



## **THE APPLICATION OF THE (SQ3R) SURVEY, QUESTION, READ, RECITE, AND REVIEW TO IMPROVE STUDENTS READING COMPREHENTION AT SMA NEGERI 2 LHOKNGA**

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### ***Abstract***

*This research is about the application of the SQ3R learning model in improving students' reading comprehension at SMA Negeri 2 Lhoknga, Aceh Besar. The purpose of this study was to determine how students' comprehension ability with the SQ3R learning model, and to determine the influence of students on learning using the SQ3R learning model on students' reading comprehension. This study was conducted using quantitative research, the population of this study was class XI social studies students of SMA 2 Lhoknga which consisted of 25 students. Data collection is carried out using observations and tests. Observation is done by storing activities in the classroom during the teaching and learning process, from the test data analyzed with statistical procedures to see if there is a significant difference between the pre-test results and the post-test results. The findings of this study showed that the average pre-test score was 57.6 and the significant value was 0.2469 and from the post-test calculation the average value was 75.56, and the significant value was 0.2650. then  $H_0$  is rejected and  $H_a$  is accepted or the data is normally distributed. Based on the results of research and discussions that have been carried out, it was concluded that the application of the SQ3R learning model has an effect on improving students' reading comprehension at SMA Negeri 2 Lhoknga, Aceh Besar.*

**Keywords:** Reading, Reading Comprehension with SQ3R Method

### **INTRODUCTION**

According to Villar (2018). English has become a lingua franca, a language spoken by millions of people around the world. In many communities. English has become a language that has cooperated significantly with civil in certain parts of commercial, policy, education, and broadcasting (yansyah, 2020). Therefore, having English as one of the language skills is very important. To master English, students must acquire two types of skills. English proficiency is classified as receptive skills.

Reading is one of the skills that must be possessed by anyone to obtain information and knowledge from various sources (Sinin, 2015). Reading is an activity that a person does to analyze to get the message or meaning that the author wants to convey in his

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reading text. With students who are lazy to read, students will find it difficult to get new knowledge for themselves. In second language or foreign language teaching, reading gets a special focus that is different from reading in lessons using Indonesian. Reading is a process of comprehension. And this means that when we read the reader subconsciously tries to understand the meaning of the text in order to understand the purpose of the text and the reader can make his own conclusions about the text after reading the text with focus.

Reading is a very important skill to be taught in English. Reading can be used to further develop reading skills not only in textbooks but also other reading materials. For example, online comics (webtoons) and novels or magazines. Reading comprehension is defined as the act of thinking and constructing student meaning in the pre-reading, and post-reading stages. This is one of the main language skills that requires inference and understanding of details in written material, and is expected to be acquired by students in school. In fact, reading comprehension is placed at the heart of many school subjects because it plays a key role in the process of cognitive development. According to Nurhadi(2016). Reading is a critical-creative processing of reading by readers to gain a thorough understanding of the reading, followed by an assessment of the circumstances, functions, and impact of the reading. Hurwitz in Tillah, et al (2021:24) said .

However, in reality, many students have not responded well to reading with comprehension. This is due to the lack of role of teachers in providing effective media and efficient methods to help students understand English reading texts. For example, students are not given interesting teaching media and do not apply appropriate learning methods that facilitate and support students, so they are not interested in learning English, especially understanding English reading texts. Though reading with comprehension is an important factor that determines students' mastery of the text material taught. As a solution to make it easier for students to understand reading texts is to apply an interesting and effective learning model that can help students understand reading texts easily (Ministry of Education, 2018: 10-35).

In the process of learning reading comprehension, a method that performs sequential stages, one of which is the SQ3R method. This method consists of five stages, namely Survey, Question, Read, Recite, Review (SQ3R). Survey to get to know the concepts to be learned by reviewing essay titles, paragraphs, and discourses. Question An activity that students do to help understand learning material by asking questions that

they arrange themselves such as who, what, where, when, how. Read is a process of finding answers to questions in step two, which is the question asked by the reader to understand the topics in the reading, the main ideas and explanations, and the organization of the reading. This activity students will get answers to problems they encounter such as reading topics, main reading ideas, main sentences, explanatory sentences, summarizing, and concluding. Recite an activity to retell the reading well. So he is said to be a successful reader and can proceed to the review level while those who fail cannot continue to the review level. Review is a rereading activity with the aim of correcting errors made in the review, rematching what has been remembered in the original, and refixing reading material that is lost from the reader's memory. The stages of the SQ3R method are estimated to overcome the problem of low reading comprehension of students.

According to Abidin (2012: 107) SQ3R is a reading learning method consisting of five steps, namely survey, question, read, recite and review the main objectives of implementing this method are (1) to improve comprehension of reading content, and (2) maintain that understanding in the longer term.

Based on the researchers' observations and initial observations, the learning process carried out, especially in English language learning, aspects of reading comprehension are still not optimal. There are still many students who have difficulty in learning English. Teachers have not used innovative learning models, so students are less motivated in learning activities. This can be seen from some students who dare to express their ideas or opinions. Many of his ideas and opinions were dominated by some students while others did not actively participate. This causes the goal of making all students active in reading comprehension not being achieved, and the expected grades or results are also not optimal.

Based on several previous studies as described above, the author was moved to continue the research with the title “ **The Application of The (SQ3R) Survey, Question, Read, Recite, Review to Improve Student Reading Comprehention At SMA Negeri 2 Lhoknga**”.

#### **RESEARCH METHODE**

This type of research is a type of quantitative research with experimental methods. The experimental research method is research used to find stretment (treatment) flow.

(Sugiyono, 2019), this study seeks to answer the effect of treatment provided by the use of problem-based models on student learning outcomes. The design of this study used in this study. In this study the author conducted an experimental study to prove the hypothesis. The experimental method is a systematic and scientific research approach in which the researcher manipulates one more variable. This experimental design model is called "One Group Pretest-Posttest Design (Seniaty, et al, 2008: 118)". This study used a pre-experimental method with a One Group Pretest-Posttest design. This study is classified as a preexperimental design because there is little or no control over extraneous variables. In the One Group pretest-posttest design, one group was measured or observed not only after being given a treatment but also before. To find out the significant difference in student improvement, the author applied the treatment or teaching in the experimental class. He explains and teaches students using the SQ3R. It is to train students to get ideas by using this technique to improve reading comprehension.

### **The Tecnique of Collective data**

In data collection, researchers want to give something to collect data by giving tests to students. Tests are an important technique in collecting research data. The author uses the test as an instrument to collect data. The author made two tests, namely pre-test and post-test.

### **Technique of data analysis**

Data analysis techniques are efforts or ways to manage data so that it becomes information with the aim of knowing the characteristics of data in research, so that it can be understood and useful for solutions to problems related to research. In this study, to determine whether or not the SQ3R model is effective for reading comprehension of SMA Negeri 2 Lhoknga students, data analysis is necessary. In this study, research. Ordinal data is a type of research data in the form of categories in a certain order.

In this study, the data analysis technique used with registration analysis is about the dependence of a dependent variable with one or more identical variables, with the aim of obtaining the average value of the dependent variable based on a known independent verifiable value. Therefore, the analysis used by the researcher in obtaining good grades, the study tests the research instruments used in the study. Here are simple statistics used by researchers to calculate data analysis.

$$X = \frac{\sum x}{\sum N}$$

Information :

$X$  = Mean (average Value)

$\sum x$  = Total Student Score

$\sum N$  = Number of Student

The calculation results can then be reflected with the Minimum Completeness Criteria (KKM) of student learning that the author has set as an indicator of research success. Based on the KKM that has been determined, student learning outcomes can then be classified into two categories, namely complete and incomplete in the following table:

**Table 1.** The Minimum Learning Completeness Criteria

Completeness Criteria	Qualification
$\geq 75$	Complete
$< 75$	Incomplete

## RESULTS AND DISCUSSION

### Results

This research was conducted in a class of 25 students as an experimental class. The purpose of the description of the results of this study is to see the application of the SQ3R learning model in improving students' reading comprehension at SMA Negeri 2 Lhokga, precisely in class XI Science.

Based on the first meeting in the class, a pretest is given to see the extent of students' reading comprehension. And at the next meeting, the learning process for one class was given (posttest) to see the results of students' reading comprehension.

**Table 2.** the Results Pre-test and post-test scores Student Observation Sheet

No	Name	Pre-test Score	Post-test Score
1	AN	50	75
2	RM	60	75
3	T,MJ	50	75
4	AG	50	75
5	GF	50	75
6	MK	50	74
7	T,AZ	65	76
8	CM	70	77
9	IY	65	76
10	TY	50	75
11	T,AF	40	74
12	GG	75	78

No	Name	Pre-test Score	Post-test Score
13	MS	40	75
14	FR	40	75
15	RO	60	75
16	SN	70	75
17	SNH	75	78
18	MA	75	78
19	SNF	75	78
20	MR	75	78
21	FA	50	75
22	FAA	70	77
23	AK	50	75
24	WH	40	70
25	AM	50	75
<b>Total Value</b>		1.440	1.889
<b>Avarange Value</b>		57,6	75,56

**Source:** kelas XI SMA Negeri 2 Lhoknga

The formula used in finding the average pre-test and post-test scores in this study uses the following formula:

$$X = \frac{\sum x}{\sum N}$$

Information :

X = Mean (average Value)

$\sum x$  = Total Student Score

$\sum N$  = Number of Student

Nilai rata-rata *Pre-test*

$$X = \frac{1.440}{25} = 57,6$$

Nilai rata-rata *post-test*

$$X = \frac{1.889}{25} = 75,56$$

### Pre-test Data Analysis Management

Based on the data above, then the pre-test data will be calculated or analyzed with a formula (average score), with the aim of knowing the average score of students.

$$X = \frac{1.440}{25} = 57,6$$

Pre-test Data Normality Test

The normality test is carried out in order to test the normality of a data. In this study, data normality was tested by the lilifors method using the help of the EXCEL application. Here is the normality test on the student's Pre-test data.

**Tabel 3.** the Pre-test Data Normality Test

No	X	Z	F(z)	S(z)	F(z)-S(z)
1	40	-1.3976	0.0811	0.04	0.0411
2	40	-1.3976	0.0811	0.08	0.0011
3	40	-1.3976	0.0811	0.12	0.0389
4	40	-1.3976	0.0811	0.16	0.0789
5	50	-0.6035	0.2731	0.2	0.0731
6	50	-0.6035	0.2731	0.24	0.0331
7	50	-0.6035	0.2731	0.28	0.0069
8	50	-0.6035	0.2731	0.32	0.0469
9	50	-0.6035	0.2731	0.36	0.0869
10	50	-0.6035	0.2731	0.4	0.1269
11	50	-0.6035	0.2731	0.44	0.1669
12	50	-0.6035	0.2731	0.48	0.2069
13	50	-0.6035	0.2731	0.52	0.2469
14	60	0.1906	0.5756	0.56	0.0156
15	60	0.1906	0.5756	0.6	0.0244
16	60	0.1906	0.5756	0.64	0.0644
17	65	0.5876	0.7216	0.68	0.0416
18	70	0.9847	0.8376	0.72	0.1176
19	70	0.9847	0.8376	0.76	0.0776
20	70	0.9847	0.8376	0.8	0.0376
21	75	1.3817	0.9165	0.84	0.0765
22	75	1.3817	0.9165	0.88	0.0365
23	75	1.3817	0.9165	0.92	0.0035
24	75	1.3817	0.9165	0.96	0.0435
25	75	1.3817	0.9165	1	0.0835

*Source: Data Pre-test Siswa SMA Negeri 2 Lhoknga*

- Average : 57,6
- Standar deviation : 12.59298747
- Maximal : 75
- Minimal : 40
- Rentang : 35
- T count : 0.2469
- T tabel : 0.180

Based on the results of the normality test on the prt-test data using the help of the existing EXCEL Application and has been presented in the table above and known

significant values of  $0.2469 > 0.05$ , it can be concluded that  $H_0$  is received or normal distributed data.

Pre-test Data Hypothesis Test

Hypothesis testing is an action taken by researchers in testing the correctness of temporary conjectures by researchers in the study. Therefore, hypotheses can sometimes also turn into truth or vice versa can collapse as truth. Test the Hypothesis in this study using  $t$ -Test: Paired Two Sample for Means. Here is a hypothesis test of student pre-test data.

Tabel 4. the *Pre-test* Data Hypothesis Testing

<b>t-Test: Paired Two Sample for Means</b>	<b>Skor</b>	<b>SK - B</b>
Mean	57.6	0
Variance	158.58333	0
Observations	25	25
Pearson Correlation	#DIV/0!	
Hypothesized Mean Difference	57.6	
Df	24	
t Stat	0	
P(T<=t) one-tail	0.5	
t Critical one-tail	1.7108821	
P(T<=t) two-tail	1	
t Critical two-tail	2.0638986	

Based on the help of the existing EXCEL Application and presented in the table above and known significant values of  $1 > 0.05$ , it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected.

Manangement of *Post-tes* data analysis

Based on the data above, then the Post-test data will be calculated or analyzed with a formula (average score), with the aim of knowing the average score of students.

$$X = \frac{1.889}{25} = 75,56$$

*Post-test* data normality

This Normality Test is carried out in order to test the normality of a data. In this study, data normality was tested with the lilifors method using the help of the EXCEL application. Here is a normality test on student Post-test data.

**Tabel 5.** the *Post-test* data normality test



No	X	Z	F(z)	S(z)	F(z) - S(z)
1	70	-3.1630	0.0008	0.04	0.0392
2	74	-0.8875	0.1874	0.08	0.1074
3	74	-0.8875	0.1874	0.12	0.0674
4	75	-0.3186	0.3750	0.16	0.2150
5	75	-0.3186	0.3750	0.2	0.1750
6	75	-0.3186	0.3750	0.24	0.1350
7	75	-0.3186	0.3750	0.28	0.0950
8	75	-0.3186	0.3750	0.32	0.0550
9	75	-0.3186	0.3750	0.36	0.0150
10	75	-0.3186	0.3750	0.4	0.0250
11	75	-0.3186	0.3750	0.44	0.0650
12	75	-0.3186	0.3750	0.48	0.1050
13	75	-0.3186	0.3750	0.52	0.1450
14	75	-0.3186	0.3750	0.56	0.1850
15	75	-0.3186	0.3750	0.6	0.2250
16	75	-0.3186	0.3750	0.64	0.2650
17	76	0.2503	0.5988	0.68	0.0812
18	76	0.2503	0.5988	0.72	0.1212
19	77	0.8192	0.7937	0.76	0.0337
20	77	0.8192	0.7937	0.8	0.0063
21	78	1.3881	0.9174	0.84	0.0774
22	78	1.3881	0.9174	0.88	0.0374
23	78	1.3881	0.9174	0.92	0.0026
24	78	1.3881	0.9174	0.96	0.0426
25	78	1.3881	0.9174	1	0.0826

Source: Data Post-test siswa sma negeri 2 lhoknga

Average	: 75.56
Standar deviation	: 1.75784
Maximal	: 78
Minimal	: 70
Range	: 8
T count	: 0.2650
T tabel	: 0.180

Based on the results of the normality test on post-test data using the help of the existing EXCEL Application and presented in the table above and known significant values of  $0.2650 > 0.05$ , it can be concluded that  $H_a$  is accepted or normal distributed data.

Based on the Pre-test and Post-test assessments in the experimental class above, it can be seen that the average pre-test score of the experimental class is 57.6 and the average result of the Pots-test is 75.56 which means the application of the SQ3R method to

improve students' reading comprehension develops as expected as the average score in the experimental class is 75.56.

#### *Post-test* data hypothesis testing

Hypothesis testing is an action taken by researchers in testing the correctness of temporary conjectures by researchers in the study. Therefore, hypotheses can sometimes also turn into truth or vice versa can collapse the truth. Test the hypothesis in this study using t-Test Paired Two Sample for Means. Here is a hypothesis test of students' *Post-test* data.

**Tabel 6.** the *Post-test* data hypothesis testing

<b>t-Test: Paired Two Sample for Means</b>		
	<i>Skor</i>	<i>SK - B</i>
Mean	75.56	0
Variance	3.09	0
Observations	25	25
Pearson Correlation	#DIV/0!	
Hypothesized	Mean	
Difference	75.56	
Df	24	
t Stat	0	
P(T<=t) one-tail	0.5	
t Critical one-tail	1.71088208	
P(T<=t) two-tail	1	
t Critical two-tail	2.06389856	

*Source: Data post-test siswa sam negeri 2 lhoknga*

Based on the results of hypothesis testing on *post-test* data using the existing EXCEL application which has been presented in the table above and it known that the significant value is  $1 > 0,05$  it can be concluded that  $H_0$  is accepted  $H_a$  is rejected.

#### **Discussion**

This research was conducted at SMA Negeri 2 Lhoknga, Aceh Besar, Aceh. This study was conducted with the aim to see the application of the SQ3R method to improve students' reading comprehension at SMA Negeri 2 Lhoknga. And the sample used in this study was an experimental class, namely class XI Science where the class had 25 students consisting of 12 male students and 13 female students. The results obtained were obtained from data in the form of observation sheets. From the observation sheet, the results are used to determine the improvement of reading comprehension to students. The results of

research calculations before being given Pre-test treatment were obtained 57.6 and the results of research calculations after being given Post-test / treatment obtained an average value of 75.56. It can be seen from these results, that the application of the method can provide an increase in students' reading comprehension by 17.96%.

Student reading comprehension can be developed with various types of learning models, one of which uses the SQ3R method. The SQ3R method is a learning model that uses a reading strategy by assigning students to read learning material carefully (Suyanto, 2009). The problem that is often faced in the learning process is the activeness of students in deepening existing concepts related to lack of teaching. The SQ3R method aims to make readers active in facing reading and can find the main idea and important details that support the main idea (Soedarso, 2010). Through this method, the reader can capture other ideas implied in the reading. Thus, applying the SQ3R cooperative model can help students improve students' reading comprehension.

From the results of research conducted in the experimental class at SME Negeri 2 Lhoknga for six meetings, students' reading comprehension has improved well, why is this because it can be seen from the value of the initial condition before being given Pre-test treatment, the results of research calculations obtained an average value of 57.6 and the results of research calculations after being given Post-test treatment obtained an average value of 75.56. The results of observations during the learning process in the experimental class can be seen through the following table:

**Tabel 7.** The Average Scores of Student Learning Outcomes Pre-test and Post-test  
Experimental class

No	Stages	Experiment Class
1	<i>Pre-test</i>	57,6
2	<i>Post-test</i>	75,56

*Source* :Data SMA Negeri 2 Lhoknga

The table above explains that the initial pre-test score was 57.6 and the final post-test score was 75.56, so the increase in students' reading comprehension increased by 17.96%. The results of the analysis above show that the application of the SQ3R learning method can improve students' reading comprehension.

## **CONCLUSION AND SUGESSTION**

### ***Conclusion***

Based on the management of research data, it can be concluded that the application of the SQ3R method in improving students' reading comprehension in Science Class XI SMA Negeri 2 Lhoknga, Aceh Besar. This can be seen from the results of research that has been done previously showing that based on the table it can be seen that the calculation of Pre-test results, obtained an average value of 57.6 and a significant value of 0.2469, and from the results of Post-test calculations of 75.56 and a significant value of 0.2650. then  $H_0$  is rejected and  $H_a$  is accepted or the data is distributed normally. Based on the results of the calculation data above, it can be concluded that the average score that has been achieved by Class XI science students of SMA Negeri 2 Lhoknga is included in the very good category.

### ***Suggestions***

Some suggestions from this study addressed to teachers, students and researchers in the learning process of reading comprehension can be detailed as follows: For the teacher the selection of the right teaching methods and techniques can make the teaching and learning process not only run well but also interesting and fun. Teachers can use several methods in teaching reading, one of which is the SQ3R method. The SQ3R method is helpful in teaching reading comprehension. SQ3R also provides different methods of reading textbooks that will most likely improve students' ability to understand and remember the material, making it good to apply in the classroom. Therefore, it is advisable for teachers to apply in their classes. For the students students should have to read a lot of text because by reading a lot their understanding will increase and will help students understand the reading text easily and can increase their understanding. Students must be active, creative and participate in learning well to gain competence and skills. For other researchers other researchers can use the results of this study as a starting point to conduct research with different student conditions. This research is similar to the population and different characteristics may be carried out in the future.

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