| Volume 11 | Number 01 | May 2026 | E-ISSN: 2503-4405 | P-ISSN: 2580-3441 |

Improving Students' Reading Comprehension of Procedural Texts through the SQ3R Strategy

Yudha Prayoga[1*], Imam Sudarmaji[2], Lastry Forsia[3]

[1,2,3] Universitas Islam Syekh Yusuf Tangerang, Indonesia

[1] 2205020031@students.unis.ac.id , [2]isudarmaji@unis.ac.id , [3]lastryforsia@unis.ac.id

Abstract

Low reading comprehension remains a challenge for many vocational high school students, particularly in understanding English procedural texts. Although the SQ3R (Survey, Question, Read, Recite, Review) strategy has been widely used in reading instruction, its implementation in vocational high school settings still receives limited attention. Therefore, this study aims to investigate whether the SQ3R strategy can improve students' reading comprehension of English procedural texts. This research employed a Classroom Action Research design conducted in two cycles. The subjects of this study were twenty-five tenth-grade students majoring in TITL (Electrical Power Installation Engineering) *SMK Excellent 1 Kota Tangerang*. Data were collected through observation sheets and reading comprehension tests and were analyzed qualitatively and quantitatively. The results showed an improvement in students' reading comprehension in each cycle. The average score in Cycle I was 52.6 and increased to 78.8 in Cycle II. In addition, students showed better participation and focus during the learning process. The findings suggest that the SQ3R strategy effectively supports the improvement of procedural-text comprehension among vocational high school students.

Keywords: *SQ3R; reading comprehension; classroom action research*

INTRODUCTION

Reading is an essential component of academic success and lifelong learning (Azman & Ali, 2025; Muhria et al., 2025; Napratilora et al., 2024; Sonia et al., 2025). It also contributes significantly to knowledge acquisition and the development of critical and analytical thinking skills (Agustina et al., 2024; Becker-Mrotzek et al., 2019). Thus, effective reading requires not only decoding text but also understanding its meaning. Reading comprehension is the ability to process a text and understand its meaning, rather than merely recognizing what the reader already knows (Khasawneh & Belton, 2025; Mustafa & Bakri, 2020). In line with this, comprehension involves understanding the information conveyed by words and sentences within a reading text (Telaumbanua, 2024; Zebua, 2022). Therefore, reading comprehension becomes a crucial aspect that must be mastered in the reading process.

Nevertheless, reading comprehension continues to be a significant challenge in Indonesian education. The results of the Programme for International Student Assessment (PISA) 2022 indicate that Indonesia placed 64th among 81 participating countries in reading, obtaining a score of 359, which is substantially lower than the OECD average score of 476 (OECD, 2023). Similarly, based on the results of observations conducted on October 15, 2025, the researcher identified several problems in the reading comprehension of Grade 10 TITL students at *SMK Excellent 1*, particularly in understanding English procedural texts. The initial assessment showed that 88% of the

students were unable to comprehend the texts adequately. Many students experienced difficulties in identifying main ideas, understanding the sequence of steps, and recognizing the purpose of the presented procedures. In addition, the pre-cycle diagnostic assessment revealed that 22 out of 25 students did not meet the minimum mastery criterion, while only 3 students achieved mastery. These findings highlight the importance of teachers' use of effective instructional strategies to improve students' reading comprehension and engagement (Berliana et al., 2025; Muhassin et al., 2021; Pradana, 2017; Sholeh et al., 2019).

One strategy for improving reading comprehension is SQ3R, which promotes active reading and enables students to engage purposefully with the text (Restika, 2019; Sarni et al., 2023; Wulandari, 2023). This strategy was originally introduced by Robinson (1946) to support students in studying and comprehending texts effectively. Since its introduction, SQ3R has been widely adopted in college study skills textbooks, content-area reading materials, and basic reading series (Stahl & Armstrong, 2020). The SQ3R strategy consists of five systematic steps*: Survey*, which involves examining the text; *Question*, which focuses on generating relevant questions; *Read*, which focuses on finding answers within the text; *Recite,* which requires recalling key information; and *Review*, which strengthens understanding by revisiting the material (Purwaningsih, 2020; Suherman et al., 2021; Yunita, 2026). Through the implementation of this strategy, reading instruction is expected to promote deeper comprehension and assist Grade 10 TITL vocational high school students in understanding textual content in a more structured and systematic manner.

Previous studies have demonstrated the effectiveness of the SQ3R strategy in improving students' reading comprehension. Kusumayanthi (2019) The results of the study indicate that the implementation of the SQ3R technique in teaching reading comprehension helps vocational high school students improve their understanding of English vocabulary as well as the content of reading texts. Similarly, Rusbaena (2022) found that the application of the SQ3R method improved students' reading skills, as reflected in their increased ability to comprehend reading texts and their active participation in the learning process. In addition, Sinulingga et al (2023) that students' average reading comprehension scores increased from 65 on the pretest to 85 on the posttest following the implementation of the SQ3R method, with learning mastery improving from 45% to 87%, representing an overall improvement of 31%. Furthermore, Marpaung et al (2022) The results indicate that the application of the SQ3R method in reading instruction effectively enhances students' reading comprehension, as evidenced by improvements in both test scores and observational findings.

Although many studies have demonstrated the effectiveness of the SQ3R strategy in improving reading comprehension, several research gaps remain. Most previous studies focus on general reading skills without specifying the type of text, and only limited research examines its use in procedural texts. Moreover, studies involving vocational high school students, particularly those in the Electrical Power Installation Engineering (TITL) program, are still scarce. In addition, few researchers have employed a Classroom Action Research (CAR) design to investigate how the SQ3R can be implemented and refined through continuous classroom practice. Therefore, this study aims to address these gaps by examining the use of SQ3R in teaching procedural texts to Grade 10 TITL students through a CAR approach. The findings of this study are expected to provide practical insights for teachers and contribute to improving students' reading comprehension.

METHOD

This study employed Classroom Action Research (CAR), which was conducted from October to November 2025 *at SMK Excellent 1 Kota Tangerang*. The participants of this study were 25 male students of Grade X TITL in the 2024/2025 academic year. This study focused on improving students' reading comprehension of procedural texts through the implementation of the SQ3R strategy (Survey, Question, Read, Recite, and Review). The research was conducted in two cycles based on the Classroom Action Research model proposed by (Kemmis & McTaggart, 1988). Each cycle consisted of four stages: planning, action, observation, and reflection. Cycle I was conducted on October 20, 2025, while cycle II was carried out on November 3, 2025.

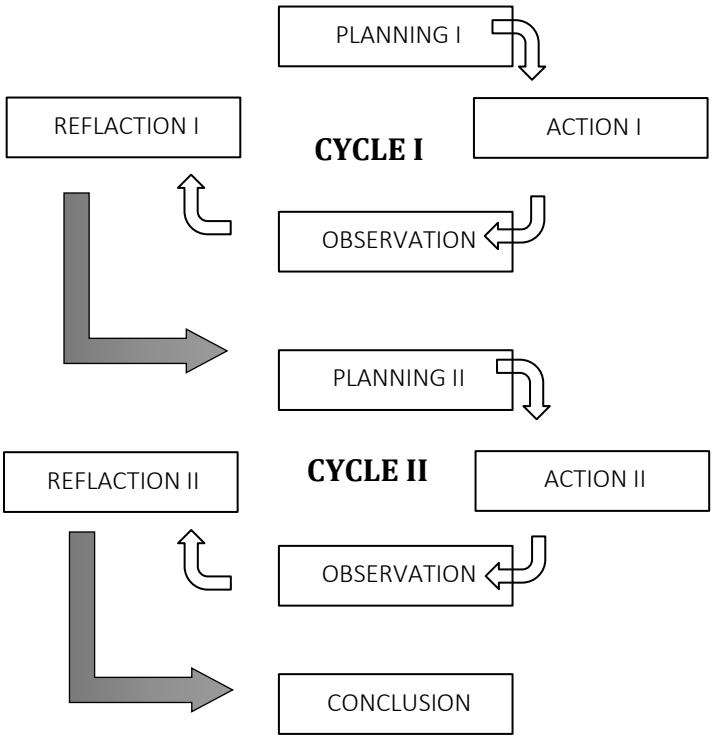

Figure 1. The Classroom Action Research cycle adapted from Kemmis and McTaggart (1988).

During the planning stage, the researcher prepared lesson plans, teaching materials, observation sheets, and reading comprehension test consisting of pre-tests and post-tets. Furthermore. The validity of the reading comprehension test item was analyzed using the Person Product-Moment Correlation. The validity criteria were determined by comparing the r_{count} with the r_{table}. If $r_{count} > r_{table}$ the instrument was considered valid; conversely, if $r_{count} < r_{table}$, the instrument was considered invalid (Fitriyani et al., 2025). Based on the result of the instrument try-out, all 30 test items were declared valid and appropriate for data collection. In addtion, the reliability of the reading comprehension test was measured using Cronbach's Alpha.

In the action stage, the SQ3R strategy was implemented throught the teaching and learning process. In the *Survey* stage, students identified the title, subtitles, and keywords of the procedural text to gain general information about the text. In the *Question* stage, students formulated several questions related to the content of the text. During the *Read* stage, students read the text carefully to find answers to the questions they had generated. In the *Recite* stage, students explained the main ideas and answers orally or in written

form using their own words. Finally, in the *Review* stage, students reviewed the material and discussed the important points of the text together with the teacher.

The implementation of cycle II focused on improving several weaknesses identified during cycle I. The researcher provided clearer instructions, encouraged greater student participation during the questioning activities, and offered more intensive guidance during the recitation and review stages. Observation activities were conducted during the teaching and learning process to record students' participation, interaction, and difficulties. The qualitative data were analyzed descriptively and validated through triangulation with the students' test results. The quantitative data were obtained from the students' reading comprehension test scores in each cycle. The data were analyzed by calculating the mean scores and the percentage of students who achieved the *Minimum Mastery Criterion* of 75. The action was considered successful if at least 75% of the students achieved scores equal to or higher than 75.

RESULTS AND DISCUSSION

Results

The implementation of the SQ3R strategy in this Classroom Action Research resulted in a significant improvement in students' reading comprehension of procedural texts from Cycle I to Cycle II. The findings were obtained from reading comprehension tests, classroom observation, and reflections during the learning process.

In Cycle I, the implementation of the SQ3R strategy had not yet produced optimal learning outcomes. Several students experienced difficulties in understanding the instructions, identifying important information from the text, and actively participating in the learning activities. Observation result also indicated that some students were lack focus during the reading process and demonstrated limited engagement during the Question and Recite stages. As a result, many students were still unable to achieve the predetermined *Minimum Mastery Criterion* of 75.

Based on the reflection conducted after Cycle I, several improvements were implemented in Cycle II. The researcher provided clearer instructions, guided students more intensively during each stage of SQ3R, and encouraged students to participate more actively in classroom interaction and improved students' comprehension of procedural texts.

Table 1. The students' average score

Average Score		
Cycle I	Cycle II	Gain
52.6	78.8	26.6

As shown in Table 1, the students' average score increased from 52.6 in Cycle I to 78.8 in Cycle II, resulting in a gain score of 26.2. The findings indicate that the implementation of the SQ3R strategy positively affected students' reading comprehension. In Cycle I, the average score was still below the *Minimum Mastery Criterion*, suggesting that students had not fully understood the procedural texts. However, after improvements were implemented in Cycle II, the students demonstrated better comprehension and achieved the expected learning outcomes.

In addition, the percentage of students achieving the *Minimum Mastery Criterion* increased considerably from Cycle I to Cycle II, In the first cycle, only a limited number of students obtained scores of 75 or higher. Indicating that many students still experienced difficulties in identifying important information, understanding procedural sequences, and comprehending the texts. After the instructional revisions were implemented in Cycle II, the difficulties experienced by the students gradually decreased. Students showed a better understanding of the reading text, which was reflected in their improved performance in Cycle II.

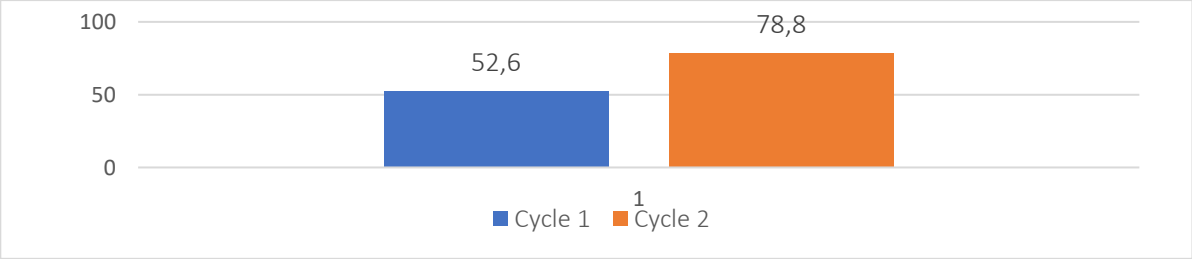

Figure 2. Students' Average Reading Comprehension Scores in Cycle I and Cycle II

Figure 2 illustrates the improvement in students' average reading comprehension scores from Cycle I to Cycle II after the implementation of the SQ3R strategy. In Cycle I, the students' average score was 52.6, which was still below the *Minimum Mastery Criterion* of 75. After the improvements were applied in Cycle II, the average score increased significantly to 78.8. This improvement shows a gain of 26.2 points, indicating that the SQ3R strategy effectively improved students' reading comprehension of procedural texts.

Table 2. Observation Results

Aspects of Observations										
Students	Ability to Conduct the Survey Stage	Ability to Formulate Initial Questions about the text	Understanding Explicit Information during the Read stage	Ability to Make Inferences from the text	Ability to Recite or Retell Key Points	Accuracy In Answering Comprehension Questions	Ability to Identify the Structure of a Procedural Text	Vocabulary Understanding in Context	Ability to Review the Text (final SQ3R stage)	Engagement in SQ3R Stages
RX	4	3	4	3	3	3	4	3	3	4
MAH	4	2	3	3	4	3	3	3	2	3
MRR	3	2	3	2	3	2	4	2	2	3
AB	2	2	3	2	4	2	3	1	3	2
AKR	3	2	3	2	2	2	2	2	3	3
MRT	2	1	2	2	1	1	2	2	2	3
Average	3	2	3	2.333	2.833	2.167	3.000	2.167	2.5	3.000

The observation results showed in table 2 indicate that the implementation of the SQ3R strategy encouraged a relatively adequate level of student engagement and comprehension, although variations were found across the observed aspects. The average score for the ability to conduct the *Survey* stage reached 3, indicating that most students were able to observe the title, headings, and keywords of the text prior to reading. *Understanding of explicit information during the Read* stage also achieved an average score of 3, suggesting that students were generally able to grasp explicitly stated information in procedural texts. In addition, *the ability to identify the structure of a procedural text* and students' engagement in all SQ3R stages each obtained an average score of 3, indicating that students had begun to follow the SQ3R process in a systematic manner.

However, students still experienced difficulties in generating questions before reading. *Vocabulary understanding in context* and *accuracy in answering comprehension* questions each recorded an average score of 2.167, suggesting that limited vocabulary knowledge remained a barrier to deeper text comprehension. *The ability to make inferences reached* an average score of 2.333, while *the ability to review the text in the Review* stage achieved an average score of 2.5. These findings suggest that although students were able to follow the SQ3R stages in general, higher-order thinking skills and reflective reading abilities still require further improvement through more intensive practice and continuous instructional support.

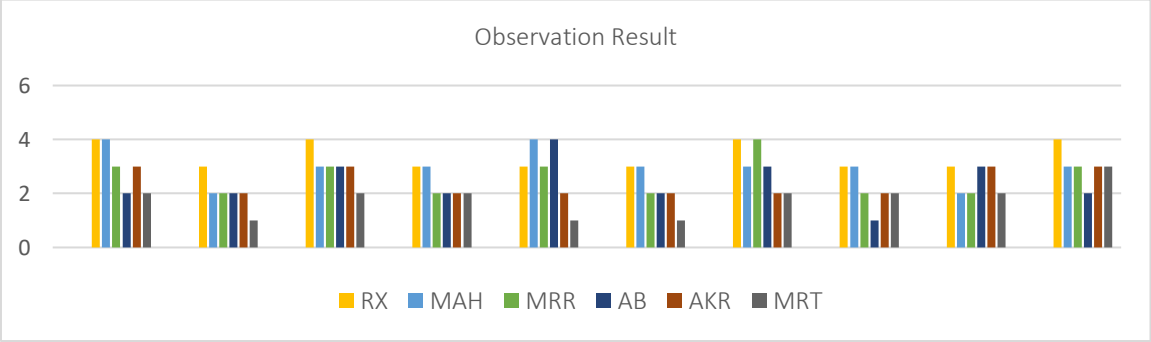

Figure 3. Observation Results of Students' Performance across SQ3R Stages

Figure 3 illustrates differences in the performance of six students categorized into three levels: high, moderate, and low. High-performing students consistently achieved the highest scores across nearly all observed aspects, including comprehension of explicit information, recognition of procedural text structure, and participation in all stages of the SQ3R strategy. Students in the moderate-performance group demonstrated relatively stable results in basic reading skills; however, their scores declined in aspects requiring higher-order cognitive skills, such as formulating initial questions and drawing conclusions. In contrast, low-performing students obtained the lowest scores in most aspects, particularly in vocabulary comprehension, answering reading comprehension questions, and making conclusions. These differences indicate clear performance variation among students in applying the SQ3R strategy, as reflected in the graphical data.

Discussion

The result of the study indicate an improvement in students' reading comprehension, these findings suggest that the SQ3R strategy is effective in assisting students in comprehending procedural texts through structured and systematic reading activities. The improvement in students' reading comprehension can be theoretically explained through the stages of the SQ3R strategy, which promote active engagement throughout the reading process.

At the *Survey* stage, students read the title, subtitles, and keywords in the text to activate their prior knowledge before engaging in depth reading. The activation of knowledge helps students identify the general structure and purpose of procedural texts, thereby facilitating the comprehension process. In line with this view, Islam et al (2025), states that the initial stage of reading plays an important role in reconstructing students' knowledge of the text content. Similarly, the SQ3R strategy assists readers in identifying the main idea more easily (Pangestu et al., 2023). The effectiveness of this stage may be influenced by the characteristics of procedural texts, which present information in a clear and sequential order. This structure is easier for vocational high school students to follow because it is closely related to practical activities in vocational learning contexts.

The *Question stage* played an important role in directing students' attention while reading. By generating questions before reading, students became more motivated to search for relevant information in the text. However, the implementation showed that students tended to formulate factual rather than analytical questions. Most students produced simple questions such as "What materials are needed?" or "What is the first step?" without developing inferential questions requiring deeper reasoning. This condition may be influenced by students' limited experience in critical reading activities, as they were more familiar with locating direct answers than interpreting implicit meanings. During classroom discussions, several students often depended on teacher guidance to answer inferential questions. In line with this finding, Zasnimar (2020), in the Question stage students are directed to focus on what they are going to read, and to generate questions that help them concentrate on the reading material or text.

In the *Read* stage, students interacted more actively with the text instead of reading passively. They appeared more confident in identifying explicit information and understanding procedural steps because procedural texts generally contain clear and sequential instructions. This characteristic made the texts easier to understand through SQ3R activities. Rusbaena (2022), emphasizes that active interaction with the text during reading enables students to process information more effectively. The observation results also showed that students participated more actively during reading activities, particularly when identifying important steps and discussing answers with peers. Nevertheless, difficulties were still found in vocabulary understanding and inferential comprehension. Many students depended heavily on familiar vocabulary to understand the text, which limited their ability to interpret implicit information. As a result, students often struggled to explain reasons, purposes, or conclusions beyond explicitly stated information.

The Recite stage encouraged students to restate the information they had read using their own words. Through this activity, students strengthened their comprehension and memory retention of procedural steps. In line with this finding, Aini & Syahputra (2025), highlight that reciting information helps students retain and organize ideas more effectively. During the implementation, some students were able to retell the procedural steps correctly; however, they still experienced difficulties explaining why a particular step was necessary or what might happen if the sequence was changed. This finding indicates that although the Recite stage supported literal comprehension, it was less effective in developing inferential comprehension. Therefore, additional activities focusing on critical thinking are still needed.

In the *Review* stage, students were encouraged to reflect on and summarize the overall content of the text after completing the reading process (Maizan et al., 2024). This stage helped students recall important information and strengthen their understanding.

According to Fa'izah et al (2025), the *Review* stage encourages students to think more critically about the text they have read. However, the observation results showed that students still needed guidance during this stage. Some students were able to recall procedural steps, yet they experienced difficulties in evaluating or synthesizing information independently. This suggests that reflective reading habits require continuous practice and teacher support.

This study also encountered several limitations that may have influenced the findings. The implementation was conducted in only two cycles within a limited period, so students did not have sufficient opportunities to become fully familiar with each stage of the SQ3R strategy, particularly the Question and Review stages, which require repeated practice to develop inferential and reflective thinking skills. In addition, the study involved only a small number of participants from one vocational high school class, which may limit the generalizability of the findings.

The findings imply that SQ3R can serve as an effective reading strategy for vocational high school students because it provides structured guidance during reading activities. In EFL vocational classrooms, SQ3R may help students organize information more systematically and improve classroom engagement. However, teachers should combine SQ3R with vocabulary enrichment and inferential questioning activities to support higher-order comprehension skills more effectively. Theoretically, this study supports interactive models of reading comprehension that emphasize active engagement, prior knowledge activation, and reflective learning during reading activities.

Overall, the findings suggest that SQ3R is effective in supporting students' basic and literal comprehension of procedural texts because it provides a clear reading framework. However, the strategy was less effective in developing higher-order thinking skills, especially inferential comprehension and critical questioning. Therefore, future implementation of SQ3R should integrate vocabulary-building and higher-order thinking activities to maximize students' reading comprehension development, particularly in vocational high school contexts.

CONCLUSION

The implementation of the SQ3R strategy significantly improved the reading comprehension of procedural texts among tenth-grade students of the TITL Program at *SMK Excellent 1*. Students became more active and systematic during the reading process, particularly in identifying text structure and understanding explicit information. These findings suggest that SQ3R is an effective strategy for teaching reading comprehension in vocational high school contexts because it provides structured guidance during reading activities. However, teachers are recommended to combine SQ3R with vocabulary-building and critical thinking activities to improve students' inferential comprehension. Future research is suggested to involve larger participants and longer implementation periods to obtain more comprehensive results regarding the effectiveness of SQ3R in EFL classrooms.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to the principal, English teachers, and tenth-grade students of the Electrical Power Installation Engineering (TITL) program at *SMK Excellent 1 Kota Tangerang* for their cooperation and participation during the research process. Special appreciation is also extended to the academic supervisors and colleagues who provided valuable guidance, feedback, and suggestions that

contributed to the completion of this study. Their support was instrumental in ensuring the successful implementation of the SQ3R strategy and the completion of this classroom action research.

REFERENCES

Agus Pangestu, P., Nuzulia, D., & Rizhardi, R. (2023). Pengaruh metode pembelajaran strategi survey, question, read, recite, review (SQ3R) terhadap keterampilan membaca pada siswa. *Wahana Didaktika: Jurnal Ilmu Kependidikan*, *21*(3), 640–670. https://doi.org/10.31851/wahanadidaktika.v21i3.12844

Agustina, E., Ayriza, Y., & Aulia, M. F. (2024). The relationship between reading culture and critical thinking skills of high school students. *Journal of Innovation in Educational and Cultural Research*, *5*(4), 615–623. https://doi.org/10.46843/jiecr.v5i4.2070

Aini, H., & Syahputra, D. M. (2025). Metode SQ3R pada pemahaman teks eksplanasi: Strategi peningkatakan pemahaman siswa menengah pertama. *Jurnal Metrum*, *3*(1), 51–64. https://jurnal.mkmandiri.com/index.php/jmkm/article/view/40

Azman, S., & Ali, L. (2025). Promoting reading habits via online for primary school students. *International Journal of Research and Innovation in Social Science (IJRISS)*, *11*(3), 7719–7732. https://doi.org/10.47772/IJRISS.2025.903SEDU0578

Becker-Mrotzek, M., Lindauer, T., Pfost, M., Weis, M., Strohmaier, A., & Reiss, K. (2019). Lesekompetenz heute - eine Schlüsselqualifikation im Wandel. *PISA 2018. Grundbildung Im Internationalen Vergleich. 1. Auflage.*, 21–46. https://www.pedocs.de/volltexte/2020/18315/pdf/Reiss et al 2019 PISA 2018 Grundbildung.pdf#page=22

Berliana, A., Forsia, L., & -, P. (2025). The effect of cooperative integrated reading and composition (CIRC) and think-pair-share (TPS) models on reading comprehension of narrative text. *Premise: Journal of English Education*, *14*(1), 70. https://doi.org/10.24127/pj.v14i1.11153

Fa'izah, T. A., Salimi, M., & Wahyudi. (2025). Penerapan metode survey, question, read, recite and review (SQ3R) Untuk meningkatkan keterampilan membaca pemahaman siswa. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, *13*(3), 2222–2227. https://jurnal.uns.ac.id/jkc/article/view/104513?utm_source=chatgpt.com

Fitriyani, Hasibuan, M., Sinaga, R., & Hulu, W. W. (2025). Uji validitas dan reliabilitas instrumen persepsi mahasiswa terhadap penugasan artikel dalam pembelajaran di Jurusan Matematika UNIMED. *Jurnal Penelitian Nusantara*, *1*(12), 714–719. https://doi.org/10.59435/menulis.v1i12.845

Islam, A. N., Yuningsih, W., Arisandy, M. B., & Nurjamilah, A. S. (2025). Metode SQ3R terhadap keberhasilan membaca peserta didik Al-Muttaqin Kota Tasikmalaya. *DEIKTIS: Jurnal Pendidikan Bahasa Dan Sastra*, *5*(4), 4687–4694. https://dmi-journals.org/deiktis/index

Kemiis, S., & McTaggart, R. (1988). The Action Research Planner; Action Research and the Critical Analys. In *Jurnal Matematika & Sains* (Vol. 17, Number 3). https://educons.edu.rs/wp-content/uploads/2020/05/2014-The-Action-Research-Planner.pdf

Khasawneh, M. A. S., & Belton, B. (2025). Disclosing the effects of automated feedback on reading comprehension, reading motivation, reading engagement, and reading

anxiety through personalized technology-enhanced learning. *Computers in Human Behavior Reports*, *20*, 1–13. https://doi.org/10.1016/j.chbr.2025.100817

Maizan, S., Nurmala, M., Damara, I., Nugraha, A., & Nurjamilah, A. S. (2024). Analisis Perbandingan Membaca dengan Metode SQ3R untuk pembelajaran bahasa Indonesia dalam teks cerpen. *JBSI: Jurnal Bahasa Dan Sastra Indonesia*, *4*(01), 1–8. https://doi.org/10.47709/jbsi.v4i01.3711

Marpaung, D. F. N., Suprayetno, E., & Supriadi. (2022). Improving Students' Reading Comprehension by using SQ3R Method in Vocational High School at SMK AL Maksum Langkat. *The SEALL JOURNAL: The STKIP Al Maksum English Education, Linguistics and Literature Journal*, *3*(1), 61–68. https://jurnal.stkipalmaksum.ac.id/index.php/jellas/article/view/239

Muhassin, M., Annisa, J., & Hidayati, D. A. (2021). The impact of fix up strategy on Indonesian EFL learners' reading comprehension. *International Journal of Instruction*, *14*(2), 253–270. https://doi.org/10.29333/iji.2021.14215a

Muhria, L., ZA, T., Erydani, V. A. C., Dewi, D. S., & Mahdi, M. A. (2025). Fostering cross-cultural competence and reading comprehension through digital shared reading in an Indonesian EFL classroom. *Journal of Innovation in Educational and Cultural Research*, *6*(3), 635–644. https://doi.org/10.46843/jiecr.v6i3.2433

Mustafa, M., & Bakri, N. (2020). Analyzing the level of the students' reading comprehension in comprehending the narrative text. *Acitya: Journal of Teaching & Education*, *2*(2), 152–162. https://doi.org/10.30650/ajte.v2i2.1387

Napratilora, M., Mardiah, & Adi Kurniawan, N. (2024). Reading comprehension difficulties on English descriptive text. *EDUJ : English Education Journal*, *2*(1), 19–24. https://doi.org/10.59966/eduj.v2i1.874

OECD. (2023). PISA 2022 Results. In *Journal Pendidikan: II*. https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/indonesia_c2e1ae0e-en.html

Pradana, S. A. (2017). The analysis of teaching and learning reading through think-aloud method. *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*, *2*(2), 170. https://doi.org/10.24235/eltecho.v2i2.2177

Restika, F. (2019). Penerapan metode survey, question, read, recite, review (SQ3R) untuk meningkatkan keterampilan membaca pemahaman siswa. *Jurnal Basic Education*, *8*(11), 1058–1066. https://journal.student.uny.ac.id/pgsd/article/view/15141/14663

Robinson, F. (1946). *Effective Study (SQ3R Reading).pdf* (p. 272). https://www.researchgate.net/publication/340604865 THE EFFECTIVE OF USING SQR3 METHOD IN STUDENT'S READING COMPREHENSION

Rusbaena. (2022). MENINGKATKAN KETERAMPILAN MEMBACA MELALUI PENERAPAN METODE SQ3R PADA SISWA KELAS X SMK MUHAMMADIYAH WATANSOPPENG. *Jurnal Inovasi Pendidikan Kejuruan*, *2*(1). https://www.jurnalp4i.com/index.php/vocational/article/view/834

Sarni, Novari, A. F., & Riandi. (2023). The effect of using SQ3R strategies toward students' reading comprehension in narrative text at the tenth grade of SMAN 1 Cihara in academic year 2021/2022. *JEES: Journal of English Education Studies*, *6*(1), 42–51. https://doi.org/10.30653/005.202361.115

Sholeh, A., Setyosari, P., Cahyono, B. Y., & Sulthoni. (2019). Effects of scaffolded voluntary reading on efl students' reading comprehension. *International Journal of Instruction*, *12*(4), 297–312. https://doi.org/10.29333/iji.2019.12419a

Sinulingga, S., Saragih, E., & Purba, C. A. (2023). Improving students' reading comprehension skills through the survey, question, read, recite, review (SQ3R) method. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, *9*(1), 492. https://doi.org/10.29210/1202322940

Sonia, G., Agustiani, T., & Suparman, F. (2025). Pengaruh metode quantum reading terhadap keterampilan membaca pemahaman siswa kelas VIII SMP Islam Nurul Karomah tahun ajaran 2024/2025. *Transformatika: Jurnal Bahasa, Sastra, Dan Pengajarannya*, *9*(2), 417–437. https://doi.org/10.31002/transformatika.v9i2.2307

Sri Purwaningsih. (2020). PENGGUNAAN SQ3R DALAM MENINGKATKAN KEMAMPUAN MEMBACA CEPAT. *Bahasa, Sastra, Pembelajarannya*, *3*(2).

Stahl, N. A., & Armstrong, S. L. (2020). So Much More Than SQ3R: A Life History of Francis P. Robinson. *Reading Psychology*, *41*(4), 287–321. https://doi.org/10.1080/02702711.2020.1768979

Suherman, Rahmadani, N. A., Vidákovich, T., Mujib, Fitria, N., Sari Putri, N. I., Addarojat, M. R. U., & Priadi, M. (2021). SQ3R method assisted by ethnomathematics-oriented student worksheet: The impact of mathematical concepts understanding. *IOP Conference Series: Earth and Environmental Science*, *1796*(1). https://doi.org/10.1088/1742-6596/1796/1/012059

Susie Kusumayanthi, S. M. M. (2019). THE IMPLEMENTATION OF SQ3R TECHNIQUE IN TEACHING READING COMPREHENSION. *The Journal of English Language Teaching, Literature, and Applied Linguistics [JELA] Volume 1, Number 2, October 2019 ISSN*, *1*(2), 74–80.

Telaumbanua, Y. A. (2024). Improving the students' ability in reading comprehension through discovery learning method at the eight grade of SMP Negeri 1 Gido. *CENDEKIA : Jurnal Ilmu Pengetahuan*, *4*(3), 348–359. https://doi.org/10.51878/cendekia.v4i3.3284

Wulandari, E. (2023). Improving students' reading comprehension through SQ3R method at MAN 3 Palembang. *LITERAL: English Teaching and Learning Journal*, *1*(2), 122–131. https://doi.org/10.19109/literal.v1i2.15652

Yunita, N. (2026). Penerapan metode SQ3R untuk meningkatkan kemampuan pemahaman teks bacaan siswa kelas IV SDN 13 Gresik. *DIDAKTIKA : Jurnal Pemikiran Pendidikan*, *32*(1), 130–142. https://doi.org/10.30587/didaktika.v32i1.11220

Zasnimar. (2020). Penerapan metode SQ3R meningkatkankemampuan membaca pemahaman pada siswa SDN 002 Toapaya. *Jurnal Pembelajaran Prospektif*, *5*(2), 124–130. https://doi.org/10.26418/jpp.v5i2.43093

Zebua, E. P. (2022). *Improving Students Reading Comprehension Through Mind Mapping Technique in Narrative Text*. *3*, 83–88. http://jurnaledukasia.org