

## **SURVEY QUESTION READ RECITE AND REVIEW (SQ4R) TO TEACH READING COMPREHENSION**

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### **ABSTRACT**

This article is a general description about the use of Survey Question Read Recite and Review (SQ4R) to teach reading comprehension for students. Thus, it is hoped that teachers can have more choice in teaching reading comprehension to the students particularly in teaching and learning English.

**Keywords:** reading, comprehension, SQ4R

### **ABSTRAK**

*Artikel ini merupakan deskripsi umum tentang penggunaan Survey Question Read Recite and Review (SQ4R) untuk mengajar pemahaman membaca bagi siswa. Oleh karena itu, diharapkan bahwa guru-guru bisa memiliki pilihan lain dalam mengajar pemahaman membaca bagi siswa khususnya dalam mengajar dan belajar bahasa Inggris.*

**Kata kunci:** membaca, pemahaman, SQ4R

### **A. Introduction**

Reading is one of the most important skills in learning language. It is very complex and progress from worst reading habits to be better ones. It requires a high level of effort and concentration. It is more than just a visual task. A reader must not only see and identify the symbol but also must be able to interpret what s/he reads. According to Rivers (1981) the most important activity in any language class is reading. Reading is not only a source of information and a pleasing activity, but also a means of consolidating one's knowledge of a language. In other words, reading is also a central knowledge for students in learning another subject, like science and art.

Reading is the process of recognizing, interpreting, and perceiving the written or printed material. The goals of the reading are to get information about the content, and to understand the meaning of the text in the

learning reading. According to Anderson (1972) reading is recording and decoding process. Reading is a process of a reader to get message, from a writer by the words-written. There are five aspects to the process of reading; Phonic, Phonemic awareness, vocabulary, fluency and reading comprehension.

Reading comprehension is very important to be mastered by the students because it is the basis of nearly all learning and a basic requirement to progress in life. The purpose of all reading is to grasp meaning from the printed text. The fact is it is not easy for the teachers to teach reading comprehension to the students. The students faced difficulties to comprehend every words in the text. Thus, this difficulties lead students to have problem in comprehending the English texts.

One method to be implemented by teachers to deal with reading comprehension is to use SQ4R (Survey, Question, Read,

Recite, Reflect, and Review). SQ4R provides a systematic way of comprehending and studying a text.

## B. Discussion

### Reading Comprehension

Grabe and Stoller (2002) state that reading is the ability to draw meaning from the printed page and interpret this appropriately. Osborn (2003) states that at least two cognitive tasks in reading, namely word recognition and comprehension compete for readers' attention. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. In line with citation above, it can be said that reading is understanding written texts. It is a complex activity that involves both perception and thought.

However, comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. According to Osborn (2003), the more attention readers must give to identify words, the less attention they have left to give to comprehend. Thus, reading comprehension needs the readers' ability not only to read the text but also to understand and gain information from the texts being read.

Reading comprehension involves taking meaning from a text in order to obtain meaning from text. Someone could be said to comprehend a text fully when s/he can: (1) recognize the words and the sentences of the text and know what those words and sentences mean, (2) associate meanings, both denotative and connotative, from personal experiences with the printed text. (3) Recognize how all the meaning and or they fit together contextually, and (4) make value judgments, and based on the reading experience.

Reading English text for students with native English language and reading for foreign or second language learner is quite different matter. Reading in target language is much more difficult for learners as they

are required to have adequate knowledge of the language which has different system including vocabulary and structure as well as possible.

### Survey, Question, Read, Recite, Reflect and Review (SQ4R)

Trianto (2009) states that SQ4R (Survey, Question Read, Reflect, Recite and Review) was founded by Thomas & Robinson in 1972. Formerly it was SQ3R as the method of teaching reading. The letters stand for the steps followed in using the method: Survey, Question, Read, Recite, and Review. Later in 1972, Thomas & Robinson developed the method from SQ3R to SQ4R. The difference only in the later method was added the step "Reflect".

SQ4R is a student's directed study approach which is text focused than reader focused. The basic steps include surveying text, formulating questions based on the survey step, reading, reciting, reflecting, and reviewing. Furthermore, According to Thomas & Robinson in Prabawati (2011) the method of reading and understanding text using the SQ4R Method has six steps including Survey, Question, Read, Recite, Reflect, and Review.

To summarize, SQ4R is aimed to build an overview of the reading learning. Build the question from headings and subheadings of the text, and that continued by reading to get information/answer from the question. The SQ4R method promotes active learning and information processing. The readers should begin with a survey of the chapter or section, depending on how much they plan to read. Then they should proceed through cycles of Questioning, Reading, Reciting, and Reflecting, and conclude with a Review of the section or the entire chapter. With the method of SQ4R the readers are encouraged to be more active, critical, systematic, and aims in the face reading, so that the reader may take longer remember the main idea of a reading.

### Steps of Learning SQ4R Method

According to Robinson (1972) SQ4R include six steps as explained herein below.

1. Survey

Survey is getting a general idea of the content, structure, organization, and plan of the chapter. Think about the title and sub-titles. These contain your main ideas. Think about the illustration of the chapter. Read the introduction of the chapter and the first paragraph. Here the readers will find the relationship between the main ideas. In this step, the readers start to investigate the text material, that includes a theme, list of questions and also get a headings, subheadings and direction of pictures so that the readers can identify the text that was read. The readers can use these features to identify important ideas as they begin reading. Main idea is often surround such clues such as italic, boldface type, names, dates, and number or etc. There are three ways to do this survey:

a. Survey the entire text

At first when receive the text, spend about 20 minutes skimming the entire textbook to acquire an overall understanding of how the book organized, such as read at the title page, read at the copyright page, read at the table content, read the preface, read at ancillary material (appendix, glossary, bibliography, and index) and, read at any illustrations (including charts, graphs, and tables).

b. Survey each chapter

Survey a chapter is assignment before the readers actually read it. Survey should tell the scope of the content, how different topics are organized, and what the author's purpose and point of view are. The chapter survey will also give the readers sufficient background information for class notes, namely read the chapter title, read the chapter objectives, read the chapter summary or review, read the major headings and sub-headings, read the visual aids and, read the italicized and/or underline word sand terms, and the last one.

c. Survey the illustrations

Our society is visually oriented; authors and publisher are well aware that effective use of illustrations in the textbooks is more necessary than ever.

The purpose of surveying the chapter is to get general idea of the content, structure organization and plan of the chapter. Surveying the chapter gives the big "picture" a framework of the main ideas, (Richardson & Morgan, 1997) namely (a) what reader aids included in the text, (b) read all these titles and subtitles,(c) read caption under picture, charts, graphs, or maps and (d) get an overview of what chapter is about.

2. Question

One of the key steps is ask themselves a lot of questions while they read. Dialogue questions like the one that begin this paragraph will help them focus on seeking information as they read. Ask question before, during and after reading the material. As the readers survey the material, ask the question about what they was reading and what they will try to answer. Turn the headings and sub-headings into the questions. These questions will give the readers a real reason for reading and will help them concentrate on the subject that they read. Imagine, as one reader reads the text book, the author is speaking directly to him/her and s/he as the listener, what s/he wants to ask to the author' by using their textbook. Question is the author's statements. Do not passively accept the author's presentation of material; look at it critically and read with a questioning and searching attitude. Ask the standard questions; what, where, when, why and how. When students develop questions, it will give them a purpose of reading. Reading for specific purpose positively influences comprehension. Setting a purpose also aids the students in recalling information. The kinds of information they was expected to read for will vary from class to class, instructor to instructor. Before beginning to read, students should turn each title and subtitle into a question. Practice will make this skill automatically (Richardson & Morgan, 1997).

3. Read

After make the question, and the next steps are read. Read for understanding

and read is to answer the question that the readers make from steps above. Move quickly. Sort out ideas and evaluate them. If content doesn't not relate to the question give it only passing glance. Read selectively. As the information, every single paragraph develops a single thought. Now, the readers should read actively with these certain questions on mind and attempt to answer the questions and organize the material. These answer was the important facts and details. Read everything in the chapter, important terms are printed in boldface type, picture captions, graphs, charts and defined where they first appear (some are followed by pronunciations – capital letters show which syllables are accented). The tendency in reading is to keep going but the readers should stop at the end of each section to see if the readers can answer the questions that you asked at the start of the section. Find main ideas in each chapter or section. Focus on the text. Try to feel the rhythm of the authors. Not only to the headings and sub-headings, they indicate the relative importance of each topic, and study the illustrations. Students should read each section of the text to answer the questions that are developed in the steps above. If a word meaning is not clear in the section, reread, if it is unclear, underline the word or you can look up a term from a lecture or another chapter. Reduce the speed for difficult passages, stop, and reread parts that are not clear. In addition, many figures and tables help them quickly to grasp important concepts. Reduce theme speed for difficult passages.

4. Recite

Summarize aloud what the readers read with their own words. Recite the main ideas, check the comprehension and make sure they have correct information. Do the same major points after reading each section or chapter. By reciting what they've read, they're able to see how much information they absorbed. If they didn't understand and need to review, and answer the questions, go back to the material and reread. This step encourages

students to use their own words and not simply copy from the book. This improves memory and assures greater understanding (Richardson & Morgan, 1997). They also invite themselves to think more deeply by presenting critical thinking questions and the questions designed to help them relating material with their own life. (Don't forget also to take notes or recite with their own words). After the students has read the selection, they should close their book and write the answers to the questions they have developed. The answers should be written in their own words and not copied out of the text. If a reader cannot answer a question, s/he may find that s/he needs to revise his/her questions. The question doesn't help to clarify the reading. Then, it may time to seek help. Take notes from the text, but write the information in their own words. Identify key terms and concepts. Ask themselves question about, what was they just read and/or summarize, in their own words.

5. Reflect

Reflect/record or relate is the most important from the text. In this step the readers also takes notes on each section as the read and recite steps are complete. The more organized and detailed the notes the better for mastery of the material. Once again use a readers' own language. If in this step the readers cannot summary the main ideas, skim over each section again. Until they can remember what they've just read, there's little point to read more. After studied a short of the text, turn to the next topic heading into questions. Then read to the following heading. Remember to look for answer, and recite or take notes before moving on. Ask yourself "what is the main idea here?" Repeat the question read-recite-reflect cycle until you've finished an entire chapter. In this step too, the students are not only to remember or memorize, but try to understand information from the text with this way;

- a. Connecting the information that they know .(Linked the section)

- b. Try to relate programs in the text with the concept or principles.
- c. Try to use that material to solve the problems are stimulated and are encourage from the subject matter.

6. Review

After all sections have been read, recited, reflected, an overall review of the chapter is needed. This is best accomplished by re-reading all notes for the chapter, followed by a deliberate effort to recall the material. This review reminds the students of all materials covered, reorganizes the separate sections back into a united whole, allows a check on any material that reminds unclear and helps with retention. Each chapter concludes with a detailed review. Review is an essential part of retention. Review the textbook notes shortly after the readers have read them and continue to review them periodically, spend a view minutes going over the earlier notes before beginning a new reading assignment. This will help them keep the overall pictures the author's development in mind and will let you place the new material properly within that arrangement. Review any and all supplements to the text which will prepare the readers better for examinations. Teacher should include regular review periods as an effective strategy for retaining information. Regular reviews will help students remember more of the information, rather than relearning material that has been forgotten because students haven't looked at it since reading or writing it down, preparing for an exam can include a review of familiar material and rehearsal strategies like trying old exam. Students should try to see relationship within the content, and checking their memory by trying to recall main points and sub points. Then read your notes and then quiz by themselves, and make frequent review part of their study habits, (Richardson & Morgan, 1997). The Steps of SQ4R can be described as in the following figure.

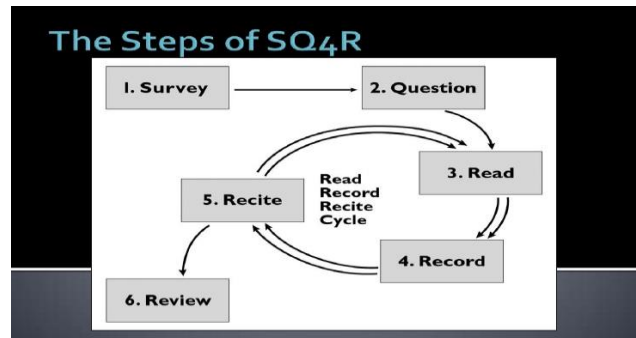


Figure 1. The Steps of SQ4R

Figure 1 above promotes active learning and information processing. Readers should begin with a survey of the chapter or section, depending on how much their plan to read. Then they should proceed through cycles of questioning, reading, reciting, and reflecting and conclude with a review of the section or the entire chapter. SQ4R is the systemic that applied when doing reading activity or learning something because this method is a link that every steps or chapters are continue with each other so it's must be passed by the readers if they want to obtain understand the material.

**Implementation of Survey, Questions, Read, Reflect, Recite, and Review (SQ4R) in Reading Comprehension**

Survey is one of methods to know the contain of material before reading full, it conducts to know the structure and general overview that is read, its functions are to: (1) easy to understand, (2) get the abstract, (3) know the main idea, (4) look the structure of the material, (5) make interesting through the material, and (6) easy to remember (Richardson & Morgan, 1997). Survey is only in a few minutes, but use the systematic to easy find the main ideas and structure of the material.

Question, in this part is students make a question with own language, the function is to get main idea from the text and make students more actively than before. Use the questions what, where, who, when, why and how (5W+1H), it's more efficient and more easy to the students.

The next part is Read, in this part students read the text material section by section. While reading parts of looking for answers to questions that have been made

before. At this part concentrate to get the main idea and try to master the text material and try to find the important details that will support the main idea. When read the text there is important or interesting word, underline it (or give a mark) on the page, to check later.

The next step is Reflect. Reflect or record is a step when information from the text is linked together. The students should attempt to develop insight to the topic and make associations among the important material noted while reading. The students are not only to remember or memorize, but try to understand information from the text.

Recite or Recall is the next step, recite the information aloud to themselves to ensure understanding and memorization. Summarize aloud what they've read with their own words. Recite the main ideas, check the comprehension and make sure they have correct information. Do the same major points after reading each section or chapter. By reciting what they've read, they're able to see how much information they absorbed. If they did not understand and need to review, and answer the questions, go back to the material and reread.

Moreover, the last one is the Review. After the completion of the whole of what to read, repeat to retake the titles and subtitles and other important parts to find the important points that need to be remembered.

### **Advantages and Disadvantages of SQ4R**

The advantages of this method is considered more satisfying in reading, because with this method can lead one to better understand what s/he reads, directed at the essence or content - content of the spirit and letter of the subject in a book or text. Below are some of them.

1. Help the students to build a framework to understand the reading assessment.
2. The information in the textbook can be learning systematically.
3. It will make the habitual action of the students to be good readers.

On the other hand, some disadvantages of SQ4R are as follows.

1. It uses a lot of time to apply (duration).

2. It applies many steps in teaching learning process.

### **C. Conclusion**

The Majority of Indonesian students face difficulties in learning English as a foreign language. One of the difficulties is reading. Reading is one of the communication processes that should be acquired by students. By reading, they will get more information, and understanding certain text.

To make reading active, it is necessary to find an effective method in teaching reading comprehension so that the students will have better understanding in reading text. SQ4R (Survey, Questions, Read, Recite, Reflect and Review) is one method that can be implemented to assist in reading comprehension. The first is "S" stands for Survey which means skimming before reading the whole to get the purpose of reading quickly and finding the ideas and organization of materials. The second is "Q" stands for Question which means prepares activities or makes relevant questions based on the text. The third is "R1" stands for Read which means reading a text activities effectively to search for answers questions that have been prepared. The fourth is "R2" stands for Recite which means after reading a small amount, the readers should pause and recite or rehearse. Expressing is the important things that should not be missed and it is not forgotten easily. Repeat the reading if having trouble even waste time. The fifth is "R3" stands for Reflect which means an activity to think of examples or create shadows material when reading text. According to Coon & Mitterer (2007), this is the most important step in the SQ4R method because in this step the readers relate new facts, terms, and concepts for information that they've already known well or to their own experiences. The sixth or the last step is the "R4" stands for Review which means reviewing the activity of all the answers to the second and third step.

SQ4R is method of teaching reading comprehension and it is widely recognized study systems that is easily adapted to reading assignment, and get the maximal information in the text systematically by

using some steps. By SQ4R, teaching learning process is better because the students more active and direct reader to the main idea of the text and SQ4R can improve the memory performance in understanding the substance of the text.

Using this SQ4R is hoped that the students familiar with the text and to make reading as their hobby. In the process of teaching learning SQ4R, students will be asked to do the tasks with the guidance from teacher to read the text based on the each steps. The intention of teaching learning process is how to make the students enjoy the learning process and get the important points or essential points when they read the text, and of course it make them easier to understand the text.

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