
Evaluating the Effectiveness of the SQ3R Method in Enhancing Students' Reading Proficiency

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Abstract

Background:

Reading proficiency plays a pivotal role in language acquisition, influencing comprehension levels. However, while the SQ3R method has been identified as a tool for enhancing reading skills, its practical application and effectiveness in high school English settings are insufficiently studied, revealing a significant research gap.

Methodology:

This study employs a mixed-methods approach utilizing the Quan-qual model to address this gap comprehensively. Quantitative methods entail a true experimental design involving control and experimental groups, with 54 class X students purposively sampled. Additionally, qualitative data were collected through interviews with four representative students.

Findings:

The findings reveal the effectiveness of the SQ3R method in improving reading achievement, supported by significant score enhancements in reading tests. Interviews with students also indicate positive attitudes toward SQ3R, boosting their motivation for reading. These results emphasize SQ3R's potential to elevate high school students' reading skills and enhance engagement in English language learning.


Conclusion:

This study underscores the effectiveness of the SQ3R method in enhancing reading achievement among high school students. Utilizing a mixed-methods approach, it reveals substantial score enhancements in reading tests and positive student perceptions, indicating increased motivation for reading. These findings highlight SQ3R's potential to elevate reading proficiency and engagement in English language learning, offering valuable insights for educators and curriculum development.

Originality:

The study identifies a gap in the exploration of the SQ3R method's application in high school English language learning, particularly regarding its effectiveness and students' perceptions. Further investigation is necessary to delve into qualitative aspects and involve diverse samples for a comprehensive understanding of English language learning in high school contexts.

Keywords : SQ3R method; Reading proficiency; Student learning

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1. INTRODUCTION

The SQ3R method, has been progressively adapted to suit modern educational environments through the incorporation of digital tools (Kusumawati, 2019; Lu et al., 2020). This method, comprising Survey, Question, Read, Recite, and Review phases, actively involves students in the learning process, enabling them to construct meaning from texts. The application of SQ3R, Almakahleh & Alramamneh (2019) and Setyaningsih (2019) extend to various learning contexts, including special education and critical literacy, effectively enhancing comprehension, and facilitating deep textual engagement. The evolution of SQ3R into SQ4R, investigated by Alzu'bi (2020), and its integration with cooperative learning strategies like those discussed (Wang et al., 2017), further affirm the method's adaptability and enduring relevance in fostering comprehensive and critical reading skills across diverse educational settings.

Moreover, the impact of SQ3R and SQ4R on reading comprehension has been substantiated through empirical study in different academic contexts. Ayitey & Baiden (2020) demonstrated how SQ3R can improve junior high students' understanding of expository texts, while Alzu'bi (2020) examined the effectiveness of SQ4R in enhancing English language comprehension among university freshmen. These methodologies, as Wang et al. (2017) articulated, also address the complexities of foreign language learning by providing structured strategies that facilitate the decoding of texts in multimedia environments. The collective insights from these studies highlight the capacity of structured reading strategies like SQ3R and SQ4R to not only bolster comprehension but also to adapt seamlessly to the multifaceted requirements of learners in an increasingly digital and diverse educational landscape.

The utilization of the SQ3R approach to improve reading comprehension has been a central focus of educational study, with studies showcasing its incorporation with technology and its efficacy in many learning environments (Kusumawati, 2019; Lu et al., 2020). Nevertheless, there are still deficiencies in the comparative analysis, specifically in terms of how the SQ3R method compares to other reading strategies such as the jigsaw approach and skimming and scanning techniques in enhancing reading comprehension. The jigsaw method, despite promoting collaborative learning, poses logistical difficulties and can cause confusion among students (Nurbianta & Dahlia, 2018; Namaziandost et al., 2020). On the other hand, skimming and scanning techniques provide quick reading advantages but may sacrifice in-depth understanding (Arifitriyanti et al., 2021; Rosmarie & Mualimin, 2020). The existence

of these gaps highlights the need for a methodical evaluation of the effectiveness of the SQ3R method in improving comprehension and retention compared to these strategies.

In addition, the SQ3R method's capacity to be used in many educational environments, such as special education and critical literacy, indicates its promise as a flexible reading strategy (Almakahleh & Alramamneh, 2019; Setyaningsih, 2019). However, there is a lack of extensive study comparing SQ3R with more recent methods like SQ4R, as well as collaborative learning strategies like STAD, specifically in the setting of foreign language learning (Alzu'bi, 2020; Wang et al., 2017). Moreover, the ongoing difficulties in students' reading comprehension underscore the necessity for efficient reading techniques that accommodate various learning settings and student requirements (Fong & Hoon, 2021; Isma & Nur, 2023; Muhassin et al., 2021; Ramadhianti & Somba, 2023). This scenario highlights a lack of study in assessing the comparative efficacy of SQ3R in addressing specific difficulties in understanding, especially in non-native language environments.

Overall, the SQ3R method is praised for its systematic approach to enhancing reading comprehension and language skills Nabilla & Asmara (2022), and its efficacy in certain educational contexts has been well-documented (Zulaikhah et al., 2020). However, there is a notable lack of comprehensive comparative studies in this area of study. The purpose of these assessments is to evaluate the effectiveness of the SQ3R technique compared to other reading strategies in various educational settings. This includes examining how well the SQ3R approach helps learners overcome the specific challenges they encounter while trying to understand and remember written information. Comparative studies play a vital role in understanding the most efficient methods for improving reading comprehension, which in turn informs educational practice and policy.

The SQ3R sequence is one of several methods for teaching reading skills (Brown, 2000). According to current study, the SQ3R method can increase students' reading skills. Furthermore, the SQ3R method is appropriate for most reading texts and reading tasks that may be completed in a group or independently. The current study is interested in investigating whether SQ3R methods have a significant effect on students' reading comprehension because previous studies focused solely on the results of students' understanding, which are not as clear as students' perceptions of using SQ3R methods in learning variations. it is the same with study from (Manik et al., 2022).

However, previous study has only discussed the SQ3R method in reading achievement. Therefore, the authors of this study conducted similar study, but more focused on testing the use of the SQ3R method on students' reading achievement, especially narrative

texts, as well as students' perceptions of the SQ3R method in learning in high school in Pasuruan. Therefore, the question of the study is formulated as follows:

- a) What is the impact of implementing the SQ3R method on reading achievement among students at Walisongo High School?
- b) What are the perceptions of students regarding the utilization of the SQ3R method?

2. METHODOLOGY

This study employed a mixed-methods approach to address the questions of study. To investigate the first question of these study, a true experimental design was utilized, following the guidelines outlined (Ary et al., 2009), Experimental study aims to examine the effects of systematically manipulating one or more variables on another variable. In this study, the variable subjected to manipulation is termed the experimental treatment or independent variable, while the variable being measured is referred to as the dependent variable. The authors conducted both pretest and posttest assessments as integral stages of the study process. Additionally, they divided the participants into two groups: the experimental group and the control group. Two variables were utilized in the study to assess the variance between treatment conditions with and without the implementation of the SQ3R method. These variables were categorized as independent and dependent, with the independent variable exerting influence on the dependent variable. Specifically, the SQ3R method served as the independent variable, while students' scores in narrative texts functioned as the dependent variable. Following the completion of pretest and posttest evaluations, the authors compared the attained results before and after the implementation of the SQ3R method. The population comprised the X Mipa class at SMA Walisongo Gempol, totaling eighty-one students, divided into classes X-2 and X-3, each consisting of 27 students. Two classes were selected as samples, resulting in a total sample size of 54 students.

The authors utilized a reading test, comprising 10 fill-in-the-blank questions adapted from (Nurkhotimah, 2022), to gather data. The test was administered twice: first as a pretest before treatment and then as a post-test after treatment. Additionally, a series of interviews were conducted following the post-test. Throughout the treatment session, students were instructed in reading using the SQ3R method, delivered in a single 45-minute session. The treatment process involved six phases: 1) Assisting students in surveying the reading material, focusing on headings, subheadings, theme phrases, and highlighted words. 2) Guiding students in generating questions based on each title and subtitle in the reading. 3) Encouraging students to read the passage attentively while considering the previously

formulated questions. 4) Prompting students to recite their answers to these questions, either verbally through group discussion or in writing, reinforcing comprehension through the act of restating concepts. 5) Repeating this process for each question. 6) Requesting students to evaluate all of their verbal or written responses. Then, data analysis procedures included assessing correct student responses on both the pretest and post-test using the formula outlined by (Biringkane, 2018). Subsequently, normality values were computed using SPSS Version 26, followed by the computation of parametric statistical data if the data met the criteria for normality.

To address the question number two qualitatively, the authors conducted interviews Benson (2012) Semi-structured interviews were employed to explore students' perceptions of the SQ3R method. This interview format is designed to elicit subjective responses from individuals reflecting on specific events or phenomena they have experienced (Adeoye-Olatunde & Olenik, 2021). To elucidate the impact of the SQ3R method on students and to gauge their perceptions, the authors conducted face-to-face and recorded interviews utilizing an interview guide adapted from (Warganegara, 2022). The interview protocol comprised five statements pertaining to the teaching-learning process facilitated through the discussion learning methodology. Four students participated in the interviews, and pseudonyms (S1 as Student 1, S2 as students 2, S3 as student 3, and S4 as student 4) were utilized to ensure participant anonymity and ethical considerations. In analyzing interview data, the authors carried out several stages. First, the authors accurately transcribed the interviews to convert the recordings into written text. After that, the data was analyzed by identifying students' perceptions. The next step is to organize and classify the data into relevant categories. Analysis was then conducted to extract significant findings from the interviews. Finally, interpretation of the analysis results is carried out to understand the implications or meaning of the findings in the study context.

3. FINDINGS

In this section, the authors present an integrated analysis of two distinct data types: quantitative data addressing first question, and qualitative data pertaining to second question of study. Through meticulous examination and interpretation, insights derived from statistical metrics and numerical analyses related to the first question are elucidated. Furthermore, the narrative is enriched with varied perspectives and detailed accounts gleaned from participant interviews, which inform the second question of the study. By amalgamating these disparate data sources, the authors endeavor to furnish a comprehensive understanding of the

investigated phenomena, thus enhancing the robustness and comprehensiveness of their findings.

3.1 The influence of using the SQ3R method on students' reading achievement

Table 1 Reading scores between the control and experimental class.

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

The analysis begins with Table 1, which illustrates the average change in reading scores between the control group and the experimental group before and after treatment. Using SPSS version 26, the authors calculated the average within each group. Notably, the experimental group demonstrated a substantial increase in reading scores, averaging 88.78, compared to the control group's average of 76.85.

Following this, the authors conducted a normality test to evaluate the spread of the data and determine its adherence to a normal distribution. Table 2 displays the results of this test, indicating whether the data conforms to a normal distribution. A p-value (denoted as Sig.) above 0.05 suggests normally distributed data.

Table 2 Normality Results

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experiment (X-3)	,175	27	,033	,951	27	,232
Post-Test Experiment (X-3)	,225	27	,001	,911	27	,025

Upon analysis, it was observed that several groups exhibited non-normal distribution, as indicated by p-values below 0.05 in the Kolmogorov-Smirnov and Shapiro-Wilk columns. Specifically, the Pre-Test Experiment and Post-test Experiment groups in the Kolmogorov-Smirnov column displayed p-values below 0.05, indicating non-normal distribution. Conversely, the Pre-Test and Post-Test control groups demonstrated p-values exceeding 0.05, indicating normal distribution.

Consequently, the Wilcoxon signed-rank test was selected to assess differences within the data, as detailed in Table 3.

Table 3 Wilcoxon Test for Comparing Related Samples and Detecting Differences

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

Based on Table 3, the results of the Wilcoxon test, utilized to compare two groups of data that do not meet the assumption of normality, indicate significant findings. This non-parametric test is employed to assess whether a statistically significant difference exists between the tested groups, without relying on assumptions about data distribution. The authors observed significant outcomes within both the control and experimental classes, notably in the pre-test and post-test phases, where the experimental group exhibited a noteworthy increase in scores following the implementation of the SQ3R method. Similarly, the control group also demonstrated significance in pre-test and post-test scores compared to before receiving instruction via the conventional method. The disparity between the experimental and control groups is evident in Table 3, wherein the Z value in the pre-test and post-test for the experimental group highlights a distinction from the control group. Subsequently, this Z value is employed to compute the p-value (probability), indicating the likelihood of a random difference between the two groups. A lower p-value (typically less than 0.05) indicates a significant difference.

Therefore, based on the findings of this study, the authors discovered a substantial difference between the control and experimental groups, showing the effectiveness of employing SQ3R to improve students' reading achievement. The verified acceptance of the study hypothesis demonstrates SQ3R's method in teaching reading. The statistically substantial improvement found in both the control and experimental groups suggests that teaching reading using SQ3R increases students' reading achievement.

The findings are reinforced by interview data, to validate students' reading achievement through the SQ3R method. This study employed semi-structured as the way to have in-depth interviews to elicit comprehensive insights from participants.

3.2 Students' perception of the use of the SQ3R Method

In this part, the authors present the answers to second question regarding students' perceptions in learning reading comprehension using the SQ3R method.

Transcript 1: Students' perceptions of the usefulness of the SQ3R method to answer long questions without having to re-read.

S1: I think it's useful because I'm quick enough to make some kind of talk about stories or matters that take a long time to get into.

S2: It's very useful that we could be easier to answer about stories like that

S3: Because we can know, we can understand stories quickly without having to repeat or read the story over and over again.

S4: Yes, it is useful because the method is very good for getting information that can be understood.

In transcript 1 above the four students share their perspectives on the SQ3R method presented by the authors. Various perspectives are shared, including finding information from book sources, readings, narrative texts, and other forms of text. However, there are several crucial factors that make it easier for them when taught with the SQ3R method, such as speed in communicating ideas. Learners believe that using this strategy helps them to talk quickly about stories or topics that usually take a long time to explain in depth. This implies that this strategy allows users to transmit information quickly without having to spend a lot of time discussing each feature in detail. Next, understand stories quickly. Learners report that by using this strategy, they can learn fairy tales or complex themes more quickly, without having to read or listen to them again. This suggests that the strategy is intended to facilitate understanding, perhaps by providing a summary or important fact that can be understood quickly. Then the third is avoiding repetition, students believe that by using this strategy, they do not need to repeat or reread the same story or topic. This can increase efficiency and save time, especially if the story or topic is long or complex. and finally, students believe that this method is very helpful in gathering knowledge that can be understood. This means that the strategy is intended to ensure that information is conveyed clearly and easily understood, perhaps through the use of visuals, analogies, or other means that aid comprehension. Overall, these impressions indicate that the technique under consideration.

Transcript 2: the benefits of learning the SQ3R method in narrative texts.

S1: Yeah, it's a good idea to use yesterday's method because it can analyze and solve difficulties. Well, it can be and it still needs exercises. For example, how did yesterday talk about a story? Keep talking about a topic like that.

S2: It's really good that we're going to read the question once and for all. We'll know what we've been telling us about it through the SQ3R method.

S3: It can be, for example, if the initial information from the story is like the beginning of the problem, it continues to solve the problem. I can understand it quickly.

S4: because we can know from everything that's in the text his information.

Based on the four students listed in transcript 2, students' opinions on the SQ3R method offered earlier were favorable, and they were motivated to use this method to overcome challenges and absorb knowledge better. The following explanation is Method Acceptance. The students believe that applying the previous day's strategy is a good idea as it allows them to analyze and solve problems. They recognize that these strategies still require skill, but they believe that with practice, these strategies can become useful tools. Then, Understanding Method, Students believe that by using the SQ3R method, they can better understand a subject or topic after reading it once. They want to use this technology to understand difficult things like fairy tales better. Next, apply the method. Students provided examples of how the strategy may be applied to address difficulties. They believe that if the starting information in the tale is comparable to the beginning of the problem, the approach may be utilized to continue solving it. They believed they could grasp the solution immediately. Finally, in terms of information comprehension, students believed they could grasp the information included in the text. They believe employing this strategy will allow them to extract useful and vital information from the text. Overall, students perceive the strategy under review as a beneficial tool for comprehending and overcoming informational challenges. They believe that by practicing and applying this strategy, they will be able to increase their capacity to grasp and evaluate complicated things.

Transcript 3: Students' perceptions stated that the method helped them to understand the text.

S1: Yes, maybe I still need a lot of practice, for example, yesterday when I talked about a narrative story about Telaga Warna. Try telling me again about this topic, then I will tell you using the SQ3R method.

S2: To analyze something so that it is easier for me to understand is not easy, it just takes a lot of time to practice getting used to it.

S3: Can I solve difficulties, for example, dialogue A creates questions like this, and dialogue B is like this. There I can conclude that this problem can be solved with a solution that uses the SQ3R method taught yesterday to analyze a narrative text.

S4: If so, I can see the facts from the story, then what makes me understand more according to the method taught yesterday.

In the interview conducted by the authors which is contained in transcript 3, one learner admitted that the individual in question may still require further training, as previously described in a narrative. The students stated that the SQ3R method can help them better comprehend the issue. The learner mentioned the difficulty in analyzing anything to improve comprehension, emphasizing that it takes a lot of experience to acclimate to the process, which, along with the availability of the SQ3R method, may help the student overcome his difficulties in determining the meaning of the problem. Learners also displayed their capacity to overcome obstacles on their own. Learners were also able to recognize facts from tales or texts for improved comprehension, demonstrating that the student understood the information with clarity and precision, which is essential for successful learning and application of knowledge. Overall, students display a learning process that includes comprehending complicated concepts using the organized SQ3R method, pattern identification in problem-solving, and the need to recognize facts to increase comprehension.

Transcript 4: students' perceptions with the help of the structure in the SQ3R method because it makes it very easy.

S1: You can, for example, like analyzing what you're told to do and then you're told to look for facts and find them straight away. That's all

S2: The answer is almost like that, sis, using this method is easier to understand in finding the meaning of a question.

S3: It's the same as analyzing a reading. Yes, it's really possible. There I can find out my understanding in reading the story without a long time and I can also find facts through the story from just a few craftsmen because there with the SQ3R method I can start to understand the story from paragraphs one to two has been included.

S4: Yes, a little. And of course, it takes time to quickly understand according to the method taught by Sq3R yesterday. And because of this method, it was easier for me to find problems in the text from the first paragraph to the last without having to read again.

According to the results of the interviews conducted by the authors (transcript 4), the student claimed that by following the structure taught previously in the SQ3R method, as

well as regularly reading and evaluating the substance of the reading, his grasp of the topic improved. The student also stressed that the process of analysis to improve understanding required additional practice time, as the individual needed more time to answer questions and apply what they had learned to the reading. Third, the student stated that the strategy might increase their comprehension of the tale without taking too long, as well as their ability to locate essential details inside the story. Finally, students admitted that the SQ3R method had aided them, however, it took some time to acclimate to the system. The individual found it simpler to identify issues in the text, from the first paragraph to the last, without having to read it again, demonstrating the efficiency of the SQ3R method for speeding up comprehension and recognizing key aspects in the text.

Transcript 5: Students find the SQ3R method helpful because it helps them to find facts in the text specifically.

S1: For example, if a question is asked to analyze, I will quickly find what is asked in the question according to the SQ3R method taught at the previous meeting. for example, to find a fact in the text given, I can quickly find the fact in the reading.

S2: The answers are almost the same, by using this method it is easier to understand when finding the meaning of a question.

S3: Yes, you can, I know my understanding in reading the questions without taking a long time and I can also find the facts in the questions from just a few paragraphs because with the SQ3R method I can start to understand the questions from the first paragraph to the second paragraph, which means I immediately understand what is meant in the question.

S4: Maybe because I used the method taught, it was easier to understand and answer the questions even though it took less time.

According to the findings of the interview, which are included in transcript 5, the students say that by using the previously taught SQ3R method, the individual may rapidly locate the components sought in the topic, such as specific facts in the supplied text. Second, the student affirms that this strategy aids in comprehending the significance of the issue posed. Third, students demonstrate the individual ability to understand the subject in a short period, as well as the ability to find the facts presented in the matter in just a few paragraphs, demonstrating the effectiveness of the Sq3R method for accelerating understanding and identifying important elements in the subject. Fourth, students acknowledge that the strategies taught helped them grasp and answer problems more quickly, however, it did take some time to adjust to the strategy. Overall, the interview findings revealed that the SQ3R

method has delivered considerable benefits in terms of expediting the learning process and improving the individual's knowledge of the supplied content while adjusting to it takes time.

The interview results above illustrate that students expressed positive perceptions of the SQ3R method in learning reading skills. They acknowledged that using this method allowed them to more quickly analyze, understand, and find important facts in the given text. In addition, students stated that this method helped them overcome difficulties in understanding and answering questions, as well as improving their understanding of the material more quickly. Although some students realize that it takes time to get used to this method, overall, they feel that SQ3R provides significant benefits in speeding up the learning process and increasing understanding of the material provided. Therefore, these findings indicate that the SQ3R method can be used as an effective approach in improving students' reading achievement at the high school level.

4. DISCUSSION

This study investigates the SQ3R method's use in reading comprehension enhancement, exhibiting its wide range of benefits across educational settings. To address literacy issues, [Abimbola & Aramide \(2021\)](#) believed that teachers should be trained to identify and aid illiterate pupils utilizing various reading strategies such as SQ3R. This training is critical for improving reading comprehension and reducing illiteracy. [Lu et al. \(2020\)](#) discovered a positive association between e-book reading habits and student learning performance, demonstrating the method's adaptability and usefulness in digital learning environments. [Majeed \(2020\)](#) demonstrated the SQ3R strategy's positive outcomes in improving vocational high school students' reading comprehension, whereas [Nafi'ah et al. \(2022\)](#) validated the SQ4R method's success in increasing English as a Foreign Language (EFL) learners' comprehension at the secondary level, emphasizing the importance of structured reading strategies in educational progression.

The SQ3R method, recognized for its systematic approach to reading, entails surveying, questioning, reading, memorizing, and reviewing phases that not only simplify the reading process but also enhance retention and facilitate interactive learning ([Bakhtiar, 2018](#); [Kirantha, 2020](#)). This method's influence on academic achievement is supported by substantial improvements in reading comprehension skills across various studies ([Amiruddin, 2022](#); [Casquejo, 2023](#); [Hartati & Yuliawati, 2019](#); [Prasetyo, 2022](#); [Sinulingga & Saragih, 2023](#); [Sobri, 2019](#)). These enhancements in students' reading comprehension highlight the SQ3R method's effectiveness in aiding learners to systematically understand and organize

information, clarify new terms, and respond to questions accurately, reinforcing its essential role in advancing reading skills and academic success.

Even though many studies states that the SQ3R method is good, this method has weaknesses. According to (Aisah & Setyawan, 2020) the weakness of the SQ3R method is that it cannot be applied to procedural learning activities and requires a long time to implement it. Amir (2014) found in the results of his study that the SQ3R method did not have much effect on students' reading learning outcomes. Besides, Krismanto et al. (2015) in their study also found that students had difficulty following each stage of this method. What the authors found from the three studies above is that it is reasonable to state that the SQ3R method is difficult to implement because they implemented this method with students at the elementary school level, especially one of them implemented it in mathematics lessons. What the authors found from the three studies above is that it is reasonable to state that the SQ3R method is difficult to implement because they implemented this method with students at the elementary school level, especially one of them implemented it in mathematics lessons. This study rejects the results of these three findings, the results of this study show that by choosing the right learning materials in English language teaching, such as choosing texts that are suitable for implementing the SQ3R method, this method can provide positive results on students' reading learning outcomes. Apart from that, this study was conducted on high school students who certainly have more critical thinking than elementary school students. As like from the study that has been mentioned, they do not discuss the specific text used for reading learning. In this study, the authors used a specific text, namely narrative text to measure students' reading achievement and for the results, students' reading achievement increased. This study can be considered academically successful since it includes multiple supporting ideas from professionals or earlier study.

The significance of this study lies in its contribution to the academic discourse on reading strategies, particularly the SQ3R method, by providing nuanced insights into its effectiveness and implications for educational practice. By incorporating perspectives from previous study and utilizing specific texts for measurement, this study enriches understanding of the method's application and its impact on student learning outcomes. These findings hold relevance for educators seeking evidence-based approaches to enhance reading proficiency among students, thereby fostering academic success and advancing educational practices.

5. CONCLUSION

This study presents findings regarding the effectiveness of the SQ3R method in improving student reading achievement, which includes quantitative and qualitative data. Quantitative analysis showed a significant increase in reading scores in the experimental group compared with the control group, as evidenced by the posttreatment mean scores. However, the normality test showed that not all data sets followed a normal distribution, prompting the use of the Wilcoxon test for non-parametric analysis, which also showed significant differences between pre-test and post-test scores in both groups. Qualitative data from interviews further supports these findings, as students expressed positive perceptions of the SQ3R method, highlighting its effectiveness in facilitating comprehension, analyzing text, and finding important information. Additionally, students recognize the need for practice to fully utilize the benefits of this method. Discussion of these findings underscores the role of the SQ3R method in encouraging active engagement, critical thinking, and increasing understanding among students, in line with previous study. Recommendations for future study include further exploration of specific text types and integration of language support strategies to improve student learning outcomes. Overall, this study concludes that the SQ3R method is a valuable tool for improving reading achievement among middle school students, providing insight into its applicability and potential for improving teaching and learning practices.

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