
SQ3R METHOD IN HSK IV 阅读 YUEDU LEARNING

Safira Ma'rifatus Shalihah*

Language Teacher Study Program, Postgraduate, Malang State University

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ABSTRACT

Hanyu Shuiping Kaoshi (HSK) is a standardized test of Mandarin that was launched by Hanban in 2009 to test the proficiency and understanding of foreigners using Mandarin. The function of the presence of yuedu in HSK IV is to measure language proficiency. To improve students' reading skills, especially those with HSK IV level, the SQ3R method was tried, namely survey, questing, read, recite, review. This method affects the students' reading ability seen from the post-test results after the treatment of this method within a certain period.

INTRODUCTION

Hanyu Shuiping Kaoshi (HSK) is a standardized test of Chinese language launched by Hanban in 2009 to test the proficiency and understanding of foreigners using Mandarin in daily life, study, and work (Liang, 2013). The HSK questions consist of three parts, namely 听力 *tingli* (listening), 阅读 *yuedu* (reading), and 书写 *shuxie* (writing). In the 阅读 *yuedu* section, there are three types of questions, namely completing missing sentences, compiling sentences, and answering questions based on short texts.

According to Zhou Xiaobing (2020) believes that 阅读 *yuedu* or reading is a process of cognition, which occurs in the human brain, invisible and intangible. According to him, there are four functions of reading, namely getting information, learning knowledge, improving language proficiency and communication skills, being used for college entrance exams, further studies, or looking for work. The function of the presence of 阅读 *yuedu* in HSK IV is to measure language proficiency. According to Gough & Tunmer, the reading aspect contains two separate

* Corresponding author.

E-mail addresses: safiramshalihah@gmail.com (Safira Ma'rifatus Shalihah)

components, namely decoding and linguistic comprehension. Linguistic comprehension focuses on understanding the meaning of a language while decoding focuses on measuring word reading (Zhang, J., McBride-Chang, C., Tong, X., Wong, AMY, Shu, H., & Fong, CYC, 2012:2184). Aspects of reading in Mandarin, there are three concepts of ability, namely vocabulary knowledge or knowledge of vocabulary, morphological awareness, namely understanding at the level of morpheme and multi-morpheme words, and semantic radical awareness. Semantic radical awareness is understanding at the sub-character level of letters. Li Xiaoqi (2020) stated that there are three types of barriers to reading Chinese texts, namely problems with Chinese or Chinese characters, vocabulary problems, and problems with syntactic structures.

To improve students' reading skills, especially those with HSK IV level, the SQ3R method was tried. There are five steps, namely survey, questing, read, recite, review. This method is also popularly used to improve reading skills (Pamungkas & Suhardi, 2020). Effective reading comprehension needs to be integrated with appropriate reading strategies. The results of Khaerunnisa, Salam, & Astuti's research (2018) state that the SQ3R method has an influence seen from the results of the cycle I and cycle II. The frequency of reading comprehension for fourth graders at SD Negeri Mappala, District Rappocini, Makassar City, in the first cycle was in the incomplete category, while in the second cycle it was in a complete category. Other results in Majeed's (2020) study also showed the effect of the SQ3R method on EFL students in Iraq from the results of the pre-test and post-test of the experimental class. Adila & Weganova's research (2018) also shows the effectiveness of the SQ3R method in the reading competence of 7th graders of SMP 2 Bululawang seen from the results of the experimental class and the control class.

阅读 YUEDU

Through reading activities, students can not only meet intellectual demands and improve self-development, but they can also improve their ability to understand words, improve their thinking skills, and increase creativity (Dzakiya, 2021). Zhou Xiaobing (2008) argues that 阅读yuedu or reading is a process of cognition, which occurs in the human brain, is invisible and intangible. There are four functions of reading, namely obtaining information, learning knowledge, improving language proficiency and communication skills, being used for college entrance exams, further studies, or looking for work (Zhou Xiaobing, 2008).

阅读 yuedu or reading in mandarin is a type of informative reading (Zhou Xiaobing, 2008). The purpose of this type of reading is simply to understand the situation. Reading texts, books, newspapers are included in this type of reading. Most readers of this type use the method of skimming ten lines at a glance, and quickly scanning between words by eye, capturing what they need promptly, and discarding irrelevant sections.

Learning Mandarin is indeed quite complex and difficult. Al Habsy, Burhanuddin, and Sukamawaty (2020) explained that some students had difficulty reading Chinese because various basic knowledge was needed, such as knowing *hanzi*, *hanyu pinyin*, and *shengdiao* to make it easier to read Chinese texts/readings.

Reading ability theory Mandarin is still fragmentary, not systematic because the average learning theory in China comes from the summary of experiences and learnings of experts and educators themselves (Xie, 1993). Existing theories often still adapt Western theories and are developed according to the factual conditions of reading Chinese texts.

According to Santi and Reed (2015), reading comprehension is a complex cognitive ability whose process involves the reader interacting with the text using various strategies to construct meaning in the entire text. Sousa (2017) describes cognitive processes in detail. He described reading comprehension as a complex interactive process from knowing words, choosing to mean for context, understanding grammatical structures, generalizing to judgments (Sousa, 2017). According to Gough & Tunmer, the reading aspect contains two separate components, namely decoding and linguistic comprehension. Linguistic comprehension focuses on understanding the meaning of a language while decoding focuses on measuring word reading (Zhang, J., McBride-Chang, C., Tong, X., Wong, AMY, Shu, H., & Fong, CYC, 2012:2184). Zhang (1993) argues that reading ability consists of three elements: comprehension, memory, and speed.

In ancient China, Confucius, the great thinker, and educator in China stated that reading is a process from extensive to intensive and that learning must be closely related to thinking (Li, 2021). Mencius put forward a critical reading view by asking someone to think about the passage he read critically and ask questions while reading (Li, 2021). Traditional Chinese reading skills tend to emphasize reading classics, raising problems, memorizing readings, and connecting knowledge with experience (Li, 2021).

Zhu Xiaojin (1999) was the first person in China to conduct systematic comparative research on the reading theory and reading strategies. He uses many reading skill strategies, such as reading repeatedly and carefully, raising problems while reading, connecting passages with the reader's own experience (Li, 2021). Lu Guangling (2006) says that reading requires seriously contemplating the text and combing through the text with the experience and practice of the reader. Zeng (199) and Ni (2002) divide Chinese reading strategies into six types, namely activating original knowledge, determining important information, raising and solving problems, summarizing information, analyzing information, and maintaining understanding.

Reading strategies according to Zeng (199) and Ni (2002)

1) Activate original knowledge.

This means that readers use their original knowledge and background knowledge or experience to improve reading comprehension. Readers can use this strategy while reading either before or after reading.

2) Determine important information.

This strategy is done by distinguishing important information and information that is not important.

3) Raise and solve problems.

This strategy encourages readers to raise the problem for themselves and try to solve the problem. The trick is to collect problems that can be explored through reading. This strategy does not only depend on the teacher as a learning model

like conventional teaching. However, this strategy supports student-centered teaching. Students are required to actively seek and solve problems.

4) Summarizing information

This strategy requires the reader to generalize the main idea of the reading material. Important things obtained from the questions about the reading text also need to be noted.

5) Analyze information

This strategy is considered the core of the reading process. Readers are required to conclude and find new information through the information provided by reading material such as context.

6) Maintain understanding,

This strategy consists of two parts, namely about correctness and depth of understanding, and how to correct it if something goes wrong. These strategies include setting clear reading goals, planning reading, checking reading efficiency, adjusting reading speed and skills, and evaluating comprehension.

HSK IV

HSK (Hànyǔ Shuǐpíng Kaoshì) is a language proficiency test designed to test the Mandarin language proficiency of non-native Mandarin speakers, including foreigners, overseas Chinese, ethnic Chinese, and Chinese minority candidates (Liang, 2013). Level 6 is the highest level of HSK. Candidates who pass HSK Level 6 can easily understand what they hear or read in Chinese, and express their opinions fluently in Chinese in spoken or written form. The HSK test has 6 levels which are categorized as HSK level 1-2 which is the beginner level, HSK level 3-4 intermediate level, and HSK level 5-6 is the highest level or level

The official organizer of the HSK test is the Confucius Institute Headquarters, or what is often called Hanban. Hanban has collaborated with various educational institutions around the world to administer the HSK test, including Indonesia. At HSK level IV, vocabulary and topics that must be mastered are health, communication, daily office communication, animals, plants, and so on. The HSK level IV competency standard can recognize 1200 characters, 3245 vocabularies, understand 286 grammar points, and understand short texts containing 500 words.

An example of an HSK level IV reading text with the topic of State Power in the World

在风云变幻的国际舞台上，国与国之间的竞争不再局限于昔日经济、政治等“硬实力”，而今大国“软实力”的分量似乎更重。软实力主要包括民族文化的的影响力、国民精神风貌、思想素质，而民族文化影响力尤为重要

Zài fēngyún biànhuàn de guójì wǔtái shàng, guó yǔ guózhī jiān de jìngzhēng bù zài júxiàn yú xīrì jīngjì, zhèngzhì děng “yìng shí lì”, éryǐn dàguó “ruǎn shí lì” de fēnliàng sìhū gèng zhòng.

作为民族文化的载体——

母语是民族的生存发展之根。如果一个民族不重视它的母语文化，势必会走下坡路，至少经济社会发展潜伏着危机。在英语大行其道的今天，我们疯狂地学英语，却淡漠甚至抛弃了自己的母语：汉语。

Ruǎn shí lì zhǔyào bāokuò mínzú wénhuà de yǐngxiǎng lì, guómín jīngshén fēngmào, sīxiǎng sùzhì, ér mínzú wénhuà yǐngxiǎng lì yóuwéi zhòngyào. Zuòwéi mínzú wénhuà de zàitǐ—

– mǎyǔ shì mínzú de shēngcún fāzhǎn zhī gēn. Rúguǒ yīgè mínzú bù chóng shì tā de mǎyǔ wénhuà, shìbì huì zǒu xiàpòlù, zhìshǎo jīngjì shèhuì fāzhǎn qiánfúzhè wéijī. Zài yīngyǔ dàxíngqídiào de jīntiān, wǒmen fēngkuáng dixué yīngyǔ, què dànmò shènzhì pāoqìle zìjǐ de mǎyǔ: Hànyǔ.

如今毛笔大概成“稀有之物”了，拿过毛笔的人很少，会写毛笔字的更是寥寥无几。而日本人却规定每周一次毛笔字课，我们不反省一下，就这样看着汉文化衰落，对得起“炎黄子孙”这个称呼吗？

Rújīn máobǐ dàgài chéng “xīyǒu zhī wù”le, náguò máobǐ de rén hěn shǎo, huì xiě máobǐ zì de gèng shì liáoliáo wújǐ. Ér rìběn rén què guīdìng měi zhōu yīcì máobǐ zì kè, wǒmen bù fǎnxǐng yīxià, jiù zhèyàng kànzhe hàn wénhuà shuāiluò, duìdéqǐ “yánhuáng zǐsūn” zhège chēnghu ma?

为什么在全球掀起一场汉语热，各国大办汉语学校的今天，我们却不再重视汉语？我们没有看到语言文化的长远意义，至少没有看到眼前所蕴藏的危机。英国、美国每年输出英语所获利润占到了国民GDP的1%多

Wèishéme zài quánqiú xiānqǐ yī chǎng hànyǔ rè, gèguó dà bàn hànyǔ xuéxiào de jīntiān, wǒmen què bù zài zhòngshì hànyǔ? Wǒmen méiyǒu kàn dào yǔyán wénhuà de chángyuǎn yìyì, zhìshǎo méiyǒu kàn dào yǎnqián suǒ yùncáng de wéijī. Yīngguó, měiguó měinián shūchū yīngyǔ suǒ huò lìrùn zhàn dào le guómín GDP de 1% duō

This text has an intermediate difficulty level. Students need effective reading strategies to improve reading comprehension of reading texts like this.

SQ3R METHOD

The SQ3R strategy was introduced by Robinson in his book “Effective Study” in 1946. He is also known as the “grandfather of learning strategies” (Asiri & Momani, 2017). Although this strategy was made for a very long time, it is still actively used today. SQ3R has five steps as follows

- a) Survey
- b) Question
- c) Read
- d) Recite
- e) Review

This reading strategy allows students to have a better understanding and ability to remember the contents of the text (Mustappa, 2017). On the other hand, this strategy allows students to take notes using their own words. This will make them interact with what they read. This strategy will make students active readers and encourage them to use their reading skills in organized steps (Majeed, 2020).

SQ3R Method Steps

According to Robinson's (1946) theory, the steps of the SQ3R method are as follows:

Step 1: Survey

Before reading activities are carried out, it is necessary to identify readings by scanning chapters, introductions, and summaries at the end of chapters. If the reading is in the form of short text, it can be done by scanning

the main sentence of each paragraph. In addition, this step requires paying close attention to the title. Reading titles that will provide clues to the main idea of the written text, or pave the way for students to understand what will happen in this chapter. This step only takes 3-5 minutes but provides an outline or outline for what will be presented. All reading elements are seen at a glance, at least to provide an overview of the content, interest, and usefulness.

Step 2: Question

This step begins by asking yourself questions about things related to reading. These questions can lead to understanding the reading and direct the mind to the content of the reading to be read so that the reader can be active. Readers do not just follow what is written by the author. However, the reader can criticize the reading through questions that have been formulated.

Step 3: Read

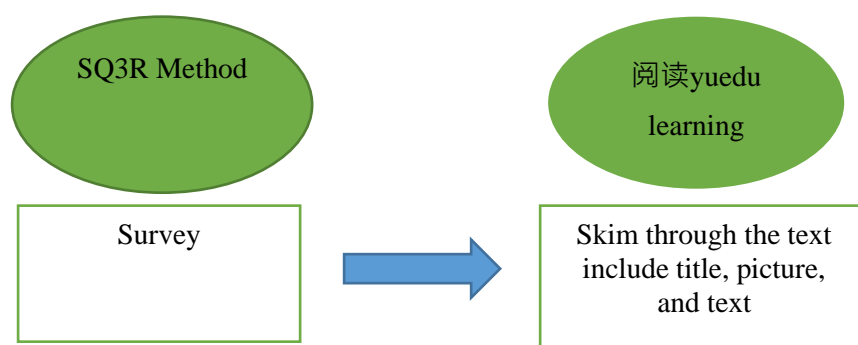
After surveying and formulating the next questions, start doing reading activities. At this stage, it is not necessary to read all the sentences but to read the text guided by the questions that have been formulated. The reading stage begins by slowing down the important parts or parts that are considered difficult and speeding up the parts that are not important or that are known. This way of reading is relatively faster and more effective. Readers can get a thorough understanding of the reading. At this stage, the reader requires high concentration. Readers are expected to be in a conducive room and condition to be able to do this step well.

Step 4: Recite

The next step is to pause every time you finish reading a paragraph. Then make important notes about the passages read in your own words. Do this until you have finished reading one reading text. Notes can be in the form of quotes, conclusions, or comments. If you find a part that is difficult to take notes on, then repeat the difficult part. These notes will help you remember what you have read. So that after reading, the reading points do not just disappear.

Step 5: Review

The review step is done by reviewing the important things that have been read. Find important passages that need to be recalled, especially those that have been marked or underlined. This repetition will help memory to clarify understanding of the reading, also help find important things that may have been missed before.



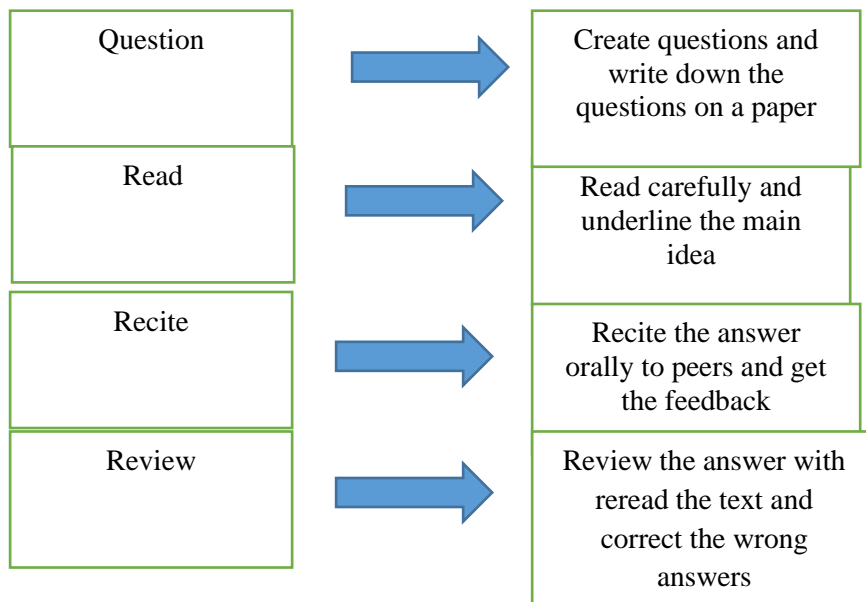


Figure 1. Conceptual framework of the using SQ3R strategy in the 阅读yuedu learning.

CONCLUSION

Mastering the *yuedu* aspect or reading with HSK level IV is not an easy matter. Reading mastery requires using various strategies to build meaning in the entire text. Especially because of the HSK level IV competency standard, students must be able to understand 286 grammar points, and understand short texts containing 500 words. The method that can be used is SQ3R which can be applied in the experimental class at a certain time. The results of the treatment of this method on students can be tested with the results of the post-test after the process of applying the SQ3R method is complete. Several previous studies have proven that this method affects students' reading ability.

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