

# Maximizing Reading Potential: insights from SQRW Implementation in Indonesian Vocational Students

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## Abstract

*This study aims to examine the effectiveness of SQRW (Survey, Question, Read, Write) strategy in maximizing the reading comprehension of the Indonesian vocational students. 17 students from Culinary Art as the experimental group and 17 students from Hospitality Management as the control group at the population of SMKN 3 Parepare. The quasi-experimental design was used in this research. The pretest and posttest result revealed a significant improvement in the experimental group reading comprehension, where the mean score increase from 48.23 to 68.17. The t-test value for the posttest was 3.06, exceeding the t-table value 2.037 (df=32,  $\alpha=0.05$ ). It is indicated that SQRW is significantly improve the students reading comprehension. Consequently, SQRW strategy can be recommended as viable strategy to enhance the reading comprehension among the vocational students.*

**Keywords:** Reading Comprehension; Strategy; SQRW; Vocational Students

## Abstrak

*Penelitian ini bermaksud untuk menguji efektifitas strategi SQRW (Survey, Question, Read, Write) dalam memaksimalkan pemahaman membaca bagi siswa kejuruan di Indonesia. 17 siswa dari jurusan Boga sebagai kelompok eksperimen dan 17 siswa dari jurusan perhotelan sebagai kelompok kontrol di populasi SMKN 3 Parepare. Desain penelitian quasi-eksperimental digunakan dalam penelitian ini. Hasil dari pretest dan posttest menunjukkan peningkatan yang signifikan pada kelompok eksperimen, Dimana nilai rata-ratanya meningkat dari 48.23 menjadi 68.17. Nilai dai uji T untuk posttest adalah 3.06 melebihi nilai T table 2.037 (df=32,  $\alpha=0.05$ ). Hal ini menunjukkan bahwa SQRW meningkatkan pemahaman membaca siswa secara signifikan. Olehnya itu, strategi SQRW dapat direkomendasikan sebagai strategi yang efektif untuk meningkatkan pemahaman membaca pada siswa kejuruan di Indonesia.*

**Kata Kunci:** Pemahaman Membaca; Strategi; SQRW; Siswa Kejuruan

## 1. INTRODUCTION

The evolving demands of globalization necessitate a paradigm shift in education, transitioning from teacher-centered to student-centered learning approaches. Indonesia's Kurikulum Merdeka, introduced in 2022, underscores this by promoting differentiated instruction and competency-based learning. Within this context, English education, spanning elementary to university levels, focuses on the four core language skills: listening, speaking, reading, and writing, alongside components such as grammar and vocabulary. In relation to those four skills, the researcher focuses on reading.

Teaching reading in the senior high school is not the same as teaching at university. It needs a specific strategy or a method to guide students to be able comprehend the meaning of the text. In the reading skill, students should be able to identify specific information, find detail information, identify information of the text and infer the text conclusion. As the result, the teachers have to select the most appropriate strategy to teach reading to their students.

Reading has a very important role in efforts to develop the intelligence of students, without having reading skills, students will have difficulty in understanding any learning. Many studies on reading comprehension stated that there is a significant correlation between the overall reading strategy use and the students reading achievement (Par, 2020). In addition, the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability (Agustina & Setiawan, 2020) and (Gee, 2021). This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be.

In summary, reading is important for students both to develop their knowledge and to develop the way they think related to the development of their moral, emotional as well as verbal intelligence.

Reading aloud is the foundation for literacy development (Rahayu & Mustadi, 2022). It provides children with a demonstration of phrased, fluent reading (Ceyhan & Yildiz, 2021). It reveals the rewards of reading, and develops the listener's interest in books and desire to be a reader (Cremin dkk., 2023).

Children can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. This, in turn, helps them understand the structure of books when they read independently (Fountas & Pinnell, 1996). It exposes less able readers to the same rich and engaging books that fluent readers read on their own, and entices them to become better readers. Students of any age benefit from hearing an experienced reading of a wonderful book.

Teaching reading is a process to teach read a text for students so that can educate, guide students in reading to be better. Teaching reading is how the way of teacher to attract the students is interesting to read books or something. Teaching reading can help students in comprehending a text easily. This is a way to increase motivation and interest students to read and easier for them in the search for ideas in the text. The purpose of teaching reading is to increase the students' abilities, attitude and skills from the getting information from written text. It is also designed to make the students have sufficient capacity.

The researcher finds the data based on the result of interview between the teacher and researcher. And also the researcher finds that score of students specially in Reading Skill are still low by mean score is 47. It showed that the students reading skill was low. It caused of the teachers teaching strategy that make students get bored in learning process. Which strategy is always used in learning, so the students feel bored in learning English. The students need more strategy to improve their knowledge in reading.

To anticipate the problems above, the teacher is much better to use another strategy. In this research the researcher is use SQRW strategy to improve their reading. SQRW is a four-step strategy for reading and taking notes from chapters in a textbook. Each letter stands for one step in the strategy (Yaspiah, 2017). Using SQRW will help you to understand what you read and to prepare a written record of what you learned. Learning reading is not an easy thing. It can occur due to many things such as teachers who are constantly using traditional teaching methods and techniques so it makes students feel bored, same as noted above, or English reading materials are quite difficult to understand and make the students are not interested to learn it. Even so, of course, there are also many ways that can be done in order to make reading does not become a difficult thing, both for teachers or students, one of them is by using a method and a technique of teaching reading which was created by the experts. In this case, the writer would like to propose a technique of teaching reading, it is SQRW (Survey, Question, Read, writing). The writer felt that SQRW are able to increase students' reading comprehension.

The SQRW strategy will ease students in finding the ideas about the topic of the reading material, they also can easily understand about the topic, in this case, is hortatory text. SQRW also has four steps in its practice and in each step, it can make students will be more focus on reading materials. Thus, it will make students more active and interact when they are asking to read in the class. Based on the previous background above the researcher formulates a problem statement, which was whether teaching reading through SQRW (surveying, questioning, reading, and writing) strategy improve the reading comprehension of the students of SMKN 3 Parepare.

## **2. METHOD**

These research applied quasi-experiment method. Gay L.R. (2012) stated that Quasi-experimental designs that provide adequate controls. As you review the following discussion of three quasi-experimental designs, keep in mind that designs such as these are to be used only when it is not feasible to use a true experimental design. In this research used random sampling strategy with two classes. 17 Culinary Art students as experimental group and 17 Hospitality Management students as control group. So the total number of sample are 34 students. According to Arikunto (2006) the device that the researcher used to collect data called instrument. Instrument has important in this research. Instrument was one of the significant steps in conducting this research. The main instrument used in

this research was a test. The instrument that used by in this research is a reading test by giving a topic to be discussed. The test has applied as a pre-test and post-test. The pre-test used to find out the reading skill of the students before giving the treatment, while the post-test is using to find the reading skill after giving the treatment.

### 3. RESULT AND DISCUSSION

#### 3.1. The Students' Score Classification

The following table summarizes the classification of the students score in pretest.

Table 1. The students score classification in pretest

No	Classification	Score	Experiment		Control	
			F	(%)	F	(%)
1	Very Good	86-100				
2	Good	71-86	1	6%	1	29%
3	Fair	56-70	4	24%	3	18%
4	Poor	< 55	12	71%	13	53%
TOTAL			17	100%	17	100%

Table 1. illustrates that most students in both experimental and control groups fell into the “poor” classification and the fewer students are in the “fair” and “good” classification. This may be attributed to their lack of active participation in class, limited vocabulary, and low awareness of the material. To address these challenges, the researcher implemented the SQRW strategy in the experimental group and SQ3R strategy in the control group.

Table 2. The students score classification in posttest

No	Classification	Score	Experiment		Control	
			F	(%)	F	(%)
1	Very Good	86-100				
2	Good	71-86	7	41%	5	29%
3	Fair	56-70	9	53%	3	18%
4	Poor	< 55	1	6%	9	53%
TOTAL			17	100%	17	100%

Table 2. shows that in experimental group, most students were classified as “fair” or “good” with significant improvement compared to the pretest. The control group also showed some improvement, though not as pronounced as the experimental group. This suggests that active participation, adequate vocabulary, and increased awareness of the material were fostered in both groups but were more prominent in the experimental group due to the SQRW strategy.

Table 3. The students mean difference on reading comprehension

Group	Pre-test	Post- test	Mean difference
Experimental group	48.23	68.17	19.94
Control group	46.29	58.41	12.12

Table 3. highlights a greater improvement in the experimental group compared to the control group. This indicates the students who were taught by implementing SQRW strategy experienced a significant enhancement in their reading comprehension compared to those who were taught through SQ3R strategy.

### 3.2. T-test Result

The objective of the statistical analysis in this study is to evaluate whether the implementation of the SQRW strategy has a statistically significant impact on the reading comprehension of vocational school students. This is achieved by comparing the pre-test and post-test results of the experimental group (taught using SQRW) against the control group, using a t-test to determine the effectiveness of the strategy. A t-test is used to statistically confirm whether the differences in mean scores between the experimental and control groups are not due to random chance. The t-test value of 3.06 exceeding the t-table value of 2.037 at a 0.05 significance level confirms that the SQRW strategy had a meaningful impact. The result of t-test value is showed in the following table:

Table 4. the result of t-test

test	Type of significance	Level of	of t- test value	t-table value
	Pre-test	0.05	0.41	2.037
	Post test	0.05	3.06	2.037

After comparing the results of the two tests, the researcher discussed the result of this research. The researcher supported by the previous chapters that the researcher has explained and also become the answer of the problem statement how this teaching strategy can solve the problem of the student in reading comprehension. Before conducting pre-test and post-test the researcher found some facts when the researcher was doing the observation in SMKN 3 Parepare. The researcher finds the data based on the result of interview between the teacher and researcher. And also, the researcher finds that score of students specially their reading comprehension are still low, where the mean score (47) is under standard of minimum completeness of mastery learning (KKM) which is 75. It shows that if the reading still low so that the students always feel bored in learning English. This low achievement is caused by the teacher teaching strategy. Which strategy is always used in learning, so the students feel bored in English learning. It proved by several previous researcher found the same problem as the researcher found and they can overcome those problem through various teaching strategy. Researcher aware that The students progress in learning can be achieved through implemented new learning strategy rather than the use of conventional learning strategy. To anticipate the problems above, the researcher is much better to use another strategy. In this research the researcher was used SQRW strategy to improve their reading.

To support the researcher research. The researcher also found several previous researchers who has success apply SQRW strategy one of them are Rahmawati (2017) in her research was applied in SMA Muhammadiyah 1 Palembang stated SQRW strategy significantly give an improvement toward the students reading skill achievement. It means SQRW is capable as an option in improving reading skill.

The second research was from Alicia, D. (2017) in her study stated that SQRW is a four-step strategy for reading and taking notes from textbooks that will help you better prepare for exams, better prepare for class discussion, improve your reading skill and help you learn better using textbooks. SQRW stands for Survey, Question, Read and Write. The result of Alicia studies before has a similarities with the researcher research that the students by using this method, the students enjoy and fun in comprehending the text. In doing this method, the researcher gave the students some knowledge, experience related the text. Next is Yaspiah (2017) on improving the students reading skill by using SQRW Sated that based on the students' reading skill; the mean score in first cycle was lower than second cycle There were four of external factors that influencing students' reading skill were; motivation, move to another chair, noisy, and asking permission. The differences of the researcher between Yuspiah's study placed in the method of collecting data. The previous research used some circle to take the result.

Sudiati, Hanapi, and Bugis (2018) in their research study showed that by taking problem from the school that most of student are difficult to read the text because of the vocabulary in the text and they are not able to read the text and the class became inactive. That is why the implementation of think aloud can give an improvement in learning process especially in reading include the student became more active and enjoy the class and in statistical. There was significance different between the

researcher, it can be seen of the research variables and method. Sudiati, Hanapi, and Bugis (2018) was implemented think loud strategy to improve students reading skill.

The last reasearch findings that related with this researcher was Anjuni and Cahyadi (2019) in their research showed that the implementation of SQ3R in their research can give an improvement toward reading skill of the students through the data of the t-test result was 2.42, it was higher that t-table ( $2.42 > 1.69$ ) it means the test was reliable. The similarities between the previous researcher and the researcher are they have the same aspect in implementation strategy they are survey and questioning and then the rest of other systematic process are different.

By this evidence the conducted research at SMKN 3 Parepare and showed an evidence such as mean score of the student (pre-test) before the researcher gave the treatment the score reading comprehension of the students are still low. Comparing with the score after used SQRW strategy, the mean score was 68,17 for experimental group and 58.41 for control class it is indicated that there was improvement of student reading comprehension. Even if before and after treatment was given the majority of student were in fair and good classification, the student still low in the improvement of their reading skill. What make the researcher different that the previous one is the use of SQ3R as requirement to fulfill the quasi experimental method.

#### 4. CONCLUSION

Based on the findings and discussion of the study, it can be concluded that the implementation of the SQRW strategy significantly improved the reading comprehension of the students at SMKN 3 Parepare. The structured approach facilitated better engagement, focus, and comprehension. Furthermore, integrating digital tools into the SQRW framework can amplify its impact in modern, technology-driven classrooms.

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