Managing Islamic Elementary Students' Reading Skill through SQ3R Strategy

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Abstract

Comprehending text is the final goal of reading. To comprehend the text, learners can use many strategies based on the purposes of the learning process. This article examines Islamic elementary reading comprehension through SQ3R strategy, how this strategy can increase learners' reading skills. The method used is qualitative action research to know the process and solving the students' problems while learning the process of reading. The researcher uses both qualitative and quantitative data through direct observation in the natural environment. The result shows that the SQ3R strategy can increase learners' reading comprehension problems. It can be seen that learners can analyze the visual information, predict the content and improve their note-taking.

Keywords
SQ3R, Reading Comprehension, Metacognitive Strategy, Elementary School

1. Introduction
Comprehension is the final goal of reading because it is defined as learners' thinking. Everyone agrees that reading comprehension is not an easy matter of recognizing individual words, or perhaps of understanding every individual word as our eyes skip it (Nation, 2005). Because, all models of comprehension acknowledge the requirement for readers to make up a mental object of text, a method that needs integration across a variety of sources of data, from lexical options through to data regarding events within the world (Sabatini et al., 2019). Therefore, to understand text reading needs the language skills to create text conclusions.

The nature and origins of reading comprehension difficulties, however, are not explicit. This article aims to know the SQ3R strategy can increase students reading comprehension difficulties in young learners. Reading comprehension is also the ability to recognize and understand the contents of something written. In essence, reading is the process of communication between the reader and the writer through the text he wrote. Reading is an associate

activity to find meaning from what has written within the text. For this purpose, besides having to master the language used, a reader must active their cognitive mental processes system.

Reading comprehension is a complex process of students' vocabulary knowledge to interact between students' reading strategies and text. Because, reading skills are recognizing the written symbols and understanding the content, so it depends on the effective strategy used by students (Vellutino, 2003; (US) et al., 2000; Van Keer et al., 2005; Allen, 2003). Thus, the students have to activate their prior knowledge to contribute to students' comprehension and understanding of text better (Antoniou et al., 2007; Jian, 2016; Yu-fen Yang, 2002; Taub et al., 2018; Zhang et al., 2013). Subsequently, pre-reading, while-reading, and post-reading are the strategy of reading comprehension to monitor their understanding (Kana, 2015), preparing the reading plan, topic elicitation, making a prediction, visualization, activating prior knowledge and determining reading speed are part of the pre-reading strategy, while-reading includes making a connection, note-taking, significant underlying point, guessing meaning, utilizing, and connecting students prior knowledge and text, whereas pre-reading involve summarizing, prediction, evaluating, and questioning (Aziz, 2019).

There are many reading strategies, one of them is SQ3R (survey, question, read, recite and review). SQ3R is the oldest reading strategy (Feldt et al., 2009; Gustafson et al., 1985; Lisson et al., 1991; Artis, 2008). It is developed by psychologists and educators to provide a reading process and helps students their comprehension (Swennumson, 1993; Feldt et al., 2009). Besides that, this strategy also helps students to investigate and interpret the information of text during reading comprehension.

SQ3R strategy is the process of students comprehends text, and it is the acronym of the survey, question, read, recite and review of the text. The survey takes place in the pre-reading strategy by getting the main ideas, visualizing, and skimming by reading the abstract. Afterward, the students analyze the text by using a diagram or they can visualize the text. Finally, they summarize the text and make a question to have a good understanding of the text. Furthermore, students also can note-taking the text to remember the detailed information. Students can review text if they cannot remember what they read. Several studies show that SQ3R is an effective strategy for those who have difficulty in understanding the text (Antoniou & Souvignier, 2007; Eilers & Pinkley, 2006; Houtveen & Van de Grift, 2007; Lau, 2006; Scharlach, 2008; Van Keer, 2004). So it can give a positive impact on students reading comprehension skills (Butler, 1983; Fisher, 1985; Paporello, 1991; Artis, 2008; Lisson et al., 1991; Swennumson, 1993). Thus, How is the implementation of the SQ3R strategy on increasing students' reading skills in English lesson at Islamic Elementary students in Gayam Bojonegoro

2. Literature Review
2.1 Understanding of SQ3R
SQ3R is a reading comprehension strategy designed to read textbooks and assignments for various learners. It develops a dynamic and intrusive attitude towards learning and doubles the cognitive processes of successful learners. Robinson designed this strategy in the early 1940s (Francis P Robinson, 1946). It is also referred to as "the grandfather of study strategies" (Lipson et al., 2003). SQ3R stands for the five steps students in using this strategy. They are Surveys, Questions, Read, Recite and Review. A survey is where students get information by reading the title of the reading text, introduction, illustrations, pictures, and captions. They then underline new words and guess the meaning. In many paragraphs, students try to read the title and extract the main points, which are then developed. This process only takes a few minutes (Francis P Robinson, 1946) because learners are only looking for titles. Robinson argues that "surveying" the text before reading will lead students towards a better understanding of the main idea. It helps students to organize what they read.

The second is the question. (Francis P Robinson, 1946) Suggests the use of questions so students can turn topics into questions. Even to get more meaningful ideas, they can change the first sentence of the paragraph in question. Questioning is the process of knowing the unknown. The more they ask, the more they will know. Robinson asserted, "This will arouse your curiosity and hence increase understanding" (Francis P Robinson, 1946). So the question deepens students' curiosity and they extract the main points. Making questions requires reasonable effort from students although they can change the title into a question very quickly. The third is reading where students try to find answers to the questions they made in the previous step. (Francis P Robinson, 1946) Described the SQ3R reading section as an "active search for answers." Finding answers to questions should not be a boring and passive activity but must involve active cognition. Make notes and underline new words, and use the dictionary to block

items in just a few steps. Students must have the goal of reading in their minds when they read each part rather than moving their eyes passively on each line.

The fourth is scanning what has been read. The reader should not scan or read the text to get the associate degree applicable answer (Francis P Robinson, 1946). After reading, learners shut the book then attempt to repeat and revise answers in their own words. The learners also should build temporary notes with titles and subtitles whereas reading (Francis P Robinson, 1946). Writing ideas, phrases and notes ar the most effective ways for reading from memory.

The fourth is reading what has been read. The reader must not scan or read the text to find an appropriate answer (Francis P Robinson, 1946). After reading, learners close the book then try to repeat and revise answers in their own words. Students can read skim again and repeat what they have read. The reader must make brief notes with titles and subtitles while reading (Robinson, 1941). Writing ideas, phrases and notes are the best methods for reading from memory. The final step of the SQ3R strategy is a review and is justified by Spitzer's work that supports the technique (Francis P Robinson, 1946). After completing step 4, students can review their notes by looking at the main points and their relationship to each other. Then they can test their memory by reading the main points and sub-points under each heading. It can be done by covering up the notes and recalling the information. Several studies have been conducted on the use of the SQ3R strategy.

SQ3R can be concluded as a reading strategy that is increasingly popular and widely used (Francis Pleasant Robinson, 1962). This strategy is considered as a method of reading, which is quite useful and can produce good understanding. SQ3R is a strategy of reading to find the main ideas, and supporters of the main ideas also help the reader to remember longer (Gibson, 2018; Johns et al., 1980).

Many psychologists such as Robinson (1970) and Fox (1962) point out that most textbook reading methods used by students are too passive (Francis Pleasant Robinson, 1962). Students just read a chapter of a book, then close it or read while underlining it casually. Students like daydreaming and let the reading material into his mind. Furthermore, much of the material he reads came out again (Calhoun et al., 1983). Therefore the lack of increased student reading can be realized by using an effective strategy with SQ3R, which begins by building a general picture of the material being studied, growing questions from the title/subtitle of a chapter and continued by reading to find answers to questions (Sobour, 2003).

SQ3R is the oldest reading strategy, then self-regulated and metacognitive strategy(Muhid et al., 2020). It is the process of reading that asks students to survey, question, read, recite and review the text. Francis Robinson develops SQ3R in the early 1949s (Francis P Robinson, 1946). It is a popular strategy used in reading comprehension courses (Carter et al., 2005). Many educators emphasize that SQ3R has a positive correlation and consistent impact on improving students' grade point of reading comprehension (Beneke et al., 1972; Briggs et al., 1971; Driskell et al., 1980; Herman, 1972; Al-Ghazo, 2015; Basar et al., 2017; Bulut, 2017; Miran Yang et al., 2016; Marzuki, 2019; Asiri et al., 2017). Hence, the steps of SQ3R strategy helps students to have a better understanding by using their self-regulated reading within reading a text.

2.2 SQ3R Learning Concepts

To complete the description of the learning with SQ3R, the following compilers present how to study texts (Discourse), especially those contained in books, scientific articles, and research reports. Tips specifically designed to understand the contents of the text. SQ3R is an abbreviation of studying text which includes: *The survey*, which means checking, researching, and identifying all texts. *The question*, it means that compiles questions list that is relevant to the text, *Read* means to actively read the text and get answers to the questions that have been arranged, *Recite*, is to memorize every answer that has been found, *Review* means reviewing all the answers to the questions arranged in the second and third steps.

The first step in conducting a survey activity, students need to help and encourage them to examine the entire structure of the text briefly. The aim is to know the length of the text, section headings and subdivision terms and keywords and so on. In conducting the survey, learners prepare pencils, paper, and a feature maker (yellow, green, etc.), such as highlighter to mark certain parts. Essential parts of the root are used as question material, need to be marked to facilitate the process of compiling a list of questions in the next step. In the second step, we should give instructions or examples to arrange questions that are clear, concise and relevant to the parts of the text being

studied. If the text that students learn contains things that are previously known, maybe they need to make a few questions instead, if the background of students' knowledge is not related to the contents of the text, then he needs as many questions as possible. In the third step, educators should ask students to read actively to find answers that have been arranged, in this case, active reading should focus on the paragraphs that are estimated to contain answers that are expected to be relevant to question earlier.

In the fourth step, educators should ask to mention again the answers above that have been arranged. Train learners not to open answer notes. If a question is not answered, learners are still told to answer the next question. And so on, until all questions, including those that have not been answered, can be completed properly, and your fifth/final step (review) should ask students to review all the questions and answers.

The time allocation needed to understand a text with the SQ3R strategy, may not be different from studying the text in a normal way. However, student learning outcomes using SQ3R can be expected to be more satisfying, because, with this strategy, students become active readers and are directed directly to the essence or content of the principal implied and contained in the text. Here is the complete explanation of SQ3R part.

2.3 Survey
A quick review of the main ideas and organizing ideas is the way of having a critical reading. The survey aims to know the authors' main ideas, for example, learners should evaluate the reading material, which is designed to allow the general information of specific ideas. Here, students should; a) scan the title to know how the text is organized. b) skim the various elements of introduction, objective, etc., to know how familiar the topics. Students also should give their personal learning preferences to know the best learning various reading techniques that are beneficial. c) examine the elements of chapters by summarizing, exercising, references, and consider what the author wants to understand. d) learners should discipline and can force themselves to understand the various texts (Taki, 2015). Here is the reading technique that can be used by learners to monitor their reading (Table 1).

Table 1. The metacognitive strategy adopted from (Taraban et al., 2004)

Metacognitive strategy	
1. Skimming before reading	19. review the text
2. Get important information	20. summarize the text
3. Focus on the important information	21. interpret the text
4. Related points to another	22. evaluate the text
5. Draw the prior knowledge	23. consider the interpretations
6. Generate question	24. anticipate using knowledge
7. Revise prior questions	25. backword in the text
8. Revise background knowledge	26. note how hard or easy
9. Infer the information	27. distinguish between old and new
10. Determine unknown meaning	28. note when interested or bored
11. Underline while reading	29. anticipate information of text
12. Reread to remember	30. check if anticipated correctly
13. Take notes	31. set goals for reading
14. Visualize the description	32. search out information for goals
15. Summarize and paraphrase	33. evaluate text for goals
16. Ask questions	34. construct an overall summary
17. Reread slowly	
18. Change background knowledge	

2.4 Questioning
Questioning is also one of a technique of contextual understanding and further critical reading (Aziz, 2019), here the learners should scan the various text then write the questions to answer what they read. Questions on the SQ3R strategy replicates the learners' efforts to predict what the author writes. So the learners should develop the questions by predicting what is essential material, thinking why the author provides visual aids. Afterward, learners should have specific questions to clarify the purposes of the text. After that, the learners write questions that attempt to capture the general topics/objective.

2.5 Recite

Reflecting what the learners read is the way of improving reading comprehension (Chung et al., 2017). the learners should use their critical thinking to transfer the information from short-term to long-term memory, so the learners have to; recite the answer to their overarching question, recite the answer to various questions dealing with text, recite the answer to the questions of author provide at the text, and write the answer that has just recited to facilitate the review. It will help the learners to check their comprehension, how active they read, critical thinking and tend to be interconnected.

2.6 Review

The last step is reviewing what students read to know how well they understand the authors' ideas (Moshman, 2017). Effectively they have to capture the important point of text by writing the information to the format that they make. It will immediately recognize the material that makes sense of meaning and also will make the process of returning to the material to much easier understand. the review is the important point to embed them within their knowledge. When reviewing the text, the learners have to reflect the questions, reflect on their answering, reread the text where answers are insufficient, organize the important information, substitute their arguments and examples of authors' ideas to check their understanding, reviewing repeatedly in different ways enhances retention of ideas.

2.7 Strengths and weaknesses of the SQ3R Learning Method

Each learning strategy has advantages and disadvantages, so the accuracy of the teacher in choosing a learning strategy is very much needed so that it does not become an obstacle that can hamper the implementation of learning to achieve the learning objectives. According to (Pujawan, 2005) the advantages of SQ3R Learning Strategy include 1) With the survey stage at the beginning of learning, this arouses students' curiosity about the material to be learned to increase student motivation in learning, 2) Students are given the opportunity ask questions and try to find answers to their questions by reading. Thus it can encourage students to think critically, be active in learning and meaningful learning, and 3) The material student's study is attached to a longer period. While the weaknesses of the SQ3R learning method are as follows; first, this strategy cannot be applied to all physics subjects because remembering physics material that is not always easily understood by reading alone but also the need for practicum, and secondly the teacher will have difficulty in preparing reading books for each student if not all students have reading books.

3. Methods

In this study, the researcher used qualitative action research to know the process and solving the school problem while learning the process (Figure 1). Here, the researcher used both qualitative and quantitative data through direct observation in the natural environment. In this study, reading comprehension problems of 6-grade Islamic elementary students were considered, and the scope was students' comprehension levels which measured determined that their reading low standard.
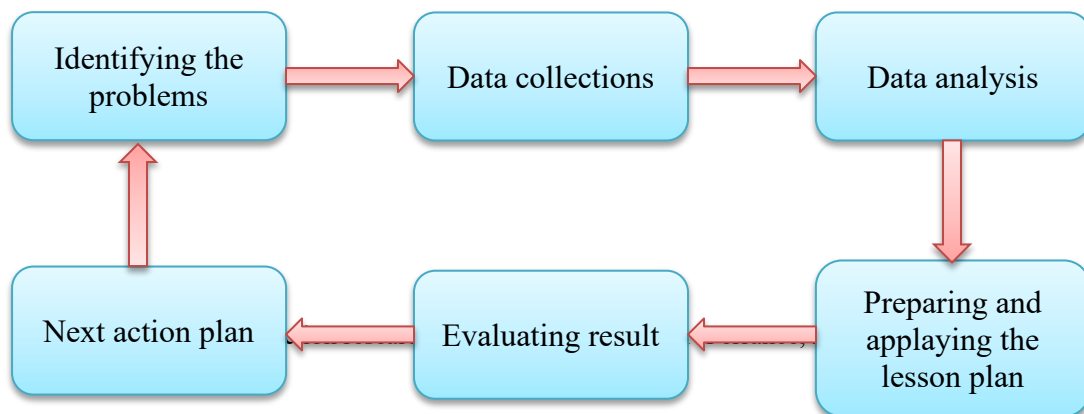

Figure 1. Methods of the study

3.1 The subject of the study

The subject of the study was 6 (six) Islamic Elementary Schools in Gayam Bojonegoro Indonesia, and the researcher used a criterion random sampling method to choose the subject of the study who had problems in reading comprehension (Table 2). The subjects were 6 students of male and 4 students of a female who 11 years old. As for students' parents' backgrounds were housewives for mothers and their fathers were farmers. The students sometimes feel bored when the learning process because of the lack of teachers' competencies. Therefore, the students' reading habit and their reading levels were quite low.

Table 2. demographic information of students parents

Learners	Gender	Age	Mothers' educational background	Mothers' jobs	Fathers' educational background	Fathers' job
Ali	M	12	Senior High	Housewives	Senior High	Farmer
Subhan	M	12	Senior High	Housewives	Undergraduate	Farmer
Rafi	M	12	Senior High	Housewives	Undergraduate	Farmer
Dika	M	12	Senior High	Housewives	Senior High	Farmer
Rafel	M	12	Senior High	Housewives	Undergraduate	Farmer
Soni	M	13	Senior High	Housewives	Senior High	Farmer
Mariam	F	12	Senior High	Housewives	Senior High	Farmer
Synta	F	12	Senior High	Housewives	Senior High	Farmer
Devi	F	12	Senior High	Housewives	Undergraduate	Farmer
Vivi	F	12	Senior High	Housewives	Senior High	Farmer

3.2 Data collection technique

They are four steps of data collection technique, students observation, students interview, reading comprehension test, and teachers' diaries. Observation, interview, quantitative data used triangulation was used to get research credibility. Besides, the researcher also asked the expert opinion of text equivalence, he conclude that text correlated with students' level under 97 correlation. In the next stage, objective-based questions about the texts were ready and when dependability studies, the lower dependability, and discrimination-indexed things were eliminated. Finally, the "Reading Comprehension Test" of twenty queries was compiled for every text. Concerning the "Student Observation Form" and also the "Student Interview Form", these were designed to be appropriate for all stages of the SQ3R Reading Strategy. The opinions of a minimum of 3 specialists were sought-after and received for draft versions of each of those forms before the ultimate versions were approved. Additionally, the method of implementing the strategy was video recorded so much accurate info may well be collected.

3.3 Procedure

This analysis followed by a pre-post test to take a look at the procedure. Eight texts that were appropriate for students' level were chosen. Then these texts were custom-made for SQ3R and the activities. These activities were enforced for three hours each day and four days per week throughout a nine weeks amount. To measure students' pre-reading, while-reading, and post-reading comprehension skills the "reading comprehension test" was administered once before applying the strategy. Moreover, throughout the intervention method, the "Student Observation Form" was accustomed to observe. However, students were victimization the SQ3R reading strategy. At the tip of the intervention, as noted, the "Reading Comprehension Test" was applied for the last time, and students' opinions regarding this study were obtained.

3.4 Data analysis technique

Qualitative information obtained from this study was analyzed exploitation qualitative content analysis, and quantitative information was analyzed statistically by SPSS 20. The stage of the SQ3R comprehension strategy was outlined because the content codes in each observation and interview form were analyzed.

4. Results and Discussion

The three different comprehension test was implemented, from the table above can be seen that students' test score on reading comprehension tests increases significantly. It can be concluded that the SQ3R reading strategy helps students on e=incresing their reading comprehension. In table 4 is shown that after getting intervention, students reading comprehension scores increased significantly (Table 3). Here is the result of every intervention process:

Table 3. students' test score in reading comprehension

No	Learners	Before intervention	During intervention	After intervention
1	Ali	45	60	75
2	Subhan	30	50	70
3	Rafi	50	75	85
4	Dika	40	55	75
5	Rafel	55	70	80
6	Soni	35	50	70
7	Mariam	40	60	80
8	Synta	40	55	75
9	Devi	45	60	85
10	Vivi	50	70	85

Survey: during an intervention, it was observed that learners used their prior knowledge, viewing the visual elements and also knowing the keyword before reading. Question: the result was a success as high expected because all the learners predicted and also create questions from their image and describe the image instead of a formulation of answering. Recite: after reading text, learners recite and summarizing the text to remember, after that, they made progress of their recitation skills. Devi, Rafel, Vivi, dika, and Subhan was auspicious in the writing what was expected level, they do not feel bore during writing. Review: Some re-skimming exercises were dole out with the learners who couldn't bear in mind and the main points of the text. Once these re-skimming exercises, some assessment activities were performed. In these activities, multiple-choice tests, short-answer queries and true-false queries were used.

The last, about learners' opinion of the strategy, it focuses on group discussion (FGD). In this case, the learners state that predicting text was very difficult to process, but they struggle with summarizing the text because they do not have many summarizing experiences in their previous study. In the end, they say that the SQ3R strategy contributed to their reading comprehension process.

This study shows that the SQ3R strategy can increase learners reading comprehension. It can be seen that learners can analyze the visual information, predict the content and improve their take a note. Also, their number-of-words-read per minute and word-recognition percentages improved significantly. All in all, it can be seen that the SQ3R strategy contributed to each learners reading and comprehension skills (Table 4). Indeed, previous studies regarding the SQ3R strategy have also come to similar conclusions of some researcher (Basar et al., 2017; Al-Ghazo, 2015; Asiri et al., 2017; Miran Yang et al., 2016; Gibson, 2018; Marzuki, 2019).

Table 4: Number of Word Per-Minute (NWPM) and Word Recognition Percentage (WRP)

No	Learners	Before intervention		While intervention		After intervention	
		NWPM	WRP	NWPM	WRP	NWPM	WRP
1	Ali	45	74%	60	88%	68	88%
2	Subhan	30	65%	46	77%	60	90%
3	Rafi	50	84%	60	84%	71	92%
4	Dika	40	73%	55	80%	68	90%
5	Rafel	55	56%	98	94%	104	93%
6	Soni	35	65%	54	73%	74	92%
7	Mariam	40	72%	56	82%	68	95%
8	Synta	40	73%	55	88%	62	97%
9	Devi	45	74%	61	92%	66	98%
10	Vivi	50	81%	62	94%	66	98%

6. Conclusion

Students' attitudes towards this intervention were positive and it can claim that SQ3R can use for improving the cognitive and affective skills of elementary school students who have trouble reading and comprehension. However, it ought to be taken into the thought that learners might experience some difficulties at some stages of this strategy. In this study, as an example, learners had some difficulties in the 'Recite' stage. During this stage, learners had some issues once they tried to grant oral and written reports regarding what they had understood from the text. Educators and researchers planning to use this strategy ought to pay more attention to the current stage. Especially, educators must spend more time on various activities/exercises on developing and improving students' oral skills from the early school of elementary

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