

Enhancing Students' Reading Comprehension Through the Use of SQ3R in Teaching Analytical Exposition Texts

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Abstrak

Tujuan penelitian ini adalah untuk menentukan apakah siswa yang menerapkan SQ3R (Survei, Question, Read, Recite, Review) dan yang tidak menerapkannya berbeda secara signifikan dalam pemahaman membaca mereka terhadap teks eksposisi analitis. Desain kuasi-eksperimental dan pendekatan kuantitatif digunakan dalam penelitian ini. Siswa kelas sebelas di salah satu SMA di Gresik adalah subjek penelitian. Ada dua kelompok: kelompok kontrol tidak menggunakan SQ3R, sementara kelompok eksperimen menggunakannya. Tes pemahaman membaca digunakan sebagai pre- dan post-test untuk mengumpulkan data. Tes terdiri dari 20 soal pilihan ganda. Teknik analisis data meliputi perhitungan skor jawaban benar, uji normalitas, uji homogenitas, dan uji hipotesis yang diuji menggunakan SPSS 25. Hasil penelitian menunjukkan bahwa rata-rata skor post-test kelompok eksperimen adalah 84.84 (SD=8.659), sedangkan kelompok kontrol adalah 79.69 (SD=9.667). Rata-rata kelompok eksperimen lebih tinggi daripada kelompok kontrol. Nilai signifikansi sebesar 0.028 yang lebih kecil dari 0.05 menunjukkan adanya perbedaan yang signifikan antara kedua kelompok. Hasil ini menunjukkan bahwa pemahaman membaca siswa dipengaruhi secara positif oleh strategi SQ3R. Strategi ini dapat dipertimbangkan sebagai alternatif yang efektif dalam pembelajaran membaca.

Kata Kunci: strategi SQ3R, pemahaman membaca, teks eksposisi analitis

Abstract

The purpose of this research is to determine if students who implement the SQ3R (Survey, Question, Read, Recite, Review) and those who do not significantly vary in their reading comprehension text of analytical exposition texts. A quasi-experimental design and quantitative approach were used in this research. Eleventh-grade students at a senior high school in Gresik were the participants. There were two groups: the control group did not use the SQ3R, while the experimental group did. Reading comprehension tests were used as pre- and post-test to gather data. The tests consist of 20 multiple-choice questions. Data analysis included scoring student's correct answers, conducting normality test, homogeneity test, and performing hypothesis testing, which tested using SPSS 25. The results showed that the experimental group's post-test mean score was 84.84 (SD=8.659), whereas the control group was 79.69 (SD=9.667). It is seen that the experimental mean score was higher than the mean score of the control group. The significance value of 0.028, which is lower than 0.05, showed a significant difference between the two groups. These results suggest that students' reading comprehension is positively impacted by the SQ3R strategy. This strategy can be considered an effective alternative in reading instruction.

Keywords: SQ3R strategy, reading comprehension, analytical exposition text

INTRODUCTION

One thing that is considered in Indonesian education is learning English as a foreign language. The reason is that English is an essential language utilized in all aspects of life and is an international language (Lestari & Wahyudin, 2020). To become proficient in English, students must master four basic skills: listening, reading, speaking, and writing. Harmer (2007) states that reading is beneficial for

language acquisition. It indicates that reading is one of the crucial skills. Harmer (2007) also states that reading is the process by which people try to comprehend written language. In addition, (Nurgiyantoro, 2012) defines reading as a mental and physical activity that helps people understand written materials and they learn letters as part of that activity. From the definitions above, reading is a process of comprehending written text. Santi and Reed (2015) state that the reader constructs meaning from text-

based information in reading comprehension. It is intended that students will be proficient readers, aiming to not only comprehend information from the text they read but also master the English language.

In fact, there are problems with students' reading comprehension. Most students read English texts poorly and cannot fully comprehend what they read (Dahlia, 2016; Usman et al., 2018). In addition, Biringkane (2018) agrees with this as well. According to her research, students struggle with reading comprehension because they do not engage with the material they read and do not entirely understand complicated reading texts. According to the Program for International Students Assessment (PISA) research results in 2022, Indonesia is ranked 67th out of 81 nations or in the bottom fifteen countries with poor literacy levels. It means that most Indonesian students still have low literacy levels and they still have difficulty comprehending what they read in reading activities in general and reading English texts in particular. In brief, it is important to find possible solutions to this reading comprehension problem.

An effective reading strategy is needed to help improve students' reading comprehension. Research conducted by Manurung et al. (2023) shows that students who are given an effective reading strategy have good reading comprehension. Among the many strategies that are accessible is Francis P. Robinson's SQ3R strategy. According to Gurning and Siregar (2017), SQ3R is a reading comprehension strategy that helps readers retain knowledge more quickly by giving them an effective and engaging way to study textbooks. In addition, according to Robinson in (Adila & Weganofa, 2018), SQ3R is an effective and efficient strategy that assists students in reading faster, selecting the essential points, and remembering the content more easily. There were some advantages of SQ3R, for example, students are guided to the main information that is inferred and included in the text as they transition from passive to active readers (Aziz, 2020). Then, students' learning motivation increases because the survey stage can increase students' curiosity about the material being studied (Aziz, 2020). In addition, students are attempting to consider their answers to the questions that delve into the text's content throughout the question stage.

SQ3R guides students through a series of steps while they read, helping them comprehend and remember the content in the text. There are 5 steps to be followed: Survey, Question, Read, Recite, and Review. Step 1 is Survey. In this step, students read the title or headline to see how they might use prior knowledge to get a general idea. The survey helps students learn more by reminding them of what they already know about a title or headline. Students should avoid being drawn too early into detailed

reading, no matter how interesting the text seems. Step 2 is Question. In this step, students formulate questions based on what they want to learn from the text. The questions address the title or headline. This step seeks to identify the goal of reading and direct students toward the next step, which requires them to read to obtain specific information (Mangasi, 2019). In addition to understanding the reading, the question step is also used to predict the comprehension questions that arise from the text. So, teachers can direct students to compose questions based on reading comprehension aspects. Additionally, analytical exposition texts are used as a kind of text in this research. The reading comprehension aspects are from Brown & Abeywickrama (2018). Here is the list of questions:

1. What is the main topic of the text?
2. What does the title suggest about the content of the text?
3. How many arguments does the writer present in the text?
4. What reasons does the writer give to support the arguments?
5. What type of conjunctions does the writer present?
6. What type of tense is mostly used in the text?
7. Is there any modal verb in the text?

Step 3 is Read. To get the answers to the questions they created in step 2, the students read the material that follows each heading or title. Students may modify a question or divide it into multiple questions to be answered as they work on it. Students may scan for information, skim, or read slowly and carefully to find factual information and comprehend full details. Step 4 is Recite. In this step, students should try to answer their previous questions in their own words and recite the answers without looking back (Adila & Weganofa, 2018). They ask whether they have found answers to their questions. Step 5 is Review. In the last step, students should look over their notes to re-read what they have written and to make sure that they haven't missed anything important. Students can cover up their notes and try to recall the main points and sub-points to check their memory.

Several previous research have examined the topic of the SQ3R. Some of them claim that the strategy improves students' understanding of what they read, but some of them state that it has no significant effect. Previous research that shows positive effects includes research conducted by Aminin (2018); Hilaikal, Wahyudin, et al., (2023); Sudarsono and Astutik (2024). According to that research, the SQ3R could improve reading achievement, supported by significant score enhancements in reading tests and positive attitudes toward SQ3R. In the other hand, previous research that shows no significant effects includes research conducted by Aisah and Setyawan (2020); Amir (2014). According to both research,

students' learning outcomes were not significantly impacted by SQ3R. From the results of the previous research, further research on the application of the SQ3R in students' reading comprehension still needs to be done to find the latest findings.

Although research has been conducted on implementing the SQ3R to help students become better readers, not all kinds of text have been employed. For instance, some previous research has focused on narrative text, such as by Kusumayanthi and Maulidi (2019); Sudarsono and Astutik (2024). In addition, descriptive texts also become the focus in the research by Hilaikal et al. (2023) or other types of texts. Meanwhile, analytical exposition texts have not been discussed. According to Kosasih (2014), an exposition text is an essay that presents an argument to convince others. Additionally, Afriliyasanti (2021) states that analytical exposition text aims to prove the author's claims by providing evidence. According to those definitions, an analytical exposition text is one that explains the author's viewpoint in detail towards the text topic to convince the reader that something is true by building an argument and evidence that supports it. This text has a generic structure, which includes thesis, arguments, and reiteration. In the thesis, it introduces the problem, issue, or general opinion that summarizes the entire content of the writing. Then, the arguments section contains several opinions and facts that support the thesis. The last section, which is reiteration, contains a reaffirmation of the thesis expressed in the initial section. This text is widely found in daily life, such as in scientific articles, magazines, and newspapers, so it is beneficial if students comprehend it well. Therefore, another research is needed to examine the use of SQ3R in analytical exposition text.

Based on this research background, the following research question will serve as a summary of the problems this research: Is there any significant difference in students' reading comprehension of analytical exposition text between students who are using the SQ3R and students who are not using SQ3R?

METHODS

A quasi-experimental design and quantitative approach were used in this research. A quasi-experimental research design with a quantitative approach is suitable because this research tried to determine whether the reading comprehension of students differ significantly between students who are given the SQ3R strategy and students who are not given the SQ3R strategy. Creswell (2012) stated that two groups of participants exist in a quasi-experimental research design. It involved an experimental group and a control group. The experimental group received instruction using the SQ3R strategy, while the

control group was taught without implementing SQ3R. The eleventh-grade students at a Senior High School in Gresik were the population, while two classes selected from the eleventh grade were the sample. The classes were assigned as the experimental and control groups, respectively. Purposive sampling was used in the selection of this research's sample, which considered the equality of students' skills in accordance with the English teacher's suggestion.

It is impossible to remove assessment from the teaching and learning activities. According to (Septia et al. (2022), assessment is a process where teachers collect information about students' learning progress, including their strengths and weaknesses. Thus, teachers need to assess the progress of students' reading comprehension development. Earl (2003) categorized the assessment types into three types: assessment as learning, for learning, and of learning. Meanwhile, there are various types of questions for assessment. Teachers can use multiple choice, matching tasks, short-answer, editing tasks, true or false, gap-filling, and cloze tasks (Brown & Abeywickrama, 2018). In addition, teachers conducting reading comprehension assessments must consider several aspects as a guide.

To gather the data quantitatively, a pre-test and post-test were used. The type of questions on the pre-test and post-test was multiple-choice questions tested through paper-based offline tests. The multiple-choice questions referred to the reading comprehension indicators: main idea, detailed information, inferences/implied details, and grammatical features. The texts included in the test were analytical exposition texts. The test was distributed before and after the treatment to both groups to measure students' reading comprehension improvement. In this research, there were several steps to gather the data. The first step was preparing a research instrument. The second was asking permission from the school where the place was for research. The third step was checking the validity and reliability of the instrument. The fourth step was conducting a pre-test given to experimental and control group participants. The fifth step was conducting treatment. The SQ3R was used to teach the experimental group how to comprehend texts that provided analytical exposition. In contrast, the control group was instructed to use a different strategy – skimming and scanning – to learn how to comprehend same text. The last step was conducting a post-test, which was given to participants after the treatments. In conducting this research, the researcher collaborated with the English teachers who taught the experimental and control classes. This was because the researcher did not yet have the permission or authority to teach directly in the classroom. Therefore, the researcher acted as an observer during the administration

of the pre-test, treatments, and post-test. The research was done in five meetings.

The data analysis involved several steps. First, the student's correct answers were calculated to obtain their scores. Then, the data were subjected to normality and homogeneity tests to ensure the assumptions for further analysis were met. In addition, the validity and reliability test were conducted to make sure that the reading comprehension test was feasible and appropriate for use as an instrument. Finally, a hypothesis test was conducted to determine the significance of the difference between the two groups. The statistical software SPSS version 25 was used for all analyses.

RESULTS AND DISCUSSION

Content validity is used to examine whether the reading comprehension test was valid by referring to several aspects. According to Ary et al. (2010), experts in relevant fields should assess the instrument's content validity. Thus, this research asked an English lecturer from the State University of Surabaya to validate the research instrument. The instrument achieved a mean score of 4.5. This score indicated that the instrument was valid with revisions. The revisions included test instructions that need to be completed and answer keys that need spelling corrections. In addition to being valid, the reading comprehension test must also be reliable. (Ary et al. (2010) stated that when an instrument provides identical or almost similar results after measuring a similar object several times, it can be reliable.

This research used internal consistency to check the instrument's reliability. The try-out test was administered to 20 eleventh-grade students outside the sample under the same population. The instrument's reliability was assessed using Cronbach's Alpha formula. The result of the calculation indicated that the instrument's reliability score is 0.737. Based on Cronbach's Alpha coefficient, this score could be interpreted as reliable. Therefore, the reading comprehension test could be proven to be reliable and suitable for use in pre-test and post-test data collection.

Pre- and post-tests on reading comprehension were given to the experimental and control groups in order to gather data for this research. The pre-test scores were the first to be analyzed using inferential statistics. The first step was to calculate the average scores of both groups. Based on the calculation, the experimental group's mean pre-test score of 68.44 (SD=14.224), while the control group received a mean score of 68.13 (SD=16.789). This means that the experimental group and the control group have almost the same mean score. The next step was to see whether the pre-test scores of the two groups differ significantly from one another. The independent sample t-test was used for analyzing the pre-test scores. The

computation showed that the significance value (2-tailed) was 0.936, higher than 0.05. This showed that the experimental group's pre-test results do not significantly differ from those of the control group. In other words, both groups had equivalent reading comprehension skills before administering the treatments.

The next step is to analyze the post-test results. This is done to see if following the treatments, students' reading comprehension increased. Just like the pre-test analysis, the mean score of the post-test is calculated first. The mean score of the experimental group is 84.84 (SD=8.659), while the control group only obtained a mean score of 79.69 (SD=9.667). It is seen that the experimental mean score was higher than the mean score of the control group. This data suggested that the experimental group, which received the treatment, showed greater improvement in reading comprehension skills than the control group. It also implied that students' reading comprehension was enhanced by implementing the SQ3R strategy. However, the post-test results of the two groups have to be compared using an independent sample t-test in order to test this finding. Based on the calculation, the 2-tailed significance is 0.028, which was lower than 0.05. This result indicated that there was a significant difference in the post-test scores between the experimental group and the control group. Therefore, reading comprehension among students improved as a result of the SQ3R strategy.

The result revealed that students' reading comprehension skills were different before and after the treatment. It was demonstrated that the reading comprehension skills of the experimental and control groups were equal. To know the achievement of students on each indicator of reading comprehension, the percentage of students answering correctly was calculated. The calculation was used to compare the reading comprehension performance between the two groups. See Table 1 for the details of the classification.

Table 1. Achievement on reading comprehension indicators between the experimental group and control group in the post-test

Reading Comprehension Aspects	Total Number of Questions	Percentage of Students' Correct Answer	
		Experimental Group	Control Group
Main Idea	2	94%	91%
Detailed Information	6	87%	75%

Inferences/impl ied details	6	69%	62%
Grammatical Features	6	94%	81%

Based on Table 1, the experimental group and the control group had similar strengths and weaknesses related to reading comprehension. Both groups showed outstanding reading comprehension achievement in identifying the main idea of the text. The experimental group achieved a percentage of 94%, while the control group achieved 91%. Conversely, both groups showed poor achievement in identifying inferences/impl
ied details of the text. In the experimental group, the percentage achieved was 69%, while the control group only achieved 61%. The post-test results for both groups were better than the pre-test results. The improvement occurred not only in the experimental group but also in the control group. However, the experimental group showed a higher improvement than the control group. Moreover, the experimental group outperformed the control group in all indicators of reading comprehension. The indicators were the main idea indicator (94%), detailed information (87%), inferences/impl
ied details (69%), and grammatical features (94%).

The following explanation was about the role of the SQ3R stage in helping students (experimental group) enhance their reading comprehension, as indicated by the percentage of correct answers on each reading comprehension indicator. The percentage shown is high for the main idea indicator. It was because students were asked to use their prior knowledge related to the text's title, and then they tried to infer the topic of the text during the Survey stage (Fairbairn & Winch, 2011). Furthermore, the detailed information and grammatical features indicator showed a slightly higher percentage. It was due to students being able to answer questions correctly related to the detailed information and grammatical features they created in the Question stage. They seek answers to their questions at the Recite stage. Then, they were able to retell the answer without looking at their note in the Review stage. This result is in line with Hilail et al. (2023), who stated that among the five aspects, identifying supporting details received the greatest result in the post-test in both the experimental and control classes. Additionally, it is in line with Sudarsono & Astutik (2024), who stated that students performed well in answering questions related to grammatical features. On the other hand, the indicator of inferences/impl
ied details showed a

relatively low percentage. It was a weakness not only for students in the experimental group but also in the control group. All in all, using SQ3R helped students improve their reading comprehension better than students who did not use this strategy.

Although much previous research has stated that the SQ3R has positive effects, this strategy also has weaknesses. Aisah & Setyawan (2020) claim that SQ3R's inability to be used for procedural tasks is one of its weaknesses. Furthermore, Amir (2014) found that SQ3R does not significantly impact students' reading learning outcomes. Based on the findings from both research, the SQ3R is challenging to apply because it was implemented in mathematics subject learning and among elementary school students. However, this research disagreed with both findings. This research indicates that choosing the appropriate text using SQ3R can yield positive student reading comprehension outcomes. Both research did not specifically discuss the type of text used. On the contrary, this research employed analytical exposition text to measure students' reading comprehension. Additionally, high school students who are more adept at critical thinking than elementary school students were the subjects of this research using SQ3R. Students' increased achievement in reading comprehension demonstrates the results. The research results support the theory put forward by Grabe & Stoller (2019), which states that reading strategies are important to help students achieve deeper comprehension.

CONCLUSION

This research presents results using the SQ3R strategy in teaching analytical exposition texts to improve students' reading comprehension. Results analyzed using quantitative methods show a significant difference between the experimental group, which used the SQ3R, and the control group, which did not use it. Moreover, the result showed that students' reading comprehension can be enhanced by implementing the SQ3R. The achievement of reading comprehension was indicated by improvements in the main idea, detailed information, inferences/impl
ied details, and grammatical features. Students find it simpler to understand the texts when they use this strategy. In brief, it is important to integrate reading strategies into learning. Teachers should be aware of when selecting suitable reading strategies. For example, they can use SQ3R. Based on these results, it can be concluded that the SQ3R has a positive effect and can be an effective alternative reading strategy in improving students' reading comprehension.

This research solely concentrates on improving students' reading comprehension by using SQ3R while instructing students in analytical exposition texts, which is

measured through quantitatively analyzed test scores. As a result, students' responses to the implementation of SQ3R in the learning process cannot be reported in this research. Therefore, future researchers are expected to explore students' perspectives to determine whether they face difficulties when using SQ3R and what effects they experience

Furthermore, the researcher would like to offer some suggestions for students, teachers, and future researchers. First, students are suggested to use an effective reading strategy, such as the SQ3R, to enhance their reading comprehension. This strategy helps students with the main idea, detailed information, inferences/implied details, and grammatical features. Second, teachers are suggested to use an effective reading strategy, such as the SQ3R, to enhance students' reading comprehension. However, because this strategy has five stages, teachers must explain the steps clearly and patiently. Lastly, future researchers are suggested to develop further research related to the SQ3R by expanding the scope of the material (other texts). Researchers are also suggested to investigate how the SQ3R affects students' reading comprehension over longer period of time.

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