

# IMPROVING FORM 4 STUDENT'S READING COMPREHENSION SKILLS IN TAMIL LANGUAGE BY USING SQ3R METHOD

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## ABSTRACT:

This research is based on the implementation of SQ3R method to improve reading comprehension skills of form four students. It was mainly focused on form four student's reading comprehension skill in Tamil language and their ability to develop their skill in a way using SQ3R method. The sample of this study consists of 10 form four students. The researcher used questionnaire to find out obstacles and reasons that faced by the students in learning and reading comprehension skill in Tamil Language which shown a poor result of mastery skill by students. The researcher used SQ3R method to improve students reading comprehension skills. These steps have been taken by researcher to make students master the Tamil Reading Comprehension. As a result, the researcher proved that, the students able to master Tamil Reading Comprehension Skill using SQ3R.

## Keywords:

SQ3R (Survey, Question, Read, Recite, Review).

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## INTRODUCTION

Reading is a tough skill which requires comprehension. It is not only about pronouncing the word, it needs understanding (Arjunan, 2017). The ability to read, recognize and understand a word is called comprehending (Thamburaj, & Rengganathan, 2015). Real comprehension must connect the ideas in the text to what we already know. It also means remembering what we have read. In other words, comprehending means thinking while we read. Learning is not an easy thing. "Learning to read is a complicated developmental process taught to huge numbers of children around the world. Thamburaj, Thamburaj and Shakunthala (2016). Sometimes the traditional way of teaching and techniques make the students feel bored. Students are not much familiar to the Tamil text materials and they have little interest on it. Even so, there is an alternate way to make reading become intense for teachers and students (Brown, 1994; Dziku, Asiaman, & Pajibo, 2019; Nurhamiyah, Mustaji, & Suryaman, 2019). One of them is by using a method and a technique of teaching reading skill which was created by the experts Ponniah., Pandi, Muniisvaran, and Saravanakumar (2020); Teoh and Min. (2020). In this case, the writer would

like to propose a technique of teaching reading skill, known as SQ3R.

### 1.1. SQ3R Method

SQ3R is a reading comprehension strategy specially devised by Robinson (Robinson, 1941) in early 1940's for reading textbook and assignments (Momani, 2017). The strategy prospers an intensive energetic attitude towards learning. Moreover it magnifies the cognitive processes of the readers. SQ3R stands for Survey, Questions, Read, Recite, Review. It is an established method to improve textbook reading skill. SQ3R method makes reading purposeful and meaningful, thereby becoming time-efficient. Stanley (2005). According to Soedarso (2010); İhtiyaroğlu (2019); Tong and Baslom (2019) in SQ3R system prior to the reading, our primary survey is to get a broad idea of what we read. Throughout the reading, one should ask questions themselves and seek the answers for it in the text itself. This practice of questioning makes the reading easier to comprehend (Indahyati, 2008; Saeed & Kayani, 2019). This followed by expressing the main facts from the text using their own words which enables them to retain and remember the facts longer (Arjunan, 2017);

(Gurusamy & Thambu, 2018); (Bankole-Minaflinou, 2019); (Adeyemi & Adeyemi, 2019). The advantages of applying SQ3R method is, in the early stages of learning the reader would be able to present and practice a body of lexis, grammatical forms, language forms and language functions (Thamburaj. & Rengganathan, 2015);(Muniisvaran, Kartheges, Jose, & Yuniasanti, 2020); (Vasantakumaran, 2020). This method supports the student entry points into the new language in a simple core and to help in the communication (reception and expression) of basic concept such a number(Ponniah, Thamburaj, & Samuvell, 2017); (Angelino & Matronillo, 2020). Ponniah. et al. (2020);Ramasamy, Krishnan, and Tee (2020) The SQ3R technique will ease students to explore new ideas from the reading material. Besides, it also assists the students to understand the topic of the reading material. SQ3R has five steps. Each step triggers the students to become more focused in their reading material. Sooner, the students develop an intense activeness and interaction when they are asked to read in the class. Therefore, this paper is using the SQ3R method to improve student's reading comprehension.

### LITERATURE REVIEW

A research entitled "Improving Reading Comprehension of Eleven Graders of MAN 3 Malang through SQ3R Strategy" shown that SQ3R implementation in reading activities showed positive progress in reading comprehension among its students. Bier in his study which was carried out with fifth grade, indicates that SQ3R significantly improved fifth grade student's overall comprehension scores of expository texts. Baier (2011). Reading is not just about making the right noises but it is a process of receiving the message from visual language symbol (Brown, 1994; Gladys, Adams, & Alhassan, 2019). In accordance to this, SQ3R strengthen the reader's mental information processing system and forces more efficiency and productivity in learning tasks which was also proven in the research of Ponniah et al. (2017); Jiva (2017) In addition the success of SQ3R

method also evidenced in Marzuki (2019) research entitled "The Implementation of SQ3R Method to Develop Student's Reading Skill on Islamic Texts in EFL Class in Indonesia". Designed as a collaborative action research aimed for 24 third semester students of TBI-4 FTIK IAIN Palu, it consists of planning, acting, observing and reflecting.

### OBJECTIVE

This study was conducted to determine whether the use of the SQ3R technique in teaching and reading can enhance the student's reading comprehension in Tamil language.

### METHOD

The research implemented the SQ3R method consisting of 5 stages in teaching the Tamil reading comprehension to the form for students.

#### *i. Survey*

Survey being the first step focused on the skimming process. This step required the students to skim through the chapter in the Tamil textbook and look for note headings, sub-headings, figures, tables, and summary. Students were only given 3-5 minutes to survey the chapter. During this period, they were asked to give a lay out of the content in the text. Next, students were taught to pin point the main ideas and draw up questions regarding the content of the reading material.

#### *ii. Question*

After reading the text, students were asked to create questions about the content, headings and sub-headings. Each question discloses the answer in the passage itself. This method of self-generated questions prompts and increases the learning speed and recall of the students.

#### *iii. Read (R<sup>1</sup>)*

In this stage reading was done to find answers from the question generated previously from the text. Students only read merely without engaging with the material. The sole purpose is to find the answers. The research started to witness the intense participation of the students in learning after completing the survey, questioning and reading (R<sup>1</sup>) method.

#### *iv. Recite (R<sup>2</sup>)*

This is an important step in SQ3R. The second "R" refers to the part known as "Recite." Nugroho [3]. Here the students required to memorize the information from the text. Once done they need to retrieve the memory and tell the other student about the information. Students were always reminded to put that information in their own words. Schlozman and Schlozman (2000) By doing so, the teacher was able to evaluate the level of their comprehension regarding the text. During the reading, students were able to answer any questions raised by the teacher. If readers were not actively engaged, they might have problem with concentration and the information they receive.

**v. Review (R<sup>3</sup>)**

In this last stage, students were required to list the key phrases of the text. Then they are required to review all the related information pertaining to the key phrases written.

**Table: The percentage of student's score in pre – test**

STUDENTS	1	2	3	4	5	6	7	8	9	10
PERCENTAGE	30	30	60	20	30	65	20	50	55	15
%										

Table above shows percentage of students score in pre – test. Students were given a text from form four Tamil textbook. Then, researcher asks students to read the text carefully and answer the given questions. Highest mark in pre - test was 65 %. Meanwhile, lowest mark was 15 %. The rest of the students get 20 % to 60 % in their pre – test. From the above table, we can conclude that students are showing poor result in reading comprehension skill.

Once done with the pre-test, students were focused to the post-test. Researcher teaches students about the SQ3R method and how to apply the method when reading the text. After five weeks of practicing the activities researcher held post – test to identify the student's improvement in Tamil reading comprehension skills.

**Table: The percentage of student's score in post – test**

STUDENTS	1	2	3	4	5	6	7	8	9	10
PERCENTAGE	60	60	75	50	65	85	60	70	65	60
%										

Table above shows the percentage of students score in post – test. Students were given a text from form four Tamil textbook. Then, researcher asks the students to read the passage carefully and ask them to response to the questions. Highest mark in post - test was 85 %. Meanwhile, lowest mark was 50 %. Others get 60 % to 75 % in their post – test. From the above table we can conclude that students have improved a lot in their reading comprehension skills through SQ3R method.

SQ3R method assisted the students to be more active in understanding a text. It also prompts the ability to co-operate with other students. SQ3R method, allows the students to be more independent. They are able to process the information deeper by generating questions.

**RESEARCH FINDING**

The outcome of this research demonstrates that there is a different outcome when applying SQ3R method in reading comprehension skills. Students improved in post – test compared to pre-test. Activities which were conducted for five weeks by using SQ3R method enhanced students reading comprehension skill in a better way. Therefore, it can be concluded that SQ3R method derives the students to be more focused and participate actively in reading. Students showed more interest using SQ3R method when doing reading comprehension questions. They enjoyed the learning process.

**CONCLUSION**

Reading is a significant skill. Students with good reading skills will be likely to become great achievers. Many teaching methods on reading comprehension strategies have been familiarized but SQ3R is a matchless approach in term of its comprehension effect. Other than that, SQ3R method significantly affects the student's achievement in reading comprehension.

## SUGGESTION

1. It is suggested that the teachers approach SQ3R technique in speaking, writing and listening skill as well.
2. It is suggested for the teachers to apply SQ3R technique in teaching reading comprehension as the alternative in teaching learning process.
3. Teachers should teach and encourage students to use SQ3R effectively and efficiently. They should spend more time for reading skill with students.

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