

Research Article**APPLY THE READING TECHNIQUE "SQ3R" IN TEACHING READING COMPREHENSION TO STUDENTS*****Trinh Van Sy**

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Abstract

Currently, the General Education Programme 2018 has been implemented with the aim of developing competencies and qualities for students. In addition, the 2018 Program also calls for the innovation of teaching methods and techniques to develop comprehensive skills and qualities. In particular, the development of reading skills is extremely important and urgent nowadays to develop literary sensory skills. For High school students, text reading tactics or skills are not diverse and difficult to access, not a deep understanding of the text. SQ3R is a well-known reading tactic that gives students a number of specific and useful manipulations for each reading phase (before – during and after reading). It is for this reason that the study was conducted to analyze the techniques and use them in teaching reading and understanding to develop the variety of skills required by the 2018 Programme. What is SQ3R? How's it going? In the study, we conducted a detailed study to solve the two problems. The results of the study showed that during the reading and understanding hours, students used the SQ3R technique to improve their reading and reading skills. In addition, when you use the technique, you see that reading text is an extremely important operation in the process of experiencing the same text.

Keywords: Literature, High school, General education curriculum 2018, Competency development, SQ3R.

INTRODUCTION

The core of the objectives of the General Education Programme 2018 is to develop students' competencies, qualities and skills [1]. To achieve that goal, innovating teaching methods is an important step. One of the measures that contribute to the development of skills for students is the application of the SQ3R reading technique. The SQ3R reading technique is an active technique in the development of phased reading skills in teaching. The SQ3R technique is very suitable for high school students (middle school and high school). Because it brings high efficiency in reading comprehension skills to feel, experience with the text as well as practice thinking and reading skills [2]. Because it brings high efficiency in reading comprehension skills to feel, experience with the text as well as practice thinking and reading skills [2]. Because it brings high efficiency in reading comprehension skills to feel, experience with the text as well as practice thinking and reading skills [2]. At the same time, if teachers use techniques in group activities, techniques also help students develop their ability to cooperate with their group and classmates. Using SQ3R reading technique is an active teaching strategy, which has been applied by some teachers to teach to improve the quality of teaching. There has been scientific research and mention of SQ3R techniques in reading and comprehension teaching, which can be referred to the research group Tran Thi Hue and Phan Thi Thom (2023) with the topic of Applying SQ3R techniques to teach - reading the thesis texts in lesson 3 "The art of persuasion in the thesis" (Literature 10- Connecting knowledge to life) in the direction of capacity development for students. In the above research topic, the authors have generalized the SQ3R technique and proved through the discussion text in the 10th grade of the book Connecting knowledge to life. But in the study, we found that the group of authors only stopped at applying to one type of text but did not diversify into literary genres.

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In addition, the SQ3R reading technique is a new technique, so there are not many authors who study this technique in depth. Therefore, in the scientific paper, we conduct research on the concept, organization and implementation of the SQ3R technique. At the same time, we also apply and experiment on literary texts in high schools according to the current 2018 Program.

RESEARCH CONTENT

In the research topic on SQ3R technique, we conducted an overview of the concept of reading, concepts and methods of SQ3R technique by a number of research methods such as problem analysis methods and empirical methods. Specifically in the research is shown as follows:

Overview of the problem***The concept of reading-reading comprehension and the stages of reading comprehension*******Concepts of reading and reading comprehension***

Reading comprehension is the basic human activity to dominate the culture. The concept of comprehension reading has a rich scientific content with many levels associated with the theory of teaching literature, the theory of receiving artistic psychology, the theory of oral communication, textual interpretation. The concept of comprehension reading has a rich scientific content with many levels associated with the theory of teaching literature, the theory of receiving artistic psychology, the theory of oral communication, textual interpretation. Understanding is discovering and mastering the connection of certain things, phenomena, objects and the meaning of that relationship. Understanding is also the full coverage of the content and can be applied to life? How?

Reading comprehension is reading combined with the formation of the ability to explain, analyze, generalize, argue right and wrong in terms of logic, that is, combined with competence, thinking and expression. The purpose of the literary work, reading comprehension is to see: the content of the text; the meaningful relationship of the text organized and built by the author; intention, purpose [3]. In the concepts of reading the text, Prof. Tran Dinh Su has divided into the following concepts: Reading is explaining, deciphering; reading is non-explanatory; reading is connecting; reading is rewriting; reading is tectonics, games, is finding what is not in the text; reading is discovering value; reading is dialogue, exchange with culture; reading is deconstruction; reading is reaction to the action of the sentence; reading is "misreading"[4]. However, there is no role of the author, no role of organizing the meaning of the text, no role of creating the knowledge of the source in reading. Reading is the process of finding meaning. It means that the product must be kept and printed with the source of the reading, which is transformed and limited. According to author Nguyen Thanh Hung: The act of reading is written and has a great importance that needs to be resolved. *And "understanding" is only the desired and all-important result of reading activities. And "understanding" is only the desired and all-important result of reading activities [5].* And the author Pham Thi Thu Huong: Reading and understanding the actual copy makes the process of reading to create the meaning of that version through the system of certain certain activities, activities and operations. In addition, author DoNgoc Thong said that: Reading is understood in a comprehensive way. *It is a process that includes contact with and understanding black meaning, shadow meaning, hidden function meaning as well as feeling right in the role, the effects of forms, methods of external processing, renovation and renovation activities, emotions, attitudes of people in writing and all the self-help values of the image the taxpayer [6].*

In short, the above views are aimed at teaching students how to create text meanings and must be consistent with the teaching perspective of capacity development for students according to the current Program.

*Stages of reading comprehension

1. According to Australian educators, reading is divided into 3 stages:
 - Reading and sharing (sample reading): Teachers model and shape reading skills for students.
 - Reading with guidance: Students read and practice reading skills on their own.
 - Foreign reading: Students read by themselves with difficult text.
2. Canadian Education Department: 3 stages: Before reading - While reading - After reading
3. According to researcher Tran Dinh Su, reading comprehension is divided into 3 stages:

Stage 1: Reading the information (communication, retrieval of information)

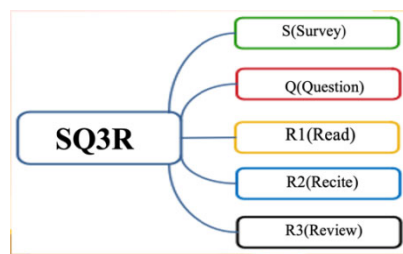
Stage 2: Read the meaning, interpretation (integration, interpretation)

Stage 3: Read the document (reflection (external connection and version), evaluation) [3].

In the 2018 Program in Literature, text reading comprehension is usually organized according to the process, specifically: Content reading comprehension; form reading comprehension; contact reading, comparison, connection and extended reading. In summary, reading comprehension is often organized specifically as: Reading process (3 stages...): developing positive role of students; learning and emotional process; development process [4]. In summary, reading comprehension is often organized specifically as: Reading process (3 stages...): developing positive role of students; learning and emotional process; development process [4].

Concepts, purposes and requirements to be met of SQ3R technique

*Concept: SQ3R is abbreviated from the words: Survey (S), Question (Q), Read (R), Recite (R), Review (R). This is the 5-step reading technique introduced by Francis Robinson in 1961 with the aim of helping learners become an active, insightful, active reader in the stages of the reading process in 3 stages: before reading- while reading- after reading [2].



Picture 1. Technical description of reading SQ3R

*Purpose of use of SQ3R technique

SQ3R is a well-known reading technique. It can be applied for a variety of reading purposes because it is flexible and can make more positive changes to students' reading skills. The SQ3R reading technique is oriented to the reading process in progress, activating active and proactive reading, especially this technique is suitable for use in all types of texts: literary texts, informational texts and discussion texts. In addition, the SQ3R reading technique will:

- Orient students to specific and useful operations for each reading stage.
- Develop the skills of asking questions and retrieving information to answer the questions that have been asked.
- Students will know how to create effective questions, develop the habit of searching for information, the ability to use independent reading techniques to understand the text more deeply, control students' comprehension of the text during reading [2].

Requirements to be met when applying SQ3R technique

In order to effectively apply the SQ3R reading technique, teachers need to pay attention to the following requirements: Firstly, the SQ3R technique is implemented in reading comprehension lessons, suitable for the lesson objectives; Secondly, the SQ3R technique needs to be suitable for the time conditions of classes, facilities and teaching equipment; Thirdly, the technique needs to be suitable for all students; Fourthly, the implementation technique must be attractive and stimulate students' interest in learning.

SQ3R Technical Implementation Process

Step 1. S- Survey, skim the text and collect information

For this step, students use the skimming technique, without going into the specifics and details of the text. Students spend about 2-4 minutes looking at the overview and skimming the specific text:

- Quick survey of title, author name, genre, layout, capacity, image, title system and tables, graphs (for informational text)...
- Students can practice their own concentration, skim the lesson before reading each word:
 - View lesson titles, question cards, headings large and small, bookmarks, italics, or in bold.
 - Go through drawings or illustrations, graphs or charts. Go through the entire reading by reading the beginning and end, skimming through the first sentences of each passage.

Step 2. Q- Questions: ask questions about the work (students ask questions and answer the questions themselves)

- Students, groups of students (depending on the requirements of the teacher) proceed to create a list of questions about the text.
- Students can ask questions according to the topic and requirements of the text.
- Survey into relevant questions. It is necessary to limit the introduction of closed questions (Yes -No questions), but focus on open questions such as predictive questions about text content...
- Teachers can use the 5W1H (What- When - Why - Who - Which - How) technique or the QAR (Question, Answer, Relationships) technique to create questions or immediately use the questions given by the author, the questions at the beginning of the lesson.

Step 3. R- Reading: reading the text (active reading, marking and taking notes, answering questions)

After surveying and developing some of the questions, students begin to read in a directional way and always stick to the question cards next to the text. Students focus on reading the text (Deep reading, expressive reading, active reading...). This is where all the preparation steps of the above two steps come into play. This helps students stay on track with their goals, avoiding rambling and information overload. During reading, students will proactively respond to questions that have been asked before. In addition, students can memorize information in some of the following ways:

- Marginal notes (Notes according to the question cards, main content...)
- Mind Maps.
- Rewrite the main ideas and keywords on the note and students generalize the information.

In addition, students pay attention to re-read the instructions on pictures, graphics, underlined sentences and reduce reading speed when encountering difficult passages. Students can create keywords from each section.

Step 4. R- Recite: summarize, paraphrase and deduce according to his understanding

Interpret the readings in your own language. Teachers can guide students through a combination of writing or technique - think aloud in this step. Students read the text if there are thoughts that need feedback during the reading process, students will communicate while reading. After reading the entire text, students reread important parts of the text or story that they have read. This activity is important for clarifying understanding of the text, there are 4 stages to evaluate a document, including:

- Understand the reading carefully.
- Understand the reading carefully.
- Come back again to check the answers.
- The review phase can be done multiple times to help the reader remember the information.

Step 5. R-Review: summing up, numbering after reading

Students synthesize the collected information and important ideas from the reading steps in the read text. Students can use mind maps or key cards or worksheets to do this step effectively.

In step 5, the SQ3R technique helps students inculcate knowledge and be positive after reading the text, In summary, all five steps in the SQ3R technique will help students have an effective text reading skill, taking advantage of students' text reading time. In traditional reading, students read the text but cannot remember the content and have not manipulated much on the text. In reading in this SQ3R technique, students will actively take the initiative, the ability to remember deeper knowledge in all 3 stages of reading the text.

Experimental results through a number of literary texts

TEXT: REMEMBER TO BE (Textbook OF Literature 11, Volume 1, Ministry of Connecting Knowledge to Life)

Step 1. S- Survey, Survey, skim the text and collect information

- Teacher instructs students to read the overview of the Memorandum of Understanding (To Huu).
- Students collect information on: To Huu author, title, structure of the poem (how many stanzas), images...
- Students predict the content and theme of the work.

Step 2. Q- Question: ask questions related to the text

Teachers can instruct students to use the 5W1H (What- When- Why- Who- Which- How) technique to ask questions. Some guiding questions are as follows:

Table 1. Technical Questionnaire 5W1H

Words to ask	Content of question
What	What are the contents of the four verses in the text?
When	When was the poem written?
Where	Where is the symbolic element expressed in the verses in the text?
Who	Who feelings is the poem?
Why	Through the poem, why does the author have a nostalgia for his homeland?
How	How is the structure expressed in the poem?

Step 3. R- Reading: reading the text (active reading, marking and taking notes, answering questions)

- Students read the text according to the teacher's instructions (expressive reading, correct spelling...)
- While reading, students pay attention, listen and proceed to answer the questions posed by step 2.
- Students can both answer and take notes on the sidelines, take notes on notes, and use mind maps to take notes.

Step 4. R- Recite: summarize, paraphrase and deduce according to his understanding

- Students read and summarize the text: quatrains, symbolic meanings, lyrical characters, emotions, content of the text.
- By understanding, students check the questions and conduct inference to answer the questions.

Bước 5. R-Review: summing up, numbering after reading

- Students comment that you read the text.
- Students engrave memos into notebooks, notes, diagrams...
- Students find effective reading for texts: pauses, emotions...
- Students summarize how to read and review the answers to the answered questions.

In addition, the above techniques may vary depending on the capacity of the classes. Teachers can instruct students to ask 2-3 questions after reading the text in general. Some questions students have asked themselves after teachers ask questions to ask 2 to 3 questions.

Evaluation

With the reading technique "SQ3R", students in reading comprehension hours can increase their level of interest, develop a number of competencies and skills such as collecting and processing information, asking questions and answering themselves, and develop their thinking ability when thinking to complete the requirements set. In summary, all five steps in the "SQ3R" strategy will help students have an effective text reading skill, taking advantage of students' text reading time. In reading in this SQ3R technique, students will actively take the initiative, the ability to remember deeper knowledge.

Empirical Results

Through the process of research and experimentation in grades 10 and 11 with a total of 153 students from 5 teaching classes from FPT Da Nang High School in the first semester of the school year 2023-2024, we have made a survey and direct survey of students on SQ3R techniques in text reading and understanding teaching, the results are obtained in Table 2-3:

Table 2. Results of assessing the positivity and excitement of students' SQ3R reading technique

Quantity	Attitude to participate and positive effect of the technique (%)		
	Not active, not interested	Positive, Exciting	Very active, very interested
153	0 (0%)	64 (41,8 %)	99 (64,7%)

Table3. Results of assessing the effectiveness of the student's SQ3R reading technique

Quantity	Evaluate the effectiveness of the "SQ3R" reading technique (%)		
	Ineffective	Efficiency	Highly effective
153	0 (0%)	66 (43,1 %)	87 (56,9%)

The results in Table 2 show that the majority of students (62.5%) are very interested in participating in the SQ3R technique and inculcating the knowledge in the text reading section; the number of students who are interested and remember the knowledge of the lesson also accounts for 37.5%. Thereby, it can be seen that students are very active, interested and train their ability to remember and think in the process of reading the text in 3 reading stages. With the results in Table 3, we can see that the total number of students assessed when teachers use reading comprehension techniques with high efficiency (43.1%) and very effective (56.9%). Thereby, it is possible to see a positive signal when the SQ3R reading technique is used in reading comprehension lessons to bring high efficiency and help students practice reading, collecting, processing information and questioning skills. Therefore, teachers should regularly use the SQ3R technique in text reading and understanding teaching to develop their autonomy, self-study and problem-solving capacity, and develop literary receptivity capacity for students through the steps in the process of reading the text.

Conclusion

In the process of organizing SQ3R techniques for students, teachers need to use a combination of techniques with other teaching methods, not simply organizing SQ3R techniques. Lessons using this technique must be easy to organize and implement, in accordance with the students' grades and abilities with the time, context, and reality of the class. When using the SQ3R reading technique, teachers need to ensure that the content, teaching purposes, and requirements of this technique are met. In addition, students must learn how to perform each step smoothly. Create conditions for students to participate in the organization of the control of all other activities from preparation, technical implementation and evaluation after the technical organization to develop the positivity and direction of students. The SQ3R technique in teaching must be used properly, changing in a flexible, reasonable and inefficient way (group/ individual activities) While the SQ3R technique in teaching must be monitored, observed and included in classrooms to help students.

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