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Enhancing Reading Achievement with The SQ3R Method in High School Students: Experimental Study

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Abstract

Reading is one of the fundamental English abilities that students must learn. This study aims to explore how the SQ3R (Survey, Question, Read, Recite, Review) approach is used in order to improve students' reading achievement as well as how students perceive the method when they use it to learn English. In this work, a Quan-qual model was used with a mixed technique. A real experimental design with control and experimental groups is used in the quantitative technique. This study's population was selected through purposive sampling, with a total of 54 students; 27 in the control group and 27 in the experimental group. Then, researchers conducted interviews with four students as the representatives to get qualitative data. This study was carried out at Walisongo High School, especially for tenth-grade students. This study revealed that the SQ3R method improves students' reading achievement showed by their scores on reading tests. Students in tenth grade in SMA Walisongo Gempol also known have a positive perception of the SQ3R method which increases their motivation in reading skills. These findings imply that the use of The SQ3R method can help students improve their reading proficiency at the high school level. Also, the use of the SQ3R method increases student motivation and involvement in learning English.

Keywords	:	SQ3R method; Reading achievement; High school students; English Language teaching

INTRODUCTION

Hilaikal et al., (2023) one of the most pressing problems for the government and society in Indonesia is teaching English as a foreign language. The significance of English as a second language that Indonesian youngsters must acquire is that English is an international language utilized in many life sectors. One method for achieving academic talents is to encourage kids to read comprehension of English texts independently (Rahmiani, 2023). Reading literature recognizing the main idea and finding the main concept of a text are some of the difficulties encountered by class X students at SMA Walisongo Gempol Reading literature in English strengthens the capacity to grasp the messages of the texts. Reading is one of the language skills that students should develop during the English learning process (Amiruddin, 2022).

Likewise, it indicates that during reading activities, readers should be able to concentrate as their eyes are drawn to the text being read to get information based on their prior

knowledge. Aristia & Pebriantika (2021), reading has become the most common way for students to acquire new information. Reading teaches students not only how to find information in a book, but also how to structure sentences, choose words and language effectively, write a good paragraph, and absorb the text, all of which are necessary abilities for mastering language acquisition (Amiruddin, 2022).

Based on the pre-observation conducted by the authors and information from the English teachers at one of private secondary schools. Students in that school have difficulty in recognizing the main concept, finding the main problem in a reading passage, and repeating the substance of the passage. Also, there is no motivation to learn and they even assume in advance that reading is a complicated thing. Another barrier is that students cannot learn to read because they believe that reading is difficult. Although many students believe that reading is complicated and confusing, some studies reveal that the reading ability of Indonesian people is still lacking (Masruuroh, 2015). This requires reading comprehension skills to know the content of the text. Reading comprehension is the result of a complex combination of intuitive and purposeful cognitive processes that allows the reader to construct a conceptual framework for the text (Wulandari, 2023).

Based on the case study, there are many methods used in learning reading, The SQ3R technique is one of them. The problem in the X Mipa class of a senior high school in Walisongo Gempol was addressed by the writers using the SQ3R method. Francis Pleasant Robinson created the reading comprehension technique known as SQ3R, which he published in his book Effective Study. Survey, Question, Read, Recite, and Review is an acronym that stands (Robinson, 1946). SQ3R is a textbook reading approach that most likely improve understanding and memory of reading information. The SQ3R method is the most basic and extensively utilized methodology as cited in Nabilla & Asmara (2022) studies that the instructor teaches not just reading but also other language skills such as listening, speaking, and writing. Students will react and listen while the teacher reads the material. The SQ3R method was chosen because it includes phases that make it very easy for children to absorb the information included in the text. According to Zulaikhah et al., (2020) the steps of SQ3R are: Students survey the conversation. Give pupils a few minutes to read the material quickly and identify its structure. b) The Question Stage involves formulating hypothetical questions based on survey results. The questions posed will encourage students to respond to questions throughout the reading stage. c) Read Stage: Pupils are required to attentively read the discourse and respond to the questions posed in the third stage "question." d) Recite Stage: Students repeat what they have learned by taking notes in their terms. This is accomplished via sharing with co-workers. f) Review Stage: Students go through the entire section again. It is intended that by employing SQ3R, students will no longer read but will instead use the tools—headings, charts, outlines, review questions, and other resources to make sure they fully comprehend the reading material. Following that, students use their expertise to provide a concise summary of the text's contents.

The SQ3R sequence is one of various ways to teach reading skills. (Brown, 2000). Current study indicates that children can enhance their reading skills by using the SQ3R approach. Moreover, the SQ3R approach works for the majority of reading assignments and books, whether accomplished in a group or separately. Research done by Amirrudin (2022) the results shows that increase in students' reading comprehension scores SMK Negeri 3 Palembang. Also, the post-test scores showed good results in the control group students compared to the pre-test scores. In Addition, research done by Bakhtiar (2018) conducted research about SQ3R in Madrasah Aliyah Mutmainah Bogor found that the SQ3R approach offers pupils a systematic and effective way. In this manner, students are supposed to be a voracious reader given these considerations. Furthermore, Adila & Weganofa (2019) researched SQ3R in SMK Muhammadiyah 7 Gondanglegi, Malang found that the SQ3R method improves students' reading comprehension, especially in descriptive texts. Additionally, students comprehended the content and were engaged and attentive during the teaching-learning process regarding the descriptive text.

However, no prior research has examined the impact of the SQ3R method for narrative texts on reading abilities in secondary schools or student reading accomplishment. As a result, the authors of this research did comparable research but concentrated more on examining the usage of the SQ3R method on students' reading achievement, particularly narrative texts in high schools in Pasuruan. Hence the research questions are formulated as follows:

Research Question

1. Is there any effect of the use of the SQ3R method on students' reading achievement at Walisongo High School Students?
2. What are the student's perceptions of the use of the SQ3R Method?

METHODOLOGY

This research used qualitative and quantitative methods or mixed methods. to answer research question number one, the authors use quantitative methods in true experimental Design. According to Ary et al., (2009), Investigating the impact of methodically changing one or more variables on another is the goal of experimental research. The independent variable, also referred to as the experimental treatment, is the variable that is changed. The dependent variable is the one that is being measured. A pretest and a posttest were carried out by the writers as crucial phases in the investigation. Furthermore, it separates research samples into two classes: the experimental group and the control group. In this study, the authors employed two variables to compare treatment with and without the application of the SQ3R approach. Both dependent and independent variables exist for these. Both the independent and dependent variables were impacted. The SQ3R method is the dependent variable in this study, and the students' narrative text scores are the independent factors. The authors compared the outcomes obtained before and after learning using the SQ3R approach after completing the pre- and post-

test. The eighty-one pupils in the X Mipa class at SMA Walisongo Gempol make up the study's population. There were two classes in the class, with 27 pupils each in classes X-2 and X-3. Two courses were used as examples by the writers. There are 54 students in the sample overall.

Then, the authors used a test (reading test) to collect data. The reading test consists of 5 fill-in-the-blank questions. The reading test was conducted twice. The test was given in two sessions. Before starting the treatments, the researchers gave the pre-test to the students. Secondly, the post-test was given after the treatment. Meanwhile, after the post-test, a series of questionnaires were administered. During the treatment, students were taught reading utilizing the SQ3R method. The treatment was given in three sessions. One meeting lasted 45 minutes. The treatment process was as follows: the authors collaborated with the teacher taught students using the SQ3R method in six phases1) Help students complete the reading selections survey. Keep a close eye on the highlighted words, theme phrases, subheadings, and headings. 2) Formulate inquiries regarding each reading's title and subtitle. Students who studied the book carefully were able to find the solutions to their questions. 3) Request that pupils carefully study the reading passage while considering the issues that have been brought up, 4) In a written or oral group discussion, have students "recite" their answers to these questions. Learning is reinforced by this act of "restating" ideas aloud or in writing. 5) Applying this technique once more to every query, 6). Ask students to rate every response they have given, whether it is written or verbal. One of the procedures in data analysis is determining whether students correctly answered the pre- and post-test questions using the formula (Biringkane, 2018). Then, using SPSS Version 26, compute the normalcy value, and if the data is normal, proceed to the computation of parametric statistical data.

In addition, to answer research question number two, the authors used interview data qualitatively. According to Benson (2012) A wide variety of research techniques with theoretical foundations in fields like anthropology, sociology, philosophy, social psychology, and linguistics are included in the definition of qualitative approaches. This makes use of interviews. The authors employed semi-structured interviews to ascertain the opinions of students regarding the SQ3R approach. The goal of the semi-structured interview is to get people talking about a particular event or occurrence they have experienced to express their subjective reactions(Adeoye-Olatunde & Olenik, 2021). The authors in used interview guidelines modified from Fennell (1992) to collect information about students' perceptions of the employment of SQ3R method. The interview questions were made up of 5 assertions about the teaching-learning process as taught using discussion-learning methodologies.

The authors conducted multiple phases of analysis on interview data. The interviews were first accurately transcribed by the writers, who turned the audio into written language. After that, the data was assessed to find out how the SQ3R approach was perceived by the pupils. The data must then be arranged and categorized. After that, analysis was done to get pertinent information out of the interviews. Ultimately, an interpretation of the analytical data is conducted to ascertain the implications or importance of the results in relation to the study's environment.

FINDINGS

In this section, authors provide their findings from both quantitative data for research question 1 and qualitative data for research question 2.

1. The impact of applying the SQ3R approach on students reading performance

Table 1. Reading scores in the control and experimental classes

Table 2 describes the normality test determines whether the data below follows a

Class	Average Score Before treatment	Average Score After treatment
Control Class (X-2)	46.89	76.85
Ezperiment Class (X-3)	72.37	88.78

The average change in reading scores between the experimental and control groups before and after treatment is shown in Table 1. The experimental group showed a greater rise in reading scores, at 88.78, than the control group, which was only 76.85. The authors used SPSS version 26 to determine the average in each group. Next, in order to determine whether or not the data is regularly distributed, the authors will do a normality test.

Table 2. The normality test

Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experiment (X-3)	,175	27	,033	,951	27	,232
Post-Test Experiment (X-3)	,225	27	,001	,911	27	,025
Pre-Test Control (X-2)	,138	27	,200[*]	,958	27	,333
Post-Test Control (X-2)	,349	27	,000	,678	27	,000

normal distribution or not. According to Hall (2010), The presence of a Sig. p-value greater than 0.05 indicates regularly distributed data. According to the authors' normalcy test, it is evident from the data above. There are a few groups whose data are not normal for each number in the Kolmogorov-Smirnov and Shapiro Wilk columns. For example, the data in the Kolmogorov-Smirnov column's Pre-Test Experiment and Post-test Experiment classes whose sig. is less than 0.05 is considered to be abnormally distributed. However, the data exceeds 0.05 in the Pre-Test and Post-Test control, indicating that the data is normal due to its normal distribution. Following that, it was determined to utilize the Wilcoxon data test to examine differences between paired data, compare before and after treatment observations, and establish treatment efficacy. It can be seen in table 3:

Table 3.

Wilcoxon Test to compare two **related samples and** determine the difference between them.

	Post-test Experiment - Pre-Test Experiment	Post-test control - Pre-test control
Z	$-4,221^{b}$	$-3,985^{b}$
Asymp. Sig. (2-tailed)	,000	,000
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks to determine if there is a statistically significant difference between the two groups tested.		

Table 3 displays the results of the Wilcoxon test, It was employed in the comparison of two data sets that defied the normalcy assumption. Without making any assumptions about the distribution of the data, the purpose of this test is to determine whether there is a statistically significant difference between the two groups that are being compared. The pretest and post-test scores, which were higher in the experimental class, were among the noteworthy findings the authors found in the control and experimental groups. Scores on the pre-test and post-test increased significantly after students were treated using the SQ3R method. In a similar vein, the control group's pre- and post-test results differed significantly from what they had before learning the standard procedure. Table 3 above illustrates this, showing how Z varies from the control group in the pre-test and post-test experimentation groups. The p value (probability), which indicates the chance that the difference between the two groups was random, is next calculated using this Z value. A p-value that is smaller typically less than 0.05 indicates that the difference is noteworthy.

Accordingly, the authors concluded that there was a noteworthy distinction between the experimental and control groups based on the study's results, indicating that SQ3R is a useful tool for improving students' reading comprehension. The research hypothesis's validated acceptance points to the SQ3R Method for reading instruction. The fact that both the control and experimental groups showed statistically significant improvements indicates that teaching reading with SQ3R raises students' reading achievement.

The above results are also supported by interview data to confirm students' perceptions of learning using the SQ3R method, which the questions adapt from Fennel, 1992. This research conducted semi-structured or in-depth interviews to get detailed information from informants.

2. Students' perceptions on the application of the SQ3R Method

Then, in this section, the authors present the answer of the research question 2 about the students' perception of learning reading skills using the SQ3R method.

Transcript 1:

"S1: *menurut aku sendiri berguna Kak karena karena saya lebih cepat aja gitu buat ngerjain soal cerita atau soal-soal yang membutuhkan waktu lama buat dikerjain.* (I think it's useful

because I'm quick enough to make some kind of talk about stories or matters that take a long time to get into.)

S2: *sangat berguna soalnya kita bisa jadi lebih mudah buat menjawab soal cerita gitu* (It's very useful that we could be easier to answer about stories like that)

S3: *Karena kita bisa tahu, kita bisa memahami cerita dengan cepat tanpa harus mengulang atau membaca cerita itu berulang-ulang.* (Because we can know, we can understand stories quickly without having to repeat or read the story over and over again.)

S4: *Ya bermanfaat karena   yang dapat dipahami* (Yes, it is useful because the method is very good for getting information that can be understood)

In transcript 1 above the four students share their perspectives on the SQ3R method offered by the authors. Various views are exchanged, such as gathering knowledge from books, readings, narrative texts, and other types of material. However, numerous critical aspects make it simpler for students to learn using the SQ3R method, such as rapidity in expressing concepts. Students believe that by using this approach, they can talk about stories or subjects quickly that would normally take a long time to explain in detail. This implies that users can transmit information fast using this method without having to spend a lot of time discussing every feature in detail. Next, quickly comprehend stories. Students report that by using this approach, they may comprehend complex subjects or fairy tales more quickly and without having to read or listen to them repeatedly. This suggests that the approach is intended to facilitate understanding, either by providing an overview or an important information that is easily understood. The third technique is to avoid repetition. Students believe that by using this tactic, they won't have to read or repeat the same story or subject again. This can increase productivity and save time, especially when dealing with long or complex stories or topics. Finally, the students concur that using this technique to obtain knowledge that is understandable is really beneficial. This suggests that the method is intended to ensure that information is presented in a way that is easy to understand, possibly by using visual aids like pictures or analogies or other understanding aids. All in all, these impressions suggest that the approach is being though about.

Transcript 2

S1: *Iya ngebantu banget lalu   yang kakak ajar aku bisa menganalisis dan memecahkan kesulitan. tap? Lumayan bisa, tapi masih kayak perlu latihan latihan contohnya Gimana kemarin kayak pada soal cerita Terus disuruh nyari topiknya langsung pakai metode SQ3R gitu....* (Yeah, it's a good idea to use yesterday's method because it can analyze and solve difficulties. Well, it can be and it still needs exercises. For example, how did yesterday talk about a story? Keep talking about a topic like that)

S2: *sangat bisa sih... soalnya kan kita akan baca soalnya dulu terus habis itu kita akan tahu disuruh apa baru kita nyari nyari di itu lewat metode SQ3R.* (It's really good that we're going to read the question once and for all. We'll know what we've been telling us about it through the SQ3R method.)

S3: *Bisa saja, misalnya informasi awal dari cerita itu, seperti awal mula masalah, terus menyelesaikan masalah. Saya bisa memahaminya dengan cepat.* (It can be, for example, if the initial information from the story is like the beginning of the problem, it continues to solve the problem. I can understand it quickly.)

S4: *karena kita dapat mengetahui dari segala sesuatu yang ada di dalam teks informasinya.* (because we can know anything that's in the text, his information)

Students expressed favorable opinions toward the SQ3R approach and were eager to use it to solve difficulties and better assimilate the material, according to the four students profiled in transcript 2. Further details on Method Acceptance are provided below. The students believe that applying the strategy from the previous day is advantageous since it aids in their analysis and problem-solving. Although they admit that skill is still required for these strategies, they are optimistic that with practice, they could prove to be useful instruments. Then, under the Understanding approach, students believe that after reading a material once, using the SQ3R method will help them understand it better. They want to use this technology to help them understand more difficult ideas, like fairy tales. Apply the method after that. Students gave illustrations of how the approach might be applied to solve problems. They believe that the method can be applied to solve the problem further if the story's opening details match the problem's commencement. They thought they would immediately grasp the solution. Ultimately, students believed they could comprehend the material in the book. They believe that by employing this technique, they will be able to take significant and valuable information out of the text. Overall, students believe that the method being evaluated is a helpful resource for comprehending and navigating informational barriers. They believe that through using and applying this approach, they will be able to improve their ability to comprehend and evaluate complicated concepts.

Transcript 3

S1: *Ya, mungkin saja aku masih perlu latihan, misalnya, seperti kemarin saat berbicara tentang sebuah cerita. Coba ceritakan lagi tentang topik tersebut dengan menggunakan metode SQ3R.* (Yes, I may still need a lot of work, as I mentioned yesterday when discussing a narrative account about Telaga Warna. Try telling me about this topic again, and I'll inform you using the SQ3R method.)

S2: *Untuk menganalisa sesuatu bisa sih kak, cuman agak sulit cuma berlatih agar terbiasa.* (Analyzing anything to make it easier for me to grasp is not straightforward; it just takes a lot of effort to become used to it..)

S3: *Apakah saya bisa memecahkan kesulitan, misalnya seperti, dialog A membuat soal seperti ini, dan dialog B seperti ini disitu saya bisa menyimpulkan bahwa soal ini bisa diselesaikan dengan solusi yang menggunakan metode SQ3R yang diajarkan kemarin. untuk menganalisa sebuah teks narasi yang dikasih.* (Can I fix difficulties? For example, discourse A generates queries like this, whereas dialogue B is like this. I may infer that this problem can be handled by using the SQ3R method presented yesterday to examine a narrative text.)

S4: *Kalau begitu, bisa lihat faktanya dari ceritanya, terus apa aja sih yang bikin saya lebih paham sesuai dengan metode yang diajarkan kemarin.* (If I can observe the facts from the tale, what makes me comprehend better according to the technique given yesterday?).

As previously mentioned in a narrative, during the interview conducted by the authors and included in transcript 3, a learner expressed agreement that the individual in issue might still need additional teaching. The students think that using the SQ3R approach will enable them to comprehend the issue more fully. With the availability of the SQ3R method and the learner's emphasis on practice, the learner may be able to overcome his challenges in deciphering the problem's meaning. The learner expressed difficulty in analyzing anything to improve comprehension. Students showed that they could solve issues on their own. To enhance their comprehension, students could also recognize facts from narratives or written materials, suggesting that they received the material with clarity and accuracy, which is critical for successful learning and application of knowledge. Overall, students demonstrate a learning process that involves digesting complex topics utilizing the structured SQ3R method, seeing patterns in problem-solving, and recognizing facts to improve comprehension.

Transcript 4

S1: *bisa, contohnya kayak nganalisis ini disuruh apa gitu Terus disuruh nyari fakta langsung ketemu, Gitu aja sih...* (You can, for example, like analyzing what you're told to do and then you're told to look for facts and find it

S2: *jawabannya hampir kayak tadi kak, menggunakan metode ini itu lebih mudah dipahami dalam mencari maksud dari sebuah soal.* (The answer is almost like that, sis, using this method is easier to understand in finding the meaning of a question.)

S3: *Sama menganalisis suatu bacaan Bisa, itu bisa banget kak aku disitu bisa tahu pemahaman aku dalam membaca cerita itu tanpa waktu lama dan juga saya bisa menemukan fakta - fakta melalui cerita tersebut hanya dari beberapa para kraft saja karena disitu dengan metode SQ3R itu saya bisa mulai memahami cerita dari paragraf satu hingga dua itu sudah masuk.* (It's the same as analyzing a reading. Yes, it's really possible. There I can find out my understanding in reading the story without a long time and I can also find facts through the story from just a few craftsmen because there with the SQ3R method I can start to understand The story from paragraphs one to two has been included.)

S4: *Ya, sedikit, Dan tentunya butuh waktu agar bisa yang diajarkan Sq3R kemarin. Dan karena dengan metode itu, aku lebih mudah mencari masalah dari teks dari paragraf pertama sampai terakhir tanpa harus mengulang membaca.(* Yes, a little. And of course it takes time to quickly understand according to the method taught by Sq3R yesterday. And because of this method, it was easier for me to find problems in the text from the first paragraph to the last without having to read again.)

The student stated that his comprehension of the problem improved by following the framework that was previously taught in the SQ3R approach and by regularly reading and evaluating the reading's content, as per the results of the authors' interviews (transcript 4). The student added that in order to improve understanding, the analytic process required more practice because it took longer for the person to respond to queries and apply what they had learned to the reading. Third, the student asserted that the technique might enhance their ability to quickly comprehend the narrative and identify significant details within it. Students eventually acknowledged that the SQ3R approach had benefited them, even though it took some time for them to become used to the new approach. The person discovered that it was simpler to identify errors in the text from the first paragraph to the last without having to read

it again, demonstrating the value of the SQ3R technique in accelerating comprehension and identifying key elements of the text.

Transcript 5

S1: *Misalnya, jika* _____ *saya akan dengan cepat untuk menemukan apa yang diminta di soal sesuai dengan metode SQ3R yang diajarkan pada pertemuan sebelumnya. misalnya untuk menemukan sebuah fakta dalam text yang diberikan saya dengan cepat dapat menemukan fakta di dalam bacaan tersebut* (For example, if a question is asked to analyze, I will quickly find what is asked in the question according to the SQ3R method taught at the previous meeting. for example, to find a fact in the text given, I can quickly find the fact in the reading.)

S2: *Jawabannya hampir sama , dengan menggunakan cara ini mencari maksud dari sebuah pertanyaan* (The answers are almost the same, by using this method it is easier to understand when finding the meaning of a question.)

S3: *bisa kak, saya jadi tahu pemahaman saya dalam membaca soal tanpa waktu yang lama dan juga saya bisa menemukan fakta-fakta yang ada dalam soal hanya dari beberapa paragraf saja karena dengan metode SQ3R saya bisa mulai memahami soal dari paragraf pertama sampai paragraf ke dua artinya saya langsung mengerti apa yang dimaksud dalam soal* (Yes, you can, I know my understanding in reading the questions without taking a long time and I can also find the facts in the questions from just a few paragraphs because with the SQ3R method I can start to understand the questions from the first paragraph to the second paragraph, which means I immediately understand what is meant in the question.)

S4: *Mungkin karena saya menggunakan metode yang di ajarkan jadi lebih mudah memahami dan menjawab soal walaupun waktu yang dibutuhkan lebih sedikit* (Maybe because I used the method taught, it was easier to understand and answer the questions even though it took less time.)

The results of the interview are shown in Transcript 5. The students think that the SQ3R approach, which was previously taught, can be used to quickly identify the desired components in the problem, such as particular facts in the provided text. Secondly, the student certifies that this approach facilitates understanding the relevance of the topic discussed. Third, by demonstrating their individual ability to comprehend the material in a brief amount of time and their ability to locate the facts presented in the matter in just a few paragraphs, students demonstrate the effectiveness of the Sq3R method at accelerating comprehension and identifying important details in the subject. Fourth, although it took them some time to get used to the strategy, students acknowledge that the techniques helped them understand and solve problems more quickly. Overall, the results of the interviews showed that, although it takes some getting used to, the SQ3R technique has significantly accelerated learning and improved the person's comprehension of the material delivered.

According to the results of the interviews, pupils felt positively about the SQ3R approach to improving their reading abilities. They claimed that using this method made it easier for them to scan the material, understand it, and find important facts more quickly. Additionally, students said that by using this method, they were able to overcome difficulties understanding and answering questions, as well as quickly increase their comprehension of the material. While some students acknowledge that they will need some time to get used to this method, SQ3R has significant advantages in terms of accelerating learning and improving

comprehension of the material presented. Thus, these findings suggest that using the SQ3R approach could be a useful strategy for raising high school reading achievement levels among students.

DISCUSSION

According to research data, the SQ3R method significantly improves student reading achievement. Students enhance their reading comprehension to better grasp the literature and become more engaged in the methods, as seen by the post-test score results for the experimental group. Due to the phases of the SQ3R technique, which encouraged students to think more deeply and communicate their knowledge of the topic, the experimental group did better on the post-test. This is reinforced by Robinson (1946) who noted that the SQ3R method is an effective and efficient strategy that allows students to read quickly, choose key items or ideas, and recall content for a longer period. Furthermore, the SQ3R method aids to the ease with which professors communicate content and pupils receive it. Kirantha (2020) stated that SQ3R method encourages readers to participate more actively with the textbook by posing predefined questions before reading. Interact more actively with the textbook by prompting planned questions before reading. This strategy assists students in creating a good outline of the text or reading of a subject, allowing the reader to input the data accurately. Thus, the SQ3R method assists students in setting objectives and encourages them to use review strategies to help them remember the knowledge.

Aside from that, the SQ3R method may engage students in the teaching and learning process, allowing them to better comprehend the substance of the text (Robinson, 1946). Other research has shown the same results as this study, Sobri (2019) discovered that when students become more engaged and attentive readers, they are better able to grasp the inferred and explicit contents of their reading. Furthermore, their communication abilities improve. In other words, this strategy encourages students to become more active and engaged in the teaching and learning process. The SQ3R method can be used to improve reading comprehension. Prasetyo (2022) also implies that the SQ3R method may help students learn the content more easily, as well as enhance their ability to pick essential aspects and retain the material. It may be inferred that the SQ3R method can be applied to reading comprehension. Alike sobri and prasetyo, Amiruddin (2022) found in his research that the SQ3R technique contributed to improving students' reading comprehension achievement as evidenced by the increase in students' post test scores which were previously low. Sinulingga & Saragih (2023) and Hartati & Yuliawati (2019) In their studies, they also found that the SQ3R approach was helpful for reading comprehension. This is demonstrated by the difference in the average score of student learning outcomes between the experimental and control classes. This is also the same as research from A. Besides, Casquejo (2023) found that the improved SQ3R strategy has been proven to improve students' reading comprehension skills. The updated SQ3R strategy can help students improve their reading comprehension skills by recognizing key concepts, sequencing, identifying unfamiliar terms, drawing conclusions, and answering questions.

All these studies have in common the increase in students' reading comprehension with the application of the SQ3R method in learning. At the same time, it can be used as a variation of learning so that students understand more about it. Nevertheless, the previously described

research does not address the particular book that is utilized to teach reading. The writers of this study measured the reading proficiency of their students using a particular text, a narrative text. and as a consequence, in the experimental class, kids' reading achievement improved on the post-test. Since this research incorporates several expert previous research-based supporting concepts, it can be deemed academically successful. The difference between the experimental and control groups may have resulted from the SQ3R technique, which emphasizes applications that foster critical thinking in pupils, according to the study's findings. The fact that the SQ3R approach is broken down into multiple steps to guarantee that students fully understand the material is another factor. The SQ3R method stresses active reading since students must read the complete material and then communicate their comprehension verbally and in writing without having to read it again. In the first phase of this method, Survey, students are instructed to go over the subject headers and try to gain a sense of where the chapter is headed. This phase prepares students for the subject and provides an overview of the text's content. This is consistent with the findings of Calderón Agudelo et al (2007) who argue that to grasp the text, the reader must extract the keywords. The SQ3R method involves transforming the heading or title of a text into questions, which can be directed by the teacher or students. This allows students to find details and examples that support the main points of the text. Begin with a quick inquiry to interest students, followed by a summary of the literature they will read. During the reading stage, students acquire the necessary information and knowledge. Moreover, at the recite stage the students were permitted to voice their ideas or summary connected to the contents in spoken form to make them feel secure. During the review step, students identify key elements from the paper and create a written summary of the subject. If students do not grasp the subject, they will be unable to summarize or repeat it effectively. By applying this method, students can improve their memory without having to read again.

Various factors influenced the state of students' reading comprehension at the time the study was done. Individual skills vary, as do students' learning motivation, attitudes, and values. Aside from that, there is no suitable equipment to help the student learning process at school. For instance, most students do not have learning hours, there is no comprehensive English dictionary or book for them to read, and there is no language laboratory to support the teaching and learning process. They only speak English briefly, they are not yet motivated to use English as a way of communication, and they lack the confidence to do so. They regard English as a difficult English language course since they are unfamiliar with it.

In this study, the authors adjusted the phases by inserting a translation into the first language, which meant students asked multiple questions about the material in Indonesian before translating it into English. To make it easy for students to design their questions. Aside from that, students' reading achievement improved after using the SQ3R method; for example, at the survey stage, they expanded their knowledge and identified the text, In the questioning stage, students are active readers because they must think more thoroughly about the text and can expand their vocabulary by looking up difficult terms in a dictionary. At the reading stage, students understand how to pronounce or read the material correctly according to the authors directions, and they have a goal for what they read, such as finding answers to their concerns. After the recipe stage, students demonstrated the ability to answer self-generated questions and

summarize the text in their terms. During the review step, students improved their answers and were able to write a summary in their own words, while the structures were not perfect.

Students' perceptions of the SQ3R method revealed that the respondents responded positively to the method. According to the interview results, four students claimed that adopting the SQ3R method was extremely useful in learning and comprehending what the questions meant, and they responded positively. One of the three still needs further practice with the SQ3R method for learning to read. As a result, the authors may infer that most students highly support and agree with the use of the SQ3R method in reading comprehension instruction. This implies that learning to read comprehension utilizing the SQ3R method is convenient, Students can quickly discover the main concept, pronouns, and specific information when using the SQ3R method, and they recognize that the SQ3R method should be used in learning to read comprehension since it assists them in learning to read comprehension.

CONCLUSION

This study's quantitative and qualitative research demonstrates how well the SQ3R technique raises student reading achievement. In comparison to the control group, the experimental group's posttreatment mean scores demonstrated a statistically significant rise in reading scores. Since the normality test indicated that not all data sets had a normal distribution, the Wilcoxon test was employed for non-parametric analysis. Significant variations were also seen between the two groups' pre- and post-test results. Qualitative data from interviews, in which students had good views of the SQ3R technique and stressed its value in aiding with understanding, text evaluation, and the identification of relevant information, corroborate these findings. Students also understand how crucial practice is to getting the most out of this tactic. In line with past research, the analysis of these data highlights the applicability of the SQ3R approach in encouraging student engagement, critical thinking, and improved comprehension. To enhance student learning outcomes, future research should concentrate on particular text categories and employ linguistic aid techniques. Overall, this study illuminates the applicability and potential of the SQ3R technique to enhance teaching and learning practices, suggesting that it is a useful tool for improving middle school students' reading achievement.

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