked to read the short text carefully and carefully. As a result, they understand the contents of the reading well and correctly (Cedeño, 2019; Rong-gen, 2019; Williams & Vaughn, 2020).

The SQ4R (Survey-Question-Read-Review-Recite-Reflect) method basically helps students to be able to improve the learning process by understanding the text that is read in a shorter time (Basar & Gürbüz, 2017). The SQ4R model is a system that is applied in carrying out reading or learning activities, in the forms of observation (survey), asking (question), reading (read), repeating (review), restating (recite), and reconsidering (reflect).

This model is a link in which each part is interrelated so that the whole must be passed by the reader to obtain maximum understanding. An explanation of the parts of SQ4R is presented as follows.

1. Survey or observation

The survey aims to provide an introduction to the readers so that they are more familiar with the text to be read in detail. The method of implementing the survey is: (a) reading the title, (b) reading the opening or introductory part, (c) reading each subtitle, (d) reading the description of pictures, maps, graphs, and diagrams, (e) reading the questions at the end of the chapter (if any). With these steps, readers can be sure that they already know the general content of the reading material.

2. Question

This section is very significant in carrying out reading activities because the reader is asked to understand the intent and purpose of the reading activity, through a number of questions during reading. These questions direct the readers to the information they are looking for.

3. Read

This activity that involves mental and physical processes can be carried out by students effectively if they really make use of the questions made before reading the reading material.

4. Review

This activity is carried out after the reader has finished the entire reading text. This section aims to repeat or recall which parts have been understood or not.

5. Recite

The next activity after reading is not only reviewing (verbally) but also summarizing and concluding. This is called reciting or restating information that has been read according to the reader's version. In reciting, the reader is expected to be able to re-express with the editorial of his own sentence.

6. Reflect

It is a way of thinking about what to learn. Meaningful knowledge is obtained from this process.

The knowledge possessed by students is expanded through the learning context. The teacher helps students make connections between prior knowledge and new knowledge. That way students feel they have gained something useful for themselves, and what they have just learned (Acharya, 2019; Al-Obaydi, Nashruddin, Rahman, & Suherman, 2021).

## RESEARCH METHOD

This classroom action research process applies the model of Kemmis and McTaggart (1990). The mechanism is carried out in two cycles, and each cycle is carried out in 4 stages, namely: (1) planning, (2) action, (3) observation, and (4) reflection. The research data are in the form of planning, implementation and evaluation data. The participants were 32 the 3<sup>rd</sup> grade students of Ryulgok Secondary School.

The instruments for data collection in the present study were: (1) interview, (2) observation, (3) test. Interview was conducted to obtain information about how teachers teach in the reading learning process and students' abilities will be investigated. Observation was made with the aim of obtaining data about the teacher in directing students, and how students' attitudes during the learning process took place. The test was conducted to find out how the students' intensive reading ability was improved by using the SQ4R method.

Analysis of research data was carried out by:

1. Examining the data  
Data collected through observation, field notes, and documentation studies by transcribing the results of observations, selecting, and selecting data. The data are grouped based on the data in each cycle.
2. Data reduction  
The overall data collected is selected and identified based on the group and classified according to needs.
3. Presenting data  
Presentation of data by organizing the information that has been reduced. The entire series of data and presented in an integrated manner according to the planned cycle so that it focuses on learning.
4. Concluding the research results  
Finally, the findings of this study are concluded and data triangulation activities or testing of research findings are carried out. The validity of the test data by rethinking the things that have been done and put forward through the exchange of opinions with experts and supervisors, colleagues, reviewing field notes, observations, and triangulation with colleagues or teachers after learning in an effort to improve students' reading skill.

## FINDINGS AND DISCUSSION

### Cycle I

The researchers found the ability of students in compiling paragraphs, 8 students (25%) got a score of 20 or categorized as good, 10 students (31.25%) got a score of 16 or categorized as moderate, 8 students (25%) got a score 12 or poor categorized, and 6 students (18.75%) got a score of 8, or in very poor category. The number of students' average scores in the aspect of retelling is 18.12.

The results of the assessment of students' ability in intensive reading can be seen in the following table 1:

**Table 1. The Result of Intensive Reading Test in Cycle I**

Category	Score	Frequency	Percentage (%)
Very good	85 -100	7	21,9
Good	75 -84	7	21,9
Moderate	60 – 74	8	25
Poor	40 – 59	9	28,1
Very poor	0 - 39	1	3,1
Total		32	100

The result of the intensive reading test is based on the determination of the percentage calculation benchmark that students who get a score of 70 and above are only 17 students (53% of the total number of students). It means that it is still less than the research target, namely students who score learning outcomes that are still less than the target, that is, 75% students get score of 70 and above.

From the result of the observation in the first cycle, the researchers found that many students had negative attitudes in the learning process. The students who still behaved negatively, were ignorant, chatted with each other, played cellphones, fell asleep. Some students who were asked to express their opinions did not dare, arguing that they did not know what they were learning. Another cause for students to behave negatively is because the teacher has not mastered the material as a whole, the teacher is more standing in front of the class so that the students sitting at the back feel neglected.

In cycle I, in general, students were still less active in participating in the learning process. The lack of student activity in the first cycle of the learning process has an impact on the low intensive reading test results (only 53% of students scored 70 and above). Therefore, the research is continued to cycle II by maintaining the achievements in cycle I.

## **Cycle II**

The test scores obtained by students in cycle II are shown in table 2 below.

**Table 2. The Result of Intensive Reading Test in Cycle II**

Category	Score	Frequency	Percentage (%)
Very good	85 -100	19	59,4
Good	75 -84	8	25
Moderate	60 – 74	4	12,5
Poor	40 – 59	1	3,1
Very poor	0 - 39	0	0
Total		32	100

Based on the result of the intensive reading test shown by table 2, it can be seen that 28 students (89%) scored 70 and above. This means that the level of mastery is in the very good category. Only 4 students scored below 70. Students who scored 70 showed a negative attitude towards learning. This is in accordance with the results of observations about student activities during the learning process.

The result of the observation in cycle II showed that 85% of students actively participated in learning. This shows that there is a significant increase in student activity in the learning process, which is 26.2%. In the first cycle, only 58.4% of student activity was in line with the implementation of maximum teacher performance. The target has been met in cycle II so that the research no longer needs to be continued to the next cycle.

## CONCLUSION

Based on the results of research and discussion, it can be concluded that students' intensive reading skills have increased through the use of the SQ4R (Survey, Question, Read, Review, Recite, Reflect) method. This is proven by the results of the evaluation of students' intensive reading after learning using the SQ4R method. In the cycle I, only 53% of the student scored 70 and above. In the cycle II, 89% of the students scored 70 and above.

The activeness of students in participating in the learning process, and the positive attitude of students also increased. In the first cycle, the number of students participating in active learning was 58.4% and increased in the second cycle, 85% of students participated in learning. This indicates that there is an increase in student activity as a result of the learning process using the SQ4R method.

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