The Use of SQ3R Method in Improving Reading Comprehension of Grade Seven Students of UPTD SMPN 13 Kupang in Academic Year 2024/2025

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ARTICLE INFO	ABSTRACT
	This thesis is entitled: 'The Use of SQ3R Method in Improving Reading Comprehension of Grade Seven Students of UPTD SMPN 13 Kupang in Academic Year 2024/2025'. This research was conducted to answer the problem that is to what extend SQ3R method can improve reading comprehension of seventh grade Students of UPTD SMPN 13 Kupang in academic year 2025/2026. This study aims to know how far can the SQ3R method improve reading comprehension of seventh grade students of UPTD SMPN 13 Kupang in academic year 2025/2026. The research design used was Classroom Action Research (CAR). The research was conducted in UPTD SMPN 13 Kupang, especially seventh graders in academic year 2025/2026 in May, 2025. There were two cycles of Classroom Action Research. There were 320 students as the population, and 32 students were selected as the sample. The results showes that the use of the SQ3R method can improve the reading comprehension of seventh grade students of UPTD SMPN 13 Kupang in academic year 2025/2026. This can be seen from the students' scores in cycle I that there were 21 or 66% students reached the Minimum Completion Criteria (KKM) and 11 students in cycle II that there were 26 students or 81% reached the Minimum Completion Criteria (KKM) and 6 students or 19% did not achieve the Minimum Completion Criteria (KKM). It can be concluded that the SQ3R method can improve the reading comprehension of seventh grade students of UPTD SMPN 13 Kupang in academic year 2025/2026.
Keywords:	

1. Introduction

Reading is a fundamental skill in learning English because it enables students to obtain information and acquire new knowledge. Reading is defined as a process of giving meaning to written texts and involves identifying, remembering, and integrating new information with prior knowledge to form understanding (Zuchdi, 2008). Reading also provides various benefits, such as improving intellectual ability, enriching vocabulary, broadening

perspectives, and supporting lifelong learning (Rachmawati, 2008). One important type of reading is reading comprehension, which aims to develop students' critical reading skills and has been introduced since primary education. However, the effectiveness of reading comprehension learning is highly influenced by the teaching methods used, and traditional, monotonous methods often fail to engage students (Nasution, 2017). Therefore, the use of appropriate strategies, such as the SQ3R (Survey, Question, Read, Recite, Review) method, is essential to cultivate students' interest in reading and improve their comprehension skills. The SQ3R method guides students through structured stages of previewing texts, generating questions, reading actively, recalling key information, and reviewing content, thereby enhancing understanding, memory, and overall learning outcomes. According to the previously described backdrop, the research questions are: How can SQ3R methpod can improve reading comprehension of seventh grade students of UPTD SMPN 13 kupang in academic year 2024/2025?

This study aims to know how far can the SQ3R method improve reading comprehension of seventh grade students of UPTD SMPN 13 Kupang in academic year 2024/2025, to identify the benefits of using the SQ3R method to improve the reading skills of seventh grade students at UPTD SMPN 13 Kupang, Previous studies indicate that the SQ3R method and related instructional strategies effectively improve students' reading comprehension and language skills. Soleha (2021) reported a significant improvement in seventh-grade students' reading comprehension and interest after the implementation of SQ3R. Mangasi (2019) found that SQ3R enhanced students' reading interest, critical thinking skills, and comprehension abilities. Similarly, Hastuti (2020) revealed a significant increase in students' reading comprehension scores after applying the SQ3R method. In addition, Geken (2024) demonstrated that the use of short stories significantly improved seventh graders' vocabulary mastery. Overall, these studies show that the SQ3R method can improve students' reading skills, although there are differences in the subjects and contexts of the research.

2. Research Method

A quantitative descriptive design was used in this study. As a non-participant observer, the researcher was present in the classroom and observed the learning process without getting involved. One class of seventh grade students from UPTD SMP Negeri 13 Kupang

and an English teacher who used the SQ3R method with descriptive texts were the subjects of this study.

This research was conducted in May 2025 at UPTD SMPN 13 Kupang. Data were collected through observation and tests. After conducting observations, the researcher continued with the first cycle of tests to analyze whether seventh-grade students at UPTD SMPN 13 Kupang were able to improve their reading skills through the SQ3R method. After conducting the Cycle I test, it was found that there were still students who had not achieved the Minimum Completion Criteria. Therefore, the researcher continued with the Cycle II test. After conducting the Cycle II intervention, 81% of the students achieved the Minimum Completion Criteria or were able to improve their reading skills through the SQ3R method.

3. Research Findings and Discussion

Research Findings

Observation

Classroom observations showed that the Kupang 13 Public Junior High School UPT used the SQ3R method. Teachers began by preparing teaching materials and ensuring that all electronic devices were functioning properly. Teachers then introduced the class, explained the theme, and activated students' prior knowledge through guided questions. After that, teachers explained how to use the SQ3R method to students.

Test

The following is data from seventh grade students at UPTD SMPN 13 Kupang who have completed cycles I and II, consisting of 32 students in class VII G.

Table 1. Level of Students' Participation in Observation (Cycle I)

Categories	Level of Participation	Number of Students	Percentage
1.	High	15	47%
2.	Moderate	5	16%
3.	Low	12	37%
	Total	32	100 %

Table 1 presents the level of students' participation during the learning process in Cycle I. The data show that 15 students (47%) were categorized as having a high level of participation, indicating that nearly half of the class actively engaged in reading activities, such as responding to questions, following SQ3R steps, and participating in discussions. Meanwhile, 5 students (16%) demonstrated a moderate level of participation, suggesting that they were involved in the learning process but not consistently active. However, a considerable number of students, namely 12 students (37%), were classified as having a low level of participation. This indicates that more than one-third of the students were still passive, had difficulties following the SQ3R stages, or lacked confidence in expressing their understanding during reading activities. These findings suggest that although the implementation of the SQ3R method in Cycle I began to encourage student involvement, further improvements and instructional adjustments were needed to increase overall participation in the subsequent cycle.

Table 2. Degrees of Students' Achievement

Categories	Degrees of Achievement	Number of Students	Percentage
1.	Complete	21	66%
2.	Incomplete	11	34%
	Total	32	100 %

Table 3. Level of Students' Participation in Observation (Cycle II)

Categories	Level of Participation	Number of Students	Percentage
1.	High	26	81%
2.	Moderate	4	13%
3.	Low	2	6%
	Total	32	100 %

Table 4. Degrees of Students Achievement

Categories	Degrees of Achievement	Number of Students	Percentage
1.	Complete	26	81%
2.	Incomplete	6	19%
	Total	32	100 %

Discussion

This study investigated the use of the SQ3R (Survey, Question, Read, Recite, Review) method in improving the reading comprehension of seventh grade students of UPTD SMPN 13 Kupang. The findings indicate that the implementation of the SQ3R method resulted in significant improvements in both students' learning participation and their reading comprehension achievement across the two cycles of the Classroom Action Research.

The improvement in students' reading comprehension achievement is consistent with findings from previous empirical studies. For instance, Soleha (2021) reported that the SQ3R method significantly enhanced students' reading comprehension and learning motivation at the junior high school level. Similarly, Mangasi (2019) found that SQ3R not only improved students' comprehension scores but also increased their reading interest and critical thinking skills. The increase in the percentage of students achieving the Minimum Completion Criteria (KKM) from 66% in Cycle I to 81% in Cycle II in the present study supports these earlier findings, suggesting that SQ3R is an effective strategy for improving reading comprehension in EFL contexts.

From a theoretical perspective, the effectiveness of the SQ3R method can be explained through cognitive and metacognitive theories of reading. Reading comprehension is an active and strategic process in which readers construct meaning by integrating prior knowledge with information from the text (Bernhardt, 2005; Alexander, 2008). The SQ3R method explicitly guides students through structured stages that promote active reading and comprehension monitoring. The Survey and Question stages activate students' background knowledge and set clear reading purposes, which aligns with schema theory that emphasizes the role of prior knowledge in understanding texts. This finding supports Zuchdi's (2008) view that reading involves identifying and integrating new information with existing knowledge to create meaning.

Furthermore, the Read, Recite, and Review stages encourage deeper cognitive processing and metacognitive awareness. According to Brown (2001), effective reading instruction should train learners to actively engage with texts and reflect on their understanding. In this study, students were required to restate information in their own words and review key points, which helped strengthen memory retention and

comprehension. This is in line with Artis (2008), who found that SQ3R improves comprehension by promoting repeated interaction with the text and reinforcing understanding through recall and review.

In addition to learning outcomes, the SQ3R method positively influenced students' participation during the learning process. The observation data show a substantial increase in students' active participation, from 47% at a high level in Cycle I to 81% in Cycle II. This improvement suggests that the structured and interactive nature of SQ3R encourages students to become more engaged and responsible for their own learning. This finding aligns with Nasution (2017), who argues that the use of varied and student-centered learning methods can increase classroom engagement and learning effectiveness. Compared to traditional reading instruction, which often positions students as passive readers, SQ3R requires students to ask questions, predict content, and reflect on what they have read, thereby fostering active learning.

However, although the findings of this study are generally in agreement with previous research, some students still failed to achieve the Minimum Completion Criteria after Cycle II. This result indicates that while SQ3R is effective for most students, additional instructional support or differentiated strategies may be necessary for learners with lower reading proficiency. Similar observations were also noted by Soma et al. (2015), who suggested that the effectiveness of SQ3R may depend on students' initial reading ability and the level of teacher guidance during implementation.

Overall, the findings of this study confirm that the SQ3R method is an effective instructional strategy for improving reading comprehension among seventh grade students. By integrating structured reading stages with active learning principles, SQ3R provides a strong conceptual and practical framework for reading instruction. These results reinforce existing theories and empirical evidence that emphasize the importance of strategic and interactive reading approaches in enhancing students' comprehension skills in EFL classrooms.

3.1. How SQ3R Method Can Improve Reading Comprehension of Seven Grade Students of UPTD SMPN 13 Kupang in Academic Year 2024/2025

Based on the findings of this Classroom Action Research, it can be concluded that the SQ3R method effectively improves the reading comprehension of seventh grade

students of UPTD SMPN 13 Kupang. The improvement is evident both in the learning process and in students' reading comprehension achievement.

In terms of the learning process, the application of the SQ3R method increased students' active participation during reading activities. In Cycle I, only 47% of students showed high participation, while 37% were still categorized as having low participation. After revisions and improvements in Cycle II, students' participation increased significantly, with 81% of students reaching a high level of participation and only 6% remaining at a low level. This indicates that the structured stages of SQ3R—Survey, Question, Read, Recite, and Review—successfully encouraged students to become more active, focused, and engaged in reading activities.

In terms of learning outcomes, the SQ3R method also led to a significant improvement in students' reading comprehension scores. In Cycle I, 21 out of 32 students (66%) achieved the Minimum Completion Criteria (KKM), while 11 students (34%) did not. After implementing Cycle II, the number of students who achieved the KKM increased to 26 students (81%), while only 6 students (19%) failed to meet the criterion. This improvement shows that the SQ3R method helped students better understand the reading texts, identify main ideas, and answer comprehension questions more accurately.

Furthermore, the SQ3R method improves reading comprehension by guiding students through a systematic reading process. The Survey stage helps students gain an overview of the text, the Question stage stimulates critical thinking, the Read stage encourages focused reading, the Recite stage strengthens understanding and memory, and the Review stage reinforces comprehension. Through these steps, students are able to comprehend texts more effectively and retain information for a longer period

4. Conclusion

Based on the findings and discussion, it can be concluded that the SQ3R method is effective in improving the reading comprehension of seventh-grade students at UPTD SMPN 13 Kupang in the academic year 2025/2026. The improvement is reflected in both students' participation and their reading comprehension achievement. In Cycle I, 21 students (66%)

achieved the Minimum Completion Criteria (KKM), while 11 students (34%) did not. After the implementation of Cycle II, the number of students who met the KKM increased to 26 students (81%), with only 6 students (19%) remaining below the criterion. These results indicate that the SQ3R method helps students become more active readers and enhances their ability to comprehend reading texts effectively. Therefore, the SQ3R method can be recommended as an effective instructional strategy for improving reading comprehension at the junior high school level.

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