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The Effect of The SQ3R Method Using Beelinguapp on Student's Literal Reading Comprehension

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ABSTRACT

The ability to read is always discussed and important in the teaching and learning process. This study aims to determine how to implement the SQ3R method using online applications namely Beelinguapp. Then how does it affect students' reading comprehension? The effect of this method can be positive or negative. The method used in this study is a quantitative one-group Pre-test Post-Test design, with the instruments used pre-test and post-test and an observation sheet. This research was conducted on second-semester students majoring in English Education Department at the Universitas Muhammadiyah Surabaya. test score data were analyzed using SPSS ver. 26. The results of the mean in the Pre-Test is 59.67 and the mean in the Post-Test is 80.89. In addition, the result score of the mean in analysis N-Gain is 1.640. It showed that the application of the SQ3R method assisted by the use of online applications Beelinguapp could improve and has a positive effect on students' reading comprehension.

1. Introduction

Generally, reading is a basic skill in learning a foreign language or a second language. Reading ability has always been discussed and important in teaching and learning. Based on the findings, the ability to read English has always been considered important in the academic field and is considered the most vital of the four language skills (Afzal, 2019). It is justifiable that reading is considered a key skill for cooperation in school and throughout life. To seek information and gain knowledge, reading books in English is mandatory and is often used as a teaching medium in tertiary institutions (Sultana, 2014). Reading is also a very good activity to enrich information such as news, science, and also entertainment. For this reason, sufficient vocabulary is needed so that readers can understand the message conveyed by the author (Ro'ifah & Hamsia, 2022).

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SQ3R is a reading method that stands for Survey, Question, Read, Recite, and Review. The function of this method is to assist readers in determining their preferences for reading. This method is called always successfully used in improving students' reading skills. And provide examples of provisions in the systematics of learning. The SQ3R method can help students improve their reading skills, and it can also help them develop their creativity (Aziz, 2020). SQ3R assists students in understanding English words. The students were also pleased with the implementation of SQ3R. SQ3R is thus recommended for use in teaching reading comprehension (Kusumayanthi & Maulidi, 2019). The researcher chose to use the SQ3R method because this method is a reading method that is able to overcome students' reading difficulties. That is, the SQ3R technique is designed to make students read faster to get knowledge and information from texts.

In the survey step, students have to read the general information like the title and the synopsis. Next is the question step, the students make some questions according to their survey. In the read step, students must read the text to find the answer to their questions before. For the retell or recite step, students reread the questions and the answer, and it can be a discussion season. The final step is a review, students make a summary of what have they read (Universitas Pasundan, 2022). The rapid development of science and technology has a direct impact on human life, including in the field of education (Agusti, 2023).

Today, technological developments also greatly affect the learning process. The use of technology has become an essential part of and helps improve language classes' learning process. The use of multimedia and technology has become a basic necessity in today's modern education world. This has shown a positive impact on the English class, because the use of modern learning media provides many sources of teaching materials, increases student motivation, and maintains student communication competence (Hafifah, 2019). Moreover, learning a foreign language will be easier if it is supported by good technology (Mohammad, 2018). The existence of technological developments applied in foreign language learning gives satisfaction to students because of their convenience and practicality (Sunga & Yu-Yeh, 2012). As noted above, extensive reading has the advantage of acquiring and learning a second language. The flexibility in choosing different reading materials according to student's interests, and extensive online reading programs positively impact the development of students' reading fluency (Tuan, 2021).

One application or literacy platform that is intended to assist students in learning a foreign language is Beelinguapp. Beelinguapp is a mobile application that was born in 2016 by David Montiel. It is an online platform that enables its users to read various types of reading texts such as short stories, novels, biographies, science & technology, news, culture, etc. In addition to various types of reading, this application also offers interesting features. Not only is it a "side by side" reading feature, but Beelinguapp also has a "karaoke reading" feature. The karaoke reading feature will help users to read and at the same time be able to listen to pronunciations from native speakers. The use of the Beelinguapp

application in this study can be referred to as authentic material as an alternative to learning media that is more creative and has many types of reading that can meet students' needs (Sari, Hafifah, & Linda, 2020).

The Beelinguapp application is a mobile application that allows users to learn foreign languages by listening to audiobooks. In addition to practicing listening skills, audiobooks require ongoing engagement. Narrated by native speakers, audiobooks help users expand their vocabulary and knowledge of common phrases and improve their reading skills (Pavlenko, et al., 2019). In this study, the researcher chose Belinguapp because the researcher saw that this application has not been widely used in other studies. This application is also one of the recommended applications for learning English on various online articles in the internet. Language is an important tool to express and communicate with the others. Language is a tool that use for communicate ideas, opinions and also he passion through oral or spoken means between some people. (Sari, 2023).

For English as a second language (ESL) students reading is one of the activities that are considered effective in second language acquisition. Literal comprehension refers to a direct understanding of the meaning of English texts, such as the vocabulary used, and the arrangement of places and times in a text. and information has been clearly stated in each text. The literal reading is the first level of reading comprehension which does not involve schema formation and automation, at this level the reader only builds a text base relatively easily, particularly at the microstructural level which involves the use of syntactic decoding and parsing (Alptekin & Ercetin, 2010). Literal Reading (Comprehension) equips students with knowledge and skills in understanding information and facts conveyed directly in the text. This has been defined as the most basic level of comprehension in reading. In this case, the use of literal understanding is to find information more efficiently (Thunder, 2022).

English has four priority skills that must be mastered by students. Reading is one of the integrated English learning skills that must be mastered because it is related to real communication (Kartini, Mayasari, & Sofi, 2020). Reading comprehension is generally defined as the ability to read, process, and understand the meaning of the text. Literal comprehension is a level that requires that students be able to accurately identify the information explicitly stated in the text or passage (Basaraba, 2012). The following indicators will become the limits of later test assessment and evaluation: a) Recognize the true meaning of words in the paragraph. b) Able to identify reference words of the text. c) Able to distinguish fact and details only. d) Able to identify what was written by an author in the text (Khotimah, 2017).

Some of the previous studies stated that the implementation of SQ3R method has the effect of increasing students' English skills, especially in reading. the SQ3R strategy was declared effective for improving students' reading skills, and this strategy can also be recommended for English teachers because, in addition to increasing reading comprehension, it can also stimulate students' activeness in the teaching and learning process (Adila & Weganofa, 2018). Online reading

resources help students complete their assignments, get more information, and improve their reading skills (Satriani, 2019). There are several main problems in students' reading comprehension. Many students cannot respond to the author's intentions, feelings, and attitudes in the text. Students cannot identify what the writer wrote. And they are also unable to respond to opinions regarding the facts contained in the text (Mahmudah, 2017; Afinda, 2023).

However, under actual research conditions and based on classroom experience, some students who had reading habits across multiple platforms still had difficulty or poor reading ability. It is illustrated that students lack the motivation to carry out their reading. Students feel bored when looking for suitable reading material. Although they can understand the reading quickly, their reading comprehension development does not improve significantly because many words are unknown (Nurviyani, 2020).

Based on the problem above, this study aims to find how the implementation of the SQ3R method using the mobile application (Beelinguapp) and how is the effect on students' literal reading comprehension. The effect of this could be negative or positive, it's be negative when students do not experience an increase in reading scores during the treatment given. Then it will be positive when students get higher scores from the tests carried out.

2. Methodology

This research is quantitative with the one group Pre-Test and Post-Test design. Quantitative research is a process of seeking knowledge that used data in the form of numbers as a tool to analyze a problem. It is because the researchers wanted to analyze and measure objectively the variable. The objective measurements that researchers carry out would cause the resulting truth to be open for further research in the future. The researcher used a one-group pretest and posttest design approach and did not use randomization (Creswell, 2014). The samples were college students in the English Education Department of Universitas Muhammadiyah Surabaya. The researcher took one class in semester 2. The reason for choosing semester 2 students, was because they were new students and just starting to get basic reading material. Then the positive or negative results from the effects of using Beelinguapp were easier to know. The research location at Universitas Muhammadiyah Surabaya and conducted in May 2023.

The instrument of the research was a reading test and the SQ3R method. The reading test conducted was pre-test and post-test. The pre-test was a test conducted before being given treatment to determine students' initial reading ability. Then students are given treatment, was reading short story texts at a predetermined time by applying the SQ3R method. This text was taken from the Beelinguapp application. Henceforth, they had to fill in a number of questions related to the stories they had read. This was applied to the post-test.

The researchers first step was collecting participants using purposive sampling. Then the pre-test was given to students. After the pre-test, participants gave the reading material and SQ3R method as a treatment. The treatment was conducted twice. And the post-test was submitted to know the compared result. In the reading test scoring scale, there were two preferences; subjective test and objective test. The objective test scoring system is clear, with only 1 for a correct answer and 0 for an incorrect answer (Pandiya, 2013). then the score measurement used was an objective test. Figure 1 show the process of the collecting data.

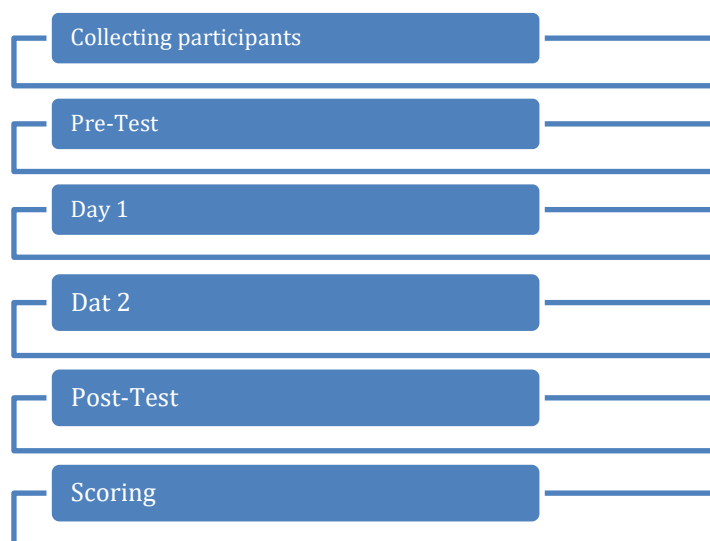


Figure 1. Collecting Data

The main data was obtained from the reading test results and the questionnaire results. reading test results are calculated using SPSS to get valid results. Measurement data used N-gain (Normalized gain). N-gain used to measure the increase or effectiveness of science process skills and cognitive learning outcomes before and after learning. N-Gain analysis aims to determine the effectiveness of the use of a method or treatment. The N-gain score effectiveness category and the formula are based on (Meltzer, 2002). Then the category of N-Gain score is show in Table 1.

Table 1. The Effectiveness Category of the N-gain Score

Category effectiveness n-gain score	
Score	Category
$g > 0.7$	High
$0.3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

In the results of the N-Gain analysis, the calculation is carried out using the following formula. Figure 2 show the formula to measure the result score.

$$\text{N-Gain} = \frac{\text{Score Post-Test} - \text{Score Pre-Test}}{100 (\text{max. score}) - \text{Post-Test}}$$

Figure 2. The Formula to Measure N-gain Score

3. Results and Discussion

3.1. Result

3.1.1. *The Implementation of SQ3R Method Using Beelinguapp*

This study aims to determine the effect of using the SQ3R method with the help of *Beelinguapp* online media on students' reading comprehension scores in semester 2. The data were obtained from the results of the pre-test and post-test conducted by students at the beginning and at the end of the meeting. On the first day, students are given a pre-test to find out their initial abilities before treatment. After being given a pretest on that day, students were also given the first treatment. Students are given an introduction to the SQ3R method. Starting from the introduction of a series of SQ3R methods, namely conducting surveys on texts, making questions based on survey findings, reading texts, re-reading to confirm answers, and the last series is conducting a review of the text that has been read. Then practice the SQ3R method with the help of the online media *Beelinguapp*.

The steps of the SQ3R treatment method using *Beelinguapp*, start after the students login into the application. Then, the researcher has prepared several reading texts to be read, students only need to look for them in the application. After finding the reading text used, students must carry out the survey stage based on the title and brief information about the text. Then, they have to make questions based on the survey that has been done. Next, students must read the text, in this step, students can find answers to questions they have made before. after reading students do repetition, namely re-reading their questions and answers. In this repetition stage, the researcher gives them the opportunity to discuss in groups to throw questions and answers to each other. In the final stage, namely review, students provide a summary of the text they have read.

The second treatment is carried out the following week during Literal Reading class hours. In the second treatment, the researcher did not provide an explanation about SQ3R, it was just that the researcher conducted a review of students about the SQ3R method which was explained at the previous meeting. This is the last treatment, which is then followed by a post-test. Data collected from the treatment as well as data from Pre and Post-Assessment were analyzed after the study was completed. The findings from the results of the pre-test and post-test values will be analyzed using SPSS ver.26.

3.1.2. *Effect of the SQ3R Using Method Beelinguapp*

Pre-Test is a test given by researchers before students are given treatment in the first cycle. This aims to find out the extent of their initial abilities. Then the following Table 3 is show the classification and frequency of student pre-test scores.

Table 3. Classification and Frequency of Students' Pre-Test Score

Score	Letter	Number	Category	Frequency
80 - 100	A	4	Very Good	1
72 - 79	AB	3.5	Good	2
64-71	B	3	More than Enough	9
56 - 63	BC	2.5	Enough	-
48 - 55	C	2	Less	-
40 - 47	D	1	Very Less	4
≤ 39	E	0	Failed	2

Based on the pre-test score table, there was 1 student categorized as very good. There were 2 students categorized as good. There were 9 students categorized as more than enough. There were 4 students categorized as very less and there were 2 students categorized as filed. In addition, table 4 contain the analysis result of SPSS 26 and shows that the mean score of the pretest is 59.67.

Table 4. The Mean Score of the Pre-Test

Mean	Report	
	Std. Deviation	Std. Error of Mean
59.67	14.410	3.396

Furthermore, the result set of the pre-test scores after implementing the SQ3R method has been summarized in Table 5.

Table 5. Classification and Frequency of Post-Test Score

Score	Letter	Number	Category	Frequency
80 - 100	A	4	Very Good	12
72 - 79	AB	3.5	Good	4
64-71	B	3	More than Enough	2
56 - 63	BC	2.5	Enough	-
48 - 55	C	2	Less	-
40 - 47	D	1	Very Less	-
≤ 39	E	0	Failed	-

Based on the table above, there are 12 students who are categorized as very good after receiving treatment. There are 4 students who are categorized as good. There were 2 students who are categorized as more than enough. Then in Table 4, the results of the average value of the student post-test are presented after the treatment in cycle 2. Based on the table, the average post-test value is 80.89. when compared with the results of the average pre-test score before students get treatment, it can be concluded that students experience an increase in grades. Table 6 show the mean of post-test score.

Table 6. The Mean of Post-Test Score

Mean	Report	
	Std. Deviation	Std. Error of Mean
80.89	9.851	2.322

Based on the category in (Table 1), the results of the N-gain calculation analysis using the SPSS 26 application are if the average N-gain is greater than 0.7, the

effectiveness of a method is categorized as high. If the average N-Gain is between 0.3 to less than 0.7, the effectiveness of a method is said to be moderate. And if the average N-Gain obtained is less than 0.3 then the effectiveness of a method is said to be low.

The N-gain value obtained from the pre-test and post-test calculations is 1.6430. based on the table. 1 the effectiveness category of the N-gain score, can be categorized as the treatment or method used in this study has high effectiveness. The results of the N-Gain analysis will be presented in the summary Table 7.

Table 7. N-Gain Analysis Result

	N-Gain Analysis Result			
	Minimum	Maximum	Mean	Std. deviation
N-Gain_Sore	.50	6.00	1.6403	1.64872
N-Gain_Percent	50.00	600.00	164.0300	164.87240

3.2. Discussion

The findings presented above show that the use of the SQ3R method with the help of Beelinguapp online media can help improve students' reading skills. This increase can be seen from the significant difference in the results of the pre-test and post-test values that have been obtained. The increase in students' ability to understand text is due to a more effective teaching method, namely the SQ3R method. in practice, the SQ3R method contributes as a technique that assists teachers in conveying material and makes it easier for students to receive the material. When in class, the teacher also feels more helpful because students are more independent in the learning process. They follow the teacher's instructions well and can build more conducive learning conditions. This thing also found in the previous study, which stated about This method is interesting because educators can also cultivate students to become more independent learners; provide space for students to build a structure of interpretation of the author's ideas from the text they read. This can help students improve their performance to meet higher academic standards (Artis, 2008).

SQ3R method is useful for absorbing written information maximally. This would help students, where they can find correct information or facts. In addition, the SQ3R method also helps students to focus more on their learning goals. The application of methods with the help of online media also made students more interested and enthusiastic during the learning process. It can be seen during the observation process in class, students are very enthusiastic about following all the processes. This situation is also in line with research which stated that with online-based collaborative learning, they can learn together in class or anywhere because they use mobile-based application devices that can be accessed via their respective cellphones (Wijayadi & Mustaji, 2022).

The first step in this method is called a survey, in this stage students are asked to conduct a survey regarding the title of the reading and try to get an idea of the reading. This step would help students in preparing subjects, students would also

know what the content of the reading is about in outline. According to the observation result in the class, in this step students be more active to know and they become curious about what they would read. This is in line with the statement that students would be more active and have a better understanding of the text they read (Sari D. M., 2016). Besides that, the survey stage in the SQ3R technique would assist students in finding detailed information from a text, by implementing the title of the text into a question which would then also continue in the second stage, namely the question.

The third step is Reading, at this stage students read the entire text. Students can identify and understand words that are not familiar and find the answers needed to answer the questions that were previously made in the second stage. In addition, in this step, students must also be able to identify the use of references in a text. While in the class practicing this method, they cannot conclude the use of the reference, students must look for and re-ensure the use of the reference sentence and possibly have to re-read the previous sentence. In some study stated that, developing readers who read through individual sentences, process more than one unit of meaning for the individual sentences. They are also active in making connections across sentences. The process of understanding and concluding the relationship between these clauses is called integrative processing (Klingner, 2007). When students are also faced with an unfamiliar word, they must look at other words and their familiar spelling patterns, an then they must know the context of the word's use to understand the intended meaning (Alyousef, 2006).

Recite or retelling is the fourth stage. paraphrase what they have read. The text they have read should be able to provide answers to the questions that have been made in the second stage, namely questions. Then, in this stage, the researchers conducted group discussions, where students also asked questions about the questions they had made before. And the last is the review stage. After conducting a short survey, asking questions, reading, and reciting, students must review the entire contents of the text and the results of the discussion which have been summarized using their own sentences. This is in line with a study stated, that skills in understanding the contents of the text would lead to making conclusions by combining relevant backgrounds to find implicit information from the text (Woolley, 2010). This would show that students have been able to find implied information from the text. This finding is supported by the research results stated in the pre-test and post-test.

4. Conclusion

The main point of this study is to investigate the extent to which the SQ3R method can affect students' reading comprehension levels. Based on the results of research using the SQ3R method, students' reading comprehension skills have increased. This means that the application of the SQ3R method in reading ability is considered effective. Using the SQ3R method has helped students find main ideas and detailed information, understand the meaning of unfamiliar words, and find implicit information from texts. Most of the students have been able to apply

this method to their reading process, it can be interpreted that students gain the ability to predict and ask questions because the lecturer has provided the opportunity to build these skills. Finally, the author would like to suggest to other researchers who wish to conduct research using the SQ3R method to try to apply this method to speaking, listening, and writing skills to solve student learning problems.

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