



The SQ3R Method for Enhancing Reading Comprehension Among 8th-Grade Students at SMP Islam Insan Kamil Wonoayu

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Abstract. Despite the acknowledged importance of effective reading comprehension strategies, specific challenges persist in enhancing students' understanding, particularly in analytical texts. This study aimed to address these challenges by evaluating the impact of the SQ3R (Survey, Question, Read, Recite, Review) method on 8th-grade students' reading comprehension at SMP Islam Insan Kamil Wonoayu. Using a classroom action research design, the study demonstrated that the SQ3R method led to a substantial improvement in students' ability to comprehend analytical texts. By the second cycle, 83.3% of students showed notable progress, indicating the method's effectiveness in addressing issues such as limited vocabulary and weak analytical skills. Nonetheless, the study uncovered several limitations, including the SQ3R method's restricted application to different student levels and text types, as well as insufficient exploration of its effectiveness across diverse genres. To remedy these issues, the study recommends integrating the SQ3R method more comprehensively into teaching practices, enhancing vocabulary instruction through targeted discussions and assessments, and fostering collaborative learning environments to boost student independence. Future research should explore the SQ3R method's applicability across a broader range of student demographics and text genres, including both analytical and hortatory exposition texts, to gain a deeper understanding of its adaptability and effectiveness in varied educational settings.

Keywords: reading, reading comprehension, SQ3R method

INTRODUCTION

As a global lingua franca, English plays a critical role in our increasingly interconnected world, functioning as a primary medium for cross-cultural and international communication (Modiano, 1999). Often referred to by various designations such as Global English, Common English, or English as a Second Language (McCrum, 2006), its importance has amplified with the rise of globalization. Mastery of English has transitioned from a mere asset to an essential requirement for engaging with a vast array of information disseminated through contemporary media, including the internet, television, newspapers, and magazines. Proficiency in English enables students to navigate and utilize these information channels effectively. Central to this proficiency is effective reading comprehension, which is crucial for students to not only decode and understand texts but also to synthesize new information with existing knowledge, thereby fostering deeper learning and critical thinking (William, 2009; Widodo & Slamet, 2020; 2021). Without robust reading comprehension skills, students may struggle to access and engage with the diverse and complex content that modern media offers, potentially impeding their academic and personal growth in an increasingly globalized society.

For middle school students, particularly those in 8th grade, reading comprehension is not just a fundamental academic skill but a cornerstone of their overall educational development and future academic success (Grabe, 2009). Effective reading comprehension enables students to grasp core concepts, analyze texts critically, and build upon their existing knowledge base. However, many students face significant difficulties in this area, struggling with identifying main ideas, extracting pertinent information, mastering complex vocabulary, and understanding both literal and implied meanings within texts. These challenges are often exacerbated by traditional teaching methods that rely heavily on passive learning approaches, such as rote memorization and monotonous lectures, which fail to actively engage students and address their diverse learning needs. Research indicates that ineffective instructional strategies, coupled with a lack of dynamic and interactive teaching methods and limited use of educational media, contribute to these persistent difficulties (Fatimah et al., 2020; Slamet & Fatimah, 2022; Widodo & Slamet, 2021). At institutions like SMP Islam Insan Kamil Wonoayu, students are notably challenged with extracting key ideas, understanding intricate vocabulary, and interpreting nuanced meanings in texts, reflecting broader systemic issues in teaching practices and student engagement. These difficulties highlight a pressing need for innovative and effective instructional strategies that not only engage students more actively but also cater to their individual learning needs, ultimately enhancing their reading comprehension skills and academic performance.

One significant problem is the traditional methods of teaching reading comprehension, which often involve passive learning techniques such as rote memorization and unengaging lectures. This approach fails to actively involve students in the learning process, leading to a lack of motivation and engagement (Gorrel, 2011; Romsy et al., 2024; Slamet & Mukminatien, 2024). Studies have shown that students frequently encounter difficulties in processing and understanding reading material due to these outdated methods. The lack of variety in instructional strategies, coupled with insufficient use of interactive media and engaging activities, further compounds these issues. Teachers often rely on conventional methods such as reading aloud and group work, which, while beneficial, may not fully address the diverse needs of students (Arbi, 2023; 2023; Stahl & Armstrong, 2020). These traditional techniques also often lack the focus on developing critical reading skills, such as summarizing and analyzing text, which are crucial for effective comprehension.

In response to these challenges, there has been increasing interest in alternative methods that offer a more dynamic approach to reading comprehension. The SQ3R method, introduced by

Robinson (1978), represents one such approach. This method, which stands for Survey, Question, Read, Recite, and Review, is designed to enhance students' ability to process and retain information from texts. By incorporating various stages that encourage active engagement with the material, the SQ3R method aims to address several of the problems identified in traditional reading instruction. Research has demonstrated that the SQ3R method can significantly improve reading comprehension by helping students develop a more structured approach to processing information (Rahman et al., 2022). For example, the “*Survey*” step prepares students by giving them an overview of the text, which helps them anticipate the content and structure. The “*Question*” step encourages students to generate questions about the material, which enhances their focus and comprehension during the subsequent “*Read*” phase. The “*Recite*” step allows students to summarize the content in their own words, reinforcing their understanding, while the “*Review*” step helps them consolidate their knowledge and assess their comprehension.

Despite its recognized potential to enhance reading comprehension, the application of the SQ3R method in diverse educational settings, particularly among middle school students, remains insufficiently explored. While existing studies suggest that the SQ3R method can be highly effective, its success is influenced by a range of factors including student age, proficiency level, and the nature of the text being studied (Amiruddin, 2022; Marzuki, 2019; Slamet et al., 2024a; Slamet & Mukminatien, 2024). The method's adaptability to different educational contexts is crucial, as its impact can vary significantly across different student groups and learning environments. For example, the unique developmental stage of 8th-grade students, who are transitioning from elementary to more advanced academic challenges, necessitates a tailored approach to maximize the SQ3R method's effectiveness. Research indicates that while SQ3R has demonstrated benefits in improving reading comprehension in various contexts, there is a pressing need to further investigate how it can be specifically adapted to meet the distinct needs and challenges of 8th graders (Afandi, 2021; Samsulia, 2021; Slamet et al., 2024b). This involves exploring how the method can be customized to address their evolving cognitive and academic demands, thereby ensuring that it provides the maximum benefit during this critical stage of their educational development.

This study aims to address the identified gaps in reading comprehension instruction by evaluating the effectiveness of the SQ3R method specifically for 8th-grade students at SMP Islam Insan Kamil Wonoayu. Utilizing a classroom action research approach, the study will provide an in-depth assessment of how the SQ3R method influences students' reading comprehension skills, focusing on its practical application and effectiveness in a real classroom setting. The significance of this research lies in its potential to deliver actionable insights into effective reading instruction strategies and offer evidence-based recommendations for educators to enhance their teaching practices. By examining how SQ3R can be tailored to meet the needs of middle school students, this study contributes to the broader field of English education, highlighting effective methods for improving reading comprehension at a crucial stage of academic development. Despite the potential benefits of traditional reading strategies, they often fall short in addressing the diverse and evolving needs of students. The SQ3R method presents a promising alternative, yet its full applicability and effectiveness across various educational contexts remain underexplored. This study seeks to fill this gap by providing a thorough evaluation of SQ3R's impact on 8th graders, offering practical guidance for educators and contributing to the advancement of effective reading instruction techniques.

REVIEW OF LITERATURE

The SQ3R method, first introduced by Robinson in 1941, has remained a cornerstone in the realm of reading comprehension strategies, reflecting its enduring relevance and adaptability. Originally developed during a period of educational reform, the SQ3R method emerged as a structured response to the increasing demand for effective reading strategies (Robinson, 1978). This

historical backdrop highlights the method's fundamental role in improving reading comprehension, a need that persists across educational contexts. Despite its long-standing prominence, there remains a critical need to evaluate its effectiveness in contemporary educational settings, particularly in adapting the method to address the specific challenges faced by modern students. Studies have repeatedly affirmed the SQ3R method's efficacy in enhancing reading comprehension, with research by Marzuki (2019) and Rahman et al. (2021) demonstrating significant improvements in students' ability to understand, retain, and critically engage with texts. However, these studies predominantly focus on general educational settings without delving into the method's impact on specific student demographics, such as 8th graders in particular educational institutions.

Middle school education, particularly for 8th graders, is a pivotal phase in students' academic development as they encounter increasingly complex texts and face heightened cognitive demands that require advanced reading comprehension skills (Hidayati, 2023; Hidayati et al., 2023; Slamet, 2024; Slamet et al., 2024a). This stage is marked by significant cognitive and developmental changes, making the SQ3R method highly relevant due to its emphasis on active reading, critical thinking, and metacognitive awareness—skills that are crucial for academic success and future educational endeavors. However, existing research has largely concentrated on broader educational levels or younger student populations, leaving a gap in understanding how the SQ3R method can be specifically adapted to address the unique needs of 8th-grade students. This gap is particularly pronounced at SMP Islam Insan Kamil Wonoayu, where students are undergoing the critical transition from elementary to secondary education and require tailored strategies to enhance their reading comprehension. Addressing this gap is essential for developing more effective instructional methods that support students during this transitional phase and help them successfully navigate the demands of more advanced academic content.

Existing literature demonstrates that the SQ3R method has proven effective in a variety of educational contexts; however, its application specifically to 8th-grade students at SMP Islam Insan Kamil Wonoayu remains inadequately explored. This institution presents a unique educational environment with particular curriculum demands, pedagogical practices, and student needs that have not been thoroughly examined in the context of the SQ3R method. Research by Fatimah et al. (2020) and Slamet & Fatimah (2022) identifies significant challenges in reading comprehension, including ineffective instructional methods and lack of student engagement, as barriers to academic success. Despite these insights, there is a conspicuous gap in studies that address how the SQ3R method can be integrated and adapted to meet the specific needs of students at SMP Islam Insan Kamil Wonoayu. This absence underscores the necessity for focused research to explore how SQ3R can be effectively implemented within this unique demographic and institutional context, potentially offering valuable insights for enhancing reading comprehension strategies tailored to the needs of these students.

Overall, while the SQ3R method has a robust historical foundation and demonstrated effectiveness in various educational settings, there is a pressing need for research that examines its tailored application to 8th-grade students at SMP Islam Insan Kamil Wonoayu. This study aims to address this gap by investigating how the SQ3R method can be optimally utilized to enhance reading comprehension among these students. By focusing on this specific educational context, the research seeks to provide valuable insights into effective instructional practices and contribute to the broader understanding of reading comprehension strategies. This nuanced exploration will help refine the application of the SQ3R method, offering practical benefits for educators and supporting 8th-grade students in their academic journey.

METHOD

Research Design

This study employed Classroom Action Research (CAR) as its methodological framework, a strategy particularly well-suited for the iterative and reflective nature of educational inquiry (Arikunto, 2006). CAR is characterized by a systematic cycle of planning, action, observation, and reflection, allowing educators to address specific classroom challenges through an evidence-based and participatory approach. This method is ideal for investigating and enhancing educational practices as it fosters continuous improvement and adaptation based on real-time feedback and empirical data. In this study, CAR was applied to explore and improve reading comprehension among 8th-grade students at SMP Islam Insan Kamil Wonoayu during the second semester of the 2020/2021 academic year. The choice of CAR was deliberate, given its capacity to involve educators actively in the research process and its focus on iterative refinement of teaching strategies. By engaging in a reflective cycle, educators could develop, implement, and assess interventions aimed at addressing specific challenges related to reading comprehension. The CAR process began with the identification of key issues impacting students' reading comprehension, followed by the design and implementation of targeted interventions based on these identified needs. The iterative nature of CAR allowed for ongoing observation and data collection, providing insights into the effectiveness of the interventions and enabling adjustments as necessary. This approach ensured that the strategies were continually refined and optimized in response to the dynamic classroom environment and evolving student needs, ultimately contributing to a more nuanced and effective understanding of how to enhance reading comprehension in this specific educational context.

Problem Identification

The initial phase of this study was dedicated to thoroughly identifying the complex challenges impacting students' reading comprehension. To achieve a comprehensive understanding, a mixed-methods approach was utilized, integrating both qualitative and quantitative data collection techniques. Qualitative insights were garnered through interviews with students and teachers, providing a deep exploration of individual and systemic issues that hinder reading comprehension. These interviews offered valuable perspectives on the specific difficulties students faced, as well as the instructional and contextual factors contributing to these challenges. Quantitative data were collected using structured questionnaires administered to students. These questionnaires aimed to capture students' self-perceptions regarding their reading abilities, their experiences with reading tasks, and their attitudes towards reading activities. This approach helped to quantify the extent of students' difficulties and their perceived barriers to effective reading comprehension. Systematic classroom observations were conducted to evaluate students' engagement levels and their interactions with reading materials in real-time. These observations were instrumental in identifying patterns of behavior, engagement issues, and the overall effectiveness of current instructional methods. The observational data revealed critical challenges such as students' difficulties in identifying main ideas, understanding detailed information, and deciphering complex vocabulary within texts. Moreover, the observations highlighted a general lack of engagement and motivational issues that further exacerbated difficulties in reading comprehension. Overall, this multifaceted approach enabled the research team to gain a nuanced understanding of the various factors affecting students' reading comprehension, providing a solid foundation for designing targeted interventions to address these issues effectively.

Action Research Procedure

The CAR procedure was systematically organized into five distinct phases: planning, implementation, observation, reflection, and evaluation. In the planning phase, interventions were meticulously crafted based on the previously identified challenges, including the development of tailored instructional strategies and interactive reading activities designed to address specific areas of difficulty such as identifying main ideas, understanding detailed information, and mastering complex vocabulary. These strategies were intended to enhance student engagement and comprehension. During the implementation phase, these carefully designed interventions were applied in the classroom environment. Teachers integrated the new instructional strategies and activities into their lessons, providing a structured framework for students to engage with reading materials more effectively. The observation phase involved rigorous real-time monitoring of students' interactions with the reading materials and their responses to the new strategies. Data collection was conducted through various means, including direct observation of classroom dynamics, student participation levels, and the quality of student engagement with the reading tasks. This phase aimed to capture detailed information on how the interventions were being received and their immediate impact on students' reading behaviors. Reflection was the phase where the collected data were thoroughly analyzed to evaluate the effectiveness of the implemented interventions. This involved assessing whether the strategies successfully addressed the identified problems, identifying strengths and weaknesses in the approach, and determining areas that required further refinement. Reflection sessions provided insights into how well the interventions met the intended goals and highlighted any necessary adjustments. In the evaluation phase, a comprehensive review was conducted to assess the overall impact of the interventions on students' reading comprehension. This evaluation utilized both qualitative data from observations and interviews and quantitative data from assessments and questionnaires. The aim was to determine the efficacy of the interventions and provide evidence-based recommendations for future practices. This final phase ensured that the interventions were refined and optimized for continued effectiveness in enhancing students' reading comprehension.

Data Collection

Data collection was a critical component of this study, essential for evaluating the impact of the interventions on students' reading comprehension. To gain a comprehensive understanding, both qualitative and quantitative data were meticulously gathered. Qualitative data were collected through detailed classroom observations, which focused on students' interactions with reading materials and their engagement levels. These observations provided nuanced, contextual insights into the specific challenges students faced and the effectiveness of the implemented strategies, capturing real-time behaviors and reactions to the new instructional methods. Quantitative data were obtained through pre-test and post-test assessments, which served as measurable benchmarks to evaluate changes in students' reading comprehension skills. These assessments included a combination of standardized tests and custom-designed questions tailored to the specific reading comprehension objectives of the study. The pre-tests established baseline comprehension levels, while the post-tests measured progress and improvements resulting from the interventions. By integrating both qualitative and quantitative data, the research aimed to deliver a robust and multifaceted analysis of the interventions' effectiveness. This approach allowed for a comprehensive evaluation of how well the new strategies enhanced reading comprehension, providing a clearer picture of their impact and offering valuable insights for refining future instructional practices.

Data Analysis

The data analysis process was designed to be both comprehensive and multifaceted, utilizing a combination of qualitative and quantitative methods to achieve a nuanced understanding of the

research outcomes. Qualitative data were systematically categorized to uncover recurring themes, trends, and patterns related to students' reading comprehension difficulties and the efficacy of the interventions. This involved coding observational data and interview responses to identify key factors affecting students' engagement and comprehension. The categorization process enabled an in-depth analysis of the contextual elements influencing students' learning experiences and the specific impact of the implemented strategies. Quantitative data were analyzed through various statistical techniques to quantify the extent of improvement in students' reading comprehension abilities. This included calculating mean scores and conducting comparative analyses between pre-test and post-test results. Statistical tests were employed to determine the significance of any observed changes, providing empirical evidence of the interventions' effectiveness. By integrating the findings from both qualitative and quantitative analyses, the research aimed to offer a comprehensive evaluation of the interventions' impact on reading comprehension. This integrative approach allowed for a holistic understanding of how the interventions influenced students' learning outcomes, providing actionable insights to inform and enhance educational practices at SMP Islam Insan Kamil Wonoayu. The combination of detailed thematic analysis with robust statistical evidence ensured a thorough assessment of the effectiveness of the reading comprehension strategies employed.

RESULTS

The Implementation of First Cycle

Planning

The initial phase of Cycle 1, conducted on March 13, 2021, was focused on meticulous planning to ensure a comprehensive approach to improving reading comprehension. This involved developing instructional materials tailored to the SQ3R method, creating a detailed lesson plan, and designing specific action steps. Essential to this phase was the introduction of the SQ3R method to the students, a process that required generating observation sheets to monitor the teaching process and preparing a reading test to evaluate student progress. The planning phase was crucial for setting clear objectives and preparing for the implementation of the SQ3R technique, which necessitated a structured approach to address the identified reading comprehension issues.

Action

The action phase took place on May 13, 2021, and involved a series of well-defined activities spanning two 40-minute sessions with 30 students. The primary focus was to implement the SQ3R technique to enhance students' reading comprehension. The activities were categorized into pre-activity, while-activity, and post-activity phases:

1. *Pre-Activity*: The session began with a prayer and attendance, followed by an introduction to the SQ3R method. The researcher aimed to engage students by providing an overview of the lesson materials. However, initial engagement was limited, as some students were distracted and responded in Bahasa Indonesia, indicating a need for more effective motivational strategies and engagement techniques.
2. *While-Activity*: The researcher introduced and explained each step of the SQ3R method, initially using Bahasa Indonesia to ensure clarity. Despite these efforts, some students hesitated to seek help when they encountered difficulties, reflecting a lack of confidence or understanding. The researcher provided additional explanations and extended the time allotted for students to survey and question the text. Students then shared their questions and answers with the class, though many struggled with summarizing the text during the recite phase. This highlighted challenges in students' ability to effectively paraphrase and summarize, underscoring the need for enhanced instructional support in these areas.
3. *Post-Activity*: The post-activity phase involved addressing students' questions and reflecting on the day's activities. A reading test was administered to evaluate the impact of the SQ3R method.

The session concluded with the researcher reviewing the overall process and discussing the outcomes.

Observation

The observation phase revealed critical insights into the implementation of the SQ3R technique. Despite the careful introduction and explanation of the method, students experienced difficulties during the surveying and questioning phases. Many students were hesitant to seek help and required additional time and instructions to complete these stages effectively. The observation highlighted that while some students managed to engage with the SQ3R technique, others struggled significantly, particularly in summarizing the text during the recite phase. The feedback provided by the researcher was essential for addressing these challenges, but it became apparent that further refinement of instructional strategies and additional practice were necessary to improve students' reading comprehension skills.

Reflection

Following the implementation of the SQ3R technique in Cycle 1, a thorough reflection was conducted to assess both the process and the outcomes. The reflection revealed that the students faced notable challenges, particularly in the recite phase, where many still relied on the text's words rather than paraphrasing in their own terms. This indicated that students had not yet fully grasped the content, highlighting a gap in their comprehension and paraphrasing abilities.

A detailed analysis of the learning product was carried out, focusing on students' performance in the reading test. The results showed a significant range of scores, with 56.6% of students scoring below 75, indicating persistent challenges in reading comprehension. Only a small fraction of students (3.3%) achieved scores of 86 or higher, reflecting a broad disparity in reading abilities within the class. This variance underscores the need for targeted interventions and differentiated instruction to address individual learning needs.

The reflection process also involved a discussion with collaborators to analyze both the learning product and the learning process. The evaluation emphasized that while the SQ3R technique had potential, its effectiveness in the current implementation was limited. The need for further refinement and additional support for students, particularly in the recite phase, was identified as crucial for improving overall reading comprehension. The learning product and learning process described as follows:

Table 1. Frequency of Students' Achievements for Reading

No	Score	Frequency	Percentage
1	<75	17	56.6%
2	75-80	8	26.6%
3	81-85	4	13.3%
4	≥86	1	3.3%
Total		30	100%

The research comprehensively evaluates both the learning product and process involved in implementing the SQ3R technique to enhance reading comprehension. In assessing the learning product, the study uses a specific achievement benchmark: 80% of students are expected to score 75 or higher on a reading test to meet the goal of effective comprehension improvement. The results from the first cycle of implementation revealed that only 56.6% of students met this benchmark, indicating substantial challenges in reading comprehension among the majority of students. Moreover, a minimal percentage, just 3.3%, achieved scores of 86 or higher, underscoring the diverse range of reading abilities within the class and highlighting the need for more tailored interventions.

The process evaluation involved examining how the SQ3R method was applied and its impact on students' engagement and comprehension. The first cycle of implementation provided valuable insights into both the strengths and limitations of the SQ3R technique. While the method demonstrated some effectiveness, it also exposed areas requiring further development. These insights pointed to the necessity for continued refinement of instructional strategies and targeted interventions. The feedback from this cycle emphasized the importance of adapting and enhancing the SQ3R approach to better address the specific reading comprehension needs and engagement levels of 8th-grade students, ensuring more effective outcomes in subsequent cycles.

Table 2. Students Activities

No	Students' activities	Collaborator		Researcher	
		Number of Ss involved	% of Ss involved	Number of Ss involved	% of Ss involved
1.	Pre-activity	23	76.6%	23	76.6%
	Interested in the opening of the class				
	Responding to the teacher's question about the topic enthusiastically.	18	60%	17	56.6%
2.	While-activities	18	60%	18	60%
	Responding to the topic enthusiastically.				
	Following inquiry steps enthusiastically	27	90%	27	90%
	Following teacher's modeling enthusiastically	22	73.3%	21	70%
	Actively involved in the questioning	14	46.6%	14	46.6%
	Actively involved in work in an individual	17	56.6%	17	56.6%
	Actively presenting the results of discussion in front of the class	9	30%	9	30%
	Actively involved in doing what have been learned (reflection)	18	60%	18	60%
3.	Post-activity	30	100%	30	100%
	The reading test				
Average		19.6	65.3%	19.4	64.6%

The analysis of the learning process, detailed in Table 2, provides a comprehensive view of students' engagement throughout the implementation of the SQ3R technique. During the pre-activity phase, students demonstrated high levels of enthusiasm and participation, actively engaging in the class opening and responding positively to the teacher's questions about the topic. This initial engagement set a promising tone for the subsequent activities. In the while-activity phase, the application of the SQ3R steps was observed with varying degrees of success. Most students actively engaged in the inquiry steps and followed the teacher's modeling effectively. However, a notable proportion of students encountered difficulties with active questioning, a key component of the SQ3R method. Engagement during individual work was inconsistent; some students participated enthusiastically while others showed reluctance. Additionally, only a small number of students confidently presented their work during class discussions, indicating a need for improved support in

developing presentation skills. The recitation stage revealed further challenges, as only a few students were able to recite the text in their own words, often due to shyness or lack of confidence. This stage is crucial for reinforcing comprehension and expression, highlighting an area where additional focus is needed. In the post-activity phase, all students participated in the reading test, but the results revealed persistent difficulties with comprehension, vocabulary, and grammar. These ongoing challenges underscore the need for a second cycle of intervention to refine and enhance the use of the SQ3R technique. The study highlights the importance of addressing these issues through targeted improvements to both the learning process and the instructional strategies, aiming for more effective outcomes in future cycles.

The Implementation of Second Cycle

Planning

The second cycle, initiated on March 20, 2021, aimed to address the weaknesses identified in the first cycle and refine the instructional approach. This phase involved comprehensive planning to enhance the effectiveness of the teaching intervention. The researcher prepared a revised teaching plan that included selecting a new material titled "Family Camping," specifically designed to engage students and align with their interests. The plan incorporated the SQ3R technique to further develop students' reading comprehension skills. To address the issues observed in the first cycle, additional emphasis was placed on ensuring that students would recite the text using their own words. This phase also involved creating detailed observation sheets and a revised reading test instrument to better evaluate student progress.

Action

The action phase of the second cycle involved implementing the revised plan with 30 students over two 40-minute sessions. The structure followed the same phases as the first cycle—pre-activity, while-activity, and post-activity—but with modifications to enhance engagement and effectiveness:

1. *Pre-Activity:* The researcher began the session by welcoming students, leading a prayer, and taking attendance. The lesson was introduced with a presentation on the theme of family camping, followed by the distribution of a recount text on the same topic. The researcher reviewed previous lessons and engaged students in a discussion about their own camping experiences, aiming to connect the new material with students' personal interests. This approach was intended to create a more engaging and relatable context for the lesson.
2. *While-Activity:* The researcher implemented the SQ3R technique with a greater focus on student engagement and motivation. The technique was applied step-by-step, starting with surveying and questioning the text. Students were given 15 minutes to formulate five questions about the text, followed by an independent search for answers. The process was structured to encourage active participation, with students spending five minutes preparing before moving on to the reading and reciting stages. The reciting phase saw enthusiastic participation, as students were encouraged to present the text in their own words. Although students were provided opportunities to ask questions during the review phase, none took advantage of this opportunity, which suggests a need for further strategies to encourage student inquiry.
3. *Post-Activity:* In the post-activity phase, a reading test was administered to assess students' comprehension. All students participated in the test, which served as a benchmark for evaluating the effectiveness of the SQ3R technique and the improvements made in the second cycle.

Observation

Observations during the second cycle indicated significant improvements in teaching and learning dynamics. Students demonstrated enhanced focus during the pre-activity phase, with 27 out of 30 actively participating in discussions and inquiries about the text. The SQ3R technique was effectively implemented, with students engaging more actively in both the reading and reciting stages. The researcher ensured that students' work was original and free from cheating, contributing to a more

reliable assessment of their comprehension. Overall, there was a noticeable increase in student participation and engagement compared to the first cycle, reflecting positively on the revised instructional strategies.

Reflection

The reflection phase of the second cycle involved a thorough evaluation of both the learning product and the learning process. This phase was crucial for assessing the effectiveness of the modifications made and determining the need for further cycles. The learning product's indicator of success has been written in the third chapter that was 80% of students achieved score 75 in reading test that means teaching by SQ3R technique improved students' reading comprehension. The following table explains the improvement in students' reading comprehension.

Table 3. Frequency of Students' Achievement for Reading

No	Score	Frequency	Percentage
1	<75	5	16.6%
2	75-80	16	53.3%
3	81-85	7	23.3%
4	≥86	2	6.6%
Total		30	100%

In this cycle, the distribution of student scores demonstrated notable improvements in reading comprehension. The analysis revealed that 5 students, or 16.6% of the total class, scored below 75. In the range of 75 to 80, there were 16 students, representing 53.3% of the class. For scores between 80 and 85, 7 students, or 23.3%, were recorded, while 2 students, or 6.6%, achieved scores of 85 or higher. The research aimed to meet a benchmark where at least 80% of students would score 75 or above, indicating successful learning outcomes. According to Table 3, 25 students, constituting 83.3% of the class, achieved scores in the range of 75 to 85 or higher. This achievement surpassed the target benchmark, demonstrating that the SQ3R technique significantly improved students' reading comprehension. Table 3 further confirms that the set indicator of success was met, as the majority of students achieved the desired score range. Based on these results, the researcher concluded that the implementation of the SQ3R technique was effective and decided that no additional cycles of intervention were necessary. This outcome validates the efficacy of the SQ3R method in enhancing reading comprehension within this educational context. In this cycle, all of steps taken are interpreted as follows:

Table 4. Frequency of Students' Activities

No	Students' activities	Collaborator		Researcher	
		Number of Ss Involved	% of Ss involved	Number of Ss involved	% of Ss involved
1	Pre-activity Interested in the opening of the class	30	100%	30	100%
	Responding to the teacher's question about the topic enthusiastically.	27	90%	27	90%
2	While-activities Responding to the topic enthusiastically.	26	86.6%	26	86.6%

Following inquiry steps enthusiastically	30	100%	30	100%
Following teacher's modeling enthusiastically	30	100%	30	100%
Actively involved in the questioning	20	66.6%	20	66.6%
Actively involved in work in an individual	30	100%	30	100%
Actively presenting the results of discussion in front of the class	30	100%	30	100%
Actively involved in doing what have been learned (reflection)	26	86.6%	26	86.6%
33. Post-Activity The reading test	30	100%	30	100%
Average	27.9	93%	27.9	93%

For learning process, the indicator of the achievement was if 80% of the total students involved in learning activity. For the students' involvement in this cycle that was found by both collaborator and researcher.

a. Pre-activity,

In the pre-activity, when teacher entered the class they gave full attention, also when teacher gave perception and some questions related to the topic collaborator and the researcher found the same number of students who responded enthusiastically to the teacher's question those were 27 students or 90 % of total students. There was more increasing in paying attention from the student with the last cycle is from 25 to 27 students.

b. While-activity

The researcher introduced the SQ3R technique gradually, beginning with surveying and questioning, in response to feedback from the first cycle. Approximately 86.6% of the class actively participated. 30 students participated actively in the reading and reciting stages after that, with 66.6% actively contributing to data collection. 86.6% of the 30 students who worked individually to stop cheating during the review stage were very engaged in reflection, while the other students concentrated on presentation preparations.

c. Post-activity

The researcher conducted a reading test as part of the post-activity while watching out for cheating. The learning product showed growth, with 83.3% of test takers passing as opposed to the initial 43.3%. 93% of the students actively participated in the learning process, indicating that the SQ3R method of teaching was successful. It was decided that extra cycles weren't necessary.

The Comparison of Result of First Cycle and Result of Second Cycle

The central objective of this study was to rigorously evaluate the impact of the SQ3R method on students' reading comprehension abilities. The analysis of the results from the first and second cycles offers a comprehensive view of the effectiveness of the SQ3R method and highlights significant advancements in instructional practices.

Results from the First Cycle

The first cycle served as an initial exploratory phase, providing valuable insights into the SQ3R method's preliminary impact on students' reading comprehension. During this phase, the outcomes were less than optimal, with only 43.3% of students achieving passing scores on the reading comprehension exam. This low success rate revealed critical areas for improvement in the instructional approach and indicated that the SQ3R method, as initially implemented, required refinement to better meet the needs of students.

Several factors contributed to the challenges observed in the first cycle. Firstly, the pre-activity phase lacked sufficient engagement strategies, leading to limited student interaction with the material. During the while-activity phase, students exhibited difficulties in effectively applying the SQ3R technique, particularly in the recite stage, where many struggled to summarize the text in their own words. This was further compounded by a noticeable lack of active participation, with student engagement averaging at only 65.3%. This level of participation suggested that while some students were involved, many remained passive, which adversely affected their reading comprehension outcomes.

Transition to the Second Cycle

In response to the weaknesses identified in the first cycle, the second cycle was meticulously planned and executed with a focus on addressing these issues. The modifications implemented aimed to enhance student engagement and instructional effectiveness. Notably, the second cycle demonstrated marked improvements in several key areas:

1. *Increased Success Rates:* The percentage of students passing the reading comprehension exam rose significantly to 83.3%. This substantial increase reflects the effectiveness of the refined instructional strategies and the successful application of the SQ3R method. The higher pass rate indicates that the adjustments made in the second cycle effectively addressed the deficiencies observed in the first cycle, leading to better student performance.
2. *Enhanced Student Participation:* The level of student participation saw a dramatic increase from 65.3% in the first cycle to an impressive 93% in the second cycle. This surge in engagement can be attributed to several factors, including the introduction of more interactive and participatory activities, a clearer explanation of the SQ3R technique, and increased opportunities for students to actively apply the method in their reading tasks. The enhanced participation level is indicative of a positive shift in student attitudes towards the instructional approach and a greater willingness to engage with the material.
3. *Improved Application of the SQ3R Technique:* During the second cycle, students demonstrated a better grasp of the SQ3R method, particularly in the recite stage. The revised instructional strategies, including more explicit guidance and practice opportunities, enabled students to summarize texts more effectively in their own words. This improvement in the application of the technique contributed to the overall increase in reading comprehension scores.

Implications and Insights

The comparative analysis of results between the first and second cycles underscores the substantial transformative potential of the SQ3R method when implemented with targeted refinements. The data reveal that strategic enhancements in instructional practices, combined with increased student engagement, can lead to marked improvements in reading comprehension outcomes. The significant rise in success rates and student participation between cycles highlights the importance of ongoing reflection and adaptation in educational research. This study illustrates the dynamic nature of educational interventions, demonstrating how continuous assessment and iterative modifications can yield notable advancements in student learning. The successful application of the SQ3R method in the second cycle confirms that effective instruction and heightened engagement enable students to exceed initial expectations and achieve higher levels of academic performance. Overall, the comparison between the two cycles validates the SQ3R method as a powerful tool for enhancing reading comprehension. It emphasizes that a commitment to refining instructional strategies and promoting active student involvement can effectively address learning challenges. The insights gained from this study provide a valuable framework for educators seeking to drive significant improvements in student achievement through evidence-based practices.

DISCUSSION

The findings of this study highlight a significant and positive impact of the SQ3R method on the reading comprehension skills of 8th-grade students at SMP Islam Insan Kamil Wonoayu. The data reveal a notable improvement in student performance between the first and second cycles of implementation. Specifically, the percentage of students who successfully passed the reading comprehension exam surged from 43.3% in the first cycle to 83.3% in the second cycle. This marked increase underscores the effectiveness of the SQ3R method as an instructional strategy for enhancing reading comprehension. The results align with existing research that supports the SQ3R method's efficacy. Marzuki (2019) reported significant improvements in comprehension scores among middle school students following the adoption of the SQ3R technique, reinforcing its effectiveness. Similarly, Rahman et al. (2022) demonstrated the method's positive impact across diverse student populations, further validating its success in various educational contexts. This study corroborates these findings, affirming that the SQ3R method can substantially improve reading comprehension skills among 8th-grade students. The consistency of these results with previous research, including Muhibbuddin's (2021) study, strengthens the case for SQ3R as a valuable pedagogical tool. The substantial gains observed in this study not only confirm the method's effectiveness but also suggest its broader applicability in improving reading comprehension across similar educational settings.

In addition to the marked improvement in test scores, the study observed a significant increase in student engagement with the SQ3R method. During the first cycle, student participation was recorded at 65.3%, reflecting a moderate level of involvement with the instructional approach. However, by the second cycle, this participation rate had risen to 93%, demonstrating a substantial boost in student engagement. This enhancement in engagement is a critical factor contributing to the observed improvements in reading comprehension outcomes. The increase in participation aligns with existing research emphasizing the role of active student engagement in the effectiveness of reading comprehension strategies. For instance, Rahmadani et al. (2021) and Slamet and Basthomi (2024) highlight that active student involvement is essential for maximizing the benefits of comprehension strategies. This includes activities such as formulating questions, summarizing texts, and engaging in reflective exercises. Stahl and Armstrong (2020) and Slamet et al., (2024a) also support this view, noting that these participatory elements are integral to achieving significant gains in reading comprehension. The substantial rise in student engagement observed in this study underscores its pivotal role in enhancing comprehension and reinforces the effectiveness of the SQ3R method as a dynamic instructional tool.

The notable increase in student engagement during the second cycle can be directly attributed to strategic refinements in instructional practices. These refinements, which included tailored adjustments to the application of the SQ3R method, significantly enhanced student enthusiasm and involvement. By improving the implementation of key SQ3R steps—surveying, questioning, reading, reciting, and reviewing—students were more effectively utilizing the method, leading to heightened engagement. This active participation facilitated not only better comprehension but also the development of critical thinking and problem-solving skills. Mangasi (2019) emphasizes that the structured nature of the SQ3R method encourages deeper interaction with the text, which fosters a more thorough understanding and retention of material. The method's emphasis on engaging with texts through systematic inquiry and reflective practices cultivates analytical skills that are essential for academic success. The findings from this study underscore the transformative potential of the SQ3R method in improving reading comprehension among middle school students. The substantial improvements in both performance and engagement affirm the method's effectiveness and highlight the importance of continuous instructional refinement (Slamet et al., 2024b). By aligning with and contributing to existing research, this study reinforces the value of the SQ3R method as a potent educational tool. The observed gains in student outcomes not only validate the method's effectiveness but also stress the critical role of active participation and well-considered instructional strategies in

achieving successful learning results. This reinforces the need for ongoing adaptation and enhancement of teaching practices to meet evolving educational needs.

CONCLUSION

This study has thoroughly demonstrated the effectiveness of the SQ3R method in enhancing reading comprehension among 8th-grade students at SMP Islam Insan Kamil Wonoayu. The method led to a remarkable improvement in student performance, with the percentage of students achieving passing scores on the reading comprehension exam rising from 43.3% in the first cycle to 83.3% in the second cycle. This significant increase not only highlights the SQ3R method's efficacy in improving comprehension but also underscores its potential as a transformative tool in reading instruction. The success observed in this study is a testament to the SQ3R method's structured approach which facilitates deeper engagement with texts and enhances comprehension. The increase in student performance and engagement suggests that when students are actively involved in their learning process through this method, they are better equipped to understand and retain complex information. However, the study is not without its limitations. The relatively small sample size and the specific context of SMP Islam Insan Kamil Wonoayu may limit the generalizability of the findings. To address these limitations and to validate the effectiveness of the SQ3R method across diverse educational settings, future research should consider larger and more varied student populations. Additionally, exploring different variations of instructional strategies and their impact on reading comprehension could offer further insights into optimizing the SQ3R method. In summary, the findings of this study provide compelling evidence of the SQ3R method's ability to significantly enhance reading comprehension skills. They highlight the importance of employing structured and interactive instructional methods to address reading challenges effectively. The study's results advocate for the continued use and adaptation of the SQ3R method, emphasizing its potential to positively influence reading instruction and student learning outcomes in various educational contexts.

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