IMPROVING STUDENTS' READING COMPREHENSION OF PROCEDURE TEXT USING THE SQ3R METHOD IN THE THIRD GRADE OF JUNIOR HIGH SCHOOL

(Undergraduate Thesis)

By

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ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION OF PROCEDURE TEXT USING THE SQ3R METHOD IN THE THIRD GRADE OF JUNIOR HIGH SCHOOL

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This study aims to identify whether there is a significant improvement in students' reading comprehension of procedure texts and to identify which aspects of reading comprehension show the most significant improvement after the students have been taught by using the SQ3R method at SMP Negeri 3 Pringsewu. This quantitative study used a single-group pre-test and post-test design with a sample of 31 students in class IX-2, selected using cluster random sampling. Data were collected using a 40-item multiple-choice reading test, given before and after three learning sessions using the SQ3R method, which was implemented in groups. The test covered five aspects of reading comprehension: main ideas, supporting details, references, inferences, and vocabulary. The data were analyzed using a paired sample t-test. The results showed a significant improvement in the average score from 64.92 (pre-test) to 85.08 (post-test), with an improvement of 20.16 points. Among the five aspects, main ideas showed the highest improvement with an N-gain of 0.72, followed by supporting details (N-gain 0.68), vocabulary (N-gain 0.65), references (N-gain 0.58), and inferences (N-gain 0.34). These results were supported by hypothesis testing with a t-value of $12.392 >$ table t-value $= 2.042$ and a significance value $= 0.000 < 0.05$, which rejected the null hypothesis. This research concludes that the SQ3R method implemented in groups significantly improves students' reading comprehension of procedure texts, especially in identifying main ideas and supporting details, due to its systematic stages that guide students to actively interact with the text through the Survey, Question, Read, Recite, and Review processes in a collaborative learning environment. To optimize implementation, it is recommended to provide regular time reminders and pay attention to the different learning speeds of students.

Keywords: group learning, junior high school students, procedure text, reading comprehension, SQ3R method

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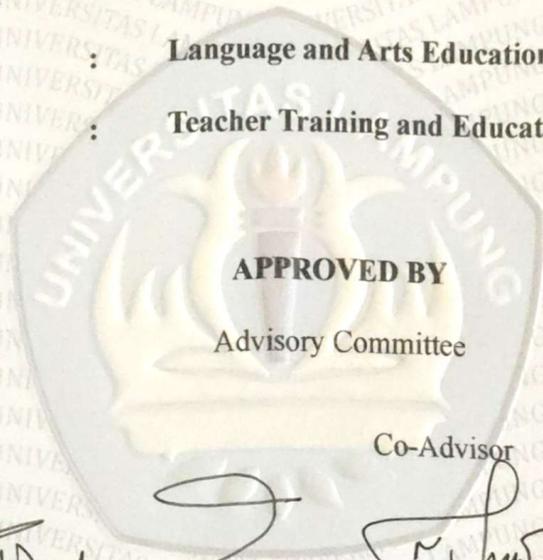|		
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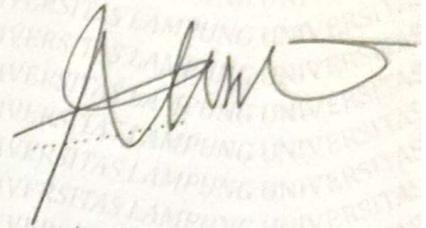**Novita Nurdiana, M.Pd.**
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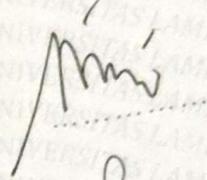NIP 197003181994032002
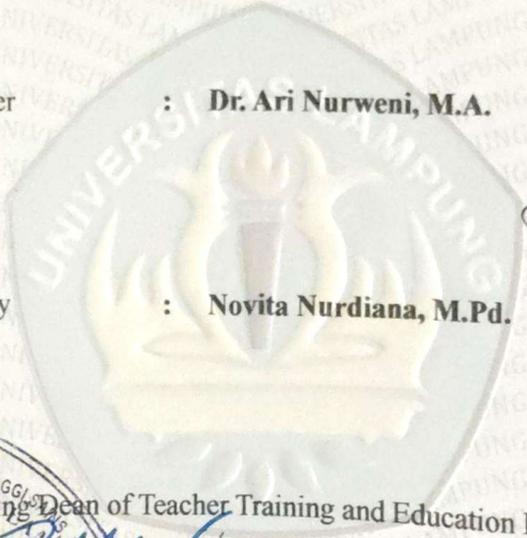
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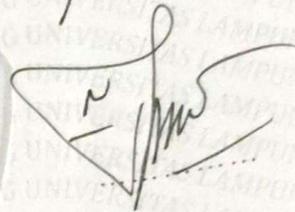
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Judul Skripsi   : IMPROVING STUDENTS' READING
                        COMPREHENSION OF PROCEDURE
                        TEXT USING THE SQ3R METHOD IN
                        THE THIRD GRADE OF JUNIOR
                        HIGH SCHOOL

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 9 februari 2026

Yang membuat pernyataan,

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CURRICULUM VITAE

Sisil Ameliana was born in Bandar Lampung, on January 26th 2004. She was the first daughter of a couple of Sandy Lesmana and Suhana. She has a younger brother named Saldy Hanavi.

She began her education journey at SDN Mekarsari 01 Tambun Selatan in 2010 and graduated in 2016. After graduating from primary school, she continued to study at SMPN 5 Tambun Selatan and graduated in 2019. Then she was accepted at SMAN 9 Tambun Selatan and graduated in 2022. In the same year she decided to pursue her education at Lampung University by following SBMPTN and was finally accepted as a student in English Education Study Program.

During her schedule as a student at Lampung University, she was given a chance to experience some activities besides studying in the classroom. In early 2025, she did KKN at Aji Murni Jaya, Kabupaten Tulang Bawang. Then, in the same year she also conducted her teaching training program (PLP) at SDN 1 Aji Murni. Furthermore, to accomplish her studies at Lampung University, she conducted research at SMPN 3 Pringsewu.

MOTTO

وَأُفَوِّضُ أَمْرِىَ إِلَى ٱللَّهِ

"dan aku menyerahkan segala
urusanku kepada Allah."

(QS. Ghafir: 44)

"Allah tidak mengatakan hidup ini mudah. Tetapi Allah berjanji, bahwa

sesungguhnya bersama kesulitan ada kemudahan"

(Q.S Al-Insyirah: 5-6)

"Apapun yang sudah terjadi dalam hidupmu, jangan katakan "seandainya", tapi

katakan "Qadarullah" karna semua yang terjadi adalah takdir dan takdir Allah itu

selalu baik, karna Allah itu maha baik"

(Ustadz Hanan Attaki)

DEDICATION

My parents, Papa and Mama, for your unconditional love, boundless patience, and countless sacrifices you have made for my future.

My family, especially my brother, for your support, prayers, and the warmth of home that keeps me going.

My teachers and professors, for the knowledge you have shared and the inspiration to become better every day.

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The University of Lampung is the foundation of my growth and the beginning of my dreams coming true.

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The Author,

Sisil Ameliana

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I. INTRODUCTION

Chapter one consists of several parts. These parts include the background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms. The content of the chapter is shown below:

1.1. Background of the Research

In the process of learning English, there are four language skills that must be mastered: listening, speaking, writing, and reading (Larasati et al., 2018). Reading is one of the four language skills that has a strong impact on the learning and teaching process (Hutasuhut and Gintings, 2009). According to Grabe and Stoler (2020), reading is a skill that involves the abilities used to find meaning in text and understand information correctly. According to Windiyani et al. (2022), reading can help develop a strong interest in knowledge by searching for information related to various situations. However, in this era of globalization, reading culture is less desirable due to various reasons. Based on a research study by Aprilia et al. (2025), the low interest in reading that occurs at this time is what results in low human resources, so that the country is increasingly experiencing a decline.

According to Suhaila et al. (2025), reading is a process of thinking, in which the reader must read the text and think about its meaning. These processes are carried out to obtain better information from the text and have the main objective of understanding. Understanding in reading means comprehending the information communicated by words and sentences. According to Biringkanae (2018), reading

is a skill in English that must be mastered by students at school, but students still have difficulty with reading comprehension. In improving students' reading comprehension, it is crucial to implement and teach steps that focus on comprehension strategies. When students are taught to think critically about text comprehension, they become more proficient in identifying main ideas and supporting details, which are crucial for understanding complex material.

According to research conducted by Jalil (2024), it was found that grade 8 students at Insan Kamil Wonoayu Islamic Junior High School faced big challenges in reading comprehension, especially with analytical texts. The study showed that only 43.3% of students achieved a passing grade in the reading comprehension test, showing the gap in meeting curriculum objectives. There are two main reasons why students have difficulty in reading comprehension: limited vocabulary and weak analytical skills. In addition, teaching methods that use passive learning techniques make students' reading comprehension even worse. This research emphasizes the need for better learning strategies, such as the SQ3R method, to improve students' reading comprehension and foster greater interest in reading activities.

Based on the facts and problems mentioned above, the method needed for reading comprehension is one that can improve reading comprehension. According to Kusumayanthi and Maulidi (2019), one of the methods in teaching reading comprehension is SQ3R (survey, question, read, recite, and review). The SQ3R method, developed by Robinson (1941), consists of five steps: Survey, Question, Read, Recite, and Review. According to Jalil (2024), this method, which stands for Survey, Question, Read, Recite, and Review, was devised by Robinson (1941) to improve students' ability to process and retain information from the text read. By combining various stages that encourage active engagement with the text, the SQ3R method aims to address some of the problems identified in traditional reading instruction. By incorporating various stages that encourage active engagement with the text, the SQ3R method aims to be effective in the learning process. According to Ma`la et al. (2023), students become active in reading activities because, by using the steps of the SQ3R method, students are directly involved in reading activities.

The structured steps of the SQ3R method make it easier for readers to understand the text they are reading.

Research has shown that the SQ3R method is highly influential in improving students' reading comprehension. However, there are few studies that specifically focus on teaching procedure text in groups using the SQ3R method. The purpose of this study is to address the problem of students' reading comprehension by investigating whether the SQ3R method is effective in significantly improving students' reading comprehension of procedure text for third-grade students.

1.2. Research Question

From the background discussed above, the researcher identified two main research questions:

1. Is there any significant improvement in students' reading comprehension of procedure text after using the SQ3R method?
2. Which aspect of reading comprehension shows the most significant improvement after students are taught using the SQ3R method?

1.3. Objectives of the Research

In accordance with the research questions above, the objectives of this study are as follows:

1. To find out if there is any significant improvement in students' reading comprehension of procedure text after using the SQ3R method.
2. To identify which aspect of reading comprehension shows the most significant improvement after students are taught using the SQ3R method.

1.4. Uses of the Research

Based on the discussion above, there are some uses of this research which are formulated as follows:

1. Theoretically: The results of this study are expected to strengthen and update previous research and can be used as a reference for further research.

2. Practically: The results of this study are expected to be a useful learning resource for English teachers and provide insight into effective strategies for reading comprehension of procedure text using the SQ3R method. By using the SQ3R method, learners can more easily improve comprehension both at school and outside of school.

1.5. Scope of the Research

This study is quantitative research that focuses on significantly improving the use of the SQ3R method as a learning method in students' reading comprehension of procedure text. The population of this study consisted of the third-grade students of the junior high school. The researcher focused on procedure texts that use text and pictures to find out how to make a favorite food or drink as reading material. The stages in this method include survey, question, read, recite, and review.

1.6. Definition of Terms

To ensure a clear understanding and avoid misunderstandings, the following definitions of terms are provided:

1. Reading Comprehension
   Reading comprehension is a skill that involves the ability to understand and find meaning in written text.
2. Procedure Text
   Procedure text is a specific genre of writing that provides instructions on how to perform a task or follow a series of steps.
3. The SQ3R Method
   The SQ3R method is a structured step in reading to improve comprehension and memory, which consists of survey, question, read, recite, and review.

This is the explanation of chapter one, which includes the background of the research, research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

Chapter two discusses several theories and literature related to this research problem. This includes definition of reading comprehension, aspects of reading comprehension, teaching of reading comprehension, procedure text, the SQ3R method, procedures of the use SQ3R method in teaching reading comprehension, related research study, theoretical assumptions, and hypotheses.

2.1. Definition of Reading Comprehension

Reading is the most important language skill, especially for students learning English. For students, the foundation for critical and analytical thinking with various texts and also expanding their vocabulary. Grabe and Stoller (2020) explain that with reading comprehension, we can take knowledge from books or writings, then understand the information correctly. Effective reading comprehension allows students to gather, evaluate, and process a wealth of knowledge from the information or text they read. Reading not only improves one's academic standing, but also prepares them to face future challenges in a globalized world where information is abundant and constantly evolving. By cultivating the habit of reading, students become more adept at processing information as well as complex ideas and arguments, which ultimately contributes to their overall academic success.

According to Fitriani and Komala (2024), reading comprehension involves a complex cognitive process in which readers not only translate words but also attribute appropriate meanings from the text based on prior knowledge, context, and inferences made during reading. This shows that reading comprehension is not just a process of recognizing and translating new vocabulary but also involves logical reasoning and critical analysis to connect meaning with existing knowledge. Thus,

reading comprehension becomes a frequent interaction between recognizing words and engaging in higher-order thinking, leading to a richer and more meaningful reading experience.

Moreover, according to Miqawati and Sulistyo (2014), reading comprehension can be defined as a skill in which the reader does more than just read the text. It is a method to understand the author's concept and gather information from the text. Reading comprehension is also about pronouncing or reading aloud, understanding the text, and gathering knowledge from the text. Reading and comprehension are closely tied because reading results in comprehension. Without reading comprehension, there is no communication, especially written communication. Thus, reading comprehension occurs when readers are proficient in relevant skills and methods. Skills and methods that are appropriate to the type of text and understand how to apply them to achieve the purpose of reading.

In addition, Al-Magableh et al (2022) state that reading comprehension plays an important role in language development. It is not only the backbone of language learning but also for understanding other subjects. Confusion in understanding the meaning of a given text is a problem that needs more attention. Students need reading comprehension skills to proficient reading comprehension encourages independent learning, empowering students to seek and understand information outside the classroom. In doing so, they cultivate a lifelong love for reading, which is fundamental in an increasingly information-driven world.

In conclusion, reading is a receptive skill for students, which serves as a foundation for critical and analytical thinking. Effective reading comprehension enables students to gather, evaluate, and process information, thereby enhancing their critical thinking and preparing them to face future challenges in an information-rich global landscape. In addition, reading comprehension is a process that involves complex cognitive processes, such as word recognition and connecting new information with existing knowledge. This process also contributes to language development and comprehension in various fields of study, making it important for

students to develop their strong comprehension skills. Ultimately, prioritizing reading comprehension is key to achieving educational success and effective communication for students.

2.2. Aspects of Reading Comprehension

Reading comprehension is not only about understanding the surface meaning of the text. According to Lestari et al. (2015), reading also has aspects that need attention, such as understanding the main idea, supporting details, reference, inference, and vocabulary in the text. There are five aspects of reading comprehension, namely:

1. Main Idea

According to McWhother (1986), the main idea is called the topic sentence. The main idea or topic sentence contains an explanation related to something that will be discussed in the next sentence or paragraph. In a paragraph, the main idea can be stated explicitly or implicitly. The main idea is the important idea developed by the writer in the paragraph. Therefore, readers must be able to find, summarize, and analyze the main idea contained in a paragraph.

2. Supporting Details

According to McWhother (1986), supporting sentences, or what can also be called specific information, are extensions of topic sentences by providing various forms of elaboration. Supporting sentences include definitions, examples, facts, events, comparisons, analogies, cause and effect, and quotes that give credibility.

3. Reference

According to Latulippe (1986), a reference is a word or phrase used to refer either before or after in reading material. Reference serves to avoid unnecessary repetition of words or phrases. Reference is a word used to make it easier for readers to find meaning elsewhere in the text.

4. Inference

According to McWhorther (1986), an inference is a suggestion or prediction about something unknown based on available facts and information. It involves a comprehension process in which the reader identifies known elements to formulate a conclusion about the unknown. This process requires the reader to make logical connections between observed details or existing knowledge and the implications that can be drawn therefrom.

5. Vocabulary

Linse and Nunan (2005) state that vocabulary is a collection of words that a person knows. A large vocabulary allows one to express oneself more effectively and to understand a wide variety of texts and conversations. In addition, vocabulary development is an important aspect of language learning, as it facilitates communication and improves overall literacy skills.

The reading aspect involves more than just the meaning of the text, it involves understanding the main idea and supporting details. The main idea, often referred to as the topic sentence, forms the basis for the paragraph and can be conveyed explicitly or implicitly. Supporting details explain the main idea through definitions, examples, and other forms of information found in the text. Thirdly, there is inference, which involves drawing conclusions based on existing information, which requires knowledge to connect known and unknown elements. In addition, referencing helps avoid repetition in writing, while vocabulary also has an important role in effective communication and literacy development, allowing individuals to express themselves clearly and understand a variety of texts. Overall, the five aspects of reading are very important to develop students' reading skills for the better and foster a passion for literacy in students.

2.3. Teaching of Reading Comprehension

In teaching reading comprehension, it is a multi-faceted process that involves the ability to interpret text as well as the skills needed to comprehend and interpret meaning. According to Duke and Pearson (2002), effective reading comprehension

instruction should be deliberate and systematic, incorporating strategies that help students engage with the text. They emphasize that teachers should model thinking processes during reading, such as predicting, questioning, and summarizing, which can significantly improve students' comprehension.

Reading instruction has evolved significantly, from traditional materials to applying a structured three-stage procedure: pre-reading, during-reading, and post-reading stages. This approach enhances the reading experience by actively involving students in each stage. During the pre-reading stage, the teacher prepares students by activating prior knowledge and setting clear objectives, which provide the basis for students to understand the text. The during-reading stage involves using strategies that promote critical thinking, such as questioning and summarizing, which allows students to interact with the text more dynamically. Finally, the post-reading stage focuses on reflection and discussion, allowing students to consolidate their understanding and connect the material to a wider context. This structure of reading instruction not only facilitates deeper understanding but also encourages a more interactive and enjoyable reading experience (Alyousef, 2005).

In addition to the development of reading instruction, teachers must also know the essentials of effective reading comprehension instruction. According to the research of Duke et al. (2011), every teacher involved in fostering and teaching reading comprehension should (1) build a sense of discipline and knowledge related to the world, (2) Teachers should provide examples of various kinds of texts, (3) Teachers provide various types of texts and contexts that can motivate students to read, (4) Teachers teach strategies to understand a text, (5) Teachers teach text structure, (6) Teachers get students involved in a discussion, (7) Teachers build students' vocabulary, (8) Teachers can make students combine reading and writing, (9) Teachers should be able to observe and assess students, (10) Teachers should make students understand the differences in instruction. These practices should be applied in the concept of fostering and teaching in reading comprehension. These practices thus provide meaning from teachers to students. Simultaneously, it uses an

instructional approach that includes some of the essential elements of effective comprehension instruction.

2.4. Procedure Text

The act of comprehending a text while reading is important in reading comprehension. In reading skills, students learn several types of texts, such as narrative text, recount text, descriptive text, persuasive text, and procedure text. These types of reading texts are often found in students' daily lives. One of them is procedure text.

According to Harahap (2021) Procedure text explains information or how something is achieved through a sequence of actions or steps with a clear purpose. A procedure text is also a text that explains how to make something or do something. In studying procedure text, there are several criteria that must be mastered, such as generic structure and social function. In this procedure text, students are expected to determine the generic structure and social function.

A'isah (2019) defines procedure texts as texts that are designed to describe or explain how to use or how to make something with several steps, for example, instructions for using a telephone, mouse, and car. Then, instructions on how to do a certain activity, for example, recipes, game rules, science experiments, and the last one deals with human behavior, for example, how to live happily, how to be a good online student, and how to sleep well.

Sari (2021) stated that a procedure is a text that shows a process in sequence. Procedure texts are characterized by describing steps that must be performed in a structured manner to achieve a goal. According to Utari et al. (2024) the structures of the procedure text are:

1. Title, usually in procedure text the title describes a process that will be explained.
2. Materials or ingredients, this section in the procedure text contains the materials or tools needed to make something or complete something.

3. Steps contain a sequence of stages that must be followed so that a food or product produced can succeed perfectly.

In conclusion, understanding procedure text is important because it explains how to complete a specific task through a clear sequence of actions with a determined goal. They provide instructions for creating or performing an activity, making them essential for learning practical skills. To thoroughly understand procedure texts, students must understand the general structure and social function, which helps them identify the organization and purpose of the text. Procedure texts are often found in manuals, recipes, and installation instructions, and aim to provide clear guidance, often with illustrations or diagrams to facilitate understanding. By mastering these texts, students not only improve their reading comprehension but also acquire valuable skills that can be applied in real situations.

2.5. The SQ3R Method

2.5.1. Definition of The SQ3R Method

The SQ3R method is an effective reading comprehension method to improve students' understanding and engagement with the text. Structured step it helps students set clear learning objectives and encourage active participation in the reading process. The steps in the SQ3R method not only improve reading comprehension but also develop critical thinking.

The SQ3R method helps students set learning goals. According to Amiruddin (2022) quotes Kasmawati & Sakkir saying SQ3R also encourages students to use review techniques that will help fix information in their minds. According to Amiruddin (2022) quotes Richards also states that SQ3R stands for Survey, Question, Read, Recite, and Review. This strategy is a reading strategy for students who read for learning purposes. According to Aziz (2020) found that the SQ3R method can improve students' English text reading comprehension. In addition, Amiruddin (2022) quotes Kasmawati and Sakkir saying also found that the improvement of the learning process was shown by students who were

more active and enthusiastic about the learning process that applied the SQ3R method.

According to Ardiansyah et al. (2024), the SQ3R learning method is a learning method for reading comprehension that can help students think about the text they read. The SQ3R method is also categorized as a learning strategy where students "get something" from the first time they read the text. Getting something from the first reading comes from the systematic steps of the SQ3R method. By this method, students can explore the text in depth, thus, students can find important information and make connections between different ideas. By implementing the SQ3R method, students not only learn to understand the text but also build a more effective and meaningful reading habit.

In conclusion, the SQ3R method not only improves students' comprehension or reading and understanding English texts but also fosters a more active and enthusiastic learning environment. By encouraging students to engage with texts in a meaningful way, the SQ3R method facilitates students' critical and analytical skills that are essential for academic success.

2.5.2. The Concept of The SQ3R Method

The SQ3R method stands for survey, question, read, recite, and review. This method is used in a reading approach developed in 1941 by a psychology professor at Ohio State University, Prof. Robinson developed the SQ3R learning method to provide students with a systematic approach to reading textbooks. According to Robinson (1941), the SQ3R process is a routine and practical learning procedure. In addition, a study conducted by Amiruddin (2022) found that the SQ3R method is an active reading method used to improve students' interest, achievement, and reading comprehension. This method allows students to be active in the teaching and learning process. The SQ3R method stands for the following five steps:

1. Survey

According to Robinson (1941) a survey is the first step in the SQ3R method. The concept of surveying refers to the speed-reading process used to get an overview of a text. The survey stage should not take more than one minute. Students look at the title, preview or introduction, headings or subheadings, and summary to get a general idea of what might be in the text. In addition, this orientation will help students to organize ideas.

2. Questions

After the readers have surveyed the text, the students generate questions from the title. According to Robinson (1941) a question can improve students' interest, and thus students' comprehension will improve, and students will also recall information they already know. At this stage, the questions will require students' efforts to answer the questions that have been made, thus helping students understand the reading more quickly. Understanding the answers can help students organize the information in their minds.

3. Read

In this step, based on Robinson (1941), students read the entire text in detail and actively. Students try to understand all the points that are relevant to the answer to the previously formulated question. In the case of some texts, this reading may be very slow. This will especially be the case if there is a lot of dense and complex information.

4. Recite

In this fourth stage, according to Robinson (1941), readers answer all questions using their own words and examples. Readers can write the cue sentence in outline form on a piece of paper. Next, the reader underlines the important

points, and then the reader is asked to recall or read all the material that has been learned. According to Robinson (1941), the best way to recite from memory is by writing the clue sentences in the text in outline form.

5. Review

The last step is review, the reader should review the exercise by recalling the main points and discussing them together. Then elaborate on each main point and try to recall the sub-points listed below it. According to Robinson (1941), this memory check can be done by closing the notes and trying to recall the main points. This method will help readers memorize the content of the text that has been read.

During the reading stage, students study the text and strive to understand the key points related to their questions. The reading step reinforces learning by encouraging students to articulate their understanding in their own words, further strengthening their grasp of the material. Finally, the review stage allows students to acknowledge their knowledge, helping them to recall and discuss key and supporting points effectively. The SQ3R method not only improves reading comprehension but also fosters a more interesting and interactive classroom environment. By actively participating in their learning process, students become more enthusiastic and motivated, leading to better academic results in their reading comprehension.

In conclusion, the SQ3R method is a reading method that facilitates students to significantly improve student learning with several stages by setting clear objectives and actively engaging with the text. By following the stages of survey, question, read, recite, and review, students develop deeper reading comprehension.

2.5.3. Advantages and Disadvantages of The SQ3R Method

The SQ3R method is one of the methods in improving reading comprehension that is widely used in schools, especially in English language learning. With this structured SQ3R method, it not only helps students to engage more with the text but also encourages students to discover prior knowledge and prepare themselves before entering new material.

According to Tsauri (2023) the SQ3R method in improving reading comprehension has several advantages. One of the advantages is that this method is a structured method, with structured students having a better understanding of the text read and can connect new information with the knowledge they already have, thus facilitating the learning process. The SQ3R method also makes students become active learners in the learning process. Students can develop critical thinking that is able to question and understand the text more deeply. The structured learning process can also strengthen their memory, leading to long-term retention of text-related information. In addition, the SQ3R method fosters motivation for students, as they become actively involved in the reading comprehension and can share insights with peers, thus encouraging a collaborative learning environment.

However, Tsauri et al. (2023) said there are some disadvantages associated with the SQ3R method. One of the disadvantages is that this method may not be suitable for all students, especially those with lower reading ability. Students may struggle with the complexity of this method and engage more in passive reading rather than active comprehension. Also, implementing the SQ3R method can be challenging for teachers, especially when introducing it to students who are unfamiliar with reading method. The time taken to explain and model the method can also detract from actual reading time, making it seem inefficient in certain classroom settings. Therefore, while the SQ3R method can improve reading comprehension, educators should carefully consider their students' backgrounds and abilities to ensure its effective implementation.

In conclusion, the SQ3R method has significant advantages in teaching reading comprehension, such as improved student understanding of the text, more

active learning, and better recall of information. It enables students to connect new information with existing knowledge and encourages critical thinking through in-depth analysis. Nonetheless, there are challenges in implementing this method, such as time constraints in learning sessions, training needs for teachers to implement it effectively, and dependency on students who are more accustomed to traditional reading methods. Thus, the successful implementation of the SQ3R method relies heavily on careful teaching strategies and continuous support for students to maximize the benefits of this approach in the reading learning process.

2.6. Procedures of The Use SQ3R Method in Teaching Reading Comprehension

There are several steps used in the process of teaching reading comprehension of procedure text using the SQ3R method. These steps are pre-teaching activities, activities during teaching, and post-teaching activities.

Based on the teaching procedure adopted by Al-Faroby et al. (2022) the SQ3R method is one of the systematic methods in its implementation. There are five steps, the procedure for teaching and learning activities is as follows:

1. The first step in the SQ3R method for teaching reading comprehension begins with planning. In the planning stage, the teacher introduces the lesson by explaining the structure of a procedure text using a recipe for making an omelet. Students learn about the purpose of the recipe, which is to guide them in preparing a delicious dish. At this stage, students become familiar with the structure of the procedure text before reading it in depth so that they have an idea of the content of the procedure text and also students can identify the main idea of the text, specific information, reference, conclusion, and vocabulary.

2. Next is the survey stage. At this stage, students begin by looking at the title "How to Make an Omelet" and identifying the ingredients listed, which include

essential ingredients such as eggs, milk, and butter, as well as seasonings such as salt and pepper. Students are asked to share their thoughts about the cooking process, making predictions about the next steps of the recipe. By encouraging these predictions, the teacher helps students become active participants in their learning, setting a strong foundation for deeper exploration of the recipe at a later stage.

3. After conducting the survey, students generate questions that may arise after reading the text. These questions can include important aspects of the text, such as "What ingredients are needed?" and "How long do we cook the omelet?". These questions can improve students' understanding and attention to the procedure text.

4. Students then read the text thoroughly, focusing on finding answers to the questions they have formulated. During the reading, students are asked to note down important information and make notes on parts that are difficult to understand. After the reading process, the teacher holds a brief question and answer session to ensure students can ask questions related to their understanding of the text, so that students can clarify any doubts they may have.

5. After reading, students summarize the information they have learned. The teacher asks students to write a summary that includes the main steps and other important information. The teacher provides guidance on how to summarize effectively, including the use of short sentences and covering the main ideas. This review stage aims to check students' understanding of the procedure text they have read and also encourages them to use their own words in summarizing the information.

6. In the final step, students conduct a review of the text and the summaries they have made. The teacher facilitates a class discussion to address students' understanding of the text, as well as to ask any questions. Students are also asked to reflect on their learning process and provide feedback on what they have

learned. Students can strengthen their understanding and identify areas that still need improvement.

In the end, by going through the whole learning process using the SQ3R method, it is expected that students will not only gain a deep understanding of procedure text but also develop critical thinking skills and the ability to collaborate in groups, so that students can formulate relevant questions and share perspectives to enrich their understanding.

2.7. Related Research Study

Various studies have explored the topic of this research. In this study, the researcher will use some of these studies as references. This subchapter reviews five relevant studies and their results.

The first previous study conducted by Prasetyo (2022), this research discusses the impact of applying the SQ3R method on the reading comprehension of tenth-grade students at the SMAN 2 Trenggalek. This study focuses on narrative texts, which are frequently used in secondary education. Through a two-cycle classroom action design, the study demonstrates a significant improvement in students' reading comprehension after applying the method. Although the first cycle did not meet the success criteria, the second cycle, which encouraged collaboration among students, succeeded in increasing their participation and comprehension. The final results indicate that the SQ3R method is effective in improving students' literacy skills.

The second previous research was done by Jalil (2024) conducted this study is about the application of the SQ3R Method in improving the reading comprehension of grade VIII students at SMP Islam Insan Kamil Wonoayu. The type of text used in this study is analytical text. This study used a classroom action research design and showed that the application of the SQ3R Method successfully improved students' analytical text comprehension skills significantly. The results showed that in the second cycle students showed significant progress, signaling the effectiveness of

this method in overcoming problems such as limited vocabulary and weak analytical skills. Thus, this study concludes that the SQ3R Method is an effective tool for improving reading skills among students.

The third previous study was conducted by Fitriyah and Arfani (2022) discusses the application of the SQ3R Method in improving the reading comprehension of students in the student class at Bina Sarana Informatika University. The type of text used in this study is a short story, specifically "The Gift of the Magi" by O' Henry. The study used a classroom action research design and showed that the application of the SQ3R Method successfully improved students' reading skills significantly. By the second cycle, many students showed considerable progress in their comprehension, signaling the effectiveness of this method. Thus, this study concludes that the SQ3R Method is effective in improving reading skills among university students.

The fourth previous research was conducted by Nugroho et al. (2021) the discussion of the SQ3R Method in improving reading comprehension of seventh grade students at SMP N 1 Kediri. The type of text used in this study is descriptive text. This study used a classroom action research design and showed that the application of the SQ3R Method successfully improved students' reading skills significantly. The results showed that the students' average score improved from the first cycle to the second cycle, and all students reached the Minimum Completion Criteria (KKM) in the second post-test. Thus, this study concludes that the SQ3R Method is effective in improving reading comprehension of descriptive text among students.

The last previous study was conducted by Kamilah et al. (2024), which discussed the application of the SQ3R method to improve the reading comprehension skills of seventh-grade students at MTs Ma'arif NU 1 Ajibarang. This study focuses on descriptive texts, which are the main material studied by seventh-grade students. The researchers added a focus on vocabulary building in the survey stage, where students noted unfamiliar words and looked up their meanings, then reviewed the vocabulary with their classmates in the final stage. Through a two-cycle classroom

action research design, this study showed a significant improvement in students' reading comprehension skills. The observation results showed that students actively participated in class by asking questions about terms they did not know, actively summarizing the text content, and discussing the vocabulary they found. This reflected their enthusiasm and interest in applying the SQ3R method in class. The results show that students' reading comprehension improved from an average score of 59.48 on the pre-test to 70.62 on the post-test I, and further improved to 86.05 on the post-test II. This method is effective in improving reading comprehension because it helps students organize and remember information. Therefore, it can be concluded that the SQ3R method is effective in improving students' reading comprehension skills.

In conclusion, research on the application of the SQ3R Method shows that it significantly improves students' reading comprehension at different levels of education. Prasetyo (2022) found an improvement in students' comprehension of narrative texts, while Jalil (2024) showed progress in analytical text comprehension for grade eight students, and Fitriyah and Arfani (2022) confirmed the effectiveness of this method on college students reading short stories. Nugroho et al. (2021) also noted that SQ3R successfully improved seventh graders' reading comprehension of descriptive texts. Kamilah et al. (2024) also said that SQ3R successfully improved seventh grade students reading comprehension of descriptive texts. However, the studies mentioned above were conducted by applying the SQ3R method individually. Therefore, the researcher would like to use the approach of applying the SQ3R method in groups. By working in groups, students can share their understanding, discuss questions that emerge, and help each other understand the text.

2.8. Theoretical Assumption

The researcher believes that using the SQ3R Method to improve students' reading comprehension in procedure text is effective for several reasons. The researcher believes that the SQ3R method can make students active towards the text being read. By encouraging students to survey the material before reading, students gain

an overview that helps them identify the content and structure of the text, making it easier for them to determine the detailed instructions typical of procedure texts. This initial step fosters a sense of direction and purpose, which is crucial for understanding complex information.

Researchers also believe that the questioning step of the SQ3R method improve metacognitive awareness. By creating questions based on the material surveyed, students are motivated to seek specific answers while reading. This active questioning helps them to focus on important details, ensuring they understand the important steps and processes outlined in the procedure text. Research shows that students who engage in independent questioning tend to have better comprehension and retention of information.

The read and recite step of the SQ3R method reinforces learning by requiring students to articulate their understanding in their own words. This practice not only strengthens their understanding of the material, but also helps them identify gaps in their knowledge. In the context of procedure texts, the ability to clearly explain the steps demonstrates a thorough understanding of the process.

In the final step, reviewing is essential for consolidating knowledge. By revisiting key points and discussing them, students can reinforce their learning and prepare themselves for practical application. This systematic approach not only helps in memorizing content but also equips students with the skills needed to follow procedures effectively in real-life situations. Overall, the structured nature of the SQ3R method aligns with the demands of reading and comprehending procedure texts, making it a powerful tool for improving students' reading comprehension.

In conclusion, the SQ3R method plays an important role in improving reading comprehension of procedure texts by providing a structured approach that encourages active engagement, critical thinking, and retention of information. By guiding students through the steps of survey, question, read, recite, and review,

these steps not only make them understand complex instructions but also empower them to apply this knowledge in real-life situations.

2.9. Hypotheses

The hypothesis was formulated based on the problem statement mentioned previously. Based on several theories from the literature review and previous studies described in the above section, the hypothesis proposed in this study is as follows:

H0: There is no significant improvement in students' reading comprehension of procedure text after using the SQ3R method.

H1: There is a significant improvement in students' reading comprehension of procedure text after using the SQ3R method.

Thus, the theories that have been explained above include: definition of reading comprehension, aspects of reading comprehension, teaching of reading comprehension, procedure text, the SQ3R method, procedures of the use SQ3R method in teaching reading comprehension, related research study, theoretical assumptions, and hypotheses.

III. METHODS

The third chapter explains the methodology of the research, which includes various sections: the research design, variables, data sources, instruments, data collecting, data analysis, data treatment, and hypothesis testing.

3.1. The Research Method

In this study, a quantitative method was used with a paired sample t-test design. In this design, a pre-test was applied before the teaching method was implemented, while a post-test was applied after the method was implemented (Nugroho et al., 2021). The results of the pre-test and post-test were compared to determine whether there was an improved learning outcome after the learning process. In this design, the purpose of the pre-test and post-test was to determine whether the SQ3R method improved learning outcomes in reading comprehension skills.

This design adopted one class as the experimental group that was treated with the SQ3R method. This research conducted a pre-test (T1) before using the SQ3R method and measured students' skills before the teaching and learning process. Then, the SQ3R method was applied in three teaching and learning sessions to improve the reading comprehension of students. The post-test (T2) was conducted after implementing the SQ3R method and showed how much students had improved after learning with the SQ3R method.

The research methods were described below:

$$T1 \ X \ T2$$

T1: Pre-test Score

X: Treatment

T2: Post-test Score

(Setyadi, 2018)

3.2. Variables

Every quantitative study requires variables to support the research process. In general, there were two types of variables, an independent variable (X) and a dependent variable (Y). In this study, these two variables were explained as below:

1. The SQ3R method as (X) independent variable
   This variable was considered an independent variable because the SQ3R method could determine the dependent variable in the students' reading comprehension of the procedure text.

2. Students' reading comprehension of the procedure text as (Y) dependent variable
   This variable was considered a dependent variable because it was based on students' reading comprehension skills as seen in the results. The students' reading comprehension skill was measured to determine whether there was an impact of the independent variable.

3.3. Data Source

This study was conducted with students from class IX of SMP Negeri 3 Pringsewu. The researcher worked with the experimental group class, which was selected using a cluster random sampling method. No priority classes were designated to ensure that each class in the population had an equal chance of being selected and to make the study more objective.

The experimental group in this study was Class IX.2, consisting of 31 students. Before the study was conducted, the researcher conducted a test of the instruments in Class IX.1, which also consisted of 31 students. The researcher conducted the instrument test to examine its validity, reliability, level of difficulty, and discrimination power. The instrument test was conducted before it was applied to the experimental group. Therefore, the instrument used in this study had already gone through an appropriate testing process to ensure that the data obtained was reliable.

3.4. Instruments

In this study, to collect data on students' reading comprehension of procedure texts, researchers used instruments. Researchers used reading tests as data collection instruments. The test consisted of multiple-choice items, which were used as an instrument to measure the students' reading comprehension after the teaching and learning process using the SQ3R method. The reading test material consisted of procedure texts about recipes, and the multiple-choice items included aspects of reading comprehension such as the main idea, specific information, reference, inference, and vocabulary. The instrument was checked at the pre-test stage to determine whether the comprehension test was of good quality or not. Several checks were performed on the reading comprehension test, such as validity, reliability, level of difficulty, and discrimination power. A good reading comprehension test had to pass these checks in order to be used.

3.4.1. Try Out of The Instrument

Researchers conducted a try-out test of the research instrument to confirm and determine the validity, reliability, level of difficulty, and discrimination power of the instrument that was used. In testing the instrument, the researchers wanted to know whether the questions related to the procedure text were of good quality before giving them to students for the pre-test and post-test.

The try-out test was conducted in class IX.1, which was not chosen as the experimental class. The try-out test consisted of 60 multiple-choice test questions with a time allocation of about 60 minutes. The distribution of test questions is shown in the table below:

Tabel 3.1 The Specification of Try-Out Test Items

No	Skills of Reading Comprehension	Items Numbers Try-Out	Total	Percentage(%)
1	Main Idea	1,13,25,37,49	5	8.3
2	Specific Information	2,3,4,5,14,15,16,17,26,27,28,29,38,39, 40,41,50,51,52,53	20	33.3
3	Reference	6,7,18,19,30,31,42,43,54,55	10	16.7
4	Inference	8,9,20,21,32,33,44,45,56,57	10	16.7
5	Vocabulary	10,11,12,22,23,24,34,35,36,46,47, 48,58,59,60	15	25
	TOTAL		60	100

After the test was conducted, the data were analyzed to assess the quality of the test. A test could be said to be of good quality if it has good reliability and validity, as well as an acceptable level of difficulty and discrimination power. Based on the results of the analysis of validity, reliability, level of difficulty, and discrimination power, items that did not meet the criteria were then dropped (removed). Thus, only questions that met good quality standards were used in the pretest and posttest.

3.4.2. Validity

According to Hatch and Farhady (1982), a test could be considered valid if it measured the intended objectives and met the established criteria. Validity referred to the extent to which an instrument measured what it was intended to measure. To ensure the validity of the reading comprehension test, the instrument was thoroughly reviewed by experts in the field of education and reading comprehension. Validity was established by matching the test items with the learning objectives and specific skills being evaluated. In addition, a test trial was conducted to gather feedback on the clarity and relevance of the items. To measure whether the test had good validity, content validity and construct validity were analyzed.

3.4.2.1. Content Validity

The content validity of the test was a good description of what had been taught and the knowledge that the teacher wanted students to know (Shohamy, 1985). The test questions covered the procedure text material that had been taught. The test was also based on the material in the curriculum, so it could be said that the test had content validity because it well represented the material studied in class. The material selected in this study was procedure text. This material was part of the reading material in the school curriculum. Kurikulum Merdeka was used at SMP Negeri 3 Pringsewu as an effort to adapt learning to the needs of students.

3.4.2.2. Construct Validity

Construct validity tested the extent to which the test really was appropriate to the theory of what it meant to master a particular language skill (Shohamy, 1985). The test questions had to be understandable to students or measure their reading comprehension skill. In this study, students' reading comprehension was measured using a multiple-choice test. Construct validity was the process of determining the extent to which test results could be interpreted in relation to one or more constructs. The reading comprehension test used was discussed with the researchers and English teachers from SMP Negeri 3 Pringsewu. Before conducting the pre-test and post-test, the researchers first conducted a try-out test to ensure the validity, reliability, level of difficulty, and discriminating power of the test.

3.4.3. Reliability

Reliability referred to the consistency of a measuring instrument. It referred to the accuracy, consistency, stability, reliability, or fairness of the scores produced. According to Setiyadi (2018), reliability was the consistency of a measurement, which meant the extent to which measurements on the same subject but at various times produced similar results. To assess the reliability of the reading comprehension test, Pearson Product-Moment was used to calculate the reliability coefficient between odd and even groups.

To apply it, the researcher used the formula:

$$r_{xy} = \frac{N\left(\sum xy\right) - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\,\{N\sum y^2 - (\sum y)^2\}}}$$

r_{xy} : coefficient of reliability between odd and even number item

N : number of samples

x : odd number items

y : even number items

$\sum x$: total score of odd number items

$\sum y$: total score of even number items

$\sum xy$: total score of odd and even number items

Then to find out the coefficient of the entire item, Spearman Brown's Prophecy formula (Hatch and Farhady, 1982) was used to determine the overall reliability of the test as follows:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

The criteria of reliability are:

0.80 - 1.00 : very high

0.60 - 0.79 : high

0.40 - 0.59 : average

0.20 - 0.39 : low

0.0 - 0.19 : very low

3.4.4. Level of Difficulty

The difficulty level of test items was analyzed to ensure that they were appropriate for the grade level and ability of the students. This involved calculating a difficulty of each item, which was determined based on the proportion of students who answered the item correctly. Items were classified as easy, medium, or difficult based on this analysis, ensuring a balanced assessment that could effectively discriminate between students with different abilities.

According to Shohamy (1985), to determine the level of difficulty, the researcher used the following formula:

$$LD = \frac{U + L}{N}$$

LD   : Level of difficulty

U   : The number of the upper group who answer correctly

L   : The number of the lower group who answer correctly

N   : The number of the students who join the test

The criteria were:

< 0.30   : difficult

0.30 – 0.70   :average

> 0.70   :easy

3.4.5. Discrimination Power

Discrimination power referred to the ability of test items to distinguish between upper and low achievers. Each item was analyzed to determine its discrimination index, which indicated how well the item differentiated between students who

performed well and those who did not. Items with high discrimination power were retained, while those with low discrimination power were revised or eliminated.

According to Heaton (1975), to calculate the discrimination power, the researcher used the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes:

DP   : Discrimination power

U   : The proportion of upper group students

L   : The proportion of lower group students

N   : The total number of students

The criteria are:

0.00 – 0.19   : poor

0.20 – 0.3   : satisfactory

0.30 – 0.69   : good

0.70 – 1.00   : excellent

(negative)   : bad items (must be omitted)

3.5. Data Collecting

Data collection is the stage at which researchers gather the information needed to answer research questions. This section explains three things: first, data collection techniques, the data collection process, and the teaching and learning process.

3.5.1. Data Collecting Technique

This study used paired sample t-tests with pretest and post-test design. In collecting data, pre-test and post-test were very important to determine if the SQ3R could improve the reading comprehension students. The researcher used these steps:

a. Pre-test

A pre-test is a test administered before a lesson is implemented. The purpose of the pre-test in this study was to determine the extent of students' knowledge and reading comprehension before being given treatment, that is the SQ3R method in learning and teaching activities. This test consisted of 40 multiple-choice items related to procedure text. The distribution of test items and text allocation are shown in the table below.

Tabel 3.2 The Specification of Pre-Test Items

No	Skills of Reading Comprehension	Items Numbers Pre-Test	Total	Percentage(%)
1	Main Idea	1,10,18,25,32	5	12.5
2	Specific Information	2,3,4,11,12,13,19,20,26,27,33,34,35	13	32.5
3	Reference	5,14,21,28,36	5	12.5
4	Inference	6,15,22,29,37	5	12.5
5	Vocabulary	7,8,9,16,17,23,24,30,31,38,39,40	12	30
	TOTAL		40	100

Tabel 3.3 The Allocation of Text Specification in Pre-Test

No	Number of The Text	Items Numbers Pre-Test
1	Text 1	1,2,3,4,5,6,7,8,9
2	Text 2	10,11,12,13,14,15,16,17
3	Text 3	18,19,20,21,22,23,24
4	Text 4	25,26,27,28,29,30,31
5	Text 5	32,33,34,35,36,37,38,39,40

b. Post-Test

Post-test was a test given after the teaching and learning process had been completed. The post-test in this study was used to measure or determine the significant improvement of students' reading comprehension as a result of

the learning that had been given. This test was in the form of multiple-choice questions related to procedure texts with 40 items. After getting the results of the post-test, the results were compared with the pre-test results to determine the level of success or effectiveness of the learning that had been carried out. The distribution of test items and text allocation are shown in the table below.

Tabel 3.4 The Specification of Post-Test Items

No	Skills of Reading Comprehension	Items Numbers Post-Test	Total	Percentage(%)
1	Main Idea	7,14,22,31,38	5	12.5
2	Specific Information	4,5.6,12,13,19,20,21,28,29,30,36,37	13	32.5
3	Reference	9,16,24,33,40	5	12.5
4	Inference	8,155,23,32,29	5	12.5
5	Vocabulary	1,2,3,10,11,17,18,25,26,27,34,35	12	30
	TOTAL		40	100

Tabel 3.5 The Allocation of Text Specification in Post-Test

No	Number of The Text	Items Numbers Post-Test
1	Text 5	1,2,3,4,5,6,7,8,9
2	Text 3	10,11,12,13,14,15,16
3	Text 2	17,18,19,20,21,22,23,24
4	Text 1	25,26,27,28,29,30,31,32,33
5	Text 4	34,35,36,37,38,39,40

3.5.2. Data Collecting Procedures

1. **The Research Sample**

   The research sample was selected using cluster random sampling. The researcher selected one ninth-grade class at SMP Negeri 3 Pringsewu as the research sample. The selected class was class XI.2, which consisted of 31 students. This class was used as the experimental group. The research sample participated in a pre-test, treatment, and post-test.

2. **Designing The Research Instrument**

   The researcher selected materials based on the curriculum used at SMP

Negeri 3 Pringsewu. Procedure texts were chosen as the focus of this research. The use of procedure texts was based on a gap found in previous studies and the materials used focused on reading comprehension aspects.

3. **Conducting the Try-Out Test of the Research Instrument**

The purpose of the try-out was to measure whether the reading test instrument was appropriate and could be used during the study. The try-out was conducted to determine which items should be used in the test and which should be eliminated. A good test can be measured by considering several factors, such as validity, reliability, difficulty level, and discrimination power.

The try-out was conducted in class IX.1 at SMP Negeri 3 Pringsewu. In this study, the try-out consisted of 60 questions that were tested on students. The results of this try-out were then analyzed using SPSS 26 to test the validity of each question item. After identifying valid questions, the remaining valid questions were further tested for reliability, difficulty level, and discrimination power.

For the difficulty level, only questions categorized as average and easy were selected to ensure that the test was appropriate for the students' abilities. Meanwhile, for discriminating power, only items classified as good and satisfactory were selected. This process helped researchers select the most appropriate items for the actual pre-test and post-test. The finals consisted of questions appropriate for IX.2 grade students at SMP Negeri 3 Pringsewu as the experimental class.

4. **Conducting The Pre-Test**

A pre-test was conducted to measure students' reading comprehension abilities before teaching them using the SQ3R method. The pre-test consisted of a reading test comprising 40 multiple-choice questions that

had to be completed within 60 minutes. The pretest was conducted in class IX.2 of SMP Negeri 3 Pringsewu to determine student reading comprehension abilities prior to the teaching and learning process. Students were given multiple-choice questions about procedure texts and asked to answer them as best as possible. The researcher focused on the aspect of reading comprehension in procedure texts.

5. **Implementing the Teaching and Learning Process**

Teaching and learning process using the SQ3R method was conducted in class IX.2 during 3 meetings, with a duration of 80 minutes per meeting. The researcher teaching reading comprehension using the SQ3R method with procedure texts as teaching materials. The teaching procedure consisted of pre-activities, while-activities, and post-activities. The teaching and learning process was implemented in accordance with the use of the SQ3R method based on the prepared lesson plan. After conducting a pretest and teaching and learning process, the researcher implemented the treatment in 3 meetings at SMP Negeri 3 Pringsewu.

6. **Conducting The Post-Test**

A post-test was conducted to measure students' reading comprehension abilities after teaching the SQ3R method. The post-test consisted of a reading test consisting of 40 multiple-choice questions that had to be completed within 60 minutes. The post-test was conducted in class 9.2 to determine students' reading comprehension abilities after the teaching and learning process. Students were given multiple-choice questions about the same procedure text as in the pre-test, but the numbers and text were randomized. Students were asked to answer as best as possible. The researcher focused on the aspect of reading comprehension in procedure texts.

7. **Analyzing The Data**

After conducting the pretest and posttest, the researcher analyzed the data

using SPSS (Statistical Package for Social Sciences). The analysis began with descriptive statistics to identify the mean, median, mode, and frequency distribution of the pretest and posttest results. This provided an overview of the students' reading comprehension abilities before and after the implementation of the SQ3R method in procedure texts.

The researcher also conducted a normality test to determine whether the data was normally distributed. This step was important to ensure that the data met the criteria for parametric testing. After ensuring the normality of the data, the researcher tested the hypothesis using a paired sample t-test. This test was used to determine whether the SQ3R method could significantly improve students' reading comprehension of procedure texts.

In addition, the researcher analyzed which aspects of reading comprehension showed the most significant improvement by calculating the gain and N-gain scores for each aspect. This analysis helped identify which specific reading comprehension skills improved the most from the application of the SQ3R method.

8. **Reporting The Result**

In reporting the data results, researchers systematically organized the findings based on the pretest and posttest results. Researchers presented descriptive statistics, normality test results, hypothesis testing results, and improvement analysis on each aspect of reading comprehension. This comprehensive report aims to show whether there are significant differences in students' reading comprehension after teaching using the SQ3R method on procedure texts. The results are presented clearly to provide a complete description of the effectiveness of the SQ3R method in improving students' reading comprehension skills.

3.5.3. Teaching and Learning Process

This section describes the teaching and learning process that the researcher conducted. There were three meetings, each of which lasted 80 minutes. The complete schedule of teaching and learning process can be seen in the table below:

Tabel 3.6 The Schedule of The Teaching and Learning Process

Teaching and Learning	Day and Date	Time	Material
1	Wednesday, 24th September 2025	10.15-11.35	Procedure Text (Recepi)
2	Wednesday, 1st October 2025	10.15-11.35	Procedure Text (Recepi)
3	Wednesday, 8th October 2025	10.15-11.35	Procedure Text (Recepi)

The teaching and learning process for each meeting will be explained in detail below. In all three meetings, the researcher applied the SQ3R method in teaching reading comprehension of procedure texts with a focus on food and drink recipes. All meetings were designed with the following steps in the SQ3R method: survey, question, read, recite, and review, to help students improve their reading comprehension of procedure texts.

1. Teaching and Learning 1

In the first teaching and learning activity, the researcher began by greeting the students and asking how many were present. Next, the researcher asked the students several questions related to their experiences in making food, such as "What do we usually do when we want to make something?" and "Why should we follow the steps in a recipe in the correct order when cooking?". The questions were asked with the aim of determining the students' knowledge and attracting their interest in the topic to be studied, so that students could relate their personal experiences to the learning material. In the next activity, the researcher explained from the questions that had been asked earlier that when we want to make something, we must follow the instructions or steps. The researcher informed the students that the instructions or steps can be found in the procedure text.

The researcher explained the purpose of procedure texts, the types of procedure texts, and provided examples of procedure texts. When the researcher presented examples of procedure texts, the researcher explained the generic structure of procedure texts, which also included the language features used in procedure texts. The purpose of this activity is to provide students with information and also to make it easier for them to answer questions. Therefore, the researcher also explains each step of the SQ3R method (survey, question, read, recite and review) so that students can more easily understand procedure texts with more organized steps.

In the core activity, students are divided into groups of four to five students, and each student receives a student worksheet from the teacher. The first step in the classroom is for the teacher to ask students individually to observe the picture of the food, the recipe title, the ingredients, and the steps briefly to get a general idea of the text. After conducting individual observations, each student in the group presents, discusses, and records the information they have obtained, such as vocabulary and language features (imperative sentences, adverbials of sequence, adverbials of manner, action verbs, adjectives, and nouns). This activity helps students organize the information they have obtained and increase their knowledge of vocabulary and language features.

In the second step, which is questions, students individually create five questions related to the recipe that has been given. The questions created by students can be implicit and explicit questions. After creating questions individually, students in groups present and discuss the questions they have created to avoid repetitive questions. Then, each group discusses which questions are considered most relevant and interesting for them to answer in the next stage. Creating these questions encourages students to seek information and develop their critical thinking skills, helping them understand the reading material more quickly.

The third step is reading. Students individually read the entire recipe, including the tools, ingredients, and steps, carefully. After reading individually, students discuss in groups to find answers to the questions they had compiled together in the previous step. At this step, students must understand the text that is relevant to the answers to the questions they had formulated earlier.

The next step is recite, where students discuss and write down the answers to the question they have compiled in groups using their own words without looking at the text. This step is carried out with the aim of developing students' thinking so that they can remember the content of the text well. The final step is review, where several student representatives in groups present the results of their recipe discussions to the teacher and other groups. At this step, one of the students used Indonesian to explain the results more easily. Next, the researcher gave the students several multiple-choice questions related to the main idea, supporting details, references, inferences, and vocabulary based on the procedure text that had been studied, and then discussed them with the students.

At the end of the learning and teaching activity, the students and researcher summarize the points related to the procedure text together. The researcher also asked several questions to find out whether the students understood the topics that had been discussed, such as "From the recipe we learned, which step do you think is the most difficult? Why?". The researcher and students together made a conclusion related to today's learning material. The researcher also asked the students about the difficulties and what they felt after today's learning.

2. Teaching and Learning 2

The learning and teaching activities in the second meeting began with asking students questions related to their experiences in making drinks at home, "Have you ever made your own drinks at home? What drinks did you make?". This activity was carried out by the researcher to connect their personal experiences with the material to be studied, so that students could be more prepared and feel involved in the learning process.

In the main activity, students sat in groups as in the previous meeting. To determine students' understanding of the last meeting and activate their memory, the researcher asked students the question, "Do you still remember the structure and language features of procedure texts?" Students were able to mention the structure of procedure texts and several language features. Next, the researcher reminded the

students of the survey, question, read, recite, and review stages that they must follow in understanding the given procedure text.

Students were asked to individually observe and look at the pictures of drinks, recipe titles, ingredients, and steps. After completing a brief observation, each student in the group presented and discussed the information they had obtained, such as vocabulary and language features. The discussion in the second meeting was more active because the students had begun to understand the structure and language features in procedure texts. Then, several students presented the results of their group discussions during the survey stage. After several student representatives presented their discussion results, the researcher responded and praised the results that had been presented. The researcher also opened the opportunity for other groups to add information that differed from the discussion results. The researcher provided students with an understanding of the vocabulary and language features found to ensure that all students had the same understanding before they proceeded to the question stage.

In the question stage, students again individually create five questions related to the recipe that has been given. After finishing creating questions individually, each student in the group presents and discusses the questions that have been created to avoid repetitive questions. Still in groups, students discuss which questions they will recite together in the recite stage. This stage helps students organize and group their questions, as well as make the selected questions varied and help them understand the reading more quickly.

Third, students carefully read the entire procedure text and understand all points relevant to the questions they formulated in the previous stage. Next, students discuss in groups to find answers to the questions they have created. This group discussion allows students to share their understanding and work together to find more complete and correct answers. The purpose of the discussion is for students who understand more quickly to help their groupmates who need more time to understand the text, especially if there is difficult and complex information in the text that requires slower and more careful reading.

In the fourth activity, students wrote down their answers in groups to the questions that had been created using their own language. They were not allowed to look at the text again, in order to train their memory and develop their thinking. In the final activity, students presented the results of their discussions on the questions and answers they had created in groups. The presentation of the discussion results is needed so that each group can share their understanding, so that all students gain a more understanding of the text that has been read. Next, the researcher gave several multiple-choice questions related to the main idea, supporting details, references, inferences, and vocabulary to students based on the procedure text that had been studied to see if there was any progress in students' reading comprehension between the first and second meetings.

At the end of the learning and teaching activity, the researcher asked questions to find out whether the students understood the topics that had been discussed, such as "From the recipe we learned, what makes this a good procedure text?". The researcher and students together made a conclusion related to today's learning material.

3. Teaching and Learning 3

In the last learning and teaching activity, the researcher began by asking the students, "Who has ever made cookies? What ingredients do you think we need to make cookies?" This question aimed to connect their experiences in daily life with the material to be learned.

In this last meeting, the researcher asked students about the material from the last meeting, "Do you still remember and can you mention what we learned about procedure texts last week?" The students were able to answer the questions well, this proved that the students remembered the material that had been learned well.

The students again used the steps of the SQ3R method in learning activities as they had done in previous meetings. The learning process in this meeting proceeded more smoothly and effectively because the students already understood the generic structure and language features of procedure texts and were familiar with the steps

in the SQ3R method. The students understood how to survey the text, ask good questions, read with focus to find answers, write down the answers in their own words, and present the results of their group discussions. This improved understanding enabled them to work independently and with more confidence in completing each stage. The researcher only needed to provide a little guidance and direction, as the students already understood the concepts and how to complete the tasks assigned. The group discussion was also more active and productive, with students exchanging opinions and working together more effectively to find answers to the questions they had created.

3.6. Scoring System

In scoring students, researchers had to determine the scoring procedure for student work. Researchers used the scoring formula from Arikunto (2009:235). The ideal score in the scoring was 100. For pretest and posttest scores, it was calculated using the calculating formula:

$$S = \frac{R}{N} \text{ X } 100$$

Notes:

S   : The score of the test

R   : The total of right answer

N   : The total of the items

3.7. Data Analysis

Sharma (2018) stated that data analysis was the process of transforming data by applying systematic logical or statistical techniques to describe, illustrate, summarize, and evaluate data into knowledge and information related to research

questions. The goal of the process was to summarize the data so it could be understood and the connection between the research questions could be examined.

This paired sample t-test quantitative analysis helped answer research question number 1 regarding the SQ3R method's effectiveness in reading comprehension. The results obtained from the pre-test and post-test were compared to see if there was a significant improvement between the pre-test and post-test average of the students.

To analyze the data on the pre-test and post-test average of the students, the researcher used the calculation formula:

$$M = \frac{X}{N} 100\%$$

Notes:

M   :Mean (Average score)

X   :The total students score

N   :Total number of students

After analyzing the data, the average scores of the pre-test and post-test were compared to determine if the reading comprehension skills of the students had improved after the implementation of the SQ3R method.

To calculate the improvement in the students' reading comprehension skills, the researcher used the formula below:

$$I=M2-M1$$

Notes:

I   :The improvement

M2   :The mean score of the pre-test

M1   :The mean score of the post-test

3.8. Data Treatment

In this research, the researcher applied a paired sample t-test to analyze the hypothesis regarding the effectiveness of the SQ3R method on students' reading comprehension. There were three basic assumptions that had to be met when using a paired sample t-test (Setiyadi, 2018):

1. Data had to be measured at the interval level.
2. Data had to be selected from a random sample of the population.
3. The difference between paired observations had to be distributed normally.

To assess whether the differences between pre-test and post-test scores were normally distributed, the researcher applied the Shapiro-Wilk test with the following hypotheses:

- H0: The distribution of differences was normal.
- H1: The distribution of differences was not normal.

The null hypothesis (H0) was accepted if the p-value of the Shapiro-Wilk test was greater than 0.05 (sig. > 0.05). If H0 was rejected, this indicated that the data was not normally distributed, and the researcher considered using non-parametric alternatives, such as the Wilcoxon signed-rank test.

3.9. Hypothesis Testing

Hypothesis testing was conducted to determine whether the hypotheses proposed in this study were supported by the data. Researchers analyzed the collected data to find out whether there was any significant improvement in students' reading comprehension after using the SQ3R method. The hypothesis was tested through statistical tests using computer analysis with SPSS version 26. The researcher used a paired sample t-test to assess the effectiveness of the treatment and identify differences between the pre-test and post-test results. The hypotheses were formulated as follows:

H0: T1 > T2
H1: T1 < T2

H0: There is no significant improvement in students' reading comprehension of procedure text after using the SQ3R method.

H1: There is a significant improvement in students' reading comprehension of procedure text after using the SQ3R method.

For the second hypothesis, the researcher analyzed the results of various comprehension aspects to identify which aspect showed the most significant improvement. This involved comparing the pre-test and post-test mean scores for each aspect of reading comprehension to determine where the greatest n-gain were made. By systematically testing these hypotheses, the researcher aimed to provide evidence regarding the effectiveness of the SQ3R method on enhancing reading comprehension skills among students.

In short, this chapter covers the methods of the research consisting of the research design, variables, data sources, instruments, data collecting, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This fifth chapter presents the conclusions drawn from the research results and the suggestions proposed by the researcher, which will be explained below.

5.1 Conclusions

This section discusses the answers to the two research questions in this study, as follows:

1. There was an improvement in students' understanding of procedure texts after the implementation of the SQ3R method. The SQ3R method was effective in significantly improving students' comprehension of procedure texts. This method helps students understand texts systematically because of its five stages, which are Survey, Question, Read, Recite, and Review. The stages in the SQ3R method guide students to actively interact with the text, making it easier for them to identify important information, remember details, and process the content of the reading deeply.

   The implementation of the SQ3R in groups provides additional benefits by creating a collaborative learning environment where students can share their understanding, discuss questions that arise, and help each other understand the material. By actively involved in each stage of SQ3R, students can gain a deeper understanding of the text and the sequence of steps to follow.

2. Based on the analysis of the five aspects of reading comprehension, the results show that the SQ3R method is very effective in helping students identify main ideas and supporting details because these aspects are easy to understand and find during the survey and read stages, where students can immediately see the title, structure, list of materials, and clear steps in the procedure text The vocabulary aspect also improved significantly because students repeatedly met the same words through various stages of SQ3R. The reference aspect showed a moderate improvement because it needed an understanding of the relationship between sentences, while inference showed the lowest improvement because students had to have a deeper understanding to conclude implicit information. The improvement in all aspects showed that the SQ3R method, when applied in groups, was effective in developing students' reading comprehension skills in various aspects of reading comprehension.

5.2 Suggestions

Based on the above conclusions, the researcher would like to offer the following suggestions:

1. Suggestions for English Teachers:

   The application of the SQ3R method in groups proved to be very effective in this study. However, even though clear time limits were set for each stage of SQ3R, teachers may find that many students in the group need more time than allocated. To solve this, teachers can give regular time warnings, such as "10 minutes left for the Survey stage" or "5 minutes left to make questions." Teachers can also identify students who tend to be slow and give them special attention, for example by accompanying them at the beginning of the method's implementation to help them understand what to do at each stage.

2. Suggestions for Future Research:

- Future research can explore the application of the SQ3R method to different types of texts, such as expository, argumentative, or other academic texts, to determine the extent to which this method can be adapted to various text genres.
- Future researchers can integrate digital technology or interactive learning media in the application of the SQ3R method to see whether the combination of other methods with modern technologies can further improve learning effectiveness.

These are the conclusions of the research findings and suggestions for English teachers and future researchers who also want to apply this method in different learning contexts.

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