Using SQ3R Reading Method to Develop English Reading Comprehension for Matthayom Suksa 3 Students

การใช้วิธีการสอนอ่านแบบ SQ3R เพื่อพัฒนาทักษะการอ่านภาษาอังกฤษเพื่อความเข้าใจสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 3

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ABSTRACT

The purposes of the study were (1) to develop Matthayom Suksa 3 students’ reading comprehension of Banrai School by using SQ3R reading method and (2) to compare the reading comprehension achievement of Matthayom Suksa 3 students of Banrai School between pre-test and post-test after using SQ3R reading method. The instruments of the study were (1) the six lesson plans and (2) the reading comprehension achievement test. The subjects of this study were 30 Matthayom Suksa 3 students at Banrai School under the Office of Ubon Ratchathani Primary Education Service Area 3. They were selected by a cluster sampling technique. The study one group pre-test and post-test experimental design was carried out with in 18 hours. The arithmetic mean, standard deviation, and t-test were used for data analysis. The Research findings were follows: The result of Matthayom Suksa 3 students in reading comprehension taught by SQ3R reading method was found at level .05 of significance.

Keywords : SQ3R Reading Method; Reading Comprehension; Achievement test

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ ดังนี้ (1) เพื่อพัฒนาทักษะการอ่านภาษาอังกฤษเพื่อความเข้าใจสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 3 โดยใช้วิธีการสอนอ่านแบบ SQ3R และ (2) เพื่อเปรียบเทียบทักษะการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนบ้านไร่ ระหว่างก่อนและหลังการใช้วิธีการสอนอ่านแบบ SQ3R เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลนี้ได้แก่ (1) แผนการจัดการเรียนรู้ 6 แผน (2) แบบทดสอบวัดผลสัมฤทธิ์ทางการอ่านภาษาอังกฤษเพื่อความเข้าใจ กลุ่มตัวอย่าง คือ นักเรียนชั้นมัธยมศึกษาปีที่ 3 จำนวน 30 คน ภาคเรียนที่ 2 ปีการศึกษา 2557 โรงเรียนบ้านไร่ สำนักงานเขตพื้นที่การศึกษาประถมศึกษา อุบลราชธานี เขต 3 ซึ่งได้มาด้วยวิธีการสุ่มตัวอย่างแบบกลุ่ม (Cluster Sampling) แบบแผนที่ใช้ในการทดลองเป็นแบบทดสอบก่อนและหลังการทดลอง (one- group – pre-test and post-test design) ซึ่งใช้เวลาในการ
ทดลองทั้งหมด 18 ชั่วโมง สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ย, ค่าเบี่ยงเบนมาตรฐาน และการทดสอบค่า t-test ผลการวิจัยพบว่า ผลของการอ่านภาษาอังกฤษเพื่อความเข้าใจสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่ใช้วิธีการสอนอ่านแบบ SQ3R หลังการทดลองสูงกว่าก่อนทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับนัยสำคัญ .05 ค่าสำคัญ : วิธีการสอนอ่านแบบ SQ3R; การอ่านภาษาอังกฤษเพื่อความเข้าใจ; ผลสัมฤทธิ์ทางการเรียน

INTRODUCTION

At present, English is a very important and essential international language since it serves as an important tool for communication, education, seeking knowledge, livelihood and understanding cultures and visions of the world community. In Thailand English is used to communicate with foreigners and to search the information in commercial, educational and other contexts. The Thai education system must therefore enhance students’ abilities to communicate in English correctly and appropriately. This focus is seen in the act of the Ministry of Education of Thailand has determined that English is one of the most important subjects in the area of foreign languages (Department of Curriculum and Instruction Development, 2001)

However, Thais do not use English in their daily life. They mostly learn English in the classroom as English is a compulsory course for Thai students from the primary level. The skill which is most familiar for Thai learners and widely used in the classroom is reading.

Reading is an important skill in learning a language besides listening, speaking, and writing. It is not only about how to recognize words, but also how to understand the writers’ ideas and perception of his or her writing. According to Henderson (2007) reading is defined as the interpretation of graphic symbols, which imply that the reader must be able to make association with appropriate meaning. Reading also can be defined as the way to comprehend text and its appropriate meaning. The students read a text, and then they try to find the meaning of each sentence appropriate to the context. Reading is an English language skill that is difficult to learn, but it is a key to knowledge. By reading, students get information, enjoyment, and can also enlarge their knowledge. Reading is important in teaching and learning activities to understand the purpose of the study.

Smuth Senchoawanit (2001) said that readers recognize basic principles and can find the way to success because they can read any given text quickly and interpret correctly. Such people consequently gain more knowledge and experiences.

Chalard Chakpim (1992) stated that the skill of reading was very important because it was used as a tool to help learners understand information from written texts.
Uraiwan Sichomphoo (1998) stated that reading skill is more important than other skills for the learners who study English as a second language. Reading encourages students’ learning vocabulary and develops their speaking and writing. It is the skill which can be used anywhere in daily life. It is also skill useful self learning activity.

Harris and Sipay (1979) and Bamman et.al (1961) Reading skill is necessary for everybody in order to improve and develop reading in their daily life. Knowledge of a foreign language is very important to academic studies, professional success and development because today most textbooks and journal are printed in English.

The Department of Curriculum and Instruction Development showed that the ability of secondary students were in need to improve. In a survey of the National Institute of Educational Testing Service (Public Organization) in the Ordinary National Education Test (O-NET) of Matthayom Suksa 3 in Thailand of the 2008 – 2010 academic years, it was found that the worst average scores were in English. The result of the English average score of the Ordinary National Education Test (O-NET) of Matthayom Suksa 3 showed that the English average score of the students in Thailand, of the 2008 – 2010 academic years, were 32.42, 26.05 and 16.19 respectively. The English average score of the office of Ubon Ratchathani Primary Educational Service Area 3’s students were 31.92, 22.07 and 15.80 respectively and the English average score of Banrai School were 25.65, 25.97 and 16.30 respectively.

Reading comprehension is the process of understanding ideas from text to the readers mind. Reading without comprehension is nonsense and useless. Comprehension is how the students understand and get the messages from the printed words. Furthermore, Ducther (1990) stated that reading is the process of constructing meaning through the dynamic interaction among the readers existing knowledge, the information suggested by the text and the context of the reading situation. A reader must be able to recognize words and understand ideas in detail. Knowledge comes from both understanding the words and sentence meaning.

Thus, there are some techniques to improve the students reading comprehension, such as reading aloud, drill and Survey, Question, Read, Recite, and Review (SQ3R). Cal (1991) claimed that SQ3R is a very strong strategy to activate prior knowledge and integrate it with new information. SQ3R has been found to be even more effective when students are asked to write down information gained before, during, and after reading. The writing component allows children to tap into all four modes of learning: listening, speaking, reading, and writing. The first step of SQ3R encourages students to survey or preview the reading material. By looking at headings and pictures they are able to activate prior knowledge. This reading method gives the students some systematic steps to improve their understanding of the reading activity.
Fleming (2009) SQ3R is an active reading technique that is designed to help the readers get a fuller understanding of their reading materials. The readers will need to keep a pen and some paper on hand to use this technique. The SQ3R technique is one of the techniques in reading comprehension which helps students to comprehend the material besides reading aloud and drill.

It can be concluded that SQ3R is a reading strategy that can be used when students are expected to read and remember content material. The acronym stands for the steps in the process: Survey, Question, and Read, Recite, and Review. It is a useful technique for extracting the maximum amount of benefit from reading activity. SQ3R requires modeling and teacher support for struggling readers. Students who are not strong readers cannot be expected to apply this strategy independently. Therefore the researcher is interested in investigating SQ3R method to develop Matthayom Suksa 3 students’ reading comprehension of Banrai School. The outcome can be useful for teachers who teach comprehension in Thailand.

**Purposes of the Study**

1. To develop Matthayom Suksa 3 students’ reading comprehension of Banrai School by using SQ3R reading method
2. To compare the reading comprehension achievement of Matthayom Suksa 3 students of Banrai School between pre-test and post-test after using SQ3R reading method

**Research Question**

1. How can the SQ3R reading method develop the reading comprehension achievement of Matthayom Suksa 3 students at Banrai School?
2. Do the students have higher achievement on reading comprehension achievement after studying with the SQ3R reading method?

**Scope of the Study**

1. **Population**
   
The population was 1,200 Matthayom Suksa 3 students of Ubon Ratchathani Primary Education Service Area 3, Srimuangmai district, Ubon Ratchathani province, in the second semester of academic year 2014.

2. **Subjects**
   
The subjects were 30 Matthayom Suksa 3 students at Banrai School under the Office of Ubon Ratchathani Primary Education Service Area 3, Srimuangmai district, Ubon Ratchathani
province in the second semester of academic year 2014. They were selected by a cluster sampling technique.

3. Variables

3.1 Independent variable is the teaching of reading comprehension by using the SQ3R reading method.

3.2 Dependent variable is the reading comprehension achievement of Matthayom Suksa 3 students’ reading comprehension.

4. Instruments

The instruments consisted of the six lesson plans, and an achievement test with the SQ3R reading method.

**Conceptual Framework**

In this study the researcher has set up the conceptual framework as follow:

![Conceptual Framework Diagram]

**Expected Outcome**

1. The SQ3R reading method can develop the reading comprehension of Matthayom Suksa 3 Students at Banrai School.

2. The students have higher achievement on reading comprehension achievement after studying with the SQ3R reading method.

3. The teachers have the better technique for teaching reading comprehension. The teacher can apply the SQ3R technique to improve the students in reading comprehension and improve students’ knowledge about reading comprehension.
Definition of Key Terms

1. **Reading skill** is specific ability which enables a reader to read the written form as meaningful language, to read anything written with independence, comprehension and fluency, and to mentally interact with the message.

2. **SQ3R reading method** is a reading strategy that can be used when students are expected to read and remember content material. It includes 5 steps:
   2.1 **Survey** is the first step; scan the text, noting the headings; this allows the brain to get a basic idea of content and structure.
   2.2 **Question** is the second step; ask general questions about what have been found in survey, questions such as “What is/are...”
   2.3 **Read** is the third step; as it says, read the text, finding the answers to the questions have formulated.
   2.4. **Recite** is the fourth step; verbalize the answers to questions, using the own words that will understand and remember wording much more readily than anything that read.
   2.5 **Review** is the last step; go over the answers while they are fresh in mind. Be prepared to repeat the “read” and “recite/write” parts of this method to consolidate what the students are learning.

3. **English Reading Achievement** means the scores that the students obtained from the pre-test and post-test.

4. **Reading Comprehension** means a process involving a reader interacting with an English text via reading in order to comprehend a text.

5. **Students** refer to the 30 students of Matthayom Suksa 3 and Banrai School who take ENG 32202 English course during the second semester of academic year 2014.

Data Collection

The data collection was collected during the second semester of the academic year 2014. Before learning through the SQ3R reading method, the students did the pre-test in order that researcher was able to know their reading comprehension ability. At the end of the study, the students did the post-test.

Data Analysis

In order to find out if there were any significant differences in the test scores between pre-test and post-test result of the 30 students, the t – test were utilized to compare the mean scores. The mean and standard deviation were also utilized to analyze the collected data.
Results of the Study

Table 1 Result of Achievement Test

<table>
<thead>
<tr>
<th>Test</th>
<th>N</th>
<th>X</th>
<th>S.D.</th>
<th>t-value</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>30</td>
<td>20.29</td>
<td>4.051</td>
<td>18.362*</td>
<td>**.000</td>
</tr>
<tr>
<td>Post-test</td>
<td>30</td>
<td>37.87</td>
<td>5.575</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significance level .05 *

Table 1 shows the result of the achievement test of students in reading comprehension scores before and after using SQ3R reading method. The mean score of pre-test was 20.93, after the subjects were taught by using SQ3R reading method they did better on the post-test. The mean score of post-test was 37.87. According to comparison between the pre-test and post-test scores, the differences between the pre-test and post-test was found at level .05 of significance. It means that the SQ3R reading method could help the students to develop the reading comprehension.

Discussion

From the purposes of the study and the research questions, the researcher’s finding in Chapter IV, the results can be discussed and interpreted as follows:

After taught by using SQ3R reading method to develop students’ English reading comprehension the mean score of pre-test was 20.93. After the subjects were taught by using SQ3R reading method, they did better on the post-test. The mean score of post-test was 37.87. According to comparison between the pre-test and post-test scores, the difference between the pre-test and post-test was found at level .05 of significance. It means that the SQ3R reading method could help the students to develop the reading comprehension. The findings supported Call (1991) who claimed that SQ3R is a very strong strategy to activate prior knowledge and integrate it with new information. SQ3R has been found to be even more effective when students are asked to write down information gained before, during, and after reading.

Fleming (2009) who stated SQ3R is an active reading technique that is designed to help the readers get a fuller understanding of their reading materials. The readers will need to keep a pen and some paper on hand to use this technique. The SQ3R technique is one of the techniques in reading comprehension which helps students to comprehend the material besides reading aloud and drill.

Santo’s blog (2006) studied the effectiveness of SQ3R method in comprehension reading texts among the third grade students of SLTP Muhammadiyah 1 Yogyakarta of the
academic year 2005/2006. The result indicated that the experimental group is higher than control group. The research proved that there was a significant difference between the students’ ability in comprehending reading texts of the third grade students of SLTP Muhammadiyah 1 Yogyakarta who are taught using SQ3R method and that of those taught without using SQ3R method.

Pranata Royganda Sihaloho (2013) studied the effect of applying SQ3R method on students’ achievement in reading comprehension. The result of the research was analyzed by using t-test formula. The result showed that t-test was higher than t-table (4.23>2.00) at the level of significant 0.05 with degree of freedom (df) 58. It means that hypothesis alternative is accepted which shows that SQ3R method significantly improves the student’s reading comprehension. Eny Purwanti (2011) studied the teaching reading by using SQ3R to increase reading comprehension to the Second Year Students of SMP N 1 Pancur-Rembang in the academic year 2010/2011. The research found the mean scores of post-test of experimental group was 72.08 and the mean scores of post-test of control group was 65.14. So, the result of reading comprehension’ achievement in experimental group was higher than control group.

Recommendations

1. General Recommendations
   1.1 Teachers should study the method clearly and choose the familiar texts for the students and the texts should be conducted with their daily life.
   1.2 Group work is an essential technique to fulfill students’ confidence.

2. Recommendation for further study
   The findings and interpretation of this study lead to several recommendations for further study which includes the following.
   2.1 Further study should be conducted on improvement of other skills.
   2.2 Further study should be compared with other method such as paired reading technique, SQ4R reading method, the Bloom’s Taxonomy or group investigation.
   2.3 Further study should be conducted at other levels.

References
Call, Nicola.  The Thinking Child Brain-Based Learning for The Foundation Stage. PO Box 635 Stafford: Network Educational Press Ltd, 1991.


