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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

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ABSTRACT

The objective of this research is to obtain empirical evidence about the effect of SQ3R technique in the students' reading comprehension of narrative text. The method used in this research was quantitative method and the research design was quasi-experimental. The samples of this study were 70 students of the tenth grade of SMAN 1 Cihara in the Academic year 2022. There are two classes of this research, namely X3 as the experimental class and XI as the control class. Each class consisted of 35 students. The experimental class was taught by using SQ3R strategies, while the control class was taught by using skimming strategies. The result of this research showed that there was effect of SQ3R strategies towards students' reading comprehension in narrative text. The finding was supported by the result of the hypothesis testing by using paired sample t-test in SPSS 22 for windows showed the value of t calculation > t-table 11.756 in experimental class. The significance value is less than 0.05 ($p=0.00 < 0.05$ in experimental class). It was concluded that the alternative hypothesis (H_0) was accepted. Therefore, the researcher concludes that there is a significant effect of SQ3R strategies on reading comprehension.



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INTRODUCTION

As an international language, language has every important role, especially in the aspect of education. Consideration of the importance of this English language, the government decided to make this English as a subject taught from elementary schools' level up to university. Today the

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Indonesian government requires English to be studied in schools as a foreign language. Its aim is to provide science and technology as well as to strengthen international relations.

Languages as a means of to express their self-expression utilized for express everything between the line in the mind and feeling. Mind expression and feeling of itself. Expression and language can be seen from mimic, song, intonation, pressure, and others. Language expression can be seen with diction, usage of punctuation mark, and language style. Their self-expression of discussion of someone slows all its desire, its education background, social, economic. Besides, election of special expression and word can mark group identities in a society. (Novari and Dayat 2018:152).

In learning and teaching language, there are four skills that shall be involves, like listening, speaking, reading, and writing. Since reading as a window of knowledge, it is a good habit to be taught to all people to acquire the knowledge and considers as one of the most important language skills that must be mastered by students. Each skill consists various concepts including reading skills.

According to Harmer (2001), cited in Risdianti (2020:143); reading skill is useful for some purposes; study purposes or simply purposes (reading for pleasure). In reading skill, there are some reading skills strategies which may help students gain a better comprehend of reading text, as follows: first, scan the text, no need to read all of the text's word to gain the information. Second, skim the text, student just need to glance their eyes to some words and it can be done by reading; the general idea of text and some sentences.

Another strategy which may help student to understand the text is reading comprehension. It helps students to understand written text in the most efficient way by extracting important information. Most people know the meaning word of comprehension but in general sense, they likely to use the term of understanding to comprehend. Moreover, Comprehension is a sort of synonym for understanding the discussion which aims to appear technical and scientific (Smith, 2004).

Reading comprehension is one of the language skills which become the emphasis of the English teaching in the school. Reading is not an easy skill since it needs comprehension. Real comprehension means making sense of what we read and connecting the ideas in the text to what we have known. It also means remembering what we have read.

Although several strategies have been suggested above but there are still some problems which faced by students of SMAN 1 Cihara class X1 and X3 in reading skills such as: Lack of vocabulary, lack of motivation, many students do not get the meaning of the text due to lack of vocabulary and can have an impact on their understanding of the entire text Unable to discover the main idea of the text, most of the students read the whole text to expect that they will find detailed information but they forget the main idea itself. Get the main idea is important in understanding the text.

Based on the problems above, the writer intends to solve the problems that exist in the SMAN 1 Cihara class X1 and X3 school by using the SQ3R strategies. The SQ3R strategies is a design method developed by Francis P. Robinson to help students understand the purpose of contextual texts. SQ3R stands for Survey, Question, Read, Recite, and Review. This strategy has been developed in 1941 and has been successful for many years. Considerable experimentation has been carried out and the system has proven to be successful.

According to Martina et al, (2020:45) Reading comprehension is a reader's ability to understand to be able to convey about something, an expository, or read a description of a particular topic. Therefore, it is certain that reading is important for learns because they obtain a lot of information by reading. With regard to the importance of reading ability itself, so teaching reading effectively is also indispensable for students.

According to Seng (2014:77) That comprehension is a process of negotiating understanding between the reader and the writer. It is more complex psychological process; it includes linguistic factors, such as phonological, morphological, syntactic, and semantic elements, in addition to cognitive and emotional factors.

Based on explanations above, it can be concluded that reading comprehension is important for us because by reading we can easily to get information and knowledge ability always increase.

There are three models for reading process; the bottom-up model, the top-down model, and the interactive model.

The Bottom-up Model

According to Carrel (1889:233), cited in Sabouri (2016); said that the main focus of this model is the smaller units of a text like letters, words, phrases, and sentences. The reader reads all of the words in a phrase, or a sentence before understanding it. This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words and then makes meaning from the smallest to the largest units. The reader uses his/her background knowledge to the information that they find into the texts. There are some difficulties in this model. One of the drawbacks is that the reading is successful in reading when he/she deciphers the linguistic units and understands the connection between words. The reader is not able to keep in his/her memory the meaning of every word. The other difficulty is that it is not possible to connect one word to the other words

The Top-down Model

According to Godman (1967:233), cited in Sabouri (2016); stated reading as a "psycholinguistic guessing game" in which readers apply their previous knowledge to relate with a text and to connect these to new information found in the text in order to understand it. The readers do not read every word of a text but they focus on identifying the next words. They try to guess the meaning of words or phrases. Readers begin forecasting from the title of the reading text that permits them to restrict the scope of their reading. Then they assume the message the writer wants to transfer and change their hypotheses based on what they read in the text. Comprehension starts with higher levels of processing and continues to the application of the lower levels.

The Interactive Model

According to Stanovich (1980:233), as cited in Sabouri (2016); this model is based on information from various sources like orthographic, lexical, syntactic, semantic knowledge, and schemata. While readers are reading, decoding processes support each other. If they do not understand texts, they should apply their previous knowledge to help them. Readers who are dependent on top-down model use textual signs and infer the meaning but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing. This model results in the most effective processing of texts. Teachers should find reading instructions according to this model to boost L2 readers' skills. The mutual teaching method is a reading instruction that is based on the interactive model. It involves four principal reading strategies.

Based on explanation above, reading process is an activity with the purpose the readers get information from the models.

According to Harmer (2007:14), cited from Nurdin (2021), reading is divided into two types and will be explained as follows:

Intensive Reading

In learning language, intensive reading is a reading activity with the process is under the teacher's guidance. In intensive reading the readers tend to be more careful and closer, less, relaxed, and dedicated not as a pleasure but gaining a specific learning aim and tasks (Scrivener, 1994:188). Based on that statement, it can be concluded that intensive reading is a kind of reading that does not come from the reader's internal motivation and it needs guidance from the teacher.

In intensive reading, the teacher chooses a text that in terms of content and language are more difficult. In order to help the students to make sense of the text, the explanation of the difficulties of structure be provided as a basis for expanding vocabulary and idiom. The material for developing the relevant control of the language in writing speech be provided. In order to get specific information and acquire knowledge, deep comprehension should be done by the students, by systematically looking of every word, phrase, clause, and paragraph they do understand. because they can understand in detail the contents of the reading completely, accurately and critically on a fact, concept, opinion, idea, experience, feeling and message.

Extensive Reading

Extensive reading is a group of reading activities that consist of survey reading and skimming. The purpose of extensive is to get a general understanding of the text and to cover the text as much as possible in the shortest time. So, in extensive reading, the students read by looking up the first sentence, each paragraph, searching for the main idea and the conclusion. Extensive reading is also often defined as reading for pleasure. It occurs from the student's internal motivation. It gives students a chance to read as much as they can, the text chosen by them in which they can read at their own ability and speed. Extensive reading has several benefits, such as developing student's vocabulary and the good reading, habit can be developed. Thus, in a simple way, the objective of extensive reading is for pleasure. According to Patel and Jain (2008:120), Extensive reading has various of characteristics. Those characteristics are extensive reading is silent reading, extending to vocabulary of the student, the subject matter is more emphasized, enrich student's knowledge, the student play an important role because they have to task for measures, and the good reading habit will be developed by extensive reading.

In conclusion, extensive reading can be used as a medium in developing students' vocabulary and extending their knowledge trough the text they are interested in, the objectives of this reading only for pleasure. The students only read what they want to read. And they are not forced to find specific information on the text. Hence, the good reading habit can be developed by this reading. According to Guo (2012), points out that several benefits from repeated reading exposure are" more positive attitudes toward reading, increased reading time and more active in-class participation.

In this study, the research, focused on extensive reading section, because extensive reading is an interesting reading activity, as well as getting extensive and easy-to-understand information

METHOD

In this research, the researcher used a quantitative approach, and quasi experimental design. This research was carried out at SMAN 1 Cihara in Academic Year 2021/2022. The researchers choose this place for conducting this research because they find many problems in students reading comprehension. The population of this research is all of at the tenth grade of SMAN 1 Cihara which is divided into two classes with total 70 students

Table 1 The Data of Population

No	Class	Sum
1	X 1	35
2	X 3	35
TOTAL		70

The researcher chooses two classes the first is class X3 as experimental class used SQ3R Strategies and second is X1 as control class used skimming strategies

Table 2 The Data of Sample

No	Class	Sum
1	X 3 experimental	35
2	X 1 control	35
TOTAL		70

The pretest provides a measure of some of the attributes or characteristics that the teacher assesses in the form of questions with a total of 30 questions within 30 minutes of participants in the experiment before they received treatment or understanding in learning. After the teacher provides understanding or treatment, so that the teacher understands the students' abilities in learning when in class.

The researcher gives the treatment in experimental group with four meeting with a time 35 minutes, The researcher teach reading by narrative text with form a legend, the experimental group give some materials which are consistent communicative aspects that be taught by the researcher in different ways. The experimental group is teach using SQ3R strategies, and the control group teach using skimming strategies.

A posttest is a measure on some attributes or characteristics that are assessed for participants in the experiment after treatment or understanding. In this case the teacher will assess the students' ability to speak correctly and naturally, after being given an understanding in experimental treatment

In this research, the researcher also used supplementary instrument. To support the research to get more complete data. To document the teaching and learning process in reading skill, the researcher used photo-video camera in the reconnaissance and in the action and observation steps of the research. Besides for help the researcher find out the mistake in students reading comprehension

RESULT AND DISCUSSION

In this research, the researcher did the analyze of quantitative data. The data obtained by giving test to the experimental class and control class. The test is divided into two types, they are pre-test and post-test. Pre-test was given before treatment and post-test was given after treatment. Students should speak in front of the class according to the instructions and question from the researcher. The researcher identified some result to find out the effect of using SQ3R strategies in reading comprehension. The researcher obtained students' score of pre-test before treatment, while students' score of post-test are obtained after treatment. The researcher describes the data in experimental class and control class.

Based on the calculation using SPSS, the data above can be described as follow:

Table 3 Descriptive of The Data

	N	Min	Sum	Max	Mean	St. Deviation
Pre-test experiment	35	50	2298	80	65.66	8.0077
Post-test experiment	35	65	2913	96	83.23	7.546
Pre-test control	35	50	2322	86	66.34	9.573
Post-test control	35	60	2887	96	82.49	8.988
Valid N (listwise)	35					

test at experiment class the highest score is 80, the lowest score is 50, and total score is 2298, the total students are 35 meanwhile, the result of the post-test at experimental class, the highest score is 96, the lowest score is 65, and total score is 2913, the total students are 35. The result of pre-test at control class, the highest score is 86, the lowest score is 50, and total score is 2322, total students

are 35. Meanwhile, the result of the post-test at control class, the highest score is 96, the lowest score is 60, total score is 2887, the total students.

According to (Kim and Park,2019:332) state that "Normality is one about the undelaying population of data". The normality test used in this research is a statistical test Kolmogorov Smirnov using the SPSS22 for program windows with the criteria if the significance value of $p < 0,05$ data is not normal. The result of normality test the effect of using SQ3R strategies towards reading comprehension is normal. The table of test normality the table as follow:

Table 4 Test of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Pre-test Experimental	.117	35	.200*	.953	35	.135
	Post-test Experimental	.129	35	.150	.964	35	.293
	Pre-test Control	.122	35	.200*	.969	35	.427
	Post-test Control	.123	35	.200*	.948	35	.099

Based on the output normality test table 4.2 showed of the normality test obtained p-value (0,2000, 0,150, 0,200, 0,200,) are higher than $\alpha = 0.05$, it means that H_0 is accepted on the other word, based on the test result normality, the data is normally distributed.

According to (Wiley and Sons,2019:79) "The homogeneity variances ensures that samples are drawn from the populations having equal variance with respect to some criterion". The homogeneity test used in this research is a statistical, test of homogeneity of variances using SPSS 22 for windows with the criteria if the significance value of $p > 0,05$ the data stated that the population variance is same (homogeneous), but if the value of significance of $p < 0,05$ the data stated that the population variance is not the same (not homogeneous). The result of homogeneity test the effect of using SQ3R strategies towards reading comprehension is homogeneous. The result of homogeneity the table as follow:

Table 5 Homogeneity test of pre-test experimental & control class

Levene Statistic	df1	df2	Sig.
1.393	1	68	.242

The statistic result showed, the score of homogeneity of pre-test between experimental and control is higher than $\alpha = 0,05$. p-value (0.242) $> \alpha = 0.05$. the result of homogeneity test is accepted.

Table 6 Homogeneity test of post-test experimental & control class

Levene Statistic	df1	df2	Sig.
0.516	1	68	0.475

The statistic result showed, the score of homogeneity of post-test between Control and Experimental is higher than $\alpha = 0.05$. P-value (0.475) $> \alpha = 0.05$. The result of Homogeneity test is accepted.

According to (Wiley and Sons,2019:83) "Several parametric and alternate nonparametric tests exist for hypothesis testing experiment". The hypothesis test used in this research is a statistical test (t-test) paired samples test which aims to test paired samples (pre-test and post-test in control class and experimental class pairs) using the SPSS program 22 for windows with test, a test result (t-test) could be seen on the following:

Table 7 Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test experimental Post-test experimental	-17.571	8.843	1.495	-20.609	-14.534	-11.756	34	,000
Pair 2	Pre-test control Post-test control	-16.143	12.049	2.037	-20.282	-12.004	-7.926	34	,000

The Statistical of this research is as follow:

H_i: There is a Significant Effect of Using SQ3R Strategies Toward Students' Reading Comprehension in Narrative Text at Tenth Grade in SMAN 1 Cihara Lebak.

H_o: There is a Significant Effect of Using SQ3R Strategies Towards Students' Reading Comprehension in Narrative Text at Tenth Grade in SMAN 1 Cihara Lebak.

The estimations are:

If p-value > α = 0.05, (H_o is accepted and H_i is rejected).

If p-value < α = 0.05, (H_i is accepted and H_o is rejected).

Based on the output SPSS 22 on table 4.5. It could be seen that signification value (p-value) = 0.000 at pair 1 and 0.000 at pair 2. They are < α = 0.05, meanwhile H_i is accepted and H_o is rejected. On the other word, there is significant effect of using SQ3R strategies towards students' reading comprehension.

The researcher decided to use SQ3R technique as the variable of the research, SQ3R stands for Survey, Question, Read, Recite, and Review. Robinson in Dianna (2009) stated, that this technique invented by Francis P. Robinson in 1941 and it is a very effective reading or study system which have some purposes; Repetition, Small chunks of material, and Monitors comprehension. One of kind texts which the writer chooses for this research is narrative text, the purpose of narrative text is to entertain the reader with legend of story, this research applied posttest and pre-test in order to get the data about the students' reading comprehension achievement. The total number of the test items was 30 items of multiple-choice test and it should be finished by the students in 45 minutes.

The result of the data analysis in this research proved that using SQ3R Strategy significantly affected the students' reading comprehension achievement at SMAN 1 Cihara Lebak. It could be seen from the result of t-test analysis on the students' reading comprehension achievement test scores that statistically the value from the result analysis of the data. The research question is whether there is a significant effect of using SQ3R strategies towards students' reading comprehension. The result showed that there is a significant effect of using SQ3R strategies towards students' reading comprehension.

In addition, this research finding was in line with the research outcomes that had been conducted by some previous researchers, the previous studies showed that each study have been conducted by Risma Wiayanti (2018) investigated SQ3R strategies at SMAN 3 Semarang in her research, she found a significant effect of using SQ3R strategies in students reading comprehension achievement. Another research was done by Dede Syuhendono (2019) at MAN Pinrang which proved by used SQ3R strategies was able to help her students to improve their reading comprehension in finding the main idea. It was evidence that SQ3R was proven effective for teaching reading comprehension. And that they are claimed that significant effect of using SQ3R

strategies on the students' reading comprehension achievement and was able to help students to improve their reading comprehension in finding the main idea from all those previous researches, it informed us that SQ3R Strategy was effective for teaching reading comprehension achievement for junior and senior high school students.

In line with it, Wood (1996:169) states that SQ3R Strategy helps the students to understand the reading material well.

Meanwhile, the students of SMAN 1 Cihara Lebak showed affective aspects in the class as the students' eagerness while reading the narrative text, the students' confidence was shown while identifying words, sentences, paragraphs, and whole text of the narrative text, and the students' hard effort in doing the task could be seen from their seriousness in answering the problems. The experience that the researcher got was that it was more effective in teaching reading comprehension when using appropriate strategy. As a result, teaching using SQ3R strategy helps the students read more effectively than teaching using by skimming strategy. Yet, when using SQ3R strategy the students had problem in teaching reading by using SQ3R strategy in the "question" step. They felt unsure to make questions.

However, the researcher, in addition to students, researcher also experience difficulties in using strategic SQ3R, namely the ability of teacher who tend to be less than optimal in mastering the strategies used. got the solution of this problem by giving them more examples of how to make questions (the example is not related with the students' topic/topic/another topic). Finally, the students understood how to make the questions based on the topic. In conclusion, SQ3R Strategy was an appropriate strategy that had a significant effect on students' reading comprehension achievement at SMAN 1 Cihara Lebak in the 2021/2022 Academic year.

Furthermore, from the number of students in both classes (X3 and X1), there are 70 students, they are 35 students in class X3 and 35 in class X1 both of the classes are given treatment. X3 as the experimental class was given SQ3R strategies in teaching process, while class X1 as the control class was given skimming strategies in teaching process.

Based on the data obtained the researcher, the alternative hypothesis (H_a) "there is significance effect of using SQ3R strategies towards students reading comprehension in narrative text at tenth grade in SMAN 1 Cihara is accepted. On the other, null hypothesis (H_o) "there is no significance effect of using SQ3R strategies towards students reading comprehension in narrative text at tenth grade in SMAN 1 Cihara is rejected. It means that teaching reading comprehension by using SQ3R strategies has a significant effect towards students reading comprehension.

Furthermore, the pre-test post-test were given to both classes, from testing with t-test obtained a signification pair 1 (p-value) =0.000 < α =0,05 and pair 2 (p-value) =0,000 < α =0.005 H_1 is accepted and H_o rejected. There is a significant effect of using SQ3R strategies towards students' reading comprehension.

CONCLUSION

The researcher implemented a quasi-experimental research which took two classes, one experimental and the other control class. SQ3R (Survey, Question, Read, Recite, and Review) was reading strategies to be implemented in the experimental class. While, the skimming reading comprehension strategies was applied in control class. Based on the statistical data, it showed that the mean score between experimental and control classes has significant difference when before and after of the treatment applied.

The researcher got the result from testing with SPSS 22 t-test obtained the t-count =11,756 in experimental and significant value (p-value) = 0.000 < α =0.05, and with t-test obtained the t-count = 7,926 in control class and significant value (p-value) =0,000 < α =0.000 < α = 0.005 H_1 is accepted and H_o is rejected.

Based on the fact above, the writer concludes that there is a significant effect of using SQ3R strategies towards students reading comprehension in narrative text at tenth grade in SMAN 1 Cihara Lebak.

Based on the conclusion, it can be delivered some suggestions go to the teachers, students, institutions, other researchers. First, the teacher should use the SQ3R technique in teaching and learning activities to improve students' reading comprehension. Second, the students should be more often introduced with the using of SQ3R because it helps students' comprehension in reading English text. Third, the teachers should develop the use of SQ3R not only in a text but also when reading textbooks. Second, the students should be more often use SQ3R technique when they are reading, especially in reading textbooks. The using of SQ3R can make them easier to get information without having to read the entire text. Surely, it will give benefit for students who do not really like reading books. In addition, SQ3R's five steps can make the students will be more focus in learning reading. Third, school should facilitate the teacher and the students when they use SQ3R in learning reading, especially for the time and situation. SQ3R takes a long time and needs more concentration in using, so the school is expected to provide the facilities to the teachers and the students such as quiet rooms and the sufficient time to learn so that the students can be more focus when learning this technique. Last, the other researchers should more develop this study so there are more people in the world of education will know and eventually adopt SQ3R technique in teaching reading.

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