

The Effect of the use of SQ4R Strategy on Freshmen Students' Reading Comprehension in Al-Balqa Applied University

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Received on: 8-1-2020

Accepted on: 27-2-2020

Abstract

This study investigates the effect of the SQ4R strategy on English language reading comprehension for English freshmen students at Al-Balqa Applied University. The study employed pretest-posttest control group design and the instrument of the study was a reading comprehension test. Eighty-nine EFL learners participated in the study at Ajloun College and were distributed into an experimental group of 45 students and a control group of 44 students. To achieve the aim of the study, the researcher applied pre- and post-tests on both groups. The results showed the positivity of the SQ4R strategy in improving reading comprehension for the sample of the study. The study suggested several implications and recommendations for future research.

Keywords: FL, SQ4R Strategy, Reading comprehension, Freshmen students, Balqa Applied University, Effect.

Introduction

Reading is very essential for human life. It is important for enabling students to get information by combining information from the text and their pre-knowledge to find the meaning. Moreover, it is a fundamental and vital skill that should be learned in life for several reasons. Firstly, it is fundamental to understand the instructions on a medicine bottle, filling out applications; reading road or warning signs and maps or it leads to a better understanding of other cultures. Also, it is key to developing a good self-image or helps kids develop empathy and exercise their brains. Secondly, it is a vital skill in finding a good job, developing the mind and imagination and discovering new things. Reading skills improve spelling, expand the vocabulary, improve learners' writing skills and help to remember grammar rules so it is important for academic success.

The main aim of reading is the comprehension of the reading text (Pang 2008, Tarigan 2008 and Dechant 1991, 7). According to (Somadayo 2011), reading comprehension means the ability to understand the meaning of the text. There are several skills used to evaluate students' reading comprehension such as; skimming text, using context and understanding context inference. Brown (2003, 188) suggested other skills for reading comprehension such as; recognizing grammatical rules, recognizing cohesive devices in written discourse, recognizing the communicative functions, and

distinguishing between literal and implied meaning.

To comprehend the text, students should have a good mastery of English and pre-knowledge. Peregoy and Boyle (2005) added another principle for teaching reading comprehension which is the need of the students for appropriate strategy to tackle the text. While designing an appropriate reading strategy, (Nunan 2003) suggested important principles that must be applied in teaching reading such as: “exploiting the student pre-knowledge, building vocabulary, monitoring comprehension, reducing the students’ dependence on dictionary, building assessment, and encouraging students to use reading strategies and to implement them in class”.

The researcher believes that the main problem of reading comprehension comes from the students, teachers, and strategies of teaching and learning reading comprehension. In reading comprehension, the teacher should use an appropriate strategy to help the students understand the reading material. Therefore, the researcher suggests applying the SQ4R strategy in teaching and learning reading comprehension because it could be suitable for the participants of the study.

SQ4R (Survey, Question, Read, Reflect, Recite, Review) is a systematic reading strategy used to improve achievement and metacognitive knowledge in reading text developed by E.L Thomas & H.A Robinson in 1972 (Glynn and Muth 1994). The SQ4R strategy is an extension of the SQ3R strategy (Survey, Question, Read, Recite and Review) which is a strategy designed to understand the content of the text developed by Francis P. Robinson at Ohio State University of the United States. The SQ4R strategy includes all the steps of the SQ3R strategy and the fourth R which is “Reflect” added by (Applegate et al. 1994). In short, the steps of SQ4R strategy are as follows:

- Survey: The purpose of this stage is to get the general idea of the content by skimming and scanning to hold the details together later.
- Question: At this stage, the students develop questions about the text that can be answered by themselves to increase comprehension and attention. The students and the teacher may use “who, what, where, why and how” to prepare the questions
- Read: The students read the text to answer the post-reading questions stage verbally or in a written way or summarize the text.
- Reflect: The main purpose of this stage is to remember the text by thinking critically about what they have read.
- Recite: The purpose of this stage is to check whether the students understood what they read and encourage them to use their language.
- Review: The students summarize the subject, answer the questions they do not understand or do not remember and make relationships within the text.

Many university EFL students in Jordan have difficulties in gaining a deep comprehension of the text they read. They face some problems such as recognizing the meaning of unfamiliar words, understanding the structure of the text, having a low level of motivation, lacking stages of reading in the

teaching materials, focusing on low levels of thinking and using one textbook. Also, they have difficulties to understand the text deeply because they do not have enough knowledge about the strategies of reading. So they forget much information from the text they read quickly and got bored when reading textbooks.

The researcher chose the SQ4R strategy to be applied because it could be an effective reading strategy to improve reading comprehension in the reading classroom at colleges. It may be suitable to increase students' independence and effort. Also, it has the advantage of optimum use of reading time. It provides a systematic way of understanding the text as mentioned in the SQ4R steps.

To solve the problems facing the students in understanding the text deeply, it is necessary to use innovative strategies like the SQ4R strategy. Thus, the main purpose of the study was to find the effect of the SQ4R strategy on improving the reading comprehension of EFL students at Al-Balqa Applied University.

Question and hypothesis of the study

The main question of the study is: "What is the effect of using SQ4R strategy on Freshmen Students' Reading Comprehension in Al-Balqa Applied University?" To answer the question, the following hypothesis was formulated: "There are no statistically significant differences at ($\alpha \leq 0.05$) in the reading comprehension of the freshmen students at Al-Balqa Applied university due to the strategies of reading (SQ4R and the traditional method)

Importance of the study

The importance of the study comes from the importance of the SQ4R strategy because it is an effective strategy in teaching and learning. Also, the professors and instructors could develop the English curriculum at their colleges. Besides, the SQ4R strategy is suitable for teaching reading comprehension and communication skills.

Operation definitions

- SQ4R is a reading strategy that includes six steps (Survey, Question, Read, Reflect Recite, and Review). It provides a systematic way of understanding text (Richardson and Morgan 1997, 68).
- Reading achievement is the scores of the students on the reading comprehension test designed by the researcher to find out the difference between the control and experimental groups (Al-Zu'bi and Kitishat 2013).
- Reading comprehension is the ability of students to find out the meaning of the text according to literal, inferential and critical comprehension.
- Freshmen students are the first-year students attending a college or university.

Literature Review

While revising most of the previous literature, most of the studies pointed out that SQ4R strategy are effective in learning reading comprehension at school levels but there are not enough studies at the

college level. The researcher ordered the related studies chronologically according to the date and levels of students which took place in different countries as follows:

At the school level, (Sulikhah 2019) conducted a study aimed at determining the impact of SQ4R strategy on improving reading comprehension of the Indonesian language. The sample of the study included third-grade students in Negeri. The study used a questionnaire as the instrument of the study and used a paired t-Test and independent Sample T-test to analyze the data. The study revealed that the SQ4R strategy enhanced students' reading skills.

Qiqi (2018) conducted a study aimed at finding out the effect of using SQ4R strategy on improving comprehension. To achieve the purpose of her study, she selected a sample of 69 students from the Tenth Grade of SMKN 1 Bandung in Indonesia and adopted quantitative research by selecting a quasi-experimental design. After collecting data by using pre-test and post-test, the results of the study revealed that SQ4R improved students' reading comprehension at tenth-grade in Indonesia.

Another study conducted by (Sari et al. 2018) found out that the SQ4R strategy was effective and practical. The result of the study showed that using the SQ4R strategy developed reading comprehension.

Jelita (2018) agreed with previous studies. His study aimed at finding out whether there was any significant difference in reading comprehension between the students who had a positive and negative attitude in the experimental class and control group. The study consisted of 72 students and used t-test and two-way ANOVA to analyze the data. The results of the study showed significant differences in favor of the experimental group used the SQ4R strategy.

Another study conducted by (Ryandani 2017) aimed to know the impact of SQ4R on students' reading comprehension at the second grade of SMPN 8 Kediri in Academic Year 2016/2017. The sample of the study was selected from class VIII-I consisting of 34 students. After collecting and analyzing data, the results of the study showed that the SQ4R strategy had positive effects on the students' reading comprehension.

Simbolon and Marbun (2017) carried out a study that aimed at using the SQ4R strategy to improve students' reading comprehension. Thirty students were selected from fifth grade at SDN Medan Johor. The instrument of the study was a reading comprehension test. The finding of the study indicated that using the SQ4R strategy improved students' reading comprehension skills of Indonesian subjects.

Başar and Gürbüz (2017) studied the impact of using SQ4R on reading comprehension ability of elementary school. The sample of the study consisted of 57 4th grade students during the 2nd semester of the 2013-2014 academic year. A test of reading comprehension was applied. The results of the study indicated a significant difference in favor of the students who studied reading comprehension by using the SQ4R strategy.

At the college level, the SQ4R strategy improved reading comprehension skills of different languages like English and Arabic. Erlina (2018) conducted action research aimed at measuring the effect of the SQ4R strategy on the reading skills of the students in the fourth semester of the Department of

Arabic Language Education. The study used qualitative approaches to gather data then analyzed them. The study showed an increase in the students' reading skills.

Khusniyah et al. (2017) aimed at examining the effect of the SQ4R strategy on reading comprehension. After applying the t-test, the result of the study revealed that reading comprehension was improved after the use of the SQ4R strategy.

Iksan (2017) conducted a study aimed at measuring the effect of the SQ4R reading strategy toward undergraduate students' critical reading comprehension at the State Islamic Institute of Palangka Raya. Twenty-nine students were selected by cluster sampling as a sample of the study. The result of the study showed that the students' achievement got improved significantly when the students taught by using the SQ4R strategy.

Kasyulita (2015) carried out a study that aimed at finding the impact of SQ4R strategy on reading comprehension in second-year English students at the University of Pasir Pengaraian. The sample of the study consists of Forty-five students distributed into two groups; the experimental group consisted of 30 students and the control group consisted of 15 students. The researcher applied the reading test as an instrument. The result of the study showed positive effect of using SQ4R on improving students' reading comprehension.

Few studies conducted about the effect of using SQ4R on improving comprehension in the Middle East. In Jordan, most of the studies focused on using different traditional strategies in teaching, learning and assessing reading comprehension skills such as using cooperative learning (CL) strategies (Al-Zu'bi and Kitishat 2013) and computer-assisted language and learning (CALL) strategies (Alzu'bi 2015 and Alzu'bi 2012). If the teachers used integrating CL strategies or CALL applications with SQ4R strategy in teaching reading skills, they will gain positive results. Wang et al. (2017) emphasized using integrating SQ4R, STAD strategy and e-book teaching strategies to improve reading comprehension. However, there was a very closed study about using SQ3R not SQ4R conducted by (Abu Rish and Abu loum 2017) aimed at identifying the impact of using SQ3R strategy on the reading comprehension, performance, and vocabulary in Palestine. Anyway, In Jordan, one study was investigated by Alawamreh et al. (2014) aimed at investigating the effect of the SQ4R strategy on improving the readers' self-awareness in the Islamic Education' subject. The sample of the study consisted of 125 first secondary female students in the second semester of the academic year 2012/2013. The study used a questionnaire to measure the degree of the students' self-awareness as skilled readers. The findings revealed that there was a statistically significant effect of using the SQ4R strategy on developing the female students' self-awareness as skilled readers in favor of the experimental group.

The previous studies mentioned were conducted in several areas around the world, all of them have been conducted about the effect of using SQ4R strategy on reading comprehension and all of them proved that SQ4R can improve reading comprehension positively and makes the process of learning and teaching easier for the students and teachers. The present study is different from the other studies conducted in

Arab countries because there are no studies that have been conducted on the effect of SQ4R on reading comprehension at the college level.

Methods and Procedures

Design of the study

The study is quantitative and employed one of the true experimental designs which is pretest-posttest control group design. It includes two groups (experimental and control) with pre- and post-tests. The researcher used this design to compare the mean scores of the two groups in the post-test to know the effect of SQ4R on students' reading comprehension as follows:

(1)R	O1		O2
(2)R	O1	X	O2

Where:

(1): The experimental group

(2): The control group

(O1): The pre-test

(O2): The post-test

(X): Independent variable which is the experiment which based on SQ4R

(R): Random selection

The pre-test is given before teaching the students with the SQ4R strategy. While post-test is given after the students are taught reading using the SQ4R strategy. There were two kinds of variables in this research: the dependent variable which is reading comprehension and independent variable which is the SQ4R strategy.

The participants

The population of this study is the freshmen students who study English at the various colleges of Al-Balqa Applied University during the 1st year. A purposeful random sampling technique was used to select the total number of the sample which was 89 English students in the 1st semester of the academic year (2019/2020). There were two classes (45 students in the experimental group and 44 students in the control group).

The instrument of the study

The instrument of the study is a reading comprehension test developed to compare the achievements of both groups (the experimental and control) on the pre and post-test. Passages were selected from 'Preparation Course for the TOFEL TEST, LONGMAN' (Phillips 2003) followed by 25 questions depending on the three levels of reading comprehension; literal comprehension of ten questions, inferential comprehension of ten questions, and critical comprehension of five questions. The questions include main idea questions, stated detail questions, unstated details, find pronoun referents, implied

details, realize the organization of idea, determine meaning from word parts and context, and determine where specific information is found. Table 1 shows the content specification of items and their percentages depending on the number of the items in each level selected by the judgers.

Table 1: Content Specification of Items

Measure level of comprehension	Number of the test items	Percentage
Literal comprehension	1-10	40%
Inferential comprehension	11-20	40%
Critical comprehension	21-25	10%

Validity and reliability of the instrument:

To establish the validity of the test, the researcher gave a selected set of questions from 'Preparation Course for the TOFEL TEST, LONGMAN' to a group of experts to revise and decide the number of the questions in each level (literal, inferential and critical) then he produced the final draft after following the comments that done by experts in the field of teaching and research.

To achieve the reliability of the instrument, the Kuder-Richarson Formula 20 (KR-21) was computed to measure the internal consistency of the test items to measure the extent to which all the items measure the same characteristic. The researcher selected a sample of (20 participants) from outside the sample of the study. After using KR-21, the internal consistency according to KR-21 was (81%) and it is an acceptable percentage to achieve the purposes of the study.

The instructional program

The instructional material was based on the textbook 'Cause and Effect' (Ackert 1994). Three units (Explorers, World issue, and Science) were designed according to the SQ4R strategy. Each unit includes five lessons distributed on two days (Monday and Wednesday); on each day, a lecture of one hour and a half was given to the students so a lesson in each unit was covered in one lecture (see appendix 1 as a model lesson), thus the study period was two months. The material was used to teach students in both groups but the treatment was different. The researcher selected this book because it is suitable for the implementation of the SQ4R strategy; it includes varied reading passages that deal with the three levels of comprehension (literal, inferential and critical), a list of vocabularies in a separated column, and each lesson was organized and designed according to the three stages of reading (pre-reading, while-reading and post-reading) which makes it workable and easy to redesign each lesson according to the SQ4R strategy.

Data analysis

T-test and other descriptive statistical methods represented in means scores and standard deviations.

Results and Discussion

To test the equivalence between the mean scores of the groups on reading in the pre-test, the t-test was computed as shown in Table 2.

Table 2: T-test results of pre-test scores between experimental and control group.

	Group	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
PRE.	Experimental	45	16.49	4.551	-.052	87	.958
	Control	44	16.55	5.580			

Mean is out of 25

When examining Table 2, it can be seen that the mean scores of the experimental group on the pre-test: (16.49) was slightly similar to the control group's mean score: (16.55) which does not constitute a significant difference at ($\alpha \leq 0, 05$), This indicates that the T value of reading comprehension test (-.052) was not statistically significant at ($\alpha \leq 0, 05$) because it is higher than 0.05 so it implies that the two groups are equivalent.

Results of the t-test conducted to answer the main question of the study as shown in Table 3.

Table 3: T-test results of post-test scores between experimental and control group.

	Group	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
POST	Experimental	45	21.96	3.411	3.997	87	.000
	Control	44	18.23	5.220			

Mean is out of 25

Table 3 shows that the scoring average of the experimental group (21.96) is higher than the scoring average of the control group (18.23) and the T value (2.188) is statistically significant at ($\alpha \leq 0.05$). This result shows that the SQ4R strategy improves students' reading comprehension more than the traditional way used in the control group because the scoring average of the students who studied by the SQ4R strategy increased according to the post-test rather than the scoring average of the students who studied by the traditional strategy.

According to the data supported above in the findings of the study, the SQ4R strategy is an effective technique to be used to comprehend text. This result is in line with the previous studies done by (Başar and Gürbüz 2017, Jelita 2018, Kasyulit 2015, Khusniyah1 et al. 2017, Qiqi 2018, Ryandani 2017, Sari et al. 2018, Simbolon and Marbun 2017 and Sulikhah 2019). All of the studies prove that the SQ4R strategy can increase the students' reading comprehension in the experimental group.

SQ4R strategy could improve the students' reading comprehension. Since using this strategy the students can answer the questions and comprehend the text. When the students follow the steps of SQ4R, they can determine the purposes of reading, able to extract information, make predictions to examine reading materials and make judgments and decisions. Besides, the SQ4R strategy encourages students to learn several important skills such as guessing the meaning from the context, using their language in expressing their ideas, and recalling information.

The SQ4R strategy improved the students' reading comprehension because it links the reading texts with the students' reality and life situation so it doesn't deal with them as texts for only reading but it makes students interact with the text which leads to understanding. Also, the students can perform different linguistic tasks like recognizing word meanings and using them in different contexts. The SQ4R

strategy also focuses on the students' pre-experience to build new knowledge so they can construct their knowledge to deal with different questions correctly.

This strategy has a better influence on students' progress learning. It could be used in different levels of reading courses; it introduces verified activities to the students and enables them to take part in the lesson activities so it suits the students' learning needs and interests. Besides, the SQ4R strategy fosters students' independence so it makes them the center of the learning process. Also, the SQ4R strategy focuses on organizing and ordering the content and encourages practice and discussion so the students try to organize what they learned and they can practice more depending on their mind levels then they can build their critical and creative thinking patterns.

There are other reasons for the success of the students when they used the SQ4R strategy. First, it makes good relationships between the students themselves and their teacher and they interact with each other in a healthy and friendly environment. Second, the SQ4R strategy can be applied to a large class as seen in the current study. Finally, students can feel more fun while using the SQ4R strategy and had a positive attitude towards learning English because the SQ4R activities include both; cooperative techniques and individual ones to be more independent.

The positive result can be ascribed not only to the changing roles of the students but the role of the teacher also is changed to become more challenging. He is a facilitator and could make the students active. Also, He provides feedback for the students and he can save time when he used the SQ4R strategy in the classroom.

Conclusion

Based on the results of the study, the study concludes that the SQ4R strategy can improve English students' reading comprehension. There is a difference between the scores of the post-test of the experimental and the control group in favor of the experimental group which used the SQ4R strategy. In light of the results of the study, the researcher recommends to the teachers and instructors to use effective strategies in teaching English like SQ4R. The teachers should implement the SQ4R strategy in their curriculum and should be trained on how to use this strategy. Also, other studies should be conducted on the effect of SQ4R on other language skills. Besides, the curriculum designers should consider the use of the SQ4R strategy in teaching and learning reading comprehension and it should be included in the teacher's book.

أثر استخدام إستراتيجية "SQ4R" في تطوير الاستيعاب المقروء
لطلبة السنة الأولى في جامعة البلقاء التطبيقية

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الملخص

تناولت هذه الدراسة أثر إستراتيجية SQ4R في الاستيعاب المقروء لطلبة السنة الأولى في جامعة البلقاء التطبيقية. وطبقت تصميم المجموعة الضابطة للاختبار القبلي والبعدي، وكانت أداة الدراسة اختبار الاستيعاب المقروء. وتكونت عينة الدراسة من تسعة وثمانين طالباً من متعلمي اللغة الإنجليزية على أنها لغة أجنبية ممن يدرسون في كلية عجلون الجامعية؛ وقد تم توزيعهم إلى مجموعة تجريبية تكونت من (45) طالباً، ومجموعة ضابطة تكونت من (44) طالباً. ولتحقيق هدف الدراسة، طَبَّقَ الباحث الاختبار القبلي والبعدي على كلتا المجموعتين، وأظهرت النتائج إيجابية إستراتيجية SQ4R في تحسين الاستيعاب المقروء لدى عينة الدراسة. وقدمت الدراسة عدداً من الاقتراحات والتوصيات للبحث المستقبلي.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، إستراتيجية SQ4R، الاستيعاب المقروء، طلبة السنة الأولى، جامعة البلقاء التطبيقية، أثر.

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Appendix

A MODEL of reading lesson plan based on the SQ4R strategy for one lesson.

(lesson plan 1)

Lesson overview

- Unit one: Explorers.
- Lesson name: Burke and Wills- Across Australia.
- Skill focus: Reading Comprehension.
- University: Al-Balqa Applied University- Ajloun University College- English department.
- Target students: Freshmen students.
- Time: 1:30 hours.

Materials and aids:

- Text-book, note-books, projector, and tape recorder.

Purposes:

- To improve English reading skills (skimming and scanning).
- To recognize the meanings of new words.
- To develop reading comprehension.

Interaction patterns

- The teacher divides the students into pairs.
- The teacher makes groups achieve learning cooperatively.
- The teacher uses the SOLO strategy to achieve learning individually.

Introducing SQ4R

Before starting the experiment, the researcher trained the students in the first week to introduce the SQ4R strategy and explaining the SQ4R steps to the students as a model.

The first day (lecture1: 1.30 hours)

Procedures

The procedures for applying the steps of the SQ4R strategy in the class as follows:

Step 1: Survey

The teacher introduces and surveys the text by asking the students to:

1. Read the title.
2. Look at the marginal notes which include words and important phrases about the text.
3. Look at visual materials.
4. Read the introduction and the conclusion of the text.

The students follow the order of the teacher by:

1. Reading the title "Burke and Wills- Across Australia".
2. Looking at the notes or words and its meanings in the right margin which includes special and important information and words meaning, for example, the meaning of "huge" could be found to

the right side which is “very large.

3. Looking at the map to recognize where is Australia.
4. Dividing the class into two groups to read the introduction and conclusion to have an idea about the text.

Step 2: Questions

- The teacher writes questions about the headings of the text by using WH questions e.g.:
5. Where is Australia?
 6. Who are Burk and Wills?
- The teacher also takes the first sentence of the first, second, third and fourth paragraphs and turns them into questions e.g.:
1. What is the weather in Australia?
 2. What is the size of Australia? Which one is larger Australia or your country?
 3. Who lived in Australia in the past?
 4. Who is William wright?
 5. What did he do?

Step 3: Read

- The teacher asks students to start reading the text and engage the text to find the answers to the previous questions verbally or nonverbally and of course, he asks them to focus on the other important information.

Note: The teacher asks the students to read the text silently or aloud and to use other cooperative and individual methods before and while reading.

- Students start reading and use the previously mentioned questions to determine where to focus.

Note: the teacher gives the student enough time to understand the text and to repeat the text to see that all things become clearer.

- Students should read one paragraph at the time then they stop and think about what they read to answer his/her questions.
- The teacher guides students by asking them to write down their answers in their language.
- Students start writing their answers and are sure they understand the paragraph before moving to the next one. The answers to the questions could be as follows:

1. Answer1: It is a continent in the south of the earth surrounded by the Timor Sea, Indian Ocean, Southern Ocean, and the Pacific Ocean.
2. Answer 2: Robert Burke is a police officer from Ireland who chosen to lead an expedition across the continent and William Wright is a person who was sent back to one of the expedition groups.
3. Answer 3: In general, it is very hot but in other years, rainstorms turn the desert into sands swamp.
4. Answer 4: It is a huge country and it is larger than Jordan.
5. Answer 5: Aborigines.
6. Answer 6: He is a person who was sent back to one of the expedition groups.
7. Answer 7: To answer the question, students should summarize in their language.

Step 4: Reflect

- The teacher asks students questions to evaluate if students understand the text after the reading stage
e.g.:

1. Why did the men leave some of their supplies behind them?
2. Why was it difficult to travel in the interior of Australia?
3. Name two reasons why this expedition had so many problems?
4. Do you think Burke and Wills should be called heroes of exploration?

- Students answer the questions without using the textbook.

Note1: If the students cannot answer the questions, they can go on to the text several times.

Note 2: The teacher may change the questions if the students could not answer it.

Step 5: Recite

- Firstly, the teacher urges the students to ask themselves and answer the questions out aloud. If the student cannot answer them, the teacher asks them to go back over the material and read it again.
- The Teacher asks students to go over the text while stopping at the questions to check whether they understand what they read.

Note: The teacher and the students focus on the important information in each paragraph.

- Students refresh and correct their answers by using their language.

Step 6: Review

- The teacher asks students to summarize the topic
- Students summarize by using their language.
- The teacher asks students to answer the questions they did not understand.
- Students review what they learn several times.
- The teacher asks students to use the notes written by the students to refresh students' memories.
- Students ask themselves additional questions.