

# USING SURVEY-QUESTION-READ-RECITE-REVIEW (SQ3R) METHOD FOR READING SHORT STORY IN TEACHING LITERATURE

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**Abstract:** In the teaching of literature, short stories are often used as instructional materials due to teaching time limit in class. Short story analysis involves the understanding of the story. The objectives of this research are to analyze and describe the use of SQ3R method in teaching literature, especially in short story by O' Henry's "The Gift of the Magi". This research was descriptive qualitative research and used the classroom action research as a research design. It was conducted within two cycles. The population of the research are 34 students of Islamic College Jakarta in the academic year of 2020/2021. The sample of this research used random sampling. The research data were collected by using reading test and interview. The data were analyzed by using descriptive. The results of this research showed that the application of Survey-Question-Read-Recite-Review (SQ3R) method for reading a short story in literature class can improve the student's reading comprehension.

**Keywords:** SQ3R method, reading comprehension, short story, teaching literature

**Abstrak:** Dalam pengajaran sastra, cerpen sering digunakan sebagai bahan ajar karena keterbatasan waktu pengajaran di kelas. Analisis cerita pendek melibatkan pemahaman cerita. Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan penggunaan metode SQ3R dalam pengajaran sastra, khususnya dalam cerpen karya O' Henry "The Gift of the Magi". Penelitian ini adalah penelitian kualitatif dengan menggunakan desain penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Populasi penelitian ini adalah 34 mahasiswa Islamic College Jakarta tahun ajaran 2020/2021. Sampel penelitian menggunakan random sampling. Teknik pengumpulan data adalah tes membaca dan wawancara. Hasil penelitian menunjukkan bahwa penerapan metode Survey-Question-Read-Recite-Review (SQ3R) untuk membaca cerpen di kelas sastra dapat meningkatkan pemahaman membaca siswa.

**Kata kunci:** Metode SQ3R, kemampuan membaca, cerita pendek, pengajaran sastra

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## 1. INTRODUCTION

The presence of literary works in the midst of human civilization has been accepted as a socio-cultural reality. Until now, the literary works such as; novel, drama, poetry, or short story are believed to be able to "humanize" humans. This means that literature can make humans understand and live the essence of humanity (Fitriyah, 2021). In learning literature

in universities, especially prose learning, short stories are often used as one of the teaching materials. Short stories tend to be chosen as teaching materials in the classroom because short stories do not require a long time to be discussed when compared to novels

Grabe & Stoller (2013) stated that to see the processing of text, applying background knowledge to the message, monitoring and making repair processes is very significant. The

reader in the real world is involved in a meaning-based activity that is purpose and comprehension driven. Reading comprehension is the ability to understand the whole text, context, main ideas, important details of the reading. For those reason, the reader should know the vocabulary and writing structure well (Sulistyaningsih, 2014). Comprehension is the only reason for reading. In line with that, successful readers can comprehend the meaning of written text, and understand how to read the text accurately and fluently. It is highly necessary to teach students an active strategy to help them to be more active and be the purposeful readers (Subaedah, 2018).

One of the effective reading methods to understand English literary short stories is the SQ3R method. SQ3R is one of excellent reading method for intensive reading purposes for study purposes, in this case the understanding of short stories of English literature to support the study of literary short stories that are read. The research is going to find out the application of SQ3R methods in reading a short story in literature class. The short story used as teaching material in this research is entitled *The Gift of the Magi* by O' Henry.

Reading is a language skill that aims to increase knowledge and foster one's reasoning power. Smith (1994) stated that reading activity is a whole language activity in which context, prediction and meaning were as important as structure of the sentence or the discrete parts of the words.

In line with Smith, Linse (2005) said that reading activity is a set of skills that involves many things, like making sense and deriving meaning from the written text. In order to read,

we must decode the written words and also comprehend what we read. This means that reading activity is a set of skills that includes something that makes sense and words that have meaning from the printed word. In order to read, we must be able to pronounce the printed words and also understand what we are reading. Thus, a reader must be able to pronounce the words contained in the text he reads and be able to compose the meaning contained in the sentences written by the author and then develop an understanding according to his ability to think based on what he reads.

Reading is also one of the receptive skills. Anderson in Ridwan (2011) suggest the characteristics of reading, namely: (1) reading is a constructive process. The reader's understanding of an article is the result of processing based on the information contained in the article with the knowledge and experience that they already have; (2) reading must be fluent. Reading fluency is determined by the reader's ability to understand words and relate words to their meanings; (3) reading must be done with the right strategy. Skilled readers will adapt reading strategies to the level of reading difficulty, utilize knowledge, and monitor their understanding of the reading, and adjust strategies if they fail to understand them; (4) reading requires motivation. Motivation is the key to success in reading; and (5) reading is a skill that must be developed continuously, step by step, and continuously.

When reading, a reader deals with understanding the reading material both when looking for information (reading text books, scientific articles) and when looking for

entertainment (reading literary works such as short stories, novels, etc.). Grabe and Stoller (2013) describe the purpose of reading as follows: 1) to search for simple information, 2) to skim the text quickly, 3) to learn the content from texts, 4) to integrate information, 5) to write or search for information needed for writing, 6) to critique texts, 7) reading for general comprehension).

Therefore, in learning to read, especially reading short stories in English, a lecturer must be able to direct students to choose and use effective reading methods in order to gain an understanding of the content of the text being read. One of the effective reading methods to improve comprehension is the SQ3R (*Survey, Question, Read, Recite, Review*) method. The SQ3R method includes five stages, namely: *Survey, Question, Read, Recite, Review*. (Widyamartaya, 1992).

The stages mentioned above are detailed in more detail as follows: 1) The first stage is *Survey*. In this first stage, a reader review of the entire structure of the text is carried out. The aim is to find out the length of the text, the headings, terms, keywords, key sentences, and other things that are considered important in the writing, so that a general picture of the content contained in the text is obtained. 2) The second stage is *Question*. In this second stage, a reader should compose clear, concise, and relevant questions with the parts of the text that have been marked in the first stage. The number of questions depends on the length of the text, and the ability to understand the text being studied. 3) The third stage is *Read*. In this third stage, a reader should be active reading in order to find answers to the

questions that have been arranged. In this case, active reading also means reading that is focused on paragraphs that are thought to contain answers that are thought to be relevant to the questions that have been prepared in the second stage. 4) The fourth stage is *Recite*. In this stage, a reader should retell the answers to the questions that have been arranged. As far as possible it is attempted without opening the answer notes as written in the third stage. If a question is not answered, try to continue to answer the next question. And so on, until all questions, including those that have not been answered, can be resolved properly. 5) The fifth stage is *Review*. At this last stage, a review of all questions and answers is carried out so that a brief conclusion is obtained, but can describe all the answers to the questions that have been asked.

Based on the observation and interview with the English lecturers of The Islamic College Jakarta, students' ability in reading comprehension was very low. One of the reasons was lack of teaching methods. The lecturers never used the SQ3R method for teaching literature, especially in reading short story. For that reason, the researcher conducted the reasearch of using SQ3R for teaching literature, especially in reading short story.

## 2. RESEARCH METHODOLOGY

The research used descriptive qualitative research and the classroom action research as a research design. It was conducted within two cycles. The population of the research is 34

students of Islamic College Jakarta in the academic year of 2020/2021. The sample of this research used random sampling. This research focused on two things, namely; increasing student activity in learning reading short story by implementing the SQ3R strategy, and the second is increasing student learning outcomes in reading short story by implementing the SQ3R strategy.

The research data were collected by using reading test and interview. The data were analyzed by using descriptive. This research used a classroom action research method. Kemmis and Taggart (1988) stated that classroom action research typically involves the use of qualitative, interpretive modes of enquiry and data collection by teachers (often with help from academic partners) with a view to teachers making judgments about how to improve their own practices.

The researcher analyzed and describes the application of SQ3R (survey, question, read, recite, review) methods in reading short stories. The short story used is titled *The Gift of the Magi* by O' Henry. The literature study is carried out by determining the research topic and then conducting studies related to theories related to the research topic. For the literature review, the researcher will collect as much information as possible from the relevant theories. Library sources can be obtained from: books, journals, magazines, research results (journals), and other appropriate sources.

The technique of collecting data in this research is to use the main instrument and supporting instruments. The main instrument is the researcher himself who has the following

requirements: the ability to collect, select, assess, conclude, and determine data. This is in line with this Bogdan at. al (2007) said that the researcher as the main instrument is the person who knows all the data and how to respond to it. The most appropriate technique for qualitative research is (1) observation, (2) interviews, (3) field notes, and (4) documentation. The four techniques are used professionally and lead to the expected goals.

The observation technique is intended to describe the background, activities carried out by teachers and students in activities reading comprehension with the SQ3R strategy according to the observation guidelines that have been made previously. The interview technique is intended to complete the data taken through the observation technique.

According to Sulistyarningsih (2014), SQ3R method steps are:

***Step 1: Survey.***

Before reading, people usually take a few minutes to get to know the entire anatomy of the book. The trick is to open the book quickly and the whole is immediately visible. The anatomy of the book includes (1) the introduction, such as the title page, usually in first page (title, author's name, publisher, publication place, publication year, etc.), table of contents, preface, lists, tables, and list of figures (if there is a list of tables), graphics, and pictures, perhaps also the page containing the approval of the authority to publish the book, and the abstraction; (2) the book contents, which describes the order and arrangement of the presentation of the book contents; (3) the end of the book, which contains conclusions, suggestions or recommendations,

bibliography, and index. All elements are seen at a glance, at least to provide an overview of their content, attractiveness, and benefits. A good book (scientific) should contain parts of the book. So, in reading a book, it does not go directly into the body of the reading.

**Step 2: Question.**

When you read a book or a text, have you ever asked yourself some questions about things related to reading? These questions can guide us to understand the text and direct the mind to the content of the text that will be entered so that you are active. You don't just follow what the author says. You can criticize and question what the author says while looking at the evidence.

**Step 3: Read.**

After you have surveyed and formulated the questions, you can start doing reading activities. You don't need all sentences; you can read guided by the questions that have been formulated. Slow down you're reading to the parts that are important or you find difficult and hurry back to the parts that are not important or that you already know. Thus, your reading activity is relatively faster and more effective, but you have gained a thorough understanding of the reading or book. In this step self-concentration is very important.

**Step 4: Recite.**

Each time you finish reading a section, pause. Make important notes about the passage you read in your own words, keep doing it until you finish reading. The note can be your quote, conclusion or comment. If you're still having trouble, reread the difficult passage one more time. These notes will help you to remember what you've read so that it doesn't happen that

once you're done reading, you'll lose what you've read.

**Step 5: Review.**

After you have finished reading the book in its entirety, or the whole chapter, review the important things you have read. Find the important passages that need to be recalled or remembered especially those that have been marked or underlined. This activity will help your memory to clarify understanding of the reading, also helps to find important things that may have been missed before. In addition, we also get the contents of the book as a whole.

The criteria used to express student learning outcomes in learning reading comprehension are in accordance with the standard criteria expressed by Nurkancana (1986) as follows: 85 – 100 (Very Good), 70 – 84 (Good), 55 – 69 (Fair), 46 – 54 (Poor), 0 – 45 (Very Poor).

### 3. RESULT

The SQ3R method is a reading method that the purpose is to help readers understand the text well and comprehensively. This method is used in learning literature to improve the understanding of stories in order to support the ability to study short stories. In this study, the short story used as teaching material is a short story entitled *The Gift of the Magi* by O' Henry. This short story tells about the sacrifices made by Della and James to give the best Christmas gifts. This story uses simile style in some of its sentences which can be used as discussion material.

### 3.1 Planning of Cycle 1

The following are the stages of learning literature by applying the SQ3R method:

#### 1) *Survey.*

At this stage, students are required to be able to interpret the meaning of the short story title, know the author's biography, identify the storytelling point of view, and briefly mention the characters involved in the short story.

#### 2) *Question.*

At this stage, students are asked to make questions related to short stories using the concept of 5W+1H questions (*What, Who, When, Where, Why, How*).

#### 3) *Read.*

At this stage, the student's activity is to silently read the short story given in its entirety and mark the parts of the short story that are the answers to the questions that have been made. In addition, at this stage the Record stage actually occurs, where students are required to be able to identify the characters and characterizations of the short story, identify the setting or setting of the short story, identify the plot (plot) of the short story, determine the theme of the short story and determine sentences using the Simile language style. in short stories.

#### 4) *Recite.*

At this stage, students retell the contents of the short story and report the results of the short story study that has been done.

#### 5) *Review.*

At this stage, students are asked to check and review the correctness of the notes related to the contents of the text that they have made. If it is not correct or not appropriate, then the student

must review it again until he gets the correct answer.

The result of the students' evaluation as follows:

Table 1.  
Result of The Student's Evaluation on Cycle I

No	Score	Category	Frequency	Percentage
1	85-100	Very Good	5	14,7 %
2	70 - 84	Good	12	35,2 %
3	55 - 69	Fair	8	23,5 %
4	46 - 54	Poor	6	17,6 %
5	0 - 45	Very Poor	3	8.8 %
	<b>Amount</b>		34	100 %

Based on the table 1 above, the students who have very good score are 14,7 %, and the students who have very poor scores are 8,8 %. There are 35,2 % (good), Fair (23,5 %), and Poor (17,6 %).

The test carried out in the first cycle was in the form of working on Student Worksheets in the learning process that was adjusted to the SQ3R steps and the learning objectives to be achieved. Based on the test results then analyzed with the criteria for the percentage of students' classical learning completeness. From the analysis of learning outcomes in the first cycle, it shows that learning reading comprehension on short story by applying the SQ3R method has not been declared. Because from the table 1 above, the students who got score 70 - 84 only 35 %. It means that it is still low score. And also, there is still the students who got very poor score (8,8%).

In the implementation of the first cycle, the weaknesses were found during the learning process, namely: a) there are some students who do not understand the student's sheet, b) only a few students were active in the learning process,

especially retelling the reading text (short story) in front of the class, c) very few students actively ask the teacher, d) students do not understand the SQ3R steps.

### 3.2 Planning of Cycle II

Based on the results of observations, evaluations, and reflection on the implementation of the first cycle of actions yet achieve the target research success Indicators determined by the researcher, so that the researcher together with teachers and peers collaborate to plan actions on the cycle II. The weaknesses and shortcomings that exist in cycle I will be repaired in cycle II, as well the successes in cycle I will be maintained and improved in cycle II.

The following is the implementation of SQ3R method in reading short story entitled *The Gift of the Magi* by O' Henry.

#### 1) Survey.

- a) The lecturer displays a picture of the writer of the short story, namely O' Henry and asks the students what they know about the writer?
- b) The lecturer displays the cover of the short story with the title *The Gift of the Magi* and asks the students to predict the content of the short story based on the picture displayed,
- c) The lecturer asks students to read short stories at a glance to determine the characters involved and the point of view of the story.

#### 2) Question.

The lecturer explains or repeats the intrinsic elements of the short story builder. Then the

lecturer makes or asks students to make questions to predict the content of the short story by using the concept of 5W+1H (*What, Who, When, Where, Why, How*) questions by referring to the study of the intrinsic elements of the short story.

- a) What kind of plot does this short story have?
- b) How did the story run in terms of plot analysis?
- c) Who are the main characters and their characterization?
- d) Who is the characterization of the supporting characters?
- e) When did the event happen (setting of time?)
- f) Where did the event happen (setting of place)
- g) What figurative language is used in the story?

#### 3) Read.

- a) The lecturer asks students to read the text of literary short stories silently and answer the questions that have been written down,
- b) The lecturer provides guidance to students in answering the questions they have written by mapping the information they have obtained

#### 4) Recite.

The lecturer asks students to retell the contents of the short story in their own words and report the results of the short story study that has been done. The lecturer provides guidance and discusses the results of the short story study.

### 3.3 The results of the short story review are as follows:

Synopsis The Gift of the Magi by O' Henry.

This short story begins when a woman named Della counting the money with a hesitant heart because the amount of money, he has only 1 dollar 87 cents. Tomorrow is Christmas and she hasn't bought any gifts for her husband Jim. There are two items that Della and Jim Dillingham are proud of. Della's hair and Jim's gold pendulum clock. Della then decided to go to Madame Sofronie Salon to sell her hair. The money she earned bought a watch chain for her husband. Jim came home and was surprised to see Della's hair that was already short. Della says the reason she's selling her hair will soon be gifting a watch chain to Jim. Jim smiled and said he had sold his watch to buy a hair comb for Della.

a) *What kind of plot does this short story have?*

The story of The Gift of the Magi flows from beginning to end without going back in time or flashbacks. So, it can be concluded that the plot used in this short story is Forward, which is a plot that flows forward.

b) *How did the story run in terms of plot analysis?*

The plot analysis is based on the following plot: Starting Point – Rising Action – Climax – Falling Action – Ending/Resolution.

c) *Who are the main characters and their characterization?*

The main characters of this story are Della and James Dillingham (Jim). Della is a housewife who has beautiful long hair which she loves very much. Jim is Della's husband, a lowly clerk with just enough salary to provide for the two of them.

d) *Who are the supporting characters their characterization?*

The supporting character in this story is Madame Sofronie. She is the owner of the salon where Della sells her hair.

e) *When did the event happen (setting of time)?*

This story takes place one day before Christmas. At that time Della was worried because she had not bought any gifts for Jim.

f) *Where did the event happen (setting of place)?*

The setting in which this story is not stated. However, because the author of this story, O' Henry, is an American national and the currency used in this story is the Dollar, it can be concluded that the setting of the story takes place in America.

g) *What figurative language used in the story?*

The style of language used in several sentences in this short story is Simile. Simile is a figure of speech that uses auxiliary words such as *like*, *as...as*.

Here are the sentences found in this short story:

- 1) *So now Della's beautiful hair fell about her, rippling and shining like a cascade of brown waters.*
- 2) *Within forty minutes her head was covered with tiny, close-lying curls*



*that made her look wonderfully like a truant schoolboy.*

5) Review.

- a) The lecturer asks students to review the story and the students can answers the questions of the lecturer.
- b) The lecturer strengthens the understanding of the story and reviews the short stories that have been read by asking students to check and review the correctness of the notes related to the contents of the text that they have made.

The result of the students' evaluation as follows:

Table 2.  
Result of The Student's Evaluation on Cycle 2

No	Score	Category	Frequency	Percentage
1	85- 100	Very Good	7	20,5 %
2	70 - 84	Good	19	55,8 %
3	55 - 69	Fair	5	14,7 %
4	46 - 54	Poor	3	8,8 %
5	0 - 45	Very Poor	0	0 %
	<b>Amount</b>		34	100 %

Based on the table 2 above, the students who had very good score are 20,5 %. It is better than in cycle 1 (14,7 %). It means that there is some improvement in their reading comprehension. While the students who have good score are 21 (55,8 %). There are some improvements in their score. Next, the students who got fair score are 5 (14,7 %). And the last, only 3 students who had poor score (8,8 %). It means that there is no student who had score very poor (0 %).

The implementation of the SQ3R method was used in the second cycle, The results of observations and evaluations was better than the first cycle. This can be seen in the results of students score.

The results of observations of lecturers show that:

- a) the lecturer has explained the learning objectives and motivated the students.
- b) the lecturer has provided the widest opportunity for students to express opinions and ask things that are still not understood during learning.
- c) the lecturer has guided students who have difficulty in doing the assignments given.
- d) Organizing time for each activity has been carried out by the lecturer well.

While the results of observations of students showed:

- a) the students can work together with their groups in solving problems posed by the lecturer b) Students are able to arrange questions.
- b) students have read the reading text (short story) when the lecturer asked students to read.
- c) Students already understand the meaning of the short story and the questions given by the teacher when the evaluation is carried out.
- d) some students can retell the story with their opinion from the results obtained by the group.

### 3.4 Reflection

The increase in the quality of the learning process carried out by teachers and students, learning outcomes also increase. The reading activities using the SQ3R method will be more

effective and efficient and allow for maximum results.

The results of the observation and evaluation of the implementation of the second cycle of action were better than the first cycle. Using the standard criteria by Nurkancana (1986) as follows: 85 – 100 (Very Good), 70 – 84 (Good), 55 – 69 (Fair), 46 – 54 (Poor), 0 – 45 (Very Poor).

It can be seen that there are 75% students had a score more than 70. This can be seen from the implementation of the second cycle of actions which has reached 76.3% or as many as 26 students who get a score more than 70.

#### **4. CONCLUSION**

Based on the research findings above, it can be concluded that the application of the SQ3R method in reading short story can increase the student's reading comprehension. The students who had very good score are 20,5 % in cycle II. It is better than in cycle 1 (14,7 %). It means that there is some improvement in their reading comprehension. While the students who have good score in cycle II are 19 students (55,8 %). There are some improvements in their score. And the last, only 3 students who had poor score (8,8 %). It means that there are no more students who had score poor and very poor. So, the students' reading comprehension in short story can be increased by using the SQ3R method.

The success of a learning is caused by many factors. SQ3R is one of the alternative methods in learning short story literature in

universities. Thus, this method is not the only method that is most appropriate to use in learning, in this case the study of short story literature studies. Although in general SQ3R is considered as an effective method, it cannot be generalized to all readers, in this case students. Therefore, the introduction of a variety of strategies is important for students, namely the introduction of various strategies that can develop their metacognitive awareness. Reading and appreciating short stories is difficult for students individually. It will be easier if it is done with cooperative or group learning that directs students to be able to work together and discuss their problems.

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