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THE EFFECTIVENESS OF SQ3R METHOD TO TEACH READING COMPREHENSION AT SECOND SEMESTER IN UNIVERSITAS BHINNEKA PGRI ACADEMIC YEAR 2024/2025

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Estu Winanti[1*]

Dina Kartikawati[2]

*[1]English Education Department, Universitas Bhinneka PGRI, Tulungagung, JawaTimur, Indonesia

[2]English Lecturer, Universitas Bhinneka PGRI, Tulungagung, Jawa Timur, Indonesia

*email:

[1] estuwina08@gmail.com *;

[2] dina.kartika.fuad@gmail.com

Abstract

This study aims to determine the effectiveness of the SQ3R method (Survey, Question, Read, Recite, Review) in improving students' reading comprehension. This research used quantitative method with pre-experimental design in the form of one group pre-test and post-test design. The population in this study were students of English education study program of Universitas Bhinneka PGRI. The research sample amounted to 23 students who were selected through purposive sampling technique. The instruments used were pre-test and post-test. The data were collected through tests and analyzed using the paired sample t-test parametric statistical test to determine the difference in scores before and after treatment. The results of data analysis showed a significant improvement in students' reading comprehension. The pre-test mean score was 59.13, while the post-test mean score increased to 87.17, with a difference of 28.04. The significance value of <0.001 obtained from the paired sample t-test shows that there is a statistically significant difference before and after the treatment. Thus, it can be concluded that the SQ3R method is effective in improving students' reading comprehension.

Keywords:
Learning Effectiveness
Reading Comprehension
SQ3R Method

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INTRODUCTION

Reading comprehension is an important component of English language acquisition. The ability to understand reading text is one of the fundamental skills in reading. This skill is not only understanding the literal meaning of the written words, but also requires readers to analyze, interpret, and connect the content of reading with prior knowledge and be able to draw conclusions based on the information available (Arifin, 2023). In the context of higher education, especially in English Education study programs, the ability to read well is very important to support students' academic success. Unfortunately, the reality in the field shows that there are still many students who have difficulty in understanding the content of reading, especially when faced with complex academic texts that require in-depth understanding.

One method that is considered to be able to overcome these problems is the SQ3R method, which stands for Survey, Question, Read, Recite, and Review. This method is designed to help readers to retain information in a more active and structured way (Nabilla & Hadi Asmara, 2022). Through these five stages, SQ3R encourages students to conduct an initial survey of the text to get an overview, formulate

questions to guide reading, read in focus to get important information, restate the content of the text in their own language, and review important information to reinforce memory. This process is believed to improve comprehension as well as memory retention of the material that has been read.

Previous research has shown that the SQ3R method is effective in improving reading comprehension at various levels of education. The results of study conducted by Nabilla & Hadi Asmara (2022) found that the application of this method not only contributes to improving reading comprehension, but also strengthens long-term memory and encourages independence in learning. In addition, research conducted by Mirafuentes et al., (2015) confirmed that SQ3R also supports the development of metacognitive skills and better reader engagement with the text. However, most previous studies have focused on the application of this method at the primary and secondary education levels. Therefore, there is still a research gap in its application in the higher education environment, especially in English Language Education study programs, which is an important context to be explored further.

This study aims to evaluate the effectiveness of SQ3R method in improving students' reading comprehension. Using a quantitative approach and a pre-experimental design, this study compares students' reading comprehension results before and after treatment through the application of the SQ3R method. Expectedly, the results of this study showed a significant increase in reading comprehension scores after the treatment was given, reflecting the positive impact of using the strategy. In addition to providing empirical evidence regarding the effectiveness of the SQ3R method, this study is also expected to contribute theoretically to the development of reading strategies at the higher education level. Practically, the results of this study are also expected to be a reference for educators or lecturers in choosing the right method to improve the quality of reading learning in the classroom.

To build a strong theoretical foundation, a literature review related to reading comprehension and the SQ3R method is presented next. Reading comprehension is one of the important skills in mastering English as a foreign language. This activity not only involves the ability to recognize letters and words, but also includes understanding, interpretation, and evaluation of the meaning contained in the text. Arwita Putri et al. (2023) explain that reading is an active and continuous process, which starts from the most basic stage of letter recognition, then continues to more complex stages until it reaches a deep understanding of the reading content.

This process does not only involve mechanical abilities in recognizing linguistic symbols, but also includes cognitive activities that require full involvement of the reader in constructing meaning from the text read. This is in line with the opinion of Cline et al. (2006) in Syamsir et al. (2021) which states that Reading is a process that includes the ability to decode or recognize words correctly, interpret hidden information, draw conclusions, and relate the content of reading to previous knowledge or experience. Thus, reading becomes a cognitive activity that requires integration between linguistic skills and in-depth information processing.

Furthermore, Hilda Melani Purba et al. (2023) emphasized that reading activities involve various interrelated linguistic elements, such as word recognition, understanding of syntactic structures, and the ability to interpret context. These three aspects play an important role in helping readers understand the implied and explicit meaning in the text. In addition, reading also requires in-depth processing of information so that readers are able to absorb useful knowledge from the material read. This process is not only limited to understanding word by word, but also includes interpretation of the relationship between

ideas, analysis of the author's intention, and critical assessment of the content of the text. Therefore, reading can be seen as an active skill that not only involves linguistic abilities, but also combines with critical thinking skills to obtain a complete and meaningful understanding. Thus, reading is a complex activity that combines language and cognitive aspects in a unified process that supports each other.

The goal of reading activities is not merely to fill spare time, but also to obtain relevant information, broaden horizons, and build a deeper understanding of the content of the reading. Reading is an activity that involves an active thinking process in order to gain meaning from the text being read. Dalman (2014), Arwita Putri et al. (2023) states that the purpose of reading includes several important aspects, including thoroughly understanding the content of the text being read, establishing active interaction between the reader and the reading material, obtaining new information that suits the needs or interests of the reader, and enriching the reader's perspective on various issues or ideas. Through reading activities, a person does not only absorb information passively, but is also involved reflectively in the process of interpreting meaning, thus creating a more meaningful and contextualized reading experience. Thus, reading becomes an effective means to develop knowledge, deepen understanding, and broaden one's perspective on the world around them.

Despite the fact that reading methods have been designed to assist text comprehension, in practice readers still face various challenges that can hinder the effectiveness of the reading process. Rengur & Sugirin (2019) suggest that there are several common challenges that are often faced by readers, such as limited vocabulary, lack of ability to maintain focus during reading, lack of background knowledge relevant to the content of the text, and low basic skills in reading itself. These challenges are mostly internal to the reader. For example, a lack of vocabulary can cause difficulties in understanding the meaning of certain words or phrases, which in turn impacts the understanding of the overall content of the reading. The same goes for lack of focus, which causes information not to be processed in a complete and continuous process. Limited background knowledge also makes it difficult for readers to relate new information to previous experience or knowledge, which should serve as an important foundation in building deeper understanding. In addition, low reading ability can hinder fluency in accessing and interpreting information from the text. All in all, these factors can reduce the effectiveness of the reading process and hinder the achievement of a thorough understanding of the text.

Overall, reading comprehension is a complex and structured cognitive process. According to Snow (2002) in Butterfuss et al. (2020), reading comprehension occurs through interactions between the reader, text, and context. This process requires readers to evaluate, integrate, and interpret information obtained from the text. Kusumarasdyati (2023) also added that reading comprehension does not only include surface understanding, but also requires the application of knowledge, strategies, and critical thinking skills. Thus, reading comprehension can be understood as an activity that involves various cognitive and linguistic aspects to build deep meaning from the text read.

The SQ3R method is a reading strategy that aims to increase the effectiveness of understanding text by readers. Cataraja (2022) argues that this method is commonly used in learning activities because it can hone critical reading skills and help absorb information from long and complex texts. SQ3R stands for five stages of reading, namely Survey, Question, Read, Recite, and Review (Mangasi, 2019).

The initial stage, Survey, is done by skimming to get an overview of the content of the text through elements such as headings, subheadings, images, or diagrams. Then, in the Question stage, readers formulate questions related to the reading content to

activate prior knowledge and direct attention to relevant information. In the Read stage, the reader reads carefully while looking for answers to the questions that have been compiled. After that, the Recite stage invites readers to restate the content of the reading in their own words as a form of checking understanding. Finally, Review is done by reviewing the entire reading content so that important information can be understood and remembered thoroughly. According to Emira Hayatina Ramadhan et al. (2024), SQ3R is an active reading technique consisting of several stages to help students understand text more effectively.

This method encourages students to make initial preparations before reading (Survey), formulate questions related to reading content (Question), read in focus (Read), summarize the information that has been read (Recite), and review the material that has been learned (Review). The five stages support the process of understanding, organizing ideas, and strengthening memory of information. Marzuki (2015) adds that the main advantages of the SQ3R method include facilitating the comprehension process through systematic steps, increasing students' focus and involvement in reading activities, and strengthening long-term memory through the process of repeating and summarizing information.

The use of the SQ3R method in reading learning activities provides an opportunity for students to carry out reading activities in a more systematic and in-depth manner. According to (Mirafuentes et al., 2015), the application of the five stages in this method such as survey, question, read, recite, and review can improve the reader's concentration, strengthen the understanding of the reading content, and help strengthen the memory of the material that has been read. The survey step serves to get an overview of the content of the text, while question helps students focus their attention on information that is considered important. Reading activities are carried out in focus through the read stage, then continued with recite, which is to re-express the essence of reading in their own words as a form of checking understanding. The final stage is review, which aims to revisit and strengthen understanding of the information that has been obtained. Thus, the SQ3R method plays a role in increasing students' active involvement in the reading process, deepening text comprehension, and strengthening memory of the information that has been learned.

METHOD

This study applies a research design with a quantitative approach, which aims to objectively measure the effect of applying the SQ3R method on students' reading comprehension. As explained by Candra Susanto et al. (2024), a quantitative approach is a research method that focuses on collecting data in the form of numbers that can be measured systematically and analyzed through statistical procedures. This approach allows researchers to identify relationships between variables in a measurable way and test hypotheses objectively based on the results of empirical data. In this study, the design used is a pre-experimental design with the form of one-group pre-test and post-test.

This research was conducted starting with the implementation of a pre-test which aims to determine the level of students' reading comprehension before being given treatment. The results of this pre-test became the initial reference to be compared with the evaluation results after the treatment was given. The next stage is giving treatment to the experimental group using the SQ3R method. In this process, the researcher also monitored the learning activities to ensure that each step in the SQ3R method was applied correctly. After the learning was completed, the researcher conducted a post-test to identify the changes in reading comprehension that occurred. The final stage involved the data analysis process, which included normality test,

homogeneity test, and hypothesis test. The purpose of this analysis is to measure the extent to which the SQ3R method has an effect on improving students' reading comprehension.

The research population was the students of English Education Study Program of Universitas Bhinneka PGRI in the academic year 2024/2025. The sample consisted of 23 second semester students who were selected through purposive sampling technique based on criteria relevant to the research objectives (Nyimbili & Nyimbili, 2024). This study includes two variables, the SQ3R method acts as the independent variable, because it is the treatment or method applied in the learning process. Meanwhile, reading comprehension ability acts as the dependent variable, because it is the aspect that is measured to determine the effect of the application of the method.

The data in this study was collected using two types of assessments: pre-test which was conducted before the treatment and post-test which was conducted after the treatment. Each test consisted of 20 multiple choice questions designed to measure students' reading comprehension. Before being used in the data collection process, the test instrument was first validated by experts who have competence in their fields. The validation process was carried out using an assessment sheet that was prepared to evaluate several important aspects, such as the feasibility of content, construction or form of questions, as well as the suitability of the items with the learning objectives to be achieved. Through this validation process, the instruments used are ensured to have met the standards of feasibility and accuracy as a measuring tool in research.

In this study, data analysis was carried out through several stages to ensure the validity of the results obtained. The first stage is a normality test using the Shapiro-Wilk method, which aims to determine whether the data has a normal distribution. Furthermore, a homogeneity test was conducted using Levene's Test to test the similarity of variance between pre-test and post-test data groups. These two prerequisite tests are important to determine the eligibility of data in parametric analysis. After the data is considered to meet the assumptions of normality and homogeneity, then proceed with hypothesis testing using parametric statistical tests, namely the Paired Sample t-Test. Decision making in hypothesis testing is based on the significance value (p) with a limit of <0.05. If the significance value is below this number, it can be concluded that there is a significant difference between the results before and after treatment, so that the effectiveness of the SQ3R method in improving reading comprehension can be stated statistically.

FINDINGS AND DISCUSSION

Findings

The pre-test given before the implementation of the treatment showed that the initial ability of students in reading comprehension was at a various level. The range of scores obtained by participants ranged from 35 to 80, with an average score of 59.13. This average indicates that most of the students were in the middle reading ability category; that is, not high, but also not low. Based on the score distribution, around 39% of the students scored 50 and below, indicating that almost half of the participants still faced difficulties in understanding the content of the reading text. Meanwhile, 61% of the other students scored above 50, indicating that most of them have quite a good basic reading comprehension ability. This finding is an indicator that although the majority of students already have a basic ability to understand texts, there are still a number of participants who need more attention in the learning process in order to achieve optimal understanding like their peers. This condition is an important foundation in the implementation of the treatment to improve reading comprehension more evenly.

Table I. Pre-Test Statistics

Statistic	Pre-Test
Mean	59.13
Minimum Score	35
Maximum Score	80

After the application of the SQ3R method in the learning process, there was a significant improvement as shown by the post-test results. The highest score achieved by the participants reached a perfect score of 100, while the lowest score was 65. The average score in the post-test increased to 87.17, which shows that student learning outcomes become more evenly distributed and tend to be in the high score category. There were six students or about 26.1% of the total participants who achieved a perfect score. In addition, most of the other participants obtained scores in the range of 85 to 95, which illustrates a significant improvement in reading comprehension after being treated. This finding strengthens the evidence that the SQ3R method is effective in improving reading comprehension skills, as it is able to encourage the majority of participants to achieve higher and consistent learning outcomes.

Table II. Post-Test Statistics

Statistic	Post-Test
Mean	87.17
Minimum Score	65
Maximum Score	100

The comparison between the pre-test and post-test results is the main basis in assessing the extent to which the treatment given through the SQ3R method is able to improve students' reading comprehension. Based on the data in Table III, there was a significant increase, from a total pre-test score of 1360 to 2005 in the post-test, with a difference of 645 points. All students showed an increase in score after the SQ3R method was applied. This shows that the method had an overall positive impact on students' reading comprehension. This finding reinforces the conclusion that SQ3R is a method that is able to assist students in understanding reading texts in a more in-depth, structured, and systematic manner, and contributes significantly to improving learning outcomes.

Table III. Descriptive Statistics of Pre-Test and Post-Test

Statistic	Pre-Test	Post-Test
Mean	59.13	87.17
Median	60	85
Mode	45	100
Standard Deviation	14.19	10.85
Minimum Score	35	65
Maximum Score	80	100
Sum	1360	2005

Discussion

This study was conducted to examine the effectiveness of the SQ3R method in helping second semester students of Universitas Bhinneka PGRI in improving their reading comprehension. The sample in this study consisted of 23 students. Data collection was conducted through two types of tests, namely a pre-test given before the application of the SQ3R method to determine the initial reading ability of students, and a post-test conducted after the method was applied to evaluate the improvement that occurred. Before being used in the study, the test instrument went through a validation process by experts to ensure its feasibility, content suitability, and relevance to the learning objectives being measured.

Before conducting hypothesis testing, normality and homogeneity tests were first carried out to ensure that the data used met the basic assumptions in statistical analysis. The normality test results show that the data has a normal distribution. This is indicated by the significance value in the pre-test of 0.183 and in the post-test of 0.053, where both values are above the 0.05 significance limit. Thus, it can be concluded that the data in both groups meet the requirements for parametric statistical analysis.

Table IV. Normality Test

Group	Shapiro-Wilk Sig.

Pre-Test	0.183
Post-Test	0.053

Meanwhile, to find out whether the pre-test and post-test data have the same variance or not, a homogeneity test was conducted using Levene's Test. This test is important to ensure that the assumption of equal variance between two groups of data is met before further statistical analysis is carried out. The results of the Levene's test showed that the significance values on several statistical measures were above the set limit of 0.05. In more detail, the significance value on the mean measure is 0.104, on the median measure is 0.116, the median with adjusted degrees of freedom (df) is also 0.116, and on the trimmed mean is 0.107. Because all of these values are greater than 0.05, it can be concluded that there is no significant difference in variance between the pre-test and post-test data. Thus, both data groups have homogeneous variances, and this indicates that one of the main requirements in the use of parametric statistical tests has been fulfilled.

Table V. Homogeniety Test

Score	Sig.
Based on Mean	0.104
Based on Median	0.116
Based on Median and with adjusted df	0.116
Based on trimmed mean	0.107

The comparison between pre-test and post-test results was analyzed using the Paired Sample t-Test test. The results of the analysis show that the significance value (2-tailed) is <0.001, which means that there is a very significant difference between the scores before and after the treatment. The average pre-test score of 59.13 increased significantly to 87.17 in the post-test, with an average difference of 28.04 points. This finding shows that the application of the SQ3R method makes a real and significant contribution in improving students' reading comprehension. Furthermore, the effectiveness analysis using effect size also supports this conclusion, with Cohen's d value of -2.196 and Hedges's g of -2.159. Both values indicate that the treatment provided has a very large impact on improving learning outcomes. Thus, it can be concluded that the SQ3R method is an effective strategy in improving students' reading comprehension.

Table VI. Paired Sample t-Test

Test	Sig. (2-tailed)
Pre-Test – Post-Test	<0,001

This findings in this study are in line with the results of previous research which states that the SQ3R method will provide effective results if applied systematically in accordance with established steps (Wulandari, 2023). This method is designed to encourage active student participation in reading activities and help strengthen memory of the information read. Emira Hayatina Ramadhan et al. (2024) also emphasized that the SQ3R method makes it easier for students to understand and remember the content of reading, while increasing their active involvement while reading. This statement is reinforced by Hartati & Yuliawati (2019), who explained that the stages in the SQ3R method help students store information more effectively into long-term memory. In addition, Saputra & Haddar (2024) also concluded that this method proved effective in improving students' overall reading comprehension. The consistency of findings from these studies shows that SQ3R is a reliable learning approach in improving students' reading comprehension.

The conclusion that can be drawn from these findings is that the application of the SQ3R method is proven to have a significant effect on improving reading comprehension in second semester students of the English Education Study Program at Universitas Bhinneka PGRI. This method is effective in increasing students' active participation when reading, strengthening the retention of information read, and facilitating the process of understanding and

memorizing material for long-term memory. Thus, the SQ3R method can be considered as an efficient and reliable learning approach in supporting students' reading comprehension improvement.

CONCLUSION

The findings of this study indicate that the application of The SQ3R method was proven effective in improving the reading comprehension of second semester students at Universitas Bhinneka PGRI. The application of this method encourages students to be more focused, active and involved in the reading process, and helps them organize and manage information systematically. Students become easier to understand the content of the reading and are able to remember the information that has been learned in a longer period of time. This method also trains critical thinking skills through structured reading stages. Therefore, the SQ3R method is very relevant and feasible to be applied as a learning strategy in improving students' reading comprehension.

Based on these results, it is suggested that English lecturers and teachers are advised to utilize the SQ3R method as an alternative approach in the learning process. This method is proven to help students understand the content of reading more systematically through the stages of Survey, Question, Read, Recite, and Review. Its application not only improves text comprehension, but also trains students' critical thinking skills and active engagement in reading. Students are expected to be more proactive in developing reading comprehension, one of which is by applying the SQ3R method independently. By getting used to following the stages of this method, students will have a more focused strategy in understanding the content of the reading, remembering important information, and improving the ability to think critically about the text read.

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