

**UNDERGRADUATE STUDENTS' USE OF SQ3R FOR
COMPREHENDING ACADEMIC READING TEXT IN ENGLISH**

TUGAS AKHIR



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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
YOGYAKARTA
2024**

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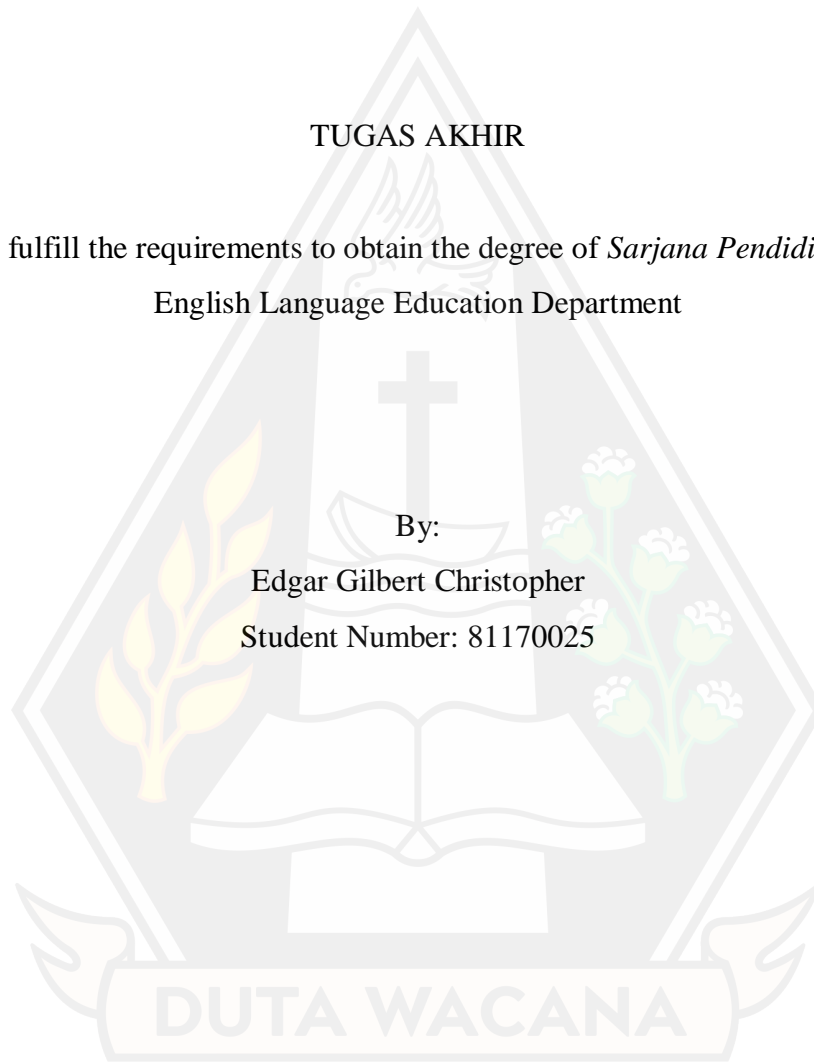
TUGAS AKHIR

presented to fulfill the requirements to obtain the degree of *Sarjana Pendidikan (S.Pd.)* in
English Language Education Department

By:

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
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YOGYAKARTA**

2024

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Yogyakarta, March 4, 2024

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TUGAS AKHIR DEFENCE APPROVAL PAGE

**UNDERGRADUATE STUDENTS' USE OF SQ3R FOR
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on April 2, 2024


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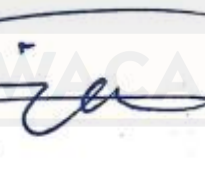
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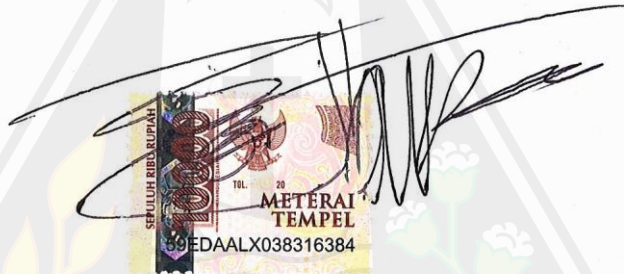
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STATEMENT OF ORIGINALITY

I honestly declare that this *Tugas Akhir* does not contain the result of other people's work or claim the part of other people, except those cited in the quotations and references.

Yogyakarta, March 4, 2024

Author

A handwritten signature in black ink is written over a 20,000 Rupiah postage stamp. The stamp features a Garuda emblem and the text 'METERAI TEMPEL' and '99EDAALX038316384'. The background of the stamp is yellow and green.

Edgar Gilert Christopher

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DUTA WACANA

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Abstract

Christopher, Edgar Gilbert, 2024. *Undergraduate students' use of SQ3R for comprehending academic reading text in English*. (Unpublished Undergraduate Thesis). Duta Wacana Christian University: Yogyakarta, Indonesia.

In this study, the researcher examined the university students on how far SQ3R reading strategy was used by university students in reading academic sources for their thesis proposals and what were the university students' views of the use of SQ3R reading strategy in comprehending academic reading text. This research was intended to collect data from six university students from English Language Education Department who had taken research proposal writing subject as precondition to participate in this study. Consent form was used in this research as indication that all of six research participants voluntarily took part in this research. After the researcher interviewed all the six participants, thematic analysis was conducted to examine to what extent SQ3R was truthfully used by college students to read academic sources for thesis proposals and students' views of the use of SQ3R method in comprehending academic reading text. There are five themes answering research questions. Those five themes are: 1. all the six students have experienced using SQ3R reading strategy; 2. most of the students used SQ3R to read journal articles; 3. the students stated that SQ3R was effective and helped them to comprehend academic reading text; 4. four out of six were interested in using SQ3R reading strategy; and 5. most of the students found it difficult to implement all of the five components of SQ3R altogether.

Keywords: *SQ3R, students' views on SQ3R reading strategy, comprehend academic reading text using SQ3R reading strategy*

Intisari

Christopher, Edgar Gilbert, 2024. *Undergraduate students' use of SQ3R for comprehending academic reading text in English*. (Unpublished Undergraduate Thesis). Duta Wacana Christian University: Yogyakarta, Indonesia.

Pada penelitian ini, peneliti mengkaji kepada mahasiswa mahasiswi mengenai sejauh mana strategi membaca SQ3R digunakan dalam membaca sumber - sumber akademik untuk proposal tesis mereka dan apa pandangan mahasiswa - mahasiswi terhadap penggunaan strategi membaca SQ3R dalam memahami teks bacaan akademik. Penelitian ini ditujukan kepada enam mahasiswa - mahasiswi dari jurusan pendidikan bahasa Inggris yang telah mengambil mata kuliah *Research Proposal Writing* sebagai prasyarat untuk dapat berpartisipasi dalam penelitian ini. Formulir persetujuan atau *Consent Form* akan dilibatkan dalam penelitian ini sebagai indikasi bawasannya keenam mahasiswa - mahasiswi partisipan penelitian ini melakukan pendaftaran secara sukarela yang kemudian keenam formulir persetujuan dari keenam peserta riset ini yang sudah diisi akan ditampilkan dalam riset ini. Setelah peneliti mewawancarai keenam peserta riset, dilakukan analisis tematik guna mengetahui sejauh mana SQ3R benar - benar digunakan oleh mahasiswa - mahasiswi dalam membaca sumber akademik proposal skripsi dan pandangan mahasiswa - mahasiswi terhadap penggunaan strategi membaca SQ3R dalam halnya memahami teks bacaan akademik. Ada lima tema yang telah ditemukan dalam penelitian ini. Kelima tema yang telah ditemukan dalam riset ini diklarifikasikan dalam dua kategori, tema pertama dan tema kedua akan menjawab sejauh mana strategi membaca SQ3R digunakan oleh mahasiswa dalam membaca sumber akademik untuk proposal, tema ketiga, keempat, dan kelima akan menjawab mengenai pandangan mahasiswa - mahasiswi terhadap penggunaan strategi membaca SQ3R dalam membaca teks bacaan akademik. Untuk meringkas penelitian ini, lima tema yang telah ditemukan dalam penelitian ini antara lain adalah keenam mahasiswa - mahasiswi pernah menggunakan strategi membaca SQ3R, sebagian besar mahasiswa - mahasiswi menggunakan SQ3R untuk membaca jurnal, peserta menyatakan bahwa SQ3R efektif dan membantu mereka memahami teks bacaan akademik, empat dari enam peserta tertarik menggunakan strategi membaca SQ3R, dan Sebagian besar peserta riset merasa kesulitan untuk menerapkan kelima komponen - komponen strategi membaca SQ3R secara bersamaan.

Kata kunci: SQ3R, pandangan mahasiswa - mahasiswi mengenai strategi membaca SQ3R, memahami teks bacaan akademik menggunakan strategi membaca SQ3R



CAPTER 1

INTRODUCTION

This phase or chapter is consisting of four sections. Those four sections are research background, research question, research objectives, and research benefits.

1. Research Background

Over the previous decades studying languages through English textbook along with engaging several types of reading strategy has already become exceptionally prevalent, especially towards literature or language students (Bremner, 2014). Reading already known in academic field to be the path of someone gain prominent knowledge (Lamri & Hamzaoui, 2018). The more students read, the more knowledge they will gain, affect and cause students to have faster outlook towards singular insight they perceive from one source to another (McDaniel et al., 2009). Ghazo, (2015) stated that the students which utilize several reading strategies such as skimming, scanning, and questioning could retrench time estimation in terms of read numerous academic paper sources which will benefit the conductors (students'). Thereupon, academic students require reading skill in order to construct their reading skill capability. Nowadays academic students especially in university stage are highly require and even already be equipped with meta-cognitive capability in which will helped in have better understanding in reading materials (Artis, 2008). Li, L et al. (2016) stated that numerous reading strategy methods and arrangement as well as guiding principles could give students support in order to implement the manner which in the future could intensify their (students) reading behaviour.

Accordingly, reading strategy SQ3R which an abbreviation and be composed of survey, question, read, recite, and review require a consistency in the practice (McDaniel et al., 2009). The comprehension in reading is included as focus course that neither necessitate nor obliged students cognitive skills in the ways of students interrelation towards academic paper sources (Bulut, 2017).

One of the prominent reading strategies which will be supportive to be utilized by students is SQ3R. According to recent research , researchers declare that reading strategy has been by now vastly engaged approximately 2 until 3 strategies in which college students has been familiar with (Ghazo, 2015). There are two purposes in which meant to discover firsthand the effectiveness towards two equal written products in a different form (Cantrell, R et al., 2000). The first purpose is more students use the reading strategy, the more their writing assignment is effective throughout

numerous written sources. The second purpose is to focus on the discover that SQ3R is being regarded as a students' instrument to deliberately convey important role in receiving information whilst students at a later time will support reading necessities (Ari, 2014).

For university students, engaging reading strategy while reading academic sources can be considered as the crucial aspect to keep that in mind university language students will have to read a numerous amount of academic paper sources such as from journals, book section, and article though in the real practice, most of the students will ignore this aspect (Liang et al., 2016) English Language Education Departments (ELED) students who are taking proposal writing subject are in most cases they were no longer learning an accent as a English students, yet now they were more towards into reading strategy in which SQ3R is one several other renowned reading strategy (Bremner, 1999). Indonesian language learner especially English Language Education Department (ELED) have a tendency which they would ignore these concern in implementing reading strategy and will transpire to proceed their writing thesis unaccompanied with sufficient reading method or strategy which relatively conserve time (Pebriantika & Aristia, E, 2021). In order to rectify academic accomplishments towards English Education Departments students especially when it comes towards those who are unbeneficial, lawmaker enforcing academic scale which called No Child Left Behind in which means to take control on educators accountability in quantify students achievements growth therefore learners are not "left-behind" an catch up with others classmate (Joseph et al., 2016).

Although study and research about the investigating English Language Education Department students using reading strategy can be considerably infrequent in Indonesia, there are have been discovered that several researchers out there focusing their attention towards the use of reading strategy. University or college students can be considered being an adolescent which relatively be convinced to self-autonomous learners whenever it comes to obtain science. (Liang et al., 2016) stated that their study contriving textbook which in form of e-book and two framework instruments in which is module and annotation structure. Those module and annotation structure that has been expelled will give students rapid illustration and admonish them about every assignment that was given previously and exposed them the example. The process of using SQ3R reading strategy is complex and also the learning that compile is extensive and relatively multifarious. Beginner

learners will require huge quantity of enterprise and work to achieve this because implementing SQ3R reading strategy come from good habit for reading a lot and thus will convert them (students) become more experienced. Another barrier for learners which willing to mastering SQ3R if they were not familiar with daily routine reading consumption it will made students unmotivated (Artis, 2008).

This research focuses on the use of the SQ3R reading strategy as a tool for learners both inside and outside the classroom. Students' reading skills are implemented as benchmarks for their cognitive approach, establishing connections between cognitive processes, levels of thinking acquisition, and language function (Ari, 2014). The progression through cognitive learning stages determines the level of understanding a learner achieves. While college students commonly rely on note-taking and rereading during lectures, research suggests that employing mnemonic techniques, such as making short sticky notes, enhances understanding by activating mnemonic memory (McDaniel et al., 2009). However, SQ3R may not be as effective for beginner-level learners, as the method's complexity requires them to engage in multiple activities, such as surveying, questioning, reading, reciting, and reviewing (Liang et al., 2016).

Many academicians and second language (L2) learners, especially English as a foreign language (EFL) student, encounter difficulties comprehending study materials, leading to a lack of responsiveness in reading. SQ3R offers a breakthrough for learners who struggle to absorb material, providing a structured approach to reading (Habeeb, Z & Abbas, S, 2018).

2. Research Questions

By considering the research rationale which been stated above, the following research questions will be targeted in present study:

1. To what extent was SQ3R used by students in reading academic sources for their thesis proposals?
2. What were the students' views of the use of SQ3R method in comprehending academic reading text?

3. Research Objectives

This research was intended to address to following objectives:

1. To identify the extent to which SQ3R was used by the students in reading academic sources for their thesis proposals.
2. To investigate the students' views of the use of SQ3R method in comprehending academic reading text.

4. Research Benefits

Hopefully after conducting this research this will be bring benefit and advantages towards language learners, especially towards English language education department students, teachers, lecturers, and other researchers. Various researchers have been establishing a study about reading strategy of SQ3R by using quantitative method in the previous decades. This study will engage data collection in qualitative procedure. Firstly, this will help educators to recognize that whether or not the use of reading strategy SQ3R is really supporting the students by any means of comprehending the journal and textbook provided from university and internet. Secondly, this will be informative towards teachers and language learners by reason of they (students'/learners') will recognize their level and capability in comprehending the reading text. This will be informative for both teachers and language learners because it enables students to recognize their own levels and capabilities in comprehending reading texts. Through the implementation of the SQ3R reading strategy, students can assess their comprehension skills by actively engaging with the material and evaluating their understanding at each stage of the process. This self-awareness allows students to identify areas of strength and areas needing improvement, empowering them to take ownership of their learning process. Similarly, teachers can use students' engagement with SQ3R to gauge their comprehension levels and tailor instruction accordingly, providing targeted support where needed. Overall, the use of SQ3R promotes a reflective and proactive approach to reading comprehension, benefiting both teachers and learners (Lamri & Hamzaoui, 2018). Research which conducted in this study will be using qualitative method which means will provide in-depth data that explicitly have a basic in research questions. There are several advantages which make the data that receive is capable to examine. The first advantages by using qualitative data are become feasible to be comprehended. Process whilst collect the data served by the researchers showing possibilities understanding why attitude of the SQ3R reading strategy wielder may change over the course

There are two principal purposes in this study along with all participants that willingly to participate in research. The first purpose is to analyze to what extent SQ3R reading strategy is really being engaged by college students who have taken research proposal writing subject as precondition to which ensure all participants have been exposed to numerous amounts of journal articles and reading materials and the second purpose of this research is to discover the college students views in the regards of the utilization of reading strategy. The summary provided in this article will exhibit from the finding conducted during this research through interviews with six participants, three participants are male and the other three participants is female.

First, based on the result of first research question (RQ1) there are two themes that answering first research question. Those two themes are all the six students have experienced using SQ3R reading strategy and most of the students used SQ3R to read journal article. Concerning to what extent SQ3R reading strategy is really being engaged by the college students, it can be safely concluded that this section of finding also include and consist of students experienced in using SQ3R reading strategy and students or participants that used SQ3R to reading journal articles. Research that conducted in one particular university in Indonesia displayed that more likely college students which has been taking research proposal writing or any similar subject which intend for research has likely showing exposure towards SQ3R reading strategy and several others reading strategies and techniques as safely as possible to mention are annotating, scanning, and skimming. According to the interview it shows that Survey is the element of SQ3R that is mostly being used by the participants (RQ1) provides analysis of students truly exposure of SQ3R reading strategy and which elements is truly inclined and perefereed to those who are utilize it and Survey has emerged the prominent factor in this finding.

Second, according to the result of second research question (RQ2) finding shows that there are three themes to answering second research question, those themes are the students stated that SQ3R reading strategy was effective and helped them to comprehend academix reading text, four out of six students were interested in using SQ3R reading strategy, and the third theme is most of the students found it difficult to implement all of the five components of SQ3R altogether. By this finding we could finally conclude that by the theme that occur by interviewing research participants that most likely these students prefer to choose SQ3R as their reading strategy in assisting to deal with journal articles and four out of six have claimed that SQ3R not only in favor

for those participants, yet it is also effective reading strategy, especially when it comes to understanding journal articles with mostly contains of strict-academic language for both as EFL or non - English sources. Four out of six participants namely Ronald (1st /M), Mackenzie (3rd /F), Nicole (4th /F), and Abigail (5th /F) are also showing interest in using SQ3R with the consideration such as statement which stated by first participant (Ronald) that SQ3R reading strategy actually unintentionally implemented automatically while he read the journal that way is finally safe to say SQ3R reading strategy is beneficial for college students.

2. Implications and contributions

Finding which already been displayed above in this research possess necessary implications for the educators namely lecturers for college and university, teacher for school, and learners namely participants of this research and any other researchers that conducting similar research about how substantial the reading strategy is, especially for learners. The first implications are addressed towards educators namely teachers, lecturers, professors, etc. Teaching the students about reading strategy is very important for teaching and assisting learners to have better learning strategy and showing to learners that learning can be in form of several procedure as given by SQ3R. SQ3R possess several benefits in terms of conserving time when it comes to learners only have several seconds or minutes to make prediction about what the reading material is about. The second implications are addresssed to learners, namely the students. Second implications would to illustrate to the learners about the importance of using reading strategy such as the result of efficient reading, better understanding of complicated topics and better integration of material into one's own work. Therefore, this research about reading strategy is expected to be the source of college students and lecturer whom currently conduct research within resemblant focus on the students SQ3R reading skill comprehension in reading English academic text.

3. Limitations

This research is inseparable from limitation that can be taken into account and consideration in the future. The first limitation in this study is difficulty in tracking down and finding English education department students whom have taken research proposal writing subject and pass the subject. This

research has been conducted during the pandemic and post pandemic which all the campus activity shutted into lock down and all college students lacks in face-to-face interaction. Limitation to meet person on site has become the biggest obstacle in this research since the threat on the Covid-19 pandemic also cause concern towards participants candidate in this research, thus this research is relatively postponed during second and third year of Covid-19 pandemic. Second limitation in this research is related towards the individual college students that are willing to participate in this study, during the early stage of this research, researchers set target to interview eight participants instead of six since the other two participants candidate declined the consent form, thus this research only have six participants.

4. Future Studies

Furthermore, there are divergent planning for the future research which can be performed and enforced. First, in the future studies researchers may be able to utilize both quantitative and qualitative method in terms to gather raw data and the numbers of participants thus the research can cover broader and profound finding. With both method in data - collecting method engaged it is hoped would result even more theme since the individual participants number may increase. Second, this research can be conducted in even longer period of time, since this study has experienced postponed moment caused by pandemic and it is limiting the researchers to find participants who can be interviewed which has become the biggest obstacle in this research, thus adding duration of time to conduct similar research can be taken into consideration. Finally, the researcher hopes that this study can be beneficial for college students who required to learn and need to study about SQ3R reading strategy.

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