Teacher's Perception on SQ4R in English Reading Comprehension Learning Using Zoom Application

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Abstract

Learning strategy has an important role in the English reading comprehension learning process. To comprehend the text, reading strategy focuses on students' critical learning. The aims of the study to get teachers' perception of SQ4R strategy application in English reading comprehension class through zoom application. The method of study used descriptive qualitative. The process of collecting data used observation and questionnaire. The data is taken from the teacher that taught English Reading Comprehension subject in semester two at English Department UIN Mataram. The data analysis used data reduction, data display, and taking a conclusion. The result of the finding concluded that 80% showed a positive attitude towards the SQ4R strategy in the English reading comprehension class. It can be comprehended from the increase in students' reading comprehension skills. The study results have implications for the suitability of the SQ4R strategy in the reading class through online learning such as zoom.

Keywords: Reading Comprehension, Teacher Perception, SQ4R

1. Introduction

Reading ability is a complex social phenomenon because in essence reading is a process to achieve success in social life. Reading is not only understanding the meaning in the text but also understanding the phenomena of social life in society. The process of understanding reading content is related to how a person understands the context and has experienced it. Students have knowledge about the themes in reading. So, learning reading comprehension provides an opportunity for students to understand the social context. Students make meanings from the text, to understand all the contents of the reading text. One has to use a proper reading strategy to comprehend the reading text.

The reading strategy using comprehension of the text is a process of understanding sentences sequentially. The process of understanding text reading involves the process of

presenting symbols that arise from words, phrases, sentences or paragraphs equipped with themes. Meanwhile, the situation model in understanding the text is an elaboration and integration of existing knowledge with information in the text. Thus, the process of understanding the reading text requires a systematic framework for the learning process that comes from students, because the understanding process takes place when the reader can summarize and integrate various kinds of information from the text and combine it with what is already known.

Learning to understand reading requires the right strategy. For some students, it is still difficult for students at the UIN Mataram English Study Program. Moreover, the input of students comes from private-public and Islamic schools that do not learn English. During school, students read more books in Indonesian, so that when students are given English reference books, it causes problems. The difficulty of students majoring in English at UIN Mataram is related to the process of understanding and interpreting the meaning in the text into a clear meaning and interpretation of the meaning of the text related to social life in society. The indicator of this problem is the lack of vocabulary and previous knowledge to support the information in the text. These problems related to the appropriate strategy in the learning-teaching process. The use of strategies, good reading is influenced by factors such as background knowledge, vocabulary, grammatical knowledge, learning experience. These factors are part of the problem of reading comprehension. Therefore, the strategy of teaching and learning has an important position to get learning successful.

Some previous research has proven the impact of learning strategy. Reading using audio aids can provide increased understanding of the reading rather than reading in silence (Chang & Millett, 2015). The same research stated that the teacher's reading aloud technique can be very beneficial for students who use English as a foreign language as well as for beginners (Ninsuwan, 2015). Besides, teachers can also take advantage of technology in developing classroom teaching (Piper, Zuilkowski, Kwayumba, & Strigel, 2016), like a mobile-assisted extensive reading program (Lin, 2014), WebQuests in EFL reading classroom (Kocoglu, 2010). The concept of technology-enhanced multimedia teaching is used widely in educational settings. It can be used as media in teaching various skills such as listening, reading, speaking and writing. Among these skills, reading comprehension is a skill in which EFL students have several problems to master (Mohammadian, Amir|Saed, Amin|Shahi, 2018).

Those research refer to increase reading skill using technology media. However, this study focuses to get teacher's perceptions of the SQ4R strategy. It has the steps Survey, Questions, Read, Record, Recite, and Review. This study is very important to do, because for some reason, i.e 1) in pandemic condition, the learning process through zoom needs an appropriate strategy that is available with students' needs. 2) The learning process using SQ4R is carried out systematically and sequentially by providing a great opportunity for students to review it repeatedly. This strategy seeks to maximize students' reading skills. 3) SQ4R is very effective for readers who have reading comprehension skills which can be done in class and out the class. The application of this strategy takes advantage of previously owned knowledge and combines new

information into a clear unity of meaning. 5) The SQ4R strategy can be used as a new reference that creates new learning nuances in learning to understand the reading. It can be comprehended from the previous research. Cognitive strategies, the SQ4R method or its approach also have a significant effect on student test errors. Based on the findings, it is known that the SQ4R method has also been used to achieve achievements. So, this strategy is quite effective (Shahri, Vaziri, & Kashani, 2015). 5) Teacher's perception on SQ4R strategy will help to explain to implement it using zoom. Other studies have shown that there is a significant difference in students' reading comprehension taught by SQ4R (Başar & Gürbüz, 2017). SQ4R has also affected improving the Chinese language skills of students majoring in health (Chopdoen, Janbun, & Jun 2017).

From the results of research that has been conducted by previous researchers, researchers have found the strengths and weaknesses of implementing the SQ4R strategy in class. However, the strengths of the SQ4R outweigh the weaknesses it has found. Learning that provides fun nuances creates meaning that can arouse student curiosity. Therefore, the novelty of the study shows from the teachers' perception of SQ4R strategy that used a zoom application. It provides the desire to know new things becomes the capital for students to explore their learning potential. This is because SQ4R requires active and independent students to explore knowledge, master the entire meaning of text and learning experiences, must be able to record important information, and review the information.

Thus, students are taught how to manage information that has been previously owned and new information becomes a valuable meaning. This strategy teaches students not only independence but it also teaches how students manage problems in life to be wiser. Moreover, the purpose of learning to read directs students to be able to read the social life conditions of the community. Various activities related to understanding texts that are often found. SQ4R can encourage students to better understand what they read, which can lead to the essence or main content that is implied and implied in a book or text because SQ4R is a systematic and practical learning procedure. The SQ4R strategy is a good reading strategy for the benefit of reading intensively and rationally. Thus, it can be assumed that by using the SQ4R strategy, students' reading comprehension skills can improve.

Therefore, the aim of this study is to obtain a teacher's perception of the implementation of SQ4R in English reading comprehension class. So that, it can give the impact toward the developing of teaching strategy in reading class and the results of this study can convince teachers that SQ4R can be appropriately used in learning English reading comprehension.

2. Method

This study used a qualitative approach using descriptive qualitative method. Qualitative research is to find and analyze the social phenomenon and it did through process observation, documentation, or interview. It used to answer social problems (Ary, Jacobs, Sorensen, & Razavieh, 2010). Therefore, this study seeks to obtain valid data about teacher perceptions in implementing the SQ4R learning strategy for English reading comprehension classes.

2.1 Participants

The participant of the study were 5 teachers in English Program Study UIN Mataram that taught Reading Comprehension subject. The sampling technique used purposive sampling. The purposive sampling technique used with the consideration that the researcher refers to the grouping of teachers of the Reading Comprehension subject who previously agreed to use SQ4R in Reading Comprehension learning.

2.2 Data Collection
2.3.1 Instrument of Collecting Data

The process of collecting data used observation, documentation, and interview. The observation did during the learning process is doing through a zoom application. The documentation used to identify the students' scores in English reading class. It used to know the increase of the ability to understand English reading so that the teachers 'perceptions can be confirmed by the success of students' English reading comprehension skills. Meanwhile, the interview was done to get teachers' perceptions on the implementation of SQ4R that applied using a closed interview (Creswell, 2012). The resaerchers have prepared several questions needed for research needs. The interview was done by the asisstence of a zoom application.

2.3.2 Technique for Collecting Data

The procedure in collecting data has some steps. First, the teacher conducts interviews with five teachers who teach reading comprehension courses, and interview activities were carried out using a zoom which was carried out one by one. Second, researchers were directly involved in the teaching and learning process of reading comprehension in the fifth semester. This activity was carried out for 3 meetings. The involvement of researchers in the lecturers' teaching class facilitated the observation process which aims to obtain accurate information on the implementation of the SQ4R strategy. The last, the researcher required the results of the reading comprehension subject exercise and test at the end of the meeting as one of the supporting data analysis

2.3.3 Data Analysis

The process of analyzing data used three steps; those were data reduction, data presentation, and taking conclusion (Miles & Huberman, 1994).
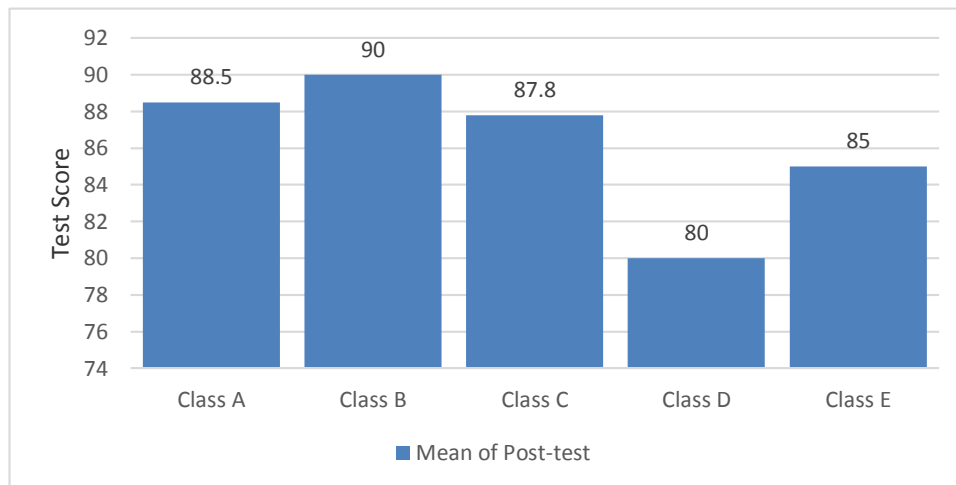
3. Results

The results of the observation analysis becomes supporting data for the main data obtained from documentation data and interviews. The document data was taken from the final test results of the learning process of English reading comprehension. The results of this test were used as data to strengthen arguments for the successful application of the SQ4R strategy in English reading comprehension classes. Meanwhile, the lecturers' perceptions were obtained from interviews related to the implementation of the SQ4R strategy who has taught English reading comprehension. The results of the interviews were summarized into three assumptions, namely lectureres who gave positive, negative and did not respond to the success of the SQ4R strategy in

learning English reading comprehension. The following are the results of the interview data which are summarized in the Graph 1.

Percentage of Teachers' Perceptions of SQ4R Implementation
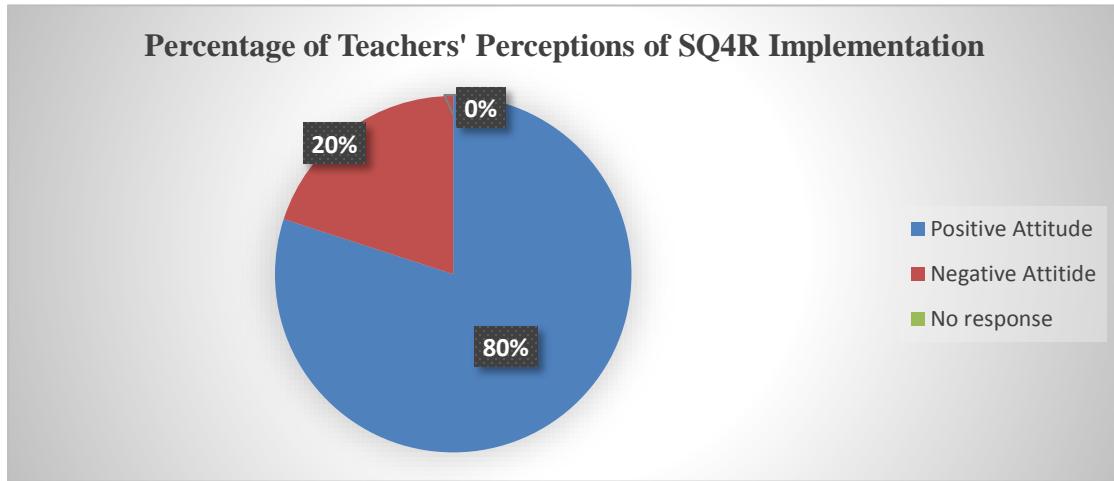
Graph 1. The Result of Interview about Teacher's Perception of SQ4R Strategy in English Reading
          Comprehension Learning

In Graph 1, it can be concluded that out of five lecturers, four gave positive attitudes towards the successful implementation of the SQ4R strategy. It can be seen from the percentage of positive attitudes of 80%. Meanwhile, one lecturer doubted the success of the SQ4R strategy in learning English reading comprehension which was carried out with the zoom application because of the difficult diversity of student abilities in online learning. This can be seen from the low average value obtained by class D. The comparison of the mean value of the five classes is shown in the Graph 2.

Graph 2. The Result of Post-Test in English Reading Comprehension Class

The results of graph 2 proved that the average score obtained by each class also shows the successful application of the SQ4R strategy in learning English reading comprehension. This

means that the teachers have successfully implemented the SQ4R strategy in the English reading comprehension class.

4. Discussion

The SQ4R strategy has advantages that can help students comprehend the process of the reading, including; 1) through survey activities at the learning stage can arouse students' curiosity about the material being studied to motivate student learning; 2) students have a great opportunity to ask questions and try to find answers to these questions by themselves through reading activities, so that, this encourages critical thinking patterns, active learning and meaningful learning; and 3) through activities that explore students' abilities, reading comprehension material that has been learned can be attached to a long period. This can be seen from the successful implementation of the SQ4R strategy for foreign language learning.

Meanwhile, the weakness faced by teachers in implementing SQ4R that this strategy is too systematic, so it requires complicated preparation. Teachers must be able to design lessons with all the preparation needed. Thus, teachers must strive to prepare all learning needs. The strengths and weaknesses of this strategy require teachers to work harder to direct the student's independent learning process such as completing study assignments and applying it in conditions other than classroom learning. When teachers apply this strategy, they are required to be able to design classroom learning that leads to the stages of using the SQ4R strategy. Activities carried out not only collaboratively, but assignments must be balanced. Students who have higher abilities can become guides for students who have low abilities. Thus, the selection of the SQ4R strategy as a solution to the problems faced during the learning process in understanding reading is better than the task-based learning method that has been applied before. Students can easily and systematically learn to understand the reading.

The application of SQ4R strategy in learning English reading comprehension at UIN Mataram has improved the ability English reading that has been experiencing difficulties. Besides, teachers' perceptions are also very good about the use of this SQ4R strategy. In addition, the current learning that must be carried out online still has to be of high quality so that the learning objectives to be achieved in this course can be realized and students have increased reading comprehension skills. Besides, it implemented individually or in groups easily.

The SQ4R strategy gives comprehending of information through the requiring reading, repeating learning repeatedly, and storing the information obtained for the next learning meeting. Besides, it also increases the activeness of students' critical thinking patterns because it forces students to connect what knowledge or information they have with reading and develop it. Phantharakphong & Pothitha (2014) stated that English reading comprehension using the concept of mapping. Likewise, the KWL strategy can improve students' reading comprehension (Sinambela, et.al, 2015). This strategy has almost the same stages as SQ4R. Besides that, combination strategies gave the positive influence on descriptive reading comprehensions (Susanti & Agusni, 2013), such as the SQ3R strategy and semantic mapping strategies for reading comprehension learning (Al-Ghazo, 2015).

From the overall results of data analysis, it is known that SQ4R strategy has some advantages. The learning process has clear and regular learning stages. So that learning in class is easier to control by the teacher. Students easily do to read because each step is varied. It can be controlled by managing the zoom application and ask some students when they read. Researchers can build stable interactions with students. Besides, students can easily focus on the learning they want to achieve and manage their reading comprehension skills. Using zoom application, learning activities are carried out repeatedly because the repetition process is the main key to learning. Students do to read activities and review the material on each heading before moving on to the next page. Thus, it develops understanding in the monitoring system or tutor guidance.

5. Conclusion

The implementation of the SQ4R strategy gave the positive effect on student reading ability and learning progress because SQ4R strategy steps are more flexible and easily understood. Then, teachers do not take long to implement this strategy in classroom learning. This is because the basic theory of this strategy is easy and can be adapted to the needs of learning. Thus, this strategy can be one of the recommended learning strategies, especially for the teaching and learning process of reading. For English lecturers at UIN Mataram, the successful implementation of the SQ4R strategy in learning English reading comprehension through zoom is an option for the teaching and learning process that can be used in learning other subjects as well. Besides, the results of this study can also be used as a guide for preparing teaching materials tailored to the needs and stages of the SQ4R strategy.

The results of this study recommend that teaching should use learning strategies that are equipped with creative use of learning media according to the needs of the goals to be achieved. Such as the application of the SQ4R strategy in learning to read through a combination of learning media or the use of technology by teaching needs. The use of this strategy has also been designed by the learning objectives. Besides, lecturers can also design their material according to the needs of students and the industrial world, such as the use of teaching materials in this study is modified specifically according to the characteristics of the strategy and the needs of students. So, lecturers who want to use the SQ4R strategy can adopt it completely through its stages or be adapted according to the learning objectives to be achieved.

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