



IMPROVING STUDENTS' READING ABILITY USING THE SQ3R METHOD FOR CLASS STUDENTS 8 SMPN 2 TANJUNG PURA TAHUN AJARAN 2022/2023

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Abstrak

This study aims to improve the reading ability of class VIII students of SMP Negeri 2 Tanjung Pura. It is known that the lessons delivered tend to be mastered by the teacher using the monotonous lecture method so that students feel bored. This is due to the lack of variations in the use of learning methods that are appropriate to the conditions of students. The purpose of this research is to find out whether the use of the SQ3R method can improve the reading comprehension of class VIII students of SMP Negeri 2 Tanjung Pura. The SQ3R Method includes: Survey, Questions, Read, Recite, Review. This research was conducted in collaboration with English teachers at SMP Negeri 2 Tanjung Pura. But only researchers make observations. Classroom Action Research (CAR) is carried out in several cycles which include the stages of planning, implementing, evaluating/observing, and reflecting on each cycle. This research was conducted for three cycles. As for the data collection instruments in the form of tests and observation sheets. The results of the study found that student learning outcomes after the learning action was implemented increased. If in cycle 1 the average value reaches 70.65, it means that it has not reached the completeness criteria, in cycle 2 the average value reaches 71.9 and in cycle 3 the average value reaches 77.05. After carrying out 3 cycles of improving learning outcomes completeness reached 25% of students, in cycle 2 the increase occurred until it reached 35%, and in the 3rd cycle the increase reached 75%. Total number of students. As for suggestions for the selected teacher to be more creative in designing learning activities, not just fixated on the method used Commonly used and teachers must apply interesting learning methods that are more meaningful and can make students active, creative, effective and fun so that learning can be achieved properly.

Keywords : *Reading, learning outcomes, SQ3R method*

1. Introduction

Learning is an activity in which there is a process from not knowing to knowing, not understanding to understanding and not being able to be able to. In the last fifty years, various techniques or procedures have been developed for reading skills. The SQ3R technique is one of them. Prof. Francis P. Robinson, a psychology professor from Ohio State University, recommended a reading approach for this study in 1941. This reading technique is increasingly recognized and used. This approach is workable and relevant. because it can be used in various learning methods. SQ3R is a great reading strategy for those who like to read intently and critically. Methods are strategies used to achieve predetermined learning objectives. The choice of method by the teacher will affect the success or failure of the learning process in the future. It is clear that the approach is a way to achieve a goal.

The learning method is an approach used by a teacher to present material in a way that is acceptable to students and how to make it easy to remember, if the two concepts above are combined. Because students can learn quickly, it becomes a learning goal. Various ways have been done to improve the quality of education, one of which is to choose and determine an effective learning style. One of the obstacles for students when learning is difficulty in



understanding, repeating or recalling the material read. They need a way or way out to overcome the problems they are facing. One way that teachers can do to help students get out of their problems is to guide learning to read material with the or method a different way than they are used to. Because the style of reading material that is usually done by students is less effective. Based on the results of initial observations with class VIII students of SMP Negeri 2 Tanjung Pura, it was found that the lessons conveyed tended to be mastered by the teacher with the monotonous lecture teaching method, so that students felt bored.

And when they can't concentrate, they feel bored, some of them prefer to be silent, shake their heads when asked, and don't want to ask questions when they don't understand a lesson. this is due to the lack of variation in the use of learning methods that are appropriate to the conditions of students. The purpose of this study was to identify whether the use of the SQ3R method can improve students' reading comprehension and improve reading skills using the SQ3R method in class VIII students of SMP Negeri 2 Tanjung Pura. This research can be used as information material for teachers in choosing effective learning methods, and is expected to improve student learning outcomes in English subjects.

2. Literature review

Dharma (2013) states that teaching reading texts uses SQ3R strategies can provide solutions for students to improve their reading skills as well help them in understanding any text. Masruroh (2015) found that the application of SQ3R helps students to understand English texts, and students responded positively to the implementation of the SQ3R. Those students interested and enthusiastic in reading English text using SQ3R. They too focus while reading text using SQ3R. M. Nur Faqih Farisi, Eka Wahjuningsih (2016) concluded that there was a significant effect from using SQ3R Strategies for Achieving Reading Comprehension in Grade VIII Students of SMP Negeri 2 Tanjung Pura, indicating that students who use the SQ3R reading strategy perform better reading activities, especially in reading descriptive texts. That seems to have equipped students with structured reading techniques, which can lead them to understand the text better.

2.1. SQ3R method

According to Shah (2014: 128), the SQ3R method is a practical method and can be applied in various learning approaches. Therefore, Suyatno (2009:67) and Shah (2014) both claim that the SQ3R method is learning that can develop students' metacognitive, especially by giving learning responsibility to students to read learning material carefully and carefully. With the support of these experts, it can be said that the SQ3R approach is one way to help students broaden their horizons when reading. "The SQ3R method was developed by Francis P. Robinson in 1941 specifically designed to understand the contents of the text contained in the book." The method is practical and applicable. Because it can be applied in various learning approaches. The SQ3R method can be applied in various educational approaches. The SQ3R method is in principle an abbreviation of steps study textbooks (textbooks) which include:

- a) Survey, meaning examine or examine or identify entire text;
- b) Question, meaning compiling a list of appropriate questions with discourse;
- c) Read, meaning to read the discourse actively to achieve questions that have been arranged;
- d) Recite, meaning to memorize all the answers to the questions has been composed or found;
- e) Review, meaning to review repeat the entire answer above questions that have been arranged in the second and third steps.

Based on this explanation, it can be concluded that SQ3R is a reading method to find main ideas and their supporters as well as help remember well through five activity steps, namely



survey, question, read, recite, and reviews.

2.2. Purpose of the SQ3R Method

The SQ3R method is very appropriate for reading, because it includes five processes, namely surveying, asking, reading, reading, and studying. According to Abidin (2012: 107) the use of this method is primarily intended to improve reading comprehension and memory comprehension over a longer period of time. In addition, SQ3R intends to assist students in making reading learning strategies. Corner notes that the SQ3R has four functions: to get prior information, to set reading goals, to allow parallel learners to check their learning, and to allow students to assess their understanding. of material. Meanwhile, according to Collegeboard, SQ3R "helps make reading meaningful and purposeful."

2.3. Steps in the SQ3R Method

The SQ3R learning method usually involves five steps. Abidin (2012: 108) mentions five steps: survey, query, read, recite, and review. The steps can be divided into three stages: pre-reading, consisting of surveys and questions; reading, which requires reading aloud; and post-read, which requires review. According to Shah (2014: 128–129), the steps for the SQ3R learning approach more generally can be explained as follows:

- a) Students are assisted and encouraged to check or check quickly the entire text structure in the first step of the survey. Students should be able to identify the length of the text, the names of sections and subsections, terms, keywords, etc.
- b) Asking questions, providing guidance or giving examples to students is the next step.
- c) Reading is the third stage, and students are taught to read actively and sequentially to find answers to the questions that have been arranged above. In this case, they are also instructed to actively participate in the paragraphs which are considered to contain answers that they think are relevant to the question.
- d) Reading and asking for repetition of answers to the questions that have been prepared is the fourth stage.
- e) Ask the child not to read their notes for answers.
- f) The final phase, review, instructs students to quickly go through all questions and responses.

The SQ3R phase has been described, leading to the conclusion that students must read the text to understand the main idea or identify the reading. Encourage students to ask a variety of questions, so this method enable students to learn to read effectively with the help of these steps.

The learning model, like other learning models, There are advantages and disadvantages to the SQ3R. The SQ3R learning model has the following benefits:

- a) Provide students with a broad understanding of the subject matter covered in the textbook;
- b) Get students more involved;
- c) Directing attention to the essence or content of the material, both implicit and explicit in the text.

Therefore, the prospect of achieving an effective learning process in accordance with the expected goals is not ignored. Whereas According to Apriani, the weaknesses of the SQ3R method are:

- a) Inadequate study time; And
- b) Difficulty formulating questions in a foreign language.

3. Research methods

Classroom Action Research (CAR) was used in this study. By planning, implementing, and



reflecting on actions in a collaborative and participatory manner, a teacher who is also a researcher conducts classroom action research in an effort to improve or improve the quality of the learning process in his class through certain actions in a cycle. This research was conducted in collaboration with English teachers at SMP Negeri 2 Tanjung Pura. But only researchers make observations.

Classroom Action Research (CAR) is carried out in several cycles which include the stages of planning, implementing, evaluating/observing, and reflecting on each cycle. If the success criteria are met but not anticipated, the cycle will continue; otherwise, the cycle will end.

A. Location and time of research

The research was conducted at Tanjung Pura 2 Public Middle School, which is near Jl. Merdeka, in Langkat Regency, North Sumatra. The choice of this location was made because the distance of the researcher's house was close to the research location. The researcher has two months from the date the research permit was issued to complete this research.

B. Population and sample

For research to be successful, the object must be researched. The information needed by researchers to carry out data analysis comes from the things that are being studied. "Population is a general area consisting of objects or subjects that have certain specifications and characteristics that are applied by the researchers studied and then conclusions are drawn," claims Sugiyono (2013: 117). The sample population for this study were class VIII students of SMP N 1 Tanjung Pura.

The research sample must be smaller for research objects that are still populations. "Samples are taken from the population," said Sudjana (2005: 6). In line with Sudjana, Sugiyono (2013: 118) argues that "the sample is part of the whole and characteristics possessed by the population. The sample in this study were 20 students of SMP N 1 Tanjung Pura.

C. Research variable

Definition of Research Variables According to Kidder (1981) "Research variable is a quality in which a researcher studies and draws a conclusion from the research process carried out". Implementation of PTK is carried out as it should CAR procedure with 4 main activities or steps with planning, action, observation and reflection. This research was conducted in conjunction with the implementation actual learning. In this study, researchers play a role as a teacher who teaches using research methods, ask, read, pronounce, revise (SQ3R) in learning. Implementation of activities In this study consists of several cycles. If in the first cycle research get negative results, then research followed by another episode in the healing phase first plan. If the application of the second cycle is still does not show maximum results, the study is continued next cycle The cycle stops when the study is over to achieve a certain goal.

D. Research Instruments

Researchers use research instruments as tools to gather data from their research projects. Because the data collected will be used as a basis for drawing conclusions. The following are the research tools:

1) Observation or observation

Observation guidelines are one of the tools used in observation. An instrument for observing student activity in the teaching and learning process in class VIII SMP Negeri 2 Tanjung Pura. Observation guidelines are notes that contain instructions for making observations, especially observing the process of learning English using the SQ3R method.

2) Test

The test is a set of questions that must be answered responded to or tasks that must be



carried out by the person who dities.test is used to measure the extent to which a student have mastered the lessons delivered mainly include aspects of knowledge and skills.

E. Data collection technique

Data collection techniques are the methods used by research in collecting research data.

As for that technique used to obtain the data needed in this study is:

- a) Observation technique is a way of collecting data observing student activity during learning takes place. This technique is used to obtain data that can be Improving learning outcomes in English subjects with using the SQ3R method.
- b) Test techniques are used to measure students' ability to material that has been taught using the SQ3R method, so that results can be determined learning obtained by each student. This test is performed at the end meetings for each cycle.

F. Data analysis technique

Processing of data and information obtained during research to produce research results is covered by data analysis techniques. Data analysis was performed using descriptive analysis.

- 1) Observations are analyzed with descriptive quantitative based on observational data.
- 2) The results of learning to analyze data using a comparison script that is comparing test scores before analysis between cycle I and cycle II

1. Finding and Discussion

The Classroom Action Research (CAR) methodology is used in this study, in which researchers work with instructors in the relevant field of study as observers. This study intends to enhance class VIII students at SMP Negeri 2 Tanjung Pura's reading comprehension skills in English courses. Researchers use the SQ3R technique to design learning. There are two cycles for learning, with one meeting in each cycle. Increased student comprehension is determined through the outcomes of examinations administered on Cycle I and Cycle II. Learning activity data to determine students' understanding is observed and documented in the observation sheet as well.

It is recognized that there are problems in learning English, especially with reading content. Based on observations made in class VIII it is known that students' reading skills are low as evidenced by student learning outcomes that are still below KKM 70. In reading learning activities, students experience difficulties in understanding the contents of the reading, responding to in-depth questions from reading texts, difficulty remembering what they read. they have read, and struggle to identify main sentences and main ideas of paragraphs. The lecture approach is still used by teachers in further learning activities. As a result, students are less involved in learning activities, and they also participate less in learning activities which tend to make them feel bored and lazy to learn. Data on learning outcomes for the skill of reading comprehension reveals that 10 students received scores below the KKM and 7 students who did received a score above the KKM, or 70, as shown in the graph. Two cycles of implementation were used in this study, with one meeting in each cycle. uses the SQ3R method to enhance students' reading comprehension in Indonesian language courses.

1. Implementation of Cycle I

In cycle I, instruction lasted for one meeting lesson hour (60 minutes). The meeting will take place on Monday, May 15, 2023, with the reading material "Favorite Needs to be developed" for intensive reading.

The stages in cycle 1 learning are:

a. Planning

Researchers want to apply what they have learned in one meeting using the SQ3R



approach. Planning requires the following actions:

- 1) Choose a topic. In cycle I, focus on reading, selecting key sentences, interpreting challenging vocabulary, and deciphering the meaning of the text were the main topics.
- 2) Create a learning design with the SQ3R approach.
RPP incorporates learning designs.
- 3) Making teaching aids such as worksheets and language books for eighth grade English.
- 4) Develop an observation sheet format for data collection instruments.

b. Actualization

The lesson plan has been created and is now being used in classroom learning activities. When learning first started, examinations were provided at the first meeting to gauge progress. After using the SQ3R approach, students' comprehension was evaluated at the conclusion of the cycle, namely during the meeting at the conclusion of learning.

1) First encounter

On May 15, 2023, the first meeting of cycle I was convened. Lessons are given from 11:00 to 12:00 for a one-hour lesson (60 minutes). The learning material focuses on intensive reading of the text "Hope Needs to Be Developed," with Competence Basic finding the main sentence in each paragraph through intensive reading and with indicators of reading with correct and clear, answering questions, finding main sentences in each paragraph, and summarizing the reading's contents. provide kids with motivation, particularly by outlining the advantages of reading. The pupils were then given five essay questions by the researcher. The researcher then provided an example and an explanation of the information related to the primary sentence. The researcher then gives out the student worksheet and the text reading "Hope Needs to be Developed" after explaining the key idea.

Then it was time for the students to settle down. back to listening to the SQ3R way of reading explanations. According to the LKS, the researcher said that the SQ3R approach involves five activity steps: survey, question, read, recite, and review activities. Survey is the first stage in putting the SQ3R approach into practice. Students are instructed to observe the reading by reading selected passages of the text and the reading's contents while underlining its most significant passages. Students are given around a minute to do a survey of their reading, which entails scanning the material before reading it cover to cover. The purpose of the survey was to gather data generally for reading. When asked to read the title and count the number of paragraphs in the student survey, Read each paragraph's introduction and conclusion.

The researcher and the students then ask for the response to the first and last sentences of each paragraph once the allocated time has passed. Then comes stage two, or the question stage. The student wanted to ask questions about the reading passage he had very briefly read during the survey stage. Researchers provide a sample query. It is necessary to explain in advance how to construct questions based on what, who, how, when, and other factors because some pupils still struggle with question creation. Students are next required to complete the stage read, which involves reading the entire reading text in order to understand its contents and to discover solutions to any questions that have been posed. In order to identify the answers and the main sentence of each



Paragraph, students are asked to calm down and read the text completely. After reading, students move on to the Recite level, where they must find the main sentence and respond to questions. There is always a researcher available to review student work and assist struggling students. The researcher then asked many students to read their responses to the question, "Arrange using your own sentences." The researcher also asked the students to comment on the responses that their peers had read.

The final step is reviewing or reading the content again after these phases have been completed. Activity Summary Researchers achieve this by posing questions and receiving responses regarding the text's outline. The final phase of the lesson directs students to wrap up the topics covered. End the learning session by reading the Hamdalah and extending greetings once all phases have been completed. It can be said that not all students take an active role in the learning process by using the SQ3R method, as demonstrated by the fact that some students are still hesitant to stand in front of the class and present their work. The researcher observed this in the first cycle, when students were still less enthusiastic about following the learning process. Additionally, some students struggle to comprehend the reading text's substance and are hesitant to directly respond to questions. The learning process with the SQ3R approach is not finished in this first cycle; cycle II will continue the learning process. Student learning activities can be seen in the table below:

Tabel 1. Cycle I student learning activities

No	Score	Frequency	Xi	Xi.fi	Persentase
1.	60 – 65	4	62,5	250	20%
2.	66 – 70	6	68	408	30%
3.	71 – 75	5	73	365	25%
4.	76 – 80	5	78	390	25%
	Total	20	281,5	1413	100%
	Average	70,65			

According to the explanation in Table 1 above, only 5 of the participants in Cycle I who received scores of 75 or higher—or 25% of the total—met the Completeness criterion Minimum (KKM), whereas 15 participants—or 75% of the total—did not. The average score was 70,65. The findings of these studies suggest that conducting classroom action research projects requires special consideration because to the presence learning that it involves.

2. Implementation of Cycle II

After considering how cycle II is being implemented, one hopes that it will be successful in achieving the required outcomes. Cycle II's stages are the same as cycle I's, and they are planning, action implementation, observation, and reflection.

Organizing

Planning for the actions that will be taken in cycle II was done throughout the previous cycle's implementation. Only of course, the researcher focused more on encouraging students to participate in learning activities during this cycle. She also helped students who were having difficulties, and there were some additions that needed to be made, like the reward (prize) that will be given to students who receive a perfect score at the end of cycle II meetings.

a. Implementation of actions

Although the reading material is different, the subject matter in cycle II is still the same as that in cycle I, namely material on intensive reading and identifying significant sentences.



SQ3R is a method used in action learning. Lessons were conducted for one lesson hour (60 minutes), or from 11 a.m. to 12 p.m., on Tuesdays beginning May 22, 2023. Active components The reading text for this meeting was "Work Activities Devotion." Finding the key sentence in each paragraph with KD requires extensive reading, reading indications accurately and clearly, responding to questions, identifying the important elements of each paragraph, and summarizing the reading's contents. At the beginning of the activity stage, the researcher performed the following tasks in the same manner as at the previous meetings: greeting students as they entered the room and verifying their presence. Researchers help students learn by inspiring them and by encouraging them to pay attention to what they are studying. Researchers value the fact that students remember the material from the previous meeting when they are quizzed on cycle I material.

By awarding awards (Rewards) to students who actively participate in their learning and can respond to questions, researchers motivate students. To help students better grasp the steps that must be taken during the learning process, the researcher repeated the explanatory technique utilizing the SQ3R method. Also covered by the researcher was correct question construction. Students have the chance to ask researchers questions. The researcher then gave the students worksheets and the reading material "Activities Community Service." The SQ3R approach is then meticulously practiced by the students.

Students are guided by researchers to survey their reading habits. Students have about three minutes to undertake a reading survey, which entails skimming the reading material before reading it from beginning to end. The purpose of the survey was to learn more about people's regular general reading habits. Students had to read the title, count the number of paragraphs, and read the first and last sentences of each paragraph as part of the survey.

Students inquire and receive answers regarding the reading's title, its length in paragraphs, and the first and last sentences of each paragraph when the given time has passed. Many children wanted to answer questions by pointing their fingers, which demonstrated how eagerly the pupils participated in the survey activity. The researcher next instructed the students to formulate their own inquiries based on the major notion discovered by employing the inquiry phrases that had been explicated (inquiry).

There are still many students who do not understand during the learning process, but they have begun to dare themselves to ask questions about concepts they do not yet fully grasp. Even though the student does not comprehend the assignment, some people nevertheless choose to remain mute. The researcher then instructs students to read more carefully and requests that they read while looking up answers to previously prepared questions (Read).

Students go on to the Recite stage, which involves finding significant sentences and responding to questions. Additionally, researchers circulate to view student work and assist any struggling students (Read). Following this phase, the reading material is reviewed or repeated. The review activity was presented first, and then the research students participated. Give students the chance to independently review the text before researchers and students exchange questions and answers about the summary of the text's substance. Student learning activities can be seen in the table below.

Tabel 2. Cycle II Student Learning Activities

No	Score	Frequency	Xi	Xi.fi	Persentase
1.	60 – 65	3	62,5	187,5	15%
2.	66 – 70	5	68	340	25%
3.	71 – 75	5	73	365	25%
4.	76 – 80	7	78	546	35%

Total	20	281,5	1438	100%
Average	71,9			

The following is a description of the student learning activities in Cycle II taken from Table 2: Following the implementation of increased learning in cycle II, which had an average score of 71.9 learning outcomes, 7 students in total, or 35% more, finished their studies. 65% of the class, or up to 13 pupils, are still enrolled in school. The learning improvement process is regarded as successful and finished in cycle II given that there are still few learning outcomes that exceed KKM 75 and researchers and observers come to the conclusion that learning completeness based on the average test score has not increased above 75%.

The table demonstrates that 35% of students scored > 75 or finished all classes once learning was implemented during cycle II utilizing the SQ3R technique. Students who scored below 75 had completion rates below 65%. According to these results, cycle II reading comprehension skills competence increased slightly over cycle I. The researcher would then finish the third cycle.

3. Implementation of Cycle III

In cycle III, instruction lasted for two meetings and two lesson hours (each lasting 35 minutes). First meeting with the reading text Intensive Reading Material "Favorites Needs to be Developed" on Monday, May 29, 2023. The second meeting took place on May 30, 2023, a Tuesday. The same materials from cycles I and II were used by the researchers in cycle III, along with two meetings. The learning abilities of the children should improve as a result. As planned. The researcher employs the SQ3R approach to enhance this learning, and in addition, the researcher creates instructional materials in the form of resources that students will use during the learning process. In this study, learning when it was 85% was used to gauge success. Each pupil has succeeded in learning.

Tabel 3. Cycle III Student learning activities

No.	Score	Frequency	Xi	Xi.fi	Persentase
1.	60 – 65	1	62,5	62,5	5%
2.	66 – 70	2	68	136	10%
3.	71 – 75	2	73	146	10%
4.	76 – 80	15	78	1.170	75%
	Total	20	281,5	1478	100%
	Average	77,05			

The aforementioned Recapitulation of Formative Test Scores for English Learning in Cycle III can be interpreted using data from Table 3 as follows: The average value learning outcomes for cycle III of the learning enhancement process were 73.9. Up to 12 pupils, or 60%, of the total, finish their coursework. Up to 8 students, or 40%, of the class, have not finished their education. Therefore, the process of increasing learning is deemed successful and complete in cycle III after researchers and observers came to the conclusion that the learning completeness based on the average and the value of learning outcomes has exceeded the KKM of 75. The comparison of cycle I and cycle II student learning results is shown in detail.

Tabel 4. Student learning outcomes in cycle I, cycle II and cycle III

No	Description	Average	Students complete Frequency	%	Incomplete students Frequency	%
1.	Cycle I	70,65	5	25%	15	75%



2.	Cycle II	71,9	7	35%	13	65%
3.	Cycle III	77,05	15	75%	5	25%

Based on observations of student learning outcomes and completion rates, it can be concluded that the process of improving learning is successful when student learning completion rates increase to 75% of the minimum threshold of 70%, which has been established for the success of the learning improvement process. Based on the factors mentioned above, the researchers and observers concluded that the activity's ultimate completion improved in cycle III and that using the SQ3R technique to learn English significantly improved the learning process's outcomes.

4. Conclusion

The following conclusion can be drawn from the findings of the stated classroom action research: The SQ3R approach can enhance students' reading comprehension in English class VIII at SMP Negeri 2 Tanjung Pura, with cycle I students' reading ability completeness increasing by 25%, cycle II students' reading ability increasing by 35%, and cycle III students' reading ability increasing by 75%. Thus, from cycle I to cycle II, students' reading comprehension skills improved by 10%, and from cycle II to cycle III, they improved by 40%.

5. Suggestion

For Instructors, This SQ3R approach is believed to be a useful alternative that can contribute ideas and information, particularly for English teachers, in order to enhance student learning outcomes in reading comprehension. For Students, Students are constantly engaged in the learning process by actively asking and responding to the teacher's questions as well as participating in each lesson they are given. Additional Research, since this research's implementation only lasts for three cycles and its subjects are limited to 20 students in a single class, other researchers who are working on a problem that is somewhat similar to this one are anticipated to carry on their research in order to produce results that are more significant.

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