

**EXPLORING STUDENTS' EXPERIENCES OF USING
SQ4R STRATEGY IN READING COMPREHENSION:
A CASE STUDY AT A RURAL ISLAMIC JUNIOR
HIGH SCHOOL**



By:

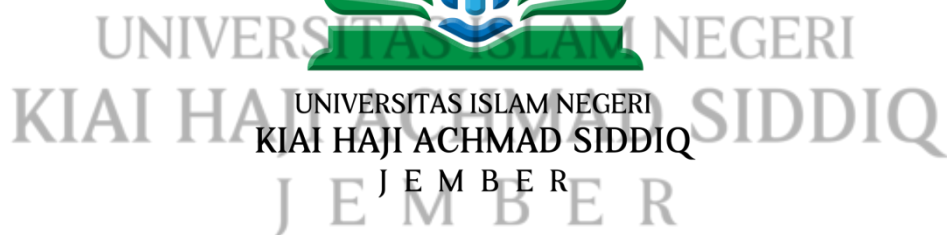
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**ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
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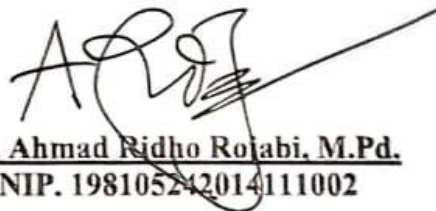
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Submitted to State Islamic University of Kiai Haji Achmad Shiddiq Jember
In Partial Fulfillment of The Requirements for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

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THESIS

It has been examined and approved by the board of examiners in fulfillment of the
Requirements for the degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
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MOTTO

يٰۤاَيُّهَا الَّذِيْنَ اٰمَنُوْا فَتَحَسَّسُوْا مِنْ يُۤوسُفَ وَآخِيْهِ وَلَا تَاْيَسُوْا مِنْ رَّوْحِ اللّٰهِ ۚ اِنَّهٗ لَا
يَاْيَسُ مِنْ رَّوْحِ اللّٰهِ اِلَّا الْقَوْمُ الْكَافِرُوْنَ ﴿٨٧﴾

Artinya; “O my sons, go and search (news) for Yusuf and his brothers, and do not lose hope in the mercy of Allah. Indeed, for no one loses hope in Allah’s mercy except those with no faith.” (QS. Yusuf: 87)¹



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¹ Kemenag, “Mushaf Al-Qur’an,” 2022.

DEDICATION

I proudly dedicated this thesis for:

1. I lovingly dedicate this thesis to my beloved parents, the late Sholeh and Kholifah, who have returned to the Almighty.

Although both of you are no longer physically present, your love, prayers, sacrifices, and unwavering guidance have always been the light that leads my path. Every step I take and every achievement I reach is because of your blessings and endless devotion. Thank you for teaching me strength, sincerity, and patience. I miss you every day, and I hope this small achievement makes you proud in heaven. May Allah grant you the highest place in Jannah. Al-Fatihah.

2. My husband Bayu adi kurniawan who always support me
3. All my big family who always give me support and motivation.
4. My best advisor, Dr. Ahmad Ridho Rojabi, M.Pd, thank you for your support, spirit, and your patience in helping me so much in finishing this thesis.
5. All of my friends especially who always supports me to finish this undergraduate thesis.
6. Thank you for me who never give up.

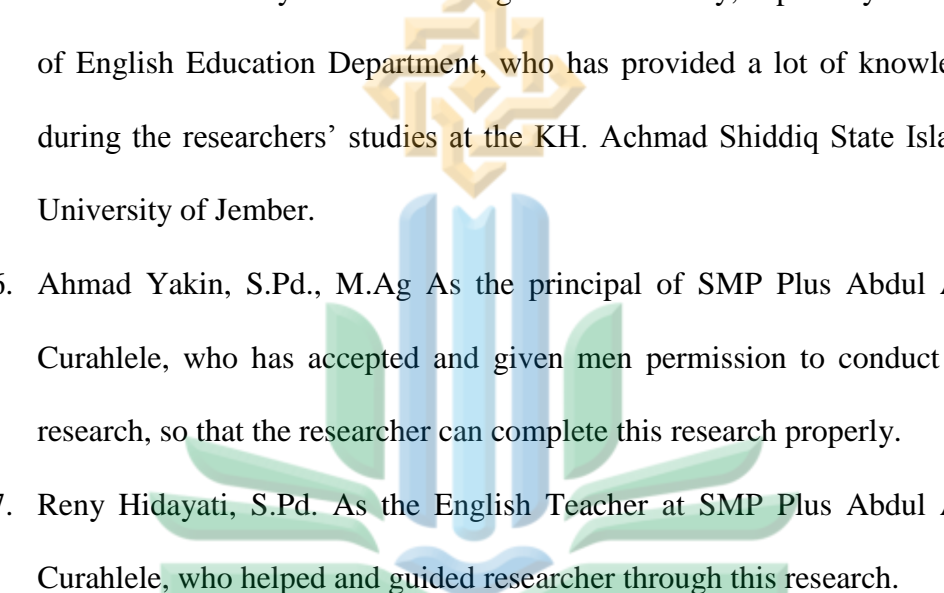
Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard times, so I can finish this undergraduate thesis completely. I would like to say thank you very much for all the affection they gave.

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All praises and gratitude the researcher to the presence of Allah SWT, because of his mercy, grace, guidance and permission, the planning, implementation, and completion of this thesis entitled, Exploring Students' Experiences with the SQ4R Strategy in Reading Comprehension: A Case Study at a Rural Islamic Junior High School can be completed. Blessing and salutation may always be given to our noble prophet Muhhammad SAW, who has the best inspiration of human being life all of century.

This success can be achieved by the researcher because of the support of many parties. Therefore, the researcher relizes and expresses her deepest gratitude to:

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- 
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Finally, the researcher relized that this thesis still has many shortcomings, so it needs to be improved. Therefore, the researcher expected a good criticism and suggestions for the perfection of writing this thesis. May Allah SWT always give his grace and guidance, and the researcher hopes that this scientific work can be usefull for all of us, *aamiin ya Rabbal alamin*

ABSTRACT

Fifi Nur Hidayah, 2025. Exploring Students' Experiences of Using SQ4R Strategy in Reading Comprehension: A Case Study at a Rural Islamic Junior High School

Keywords: experiences, junior high school, qualitative case study, reading comprehension, SQ4R

Many EFL students continue to struggle with reading, especially when it comes to comprehending English texts. The SQ4R (Survey, Question, Read, Recite, Review, Reflect) strategy was introduced to improve reading comprehension, but its classroom implementation and perceived benefits remain unknown. This qualitative case study **therefore** investigates: (1) How do teacher and students evaluate the implementation of the SQ4R strategy during the reading comprehension learning process? and (2) What are the perceived benefits of using the SQ4R strategy in enhancing students' reading comprehension skills?

The participants in this study were 30 seventh-grade students and one English teacher. The data collection process included classroom observations, semi-structured interviews with one teacher and five students, as well as a review of lesson documents and student work. The data was analyzed using Miles, Huberman, and Saldaña's interactive model, which included data condensation, display, and conclusion drawing. It was also verified through source and technique triangulation.

The findings revealed that the teacher evaluates SQ4R using formative assessment, which combines project rubrics and non-tests (attitude checklists). An analytic rubric associated with each SQ4R phase—Survey, Question, Read, Recite, Review, and Reflect—measures both cognitive outcomes (content, organization, vocabulary) and affective factors (participation, collaboration). Students confirmed that the clear criteria helped them stay focused throughout the process. Perceived benefits include: (a) improved text comprehension through questioning and recitation; (b) increased critical thinking and vocabulary; (c) integrated practice of reading, writing, speaking, and listening; (d) increased motivation and enjoyment; and (e) stronger group collaboration and self-confidence. The study concludes that SQ4R improves reading comprehension and learner engagement in lower-secondary EFL settings, and it recommends widespread implementation with teacher support.

TABLE OF CONTENTS

COVER	i
ADVISOR APPROVAL SHEET	ii
EXAMINER APPROVAL SHEET.....	iii
MOTTO	iv
DEDICATIONS	v
ACKNOWLEDGMENT	vi
ABSTACT	viii
TABLE OF THE CONTENT	ix
CHAPTER I: INTRODUCTION	1
A. Research Background	1
B. Research Question	6
C. Research Objective	6
D. Research Significance	6
E. Research of Key Terms	8
CHAPTER II: LITERATURE REVIEW	12
A. Previous Research	12
B. Theoretical Framework	20
1. Reading Comprehension	20
2. SQ4R Strategy	31
CHAPTER III: RESEARCH METHOD	42
A. Research Design	42
B. Research Setting	43
C. Research Participants	44
D. Data Collecting Techniques	45
E. Data Analysis Technique	49
F. Data Validity	51
G. Research Procedure	52

CHAPTER IV: FINDINGS AND DISCUSSION	55
A. Research Findings	55
B. Discussion	66
CHAPTER V: CONCLUSION AND SUGGESTION	73
A. Conclusion	73
B. Sugestion	74
REFERENCE	64
APPENDIXES	68



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER I

INTRODUCTION

A. Research Background

English is an international language that plays an important role throughout the world, including Indonesia. English has become a required subject in schools ranging from elementary to college levels. As a result, learning English requires mastery of four primary skills: listening, speaking, reading, and writing. These four skills are interconnected and equally important for mastering English completely². Reading skills are important because they can help with the development of other skills like grammar, vocabulary, and writing. Reading also helps to broaden horizons, improve comprehension of information, and enrich students' knowledge³.

Reading skills in English language learning include not only decoding words, but also understanding and interpreting textual information.⁴ According to Smith and Barrett's taxonomy of reading comprehension, there are four main levels of reading: (1) literal, which is understanding information stated explicitly in the text; (2) inferential, which is drawing conclusions based on implied information; (3)

² Ishan Pandya and Azim Saiyad, "From Struggle to Mastery : Writing as a Transformative Skill in Second Language Learning," *TESOL Quarterly* 67, no. 2 (2025): 51–75, <https://journals.eltai.in/jelt/article/view/JELT670207>.

³ Bünyamin Celik, "Developing Writing Skills Through Reading," *International Journal of Social Sciences & Educational Studies* 6, no. 1 (2019): 206–14, <https://doi.org/10.23918/ijsses.v6i1p206>.

⁴ Brenda Aromu Wawire and Stephanie Simmons Zuilkowski, "The Role of Vocabulary and Decoding Language Skills in Reading Comprehension: A Cross-Linguistic Perspective," *International Multilingual Research Journal* 15, no. 1 (2021): 23–42, <https://doi.org/10.1080/19313152.2020.1753953>.

evaluative, which is assessing the contents of the text using specific criteria; and (4) appreciative, which is responding emotionally or aesthetically to the text. These four levels are useful indicators for assessing students' reading comprehension abilities.

Astika (2007)⁵ emphasized the importance of reading for students because it allows them to gain positive knowledge while learning English. Reading also helps students understand texts by developing systematic and conscious reading skills. Furthermore, reading can help students understand the meaning of words in context, improve grammar by exposing them to correct sentence structures, and develop writing skills. This activity can also help students gain confidence in using English, both speaking and interacting with foreign speakers.

However, reading comprehension remains a major challenge for most Indonesian students. Many students struggle to understand English texts due to a variety of internal factors, including a lack of interest and motivation to read, poor study habits, and difficulty comprehending language structures. However, external factors such as a lack of environmental support, a scarcity of reading materials, and the influence of digital media such as online games and social media exacerbate the situation. As a result, educators must implement effective learning strategies to help students improve their reading skills. The SQ4R reading strategy is one that is relevant. The SQ4R (Survey, Question, Read,

⁵ Astika, *Reading in English as a Foreign Language: Developing Systematic Skills* (Yogyakarta: Pustaka Pelajar, 2007), 45.

Recite/Recall, and Review) strategy promotes critical thinking and active reading. This strategy is ideal for academic reading tasks such as comprehending textbooks and scientific articles. Francis P. Robinson first introduced SQ4R in 1946. This strategy is intended to help students understand and remember important information from the texts they read.

According to Scoot (1994), the SQ4R strategy improves reading comprehension, particularly when applied orally to nonfiction texts.⁶ This strategy, consisting of six stages, allows students to gain a deeper understanding, review important information, and develop active and meaningful reading habits. Several studies have demonstrated the efficacy of the SQ4R strategy. According to Andriyanto (2016), the SQ4R method has been shown to significantly improve students' reading comprehension skills while also contributing to student literacy development.⁷ Rojabi (2020) also discovered that implementing the SQ4R strategy increased students' active participation in the learning process.⁸ However, despite the fact that this strategy has been widely used in English reading instruction, many students continue to struggle with the text's content. Clump, Bauer, and Bradley (2004) discovered that more than two-thirds of students did not read their textbooks before class, and nearly one-third did not read

⁶ Scoot, W. (1994). *Improving Reading Comprehension in Content Areas*. Boston: Allyn and Bacon.

⁷ Andriyanto, A. (2016). "Improving Students' Reading Comprehension through SQ4R Strategy." *Journal of English Language Teaching*, 3(1): 25–35.

⁸ Rojabi, A. R. (2020). "The Effect of SQ4R Method on Students' Reading Comprehension." *Jurnal Pendidikan Bahasa Inggris*, 10(2): 75–83.

before exams.⁹ This demonstrates a lack of motivation and effective reading strategies. therefore, reading strategies like SQ4R are extremely important because they are designed to systematically guide students through the process of understanding, analyzing, and reflecting on texts, allowing them to achieve understanding at multiple levels. Reading may appear simple, but understanding the meaning and message in the text, particularly in a foreign language, is a challenge in and of itself. In this context, students must understand not only the literal meaning of each sentence, but also the author's main message. As a result, employing the appropriate reading strategy is critical for students to improve their ability to comprehend reading thoroughly. The SQ4R strategy is thought to be a way to overcome these obstacles.

Although the SQ4R strategy has been widely used in reading learning, and several previous studies have demonstrated its effectiveness, the majority of these studies focus on the general implementation aspect in the classroom, rather than investigating how this strategy is evaluated in depth during the teaching and learning process. In short, many studies focus solely on the end results (whether the grades increase or not), but do not investigate the process of implementing and reflecting on the strategy from both the teacher and student perspectives. In fact, this process is critical for determining whether the strategy is truly understood and effectively implemented, or if the steps are simply being followed

⁹ Clump, M. A., Bauer, H., & Bradley, C. (2004). "The Extent to Which Psychology Students Read Textbooks: A Multiple Class Analysis of Reading Across the Psychology Curriculum." *Journal of Instructional Psychology*, 31(3): 227–232.

mechanically. Furthermore, most previous research was conducted at the elementary or high school level. Very few studies have specifically examined the implementation of this strategy in junior high school settings, particularly in Islamic schools in rural areas like SMP Plus Abdul Aziz Curahlele. In fact, students at this level face unique challenges in reading comprehension, such as a limited vocabulary, low motivation, and little classroom interaction. Furthermore, few studies have specifically investigated the benefits and challenges faced by teacher and students in implementing the SQ4R strategy, particularly from an evaluative standpoint.

Thus, this study aims to fill this gap by focusing on the implementation and evaluation of the SQ4R strategy, as well as its impact on students' reading comprehension, using a qualitative approach that includes observation, interviews, and document analysis. Thus, the researcher attempted to conduct this investigation by doing this research entitled "Exploring SQ4R (Survey, Questions, Read, Recite/Recall, and Review) Strategy in Students' Reading Comprehension at Junior High School.". This study aims to investigate the usefulness of the SQ4R strategy to foster students' reading comprehension. This study is expected to make an important contribution to identifying appropriate and relevant reading teaching methods, particularly at the junior high school level. The study's findings are expected to help teacher develop more effective learning methods while also motivating students to improve their reading

skills. Furthermore, the findings of this study can be used to inform future research on reading strategies and English teaching.

B. Research Question

The research questions of this study are as follows:

1. How do teacher and students evaluate the implementation of the SQ4R strategy during the reading comprehension learning process?
2. What are the perceived benefits of using the SQ4R strategy in fostering students' reading comprehension skills?

C. Research Objective

The research objectives of this study are as follows:

1. To describe the ways teacher and students evaluate the use of the SQ4R strategy during the reading comprehension learning process.
2. To determine the perceived benefits of implementing the SQ4R strategy in fostering students' reading comprehension skills.

D. Research Significance

1. Theoretically

This study aims to contribute to theoretical studies on reading strategies, specifically the SQ4R strategy (Survey, Question, Read, Recite/Recall, Review, Reflect) to promote English reading comprehension. According to Smith and Barrett's (2011) reading theory, reading is an active cognitive process that necessitates strategies for comprehending and remembering textual

information.¹⁰ Robinson (1961) developed the SQ4R strategy, which supports this process through stages that encourage student participation and reflection.¹¹ Thus, the findings of this study are expected to provide a more theoretical understanding of the efficacy of the SQ4R strategy in reading learning.

2. Practical significance

a. For teacher

This study is expected to help English teacher who are directly involved in the learning process anticipate various problems that may arise in the classroom. Teacher can also learn more effective and efficient teaching strategies, allowing learning materials to be delivered in a more clear and understandable manner to students.

b. For students

The findings of this study are expected to make students more engaged and interactive in the process of learning to read. Teacher who implement the SQ4R strategy in the classroom can make learning more meaningful and enjoyable, allowing students to enjoy the process of learning English more enthusiastically.

c. For other researcher

This study can serve as a reference or guidance for other researchers who are interested in investigating similar issues,

¹⁰ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, 2nd ed. (Harlow: Pearson Education, 2011), 15–17.

¹¹ Francis P. Robinson, *Effective Study*, (New York: Harper & Row, 1961).

particularly those concerning the implementation of SQ4R strategies by teacher in order to further enhance the quality of reading learning and education in general in the future.

E. Definition of Key Terms

1. SQ4R Strategy

The SQ4R (Survey, Question, Read, Recite, Review, and Reflect) strategy is a structured approach to reading activities used in the classroom to encourage students to actively engage with reading texts. This strategy encourages students to survey the reading's content, ask questions, read carefully, recall main ideas, review key points, and reflect on their understanding. These steps are designed to help students improve their comprehension and memory of the material they read.

2. Reading Comprehension

Reading comprehension refers to the ability to understand and interpret written text. This ability includes not only recognizing words and sentences, but also capturing the author's intended message. Reading comprehension allows students to construct their own meaning from the reading, comprehend the information in depth, and develop critical thinking skills about the content of the reading.

3. Learning Evaluation

Learning evaluation is a systematic process that determines the extent to which learning objectives have been met. In this context, evaluation refers to how teacher and students evaluate the effectiveness of implementing the SQ4R strategy during the reading learning process, taking into account student engagement, text comprehension, and reading ability improvement.

4. Perception (Perceived Benefits)

Perception is an individual's subjective interpretation of an experience or phenomenon. In this study, perception refers to teacher' and students' perspectives on the benefits of implementing the SQ4R strategy for fostering students' reading comprehension skills.

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CHAPTER II

REVIEWS OF RELATED LITERATURE

This chapter presents previous studies which is relevant with the topic being studied and theoretical framework of reading and SQ4R strategy.

A. Previous Research

There are several earlier studies that are pertinent to this subject. It could serve as a references for this study. The researcher gathered five previous studies that were relevant to this study, which are listed below.

1. Argawati (2020)¹² The study's goal was to look at how the SQ4R technique was implemented to improve students' reading comprehension skills, as well as to find out what students thought about its use in reading instruction. The study used a Classroom Action Research (CAR) method in two cycles. The study included 30 elementary school students, with a focus on five students to assess changes in their reading comprehension and responses to the method. The findings revealed that using the SQ4R strategy significantly improved students' reading comprehension skills. Furthermore, students showed positive sentiments toward the use of SQ4R, indicating greater involvement and interest in reading activities.

¹² Argawati, N. O. (2020). The Implementation of SQ4R Strategy to Improve Students' Reading Comprehension. *PROJECT (Professional Journal of English Education)*, 3(5), 565–570.

2. In another study, Ryandani (2017)¹³ This study aims to improve the reading skills of eighth-grade students at SMPN 8 Kediri by using the SQ4R strategy, notably the use of descriptive texts in reading activities. The study used a Classroom Action Research (CAR) approach with two cycles. The study included 35 students from grade X and focused on how the SQ4R technique benefited students during reading instruction. The study discovered that the SQ4R technique was helpful in improving pupils' reading abilities. Students became more engaged and focused throughout the teaching and learning process, particularly when it comes to comprehending descriptive writings.

3. Furthermore, Basar and Gurbuz (2017)¹⁴ explore how SQ4R affects reading comprehension skills in elementary school children. The sample size for this study was 57 students (26 from the experimental group and 31 from the control group). The findings of this study show that applying the SQ4R strategy to help students' reading comprehension learning makes a significant difference and that the SQ4R technique has a long-term influence on reading comprehension skills. The research findings indicate that both the teacher's and students' perceptions of the application of SQ4R in reading class were

¹³ Ryandani, R. A. (2017). Improving Students' Reading Skill Through SQ4R Strategy at the Eighth Grade of SMPN 8 Kediri. *English Education: Journal of English Teaching and Research*, 2(1), 33–39.

¹⁴ Basar, M., & Gürbüz, M. (2017). Effect of the SQ4R Strategy on the Reading Comprehension of Elementary School 4th Grade Students. *International Journal of Instruction*, 10(2), 131–144.

able to use the SQ4R, which promotes students to strengthen their reading comprehension skills.

4. In another study, Alzu'bi (2020)¹⁵, aimed to investigate the effectiveness of the SQ4R method in improving English reading comprehension among EFL students. The researcher employed a quasi-experimental design using a control group pretest-posttest method. The study involved 89 EFL students from Ajloun College, who were divided into two groups: 45 students in the experimental group and 44 in the control group. Both groups were given a pretest and posttest based on the *Preparation Course for the TOEFL Test* (Phillips, 2003), which included 25 questions targeting three levels of reading comprehension. The findings revealed that the experimental group, which was taught using the SQ4R method, outperformed the control group in the post-test. This suggests that the SQ4R technique significantly enhanced students' reading comprehension skills.
5. Fadhilatullathifi, Rahmawati, and Chasanah, in 2023,¹⁶ The study aimed to examine the effectiveness of the Survey, Question, Read, Reflect, Recite, and Review (SQ4R) learning model in enhancing students' mathematical literacy skills, specifically in the topic of Two-Variable Linear Equation Systems. The research compared the

¹⁵ Alzu'bi, M. A. (2020). The Effect of Using the SQ4R Strategy on Improving Reading Comprehension among EFL Students. *Universal Journal of Educational Research*, 8(3), 784–791.

¹⁶ Fadhilatullathifi, Z. N., Rahmawati, F., & Chasanah, A. N. (2023). The Effectiveness of the Survey Question Learning Model Read Reflect Recite Review (SQ4R) to Improve Mathematical Literacy Skills in Two-Variable Linear Equation System Material. *Jurnal Pendidikan Matematika Indonesia*, 8(1), 45–51.

outcomes of students taught using the SQ4R model with those taught through a conventional direct instruction model. The learning outcomes were analyzed to determine the difference in effectiveness between the two approaches. The results showed a notable average difference in favor of the SQ4R group, indicating that the SQ4R learning model was more effective in improving students' mathematical literacy skills. In addition, prior studies have demonstrated that the SQ4R model is beneficial as a reading comprehension strategy. It not only enhances students' understanding of reading materials but also promotes active participation in the classroom learning process. The SQ4R technique supports the development of students' reading, comprehension, and literacy skills through its structured steps: survey, question, read, reflect, recite, and review. Effective implementation of this strategy requires patience, motivation, and a consistent learning effort, making it a comprehensive approach to support both reading and academic development.

The similarities as well as the differences between the previous research and this research are presented as follows:

Table 1.1
The Differences and Similarities between Previous Research
and This Research

No	Researcher's Name, Year, and Research Title	Similarities	Differences
1	2	3	4
1.	Argawati 2020	Both studies utilized the SQ4R strategy as an instructional approach in reading classes.	<ul style="list-style-type: none"> a. The previous research Classroom Action Research (CAR) method b. Meanwhile, the current research used qualitative case study as research desain . c. The difference between the previous research and this research is that the previous research focused on the elementary school while this research focused on junior high school.
2.	Ryandani, J. (2017).	Both research studies discussed about teacher SQ4R strategy during classroom interaction and focused on students of Junior high school.	<ul style="list-style-type: none"> a. The previous research utilized the Classroom Action Research (CAR) method. b. The previous research focused on improving students' reading skills through SQ4R.

No	Researcher's Name, Year, and Research Title	Similarities	Differences
1	2	3	4
			c. Meanwhile, this study focuses on students' experiences in reading classes facilitated through the SQ4R strategy.
3.	Basar and Gurbuz (2017)	Both studies utilized the SQ4R strategy as an instructional approach in reading classes.	The difference between the previous research and this research is that the previous research focused on the elementary school, while this research focused on junior high school students.
4.	Alzu'bi (2020)	Both studies were grounded in Robinson's SQ4R strategy and also shared a common foundation in the reading theory introduced by Smith and Barrett.	The difference between the previous research and this research is that the previous research focused on the Al-Balqa Applied University, while this research focused on junior high school students.
5.	Fadhilatullathifi, Rahmawati, and Chasanah, A. N in 2023	Both research studies discussed the teacher SQ4R strategy during classroom interaction and focused on students of Junior high school.	The difference between previous research and this research is that the previous research was to improve mathematical literacy skills, while this research focuses

No	Researcher's Name, Year, and Research Title	Similarities	Differences
1	2	3	4
			on English language material using the SQ4R method.

Although the SQ4R strategy has been widely used in reading instruction and proven to improve student learning outcomes, most previous studies have focused mainly on the results (such as improved test scores) without exploring the implementation process, evaluation, and user perceptions from both teacher and students. Furthermore, the majority of research has been conducted at the senior high school level, with very limited attention given to junior high school students, especially in Islamic schools located in rural areas such as SMP Plus Abdul Aziz Curahlele. In-depth studies on how the SQ4R strategy is understood, applied, as well as the challenges and benefits perceived by teacher and students in real classroom contexts, are still lacking. Therefore, this study aims to fill that gap by focusing on the implementation and evaluation of SQ4R at the junior high school level in a rural setting through a qualitative approach.

B. Theoretical Framework

1. Reading Comprehension

a. Concept of Reading

Reading is a complex process; every writer provides a reason for his or her established meaning. According to Charles

(2009), reading is a process of transmitting information in which the author is regarded as the informant and the reader is the receiver. During the reading process, the readers interact directly with the author.¹⁷ According to Richards (2009), reading is the act of experiencing a written word aloud (oral reading), which can be done with or without understanding its contents. Reading comprehension is achieved by understanding the lexical meaning of the written material.¹⁸

When learning English, reading is one of the most crucial language skills for information acquisition. Grabe stated that "reading comprehension encompasses many of the skills and processes used in reading to predict textual information, check comprehension, correct comprehension errors, and assist the reader's efforts to align comprehension results with the reader's goals."¹⁹ The nature of reading is the interpretation of how to grasp the message that the writer delivers via reading in order to gain comprehension, learn, and expand the reader's knowledge of the cosmos in which man exists.²⁰

¹⁷ Charles, C. M. *Introduction to Reading: Understanding the Reader and the Text*. New York: Pearson Education, 2009.

¹⁸ Richards, Jack C. *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th ed. Harlow: Longman, 2009.

¹⁹ Grabe, Loc.cit

²⁰ Sholihatul Hamidah Daulay, Emeliya Sukma Dara Damanik, Rora Rizky Wandini, Eka Sagita. (2020) *Activating Schemata Helps Students in Reading Comprehension*. *Jurnal Pendidikan dan Pengajaran*. 7(2). 146-158 P. 148

Furthermore, Tarigan defines reading as the process of conveying the author's message in words that the reader can see and understand. In a nutshell, reading is the process of gathering information from a written text and using it to find, comprehend, and interpret words.²¹

Nurhadi also describes learning as a process that requires both physical and mental activity. The physical act of reading involves moving the reader's eyes along the written lines in the text being read. Reading is a mental activity that maximizes gained understanding. It not only directs our gaze from left to right but also away from it. Understanding each word is a function of thought.²²

Reading, as defined above, is an activity that needs the ability to understand knowledge or information in written, visual, or graphic form, as well as a combination that engages a person both physically and mentally. Reading is crucial for foreign language learners since it is a receptive skill that provides great benefits in terms of information, understanding, and pleasure.

b. Concept of Reading Comprehension

Before delving into the concept of reading comprehension, it is necessary to define the terms reading and comprehension.

According to Hornby (1974:711), reading is the process of

²¹ Henry Guntur Tarigan. (2008). *Membaca Sebagai suatu Keterampilan Berbahasa*. Bandung: Angkasa. p. 7

²² Nurhadi. (2008). *Membaca Cepat dan Efektif*. Bandung. Sinar Baru Algesindo, p.29

acquiring knowledge of books and the ways in which something is interpreted, whereas comprehension is the act of knowing the mind's ability to understand.²³

To extract the most useful information from a piece, the reader must first comprehend it. Tompkins thinks that reading comprehension is dependent on four language skills: phonology, syntax, semantics, and pragmatics²⁴. Furthermore, Miller contends that understanding entails making sense of printed material. It is an interactive technique requiring prior understanding of printed materials.

The developing nature of comprehension is strengthened when children discuss aspects of what they have read with others after they have done reading.²⁵ Furthermore, Soedarso defines comprehension as the ability to understand the primary idea, relevant details, and overall characterization of the text. Reading requires mastery of vocabulary and basic writing structure (sentence, paragraph, and grammar).²⁶

To summarize, comprehension is the ability to comprehend the message from printed information by applying the reader's

²³ A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, 2nd ed. (Oxford: Oxford University Press, 1974), 711.

²⁴ G.E Tompkins. (2011). *Literacy in the early grades: A successful start for prek-4 readers*(3rd edition). Boston: Pearson. p.37

²⁵ Wilma Hiler. (2000). *Strategies for developing emergent literacy*, 1st ed, Boston: McGraw-Hill, p.183

²⁶ Soedarso.(2005). *Speed Reading: Sistem Membaca Cepat dan Efektif*. Jakarta: PT Gramedia Pustaka Utama. p.58

prior knowledge to understand the main concept and significant details of the text. According to Goodman in Otto, reading comprehension is the synergy between thought and language in the reading process, where reading generates information that can only be conveyed through language.²⁷ According to Tarigan, reading comprehension is the most challenging skill because it requires understanding and comprehensive knowledge to extract accurate information from a text.²⁸ Along with Tarigan, Somadyo defines reading comprehension as the process by which readers infer meaning from active knowledge and experience with the text's content.²⁹

This activity requires some basic reading comprehension skills. Somadyo identifies three major points in reading comprehension. First, consider the reader's expertise and experience. Second, the reader's knowledge and experience in relation to the texts that he or she needs, as well as the real continuation of the process of acquiring meaning in their judgment.³⁰

²⁷ Otto Wayne. (1979). *How to Teach Reading*. Philippines: Addison-Wesley Publishing Company Inc. p.70.

²⁸ Tarigan, Op.cit, p. 58

²⁹ Samsu Somadyo. (2011). *Strategi dan Teknik Pembelajaran Membaca*. Yogyakarta: Graha Ilmu. p.10

³⁰ Ibid.

In conclusion, reading comprehension is an action that demands the reader's attention and background knowledge in order to obtain a message that is not immediately contained in the text.

c. The Indicators of Reading Comprehension

According to Smith & Barrett,³¹ reading comprehension indicators are generally classified into four main levels:

1. Literal Comprehension

Literal comprehension is the ability to understand information that is explicitly stated in a text. This includes identifying facts, details, main ideas, and sequences directly presented by the author without needing to interpret or infer meaning. Understanding information that is explicitly stated in the text. (1) Identifying the main idea, (2) Recognizing facts, (3) Determining the sequence of events, (4) Identifying characters, time, and place

2. Inferential Comprehension

Inferential Comprehension is the ability to understand information that is not directly stated in the text by making logical guesses or conclusions based on the available clues. It involves reading between the lines to interpret the author's implied meaning, such as understanding cause and effect, predicting outcomes, or identifying relationships among ideas. The ability to understand the implied meaning in the text (not directly stated). (1) Making inferences, (2)

³¹ Smith & Barrett (1981). *Principles and Practices of Teaching Reading*. Charles E. Merrill Publishing.

Predicting outcomes, (3) Interpreting the author's intention, (4) Explaining relationships between ideas.

3. Critical Comprehension

Critical Comprehension is the ability to analyze, evaluate, and make judgments about the content of a text. It involves assessing the accuracy, credibility, logic, and relevance of the information presented, as well as recognizing the author's purpose, tone, bias, and point of view. This level of comprehension requires readers to think deeply and form reasoned opinions based on evidence from the text. The ability to evaluate the content of the text analytically

and critically, (1) Judging the validity of information, (2) Analyzing the author's point of view, (3) Evaluating the logic of arguments, (4) Detecting bias or opinion.

4. Creative Comprehension

Creative Comprehension is the ability to use imagination and original thinking to go beyond the text by generating new ideas, alternative endings, or different perspectives based on the content. It involves applying what has been read to new situations or combining it with prior knowledge to create something innovative or insightful. The ability to use information from the text to generate new ideas or creative responses. (1) Developing new ideas based on the text, (2) Creating alternative endings, (3) Producing new works inspired by the reading.

d. Level of Reading Comprehension

Furthermore, reading comprehension also has some conditions to occur. Smith of Westwood says reading comprehension should be a four-step process.³² These levels are :

- 1) Direct Comprehension: Reading means directly understanding, memorizing, or remembering information from a written text.
- 2) Inferential comprehension: finding information not directly acknowledged in the text, using the reader's knowledge and perception to infer the message from the text.
- 3) Critical or Value Comprehension: Reading is comparing the information in the text with the reader's own comprehension and values.
- 4) Assess Conception: Reading is about eliciting an emotional or other value-based reaction to a piece of writing.

e. Teaching Reading Comprehension in Indonesian EFL Context

According to Stauffer, comprehension is the necessity to comprehend text by stating what has been read. Thus, few would argue that understanding English texts is one of the most important skills for EFL students. However, a lot of EFL students are still struggling to get past their reading comprehension issues.³³

³² Peter Westwood. (2001) Reading and Learning Difficulties: Approaches to Teaching and Assessment. ACER Press. p. 21

³³ Usman Kasim & Siti Raisha. (2017). EFL Students Reading Comprehension Problems: Linguistics and Non-Linguistics Complexities. English Education Journal, 8(3) 308-321. P, 309

Actually, there are many challenges associated with EFL instruction and student success. Relating to both teacher and learners, this problem is relatively affected by teaching methods. This makes it so teacher should always develop their strategy because every student has their style of learning, and teacher should be aware of this thing, especially for the English teacher. Also, Moorman & Ram in Aloyusef state that although there is a mass of research that has been conducted, there are many theories about how to teach reading, but none of them adequately describe and explain how people learn to read real-world text.³⁴

Also, according to Hedge in Alyousef, the reading components of an English class are important in the EFL context because they include a set of learning objectives for the ability to read a variety of texts in English, the construction of a knowledge of the language that will facilitate the ability to read, the construction of a schematic knowledge and the ability to adapt the reading style according to the reading objective, skimming or scanning, then, to develop an awareness of the text's structure, and finally, to take a critical stance on the texts' content.³⁵

The reading components of an English class that include a set of learning objectives for the ability to read a variety of texts in English, the second being the development of a knowledge of the language that

³⁴ Hesham Suleiman Alyousef. (2005). Teaching Reading Comprehension to ESL/EFL learners. Reading Matrix. An international Online Journal. 5(1) 63-73, p.70

³⁵ Ibid

will facilitate the ability to read, the third being the development of a schematic knowledge, and finally the ability to adapt the reading style according to the reading objective highlight the importance of reading instruction in the EFL context. (skimming or scanning), then, involves becoming textually literate, which means becoming critical of both the form and content of written texts.³⁶ A student must also demonstrate competency, which is the foundation of knowledge, skills, and attitudes, in order to show mastery of established competency standards.

Furthermore, English comprehension problems are a common problem for students at all educational levels. As indicated in many research findings, very few Indonesian students were able to read English texts. Students in Indonesia need assistance with reading comprehension because reading is essential for improving performance in numerous learning domains.³⁷

Moreover, most of the time, the teacher did not give the students chances to practice English by using their first language (L1) with both the instructor and the students throughout all of the English classes.³⁸ This condition requires the teacher to develop a better teaching method to provide adequate opportunities for the student to practice English to

³⁶ Wina Sanjaya. (2008). *Kurikulum dan Pembelajaran*. Bandung: PT Remaja Rosdakraya, p. 170.

³⁷ Arifuddin Hamra & Eny Syatriana. (2010). Developing a model of Teaching Reading Comprehension For EFL Students. *TEFLIN Journal*. 21(1), 27-40. p. 28

³⁸ Muhammad Rochman. (2018). The Importance of Teaching Reading Improving Students' Reading Comprehension in EFL Context Emphasized on Reading Fluency and Accuracy. *Journal of English Language and Pedagogy*. 1(1) 6-14 p. 6

respond to correspondence not just in the classroom but also in the environment.

2. SQ4R Strategy

The SQ4R learning strategy (Survey, Question, Read, Reflect, Recite, Review), initiated by Francis Robinson in 1941, made a major change in the development of learning methods. The SQ4R learning model is a way of reading that can develop students' metacognition, namely by assigning students to read learning materials carefully and precisely through survey by observing the reading text, looking at questions at the end of the chapter, reading summaries if any, and observing pictures, graphs, and maps. Question by making questions (why, how, and where) about the reading material (teaching material). Read by reading the text and finding the answers. Reflect is the activity of providing examples from reading materials and imagining the relevant actual context. Recite is considering the answers given (note--discuss together) and review is a way of reviewing thoroughly.

a. Definition of SQ4R Strategy

SQ4R is one of the strategy in teaching reading that uses several steps to understand the text. This is an old strategy called SQ4R (Survey, Question, Read, Recite, and Review). Then SQ4R becomes SQ4R. Then distinguish this strategy from others by adding a step called "Mitterer in Zakiya." The reflective process can improve students' comprehension by allowing them to connect what they have

read with information they already know well.³⁹ Moreover, SQ4R is a useful technique for fully extracting the information from a text. This will help students construct a good mood about the subject, in which you can put the truth right. Using SQ4R will significantly improve the quality of study time⁴⁰.

SQ4R is one of the most utilized (Survey, Question, Read, Recite, Review, and Reflect). This model is an extension of the SQ4R approach that includes a reflect element. The teacher's exercise, for example, presents an open-ended problem relating to a real-life situation. The students will then work together as a group to solve these questions using the knowledge learned during the reading stage. The presence of open-ended problems might lead to students' critical thinking and lectures to determine the level of their understanding. SQ4R has been used in a variety of studies to help pupils improve their reading skills.⁴¹

b. The Procedures of Applying SQ4R Strategy in Teaching Reading Comprehension

As SQ4R is an active reading strategy, it engages students directly in the entire process. The teacher's role has important

³⁹ Qiqi Zakiya. (2018). The Effective of Using SQ4R on Students' Reading Comprehension Ability o Tenth Grade in SMKN 1 Bandung. Thesis. State Islamic Institute (IAIN) of Tulungagung.

⁴⁰ Melynda Nur Fitriani, Op.Cit, p.3

⁴¹ Dian Tri Riska Ekawati, Dzulfikri, and Saiyidi Hasbullah, "The Use of SQ4R for Improving Reading Skill: How Should It Be Implemented?" *Jurnal Reflektika*, vol.15, no. 02, 2020: 2-3.

aspects to help students gain information, gain a better understanding, or improve students' skills.

Richardson & Morgan has arranged the procedure of SQ4R. There are six steps: survey, question, read, recite, reflect, and review. The procedure will be explained as follows.⁴²

a. Survey

The students are the ones conducting the survey with regard to the text. They gain the ability to predict the primary idea of the text, as well as its complexity and knowledge of the text.

Through the utilization of surveying, The students will investigate the text heading, author, and publication date. The following step requires the students to read the introductory and concluding sentences of each paragraph. To get a general understanding of the text is the goal of this step. In addition, students will skim in this step. Students need to quickly scan the headings, the subheadings, and the summaries, as well as examine any words that are bolded or italicized, as well as any images or other representations.⁴³

b. Question

In this step, students have to come up with questions they can answer about the text that they are reading. Students can write what, why, who, when, and where questions from the

⁴² Judy S. Richardson Op.cit, p. 282

⁴³ Dennis Coon & John O Mitterer. (2010). Introduction to Psychology: Gateways to Mind and Behavior: Study Guide (Twelfth Edition). Wadsworth, Cengage Learning, p. 2

heading, subheading, or title, as well as the main idea that they get from what they have previously surveyed.⁴⁴ Moreover, Brown states self-questions should be engaged by the students in this step. The questions help students understand the text before they finish reading it. Students create some questions in this stage, for which they will later research the answer.⁴⁵

c. Read

In this step, students read the text while keeping the questions in mind in order to find the answers to the questions.⁴⁶ Moreover, if they read the text attentively, the students will be able to correctly respond to the question asked verbally or orally, or they can underline the passages that contain the answer during the reading phase.⁴⁷

d. Recite

At this stage, students test their understanding by answering questions in their own words. In the step of recite, students can summarize the text in a brief note if it is needed. This stage is also known as the revision stage, where students can refresh their memory, look back, and read the text again if they cannot find the answer.⁴⁸ According to Brown, students at this step can

⁴⁴ Brown, R.L. (1992). Developing reading competence in university ESL classes. Annual International Conference of the Institute of Language in Education. p.11

⁴⁵ Coon & Mitterer, Loc. Cit,

⁴⁶ Basar & Gurbuz, Loc. Cit

⁴⁷ Ibit

⁴⁸ Coon & Mitterer. Op. Cit, p.3

summarize the information after reading using a self-check method.⁴⁹

Meanwhile, after reading a small amount, you should pause and recite or rehearse. Try to mentally answer your questions. Also, make brief notes to summarize what you just read. Making notes will reveal what you do and don't know, so you can fill in gaps in your knowledge.

e. Review

Carter in Basar & Gurbuz stated, The reader falls into a process of repetition and recitation to learn. Students refer to their notes or read the text again, but students are better off using their notes instead of the text to refresh their memory. Moreover, Epcacan in Basar and Gurbuz said that after all the previous steps. The students return once more to the text that serves as a review of the material after finishing all of the steps that came before it, answer questions that they do not understand or do not remember and find difficult to answer.⁵⁰

When you are done reading, skim back over a section or the entire chapter, or read your notes. Then check your memory by reciting and quizzing yourself again. Try to make frequent, active review a standard part of your study habits. It means that

⁴⁹ Brown, Loc. cit

⁵⁰ Ibid

the strategy helps the students to understand learning reading comprehension. The steps helped them to know the topic, to read, recite, and review the text, to answer the question, to comprehend the purpose of the text, and to make the best habit for the students.

f. Reflect

According to Carter in Basar & Gurbuz, he recommends that students reflect on and evaluate the information they receive while reading and make connections to the reader's existing knowledge. In this stage, the student summarizes the text and provides written or oral responses to the queries posed after the reading. They are not permitted to consult the textbook in any way while responding to the question. They can make a connection between their notes and their lives to help them remember the answer they came up with in the previous steps.⁵¹

Reflect on what you are reading. As stated earlier, two powerful ways to do this are self- reference and critical thinking. This is the most important step in the reflective SQ4R. The more mindfulness and genuine interest that you can bring to your reading, the more you will learn.

⁵¹ Başar & Gürbüz, Loc. Cit

To summarize, based on the theory above, the purpose of the SQ4R method is to make the students independently involved in the reading process. Moreover, this strategy makes the student active in reading and exercises students' memorization, concentration, and critical thinking by self-testing.

c. The Advantages of SQ4R Strategy

The SQ4R strategy has been used for decades by researchers and teacher as one of the strategy for teaching English with different problems and different levels of students. Indeed, there are a number of advantages and also weaknesses to using this strategy. The advantages and disadvantages of the SQ4R strategy will be explained below :

- The Advantages of SQ4R Strategies

According to Robinson in Yuliana, there are some advantages in applying the SQ4R strategy. First of all, it helps the student distinguish between the main idea and the underside detail in the text. Next, the purpose of this strategy is to make the student active in reading and exercise students' memorization, concentration, and critical thinking by self-

testing. Moreover, the strategy spends less time memorizing and helps to focus on looking at the new ideas.⁵²

While another research also said that the advantages of applying the SQ4R strategy are as follows: 1) The SQ4R strategy learning process has clear and orderly stages. 2) Students can easily perform reading activities because each step presented varies. 3) Classroom learning is more easily controlled by teacher. 4) The teacher can also establish stable interactions with students. 5) Students can easily focus on the learning they want to achieve. 6) Students also easily manage their ability to understand the reading text. 7) Learning activities are done repeatedly. Repetition learning is the key to successful learning. 8) Students work on reading and reviewing the material on each heading before moving on to the next page. 9) Developing comprehension in the monitoring system or the guidance of learning.⁵³

Based on the review of several studies and expert opinion Almost all studies (Argawati, Ryandani, Basar & Gurbuz, Alzu'bi, and Fadhilatullathifi) showed that the implementation of the SQ4R strategy significantly enhanced students' reading

⁵² Titi Fatimah Yuliani. (2012) An Effort to Improve Students Reading Comprehension Through SQ4R Technique (a Classroom Action Research at First Grade of of Junior High School in SMP Negeri Ajibarang in Academic year 2011/2012).Thesis. University of Muhammadiyah Purwokerto.

⁵³ Nurul Lailatul Khusniyah and Ninuk Lustyantie, "Improving English Reading Comprehension Ability through Survey, Questions, Read, Record, Recite, Review Strategy (SQ4R)," *English Language Teaching* 10, no. 12 (2017): 207, ISSN 1916-4742, E-ISSN 1916-4750, published by Canadian Centre of Science and Education.

comprehension across various educational levels, from elementary to university. The strategy encourages students to be more active, interested, and involved in the reading process. Students become more focused, motivated, and challenged to think critically and evaluate texts. SQ4R consists of six clear stages: Survey, Question, Read, Reflect, Recite, and Review. This sequence makes it easier for teacher to manage classroom instruction and helps students understand reading materials in depth. Through the Reflect and Recite stages, students are encouraged to think critically, connect new information with prior knowledge, and self-check their understanding—thus improving their metacognitive awareness. By focusing on independent comprehension and repeated review, the strategy supports the development of effective learning habits that students can apply beyond the classroom. The SQ4R steps train students to distinguish main ideas from supporting details, enhance concentration, and improve both retention and comprehension simultaneously.

CHAPTER III

RESEARCH METHOD

This chapter explains the approach and procedures used in data collection and analysis. The description in this chapter includes research methods, research design, participants, research settings, data collection techniques, data analysis techniques, data validity, and research procedures.

A. Research Design

This study used a qualitative approach. The goal of qualitative research is to deeply understand participants' ideas, perspectives, and experiences through the collection and analysis of non-numerical data. This approach is humanistic because it emphasizes the personal, subjective, and experiential aspects of individuals' knowledge acquisition.

The researcher employed a qualitative approach because the information gathered came from interviews, observations, and documentation. This approach was chosen to better understand and explain the social dynamics that occur during reading learning using the SQ4R strategy. This method is thought to be capable of providing a comprehensive picture of a specific activity while also revealing how the strategy is applied in real-world classroom situations.

The research design used was a case study. A case study is a research design that allows researchers to investigate various aspects of a process, program, event, activity, or individual. In this study, the case study focused on a particular event related to students' reading skills as a

result of the implementation of the SQ4R strategy. The meaning and process of the event were expressed through written or oral descriptions from participants. Thus, the researcher chose a case study design because it was in accordance with the research objectives, namely to explore students' experiences of the application of the SQ4R strategy in the context of reading comprehension in rural Islamic schools.

B. Research Setting

The research setting is the place where data collection activities take place which allows researchers to conduct observations. Choosing the right location is very important to support the success of the research and obtain relevant data.

This research was conducted at one of the Islamic junior high schools in the Curahlele area. This school is located at Jl. Cenderawasih No. 23, Curahlele Village, Balung District, Jember Regency, East Java Province. The researcher chose this school because it had obtained permission from the principal to conduct the research, in addition, one of the English teacher at the school had implemented the SQ4R strategy in reading class. In addition, this location makes it easy for researchers to access research permits and obtain the information needed regarding the topic being researched.

C. Research Participants

In this study, the researcher used a purposive sampling technique according to the needs. Purposive sampling means that researchers

actively select individuals and locations to understand a phenomenon. As participants in this study, the researcher recruited seventh grade students at a junior high school in Curahlele, based on recommendations from English teacher at the school. There were 30 students in the class, but the researcher only recruited five students to be interviewed semi-structured, consisting of two male students and three female students. In addition, the researcher also recruited one English teacher as a research participant.

The researcher chose the five students because they could provide more detailed information about the process of learning reading skills using the SQ4R strategy in reading class. The students were also selected based on their ability to follow reading learning in class, so they were able to provide a representative picture of the application of the SQ4R strategy as a method of learning reading skills. Meanwhile, English teacher were selected because they had implemented the SQ4R strategy in the process of learning reading skills and could provide in-depth information related to the strategy. English teacher were recruited as participants for interviews and observations in this study, which aimed to obtain data related to learning reading skills through the SQ4R strategy, including the steps, evaluations, and benefits obtained by teacher during the process of learning reading skills with the strategy. Meanwhile, five students were recruited as participants for interviews and observations which aimed to obtain data related to their experiences in following reading learning through the SQ4R strategy.

In addition, participants who were willing to participate and had filled out the written consent were interviewed to obtain further information about reading skills learning using the SQ4R strategy. Participants were also given an explanation of the purpose, nature, and benefits of the study before being interviewed for data collection purposes. They were also informed that the data collected would only be used for the purposes of this study and would be anonymized to maintain their privacy. The names of the participants will be given the code Student 1, Student 2, and so on.

D. Data Collecting Techniques

The researcher used several data collection techniques designed to answer two main research questions, namely how teacher and students evaluate the implementation of the SQ4R strategy in the process of learning reading skills, and the benefits they feel from using the strategy.

The data collection techniques used include:

1. Observation

Observation was conducted to obtain direct data regarding the implementation of the SQ4R strategy during the reading learning process in the classroom. The researcher used non-participatory observation, namely observing the activities of teacher and students without participating in learning activities. Through observation, the researcher recorded the teaching steps using SQ4R, evaluations carried out by teacher during the learning process, and student behavior and responses during the

learning process. Specific information obtained from observation includes:

- (1) Stages of implementing the SQ4R strategy in reading learning, (2) How teacher and students evaluate the implementation of the strategy, and (3) Indications of benefits that appear in students' reading skills.

2. Interviews

In this study, the researcher conducted one-on-one face-to-face interviews with five students (two males and three females) and one English teacher, namely asking questions and recording answers from one participant at a time. This type of interview is suitable for helping participants feel more open and confident in expressing their opinions. This interview is also ideal for participants who are not afraid to speak, can speak clearly, and are comfortable expressing their views. First, the researcher greeted the participants with a smile and greeting, and asked several polite opening questions to create a comfortable atmosphere. Second, the researcher asked clear and simple questions. Third, the participants gave adequate answers. Fourth, the researcher recorded and transcribed the answers from participants.

The researcher used a semi-structured interview strategy, namely questions were asked in a way that did not disturb the comfort of the participants. Although the researcher had prepared a list of questions, the researcher could still ask additional questions during the interview process. This interview aimed to explore teacher' and students' evaluations of the use of the SQ4R strategy and their understanding of

the benefits of the strategy in improving reading skills. The questions asked were designed to provide space for participants to express their experiences, views, and perceptions in depth. Data obtained from the interview included: (1) Stages of implementing the SQ4R strategy in reading learning, (2) How teacher and students evaluate the implementation of the strategy, and (3) Indications of benefits that appear in students' reading skills.

3. Document Review

The researcher also collected personal and public documents related to the participants and the research location to be analyzed as part of the data collection process. These documents include letters, diaries, meeting minutes, newspapers, and other relevant documents. These documents provide significant information in helping researcher understand the main phenomena studied in qualitative research. In the context of this research, documents act as important sources of textual data and support understanding of the social and academic context in which the research was conducted.

The documents analyzed include:

- (1) Profile of SMP Plus Abdul Aziz Curahlele,
- (2) Goals, vision, and mission of SMP Plus Abdul Aziz Curahlele,
- (3) Data of grade VII students of SMP Plus Abdul Aziz Curahlele
- (4). Learning Objectives (TP) and Learning Objective Flow (ATP)
of grade VII SMP Plus Abdul Aziz Curahlele,

(5). results of student assignments or student reflections related to reading learning,

(6). Teacher Observation Notes or Class Journals,

(7). Documentation photos of the implementation of the SQ4R strategy in learning.

E. Data Analysis Technique

In data analysis, information obtained through observation, interviews, and document review is organized and traced carefully. This technique includes data collection, confirmation of each category, division of data parts, selection of relevant facts to be used as research data, and drawing clear conclusions that can be understood by researcher and readers in general. Data analysis in this study uses the concept of qualitative analysis from Miles, Huberman, and Saldana, which consists of the following stages:⁵⁴

1. Data Collection

Data collection is the initial stage in the analysis. At this stage, the researcher held an initial meeting with the principal to collect information about the lesson schedule, school profile, learning resources, and number of students. The researcher also interacted directly with teacher and students for the interview process, documentation, and observation, and recorded information obtained

⁵⁴ Miles, Huberman & Saldana, *Qualitative Data Analysis*, (New Delhi: Sage Publications, 2014), p.10-11

from informants. In addition, the researcher used field data to enrich the information.

During this stage, the researcher collected as much information and data as possible. The information collected was then filtered and analysed to select data that could be used in the study.

2. Data Condensation

Data condensation is the process of selecting, focusing attention, simplifying, and transforming raw data into written form. At this stage, the researcher analysed the data to identify important points that were relevant to the focus of the study. In this study, the researcher summarized data from interviews, observations, and document reviews to improve understanding of the findings analysed.

3. Data Presentation

At this stage, the researcher processes and describes the collected data. The information presented includes how the process of implementing the SQ4R reading strategy in students' reading classes, including stages, evaluations, and benefits.

The researcher presents data in the form of descriptions based on field notes from interviews and observations. At this stage, information is also compiled and initial conclusions are drawn. Although data can be displayed in tabular form, in this study the data presentation is done descriptively narratively based on the results of interviews with participants.

4. Conclusion Drawing

The researcher conducted a preliminary study, observation, and interviews to determine students' experiences in using the SQ4R reading strategy in reading classes. The findings obtained were then analyzed and concluded to answer the research questions.

F. Data Validity

Data validity is an important aspect in compiling and evaluating measurement instruments. Measurement accuracy refers to how accurate an instrument is in measuring what should be measured. To ensure the validity of data in qualitative research, triangulation is needed. In this study, source triangulation and technique triangulation were used to assess the reliability of qualitative data.⁵⁵ In this research, the following data validity were

1. Source Triangulation

The purpose of source triangulation is to test the reliability of the data. This triangulation is done by comparing the same data from various sources to ensure the consistency of the findings.

2. Technique Triangulation

Technical triangulation is done by comparing data collected through different methods, such as observation, interviews, and document reviews, to ensure their validity. This technique aims to

⁵⁵ Ibid, p.266

confirm the truth of the data by matching information from various approaches and comparing the results to obtain consistent conclusions.

In this study, the researcher used source triangulation to obtain more valid data by cross-verifying data from observations, interviews, and documents. In addition, technical triangulation is also applied to assess the reliability of the data by repeatedly verifying data from the same source using various techniques, such as matching observational data with findings from interviews.

G. Research Procedure

This section explains the stages carried out in conducting the research, which include research background, design analysis, factual data collection, and report writing.⁵⁶ The stages are as follows:

1. Pre-field Stage

The pre-field stage is the initial stage that includes various preparations before the researcher goes directly to the field. This stage includes:

a. Compiling Research Design

The researcher designs a research strategy based on several variables, including the research title, background, focus, objectives, benefits, subjects, and methods to be used.

b. Determining the Research Location

⁵⁶ Sugiyono, Metodologi Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: CV Alfabeta, 2018)

The researcher determines the research location before starting field activities. In this study, the location chosen was one of the junior high schools (SMP) in Curahlele.

c. Managing Permits

In this process, the researcher visits the research location to obtain a permit to carry out the research, obtain a permit from the university, and begin the initial stages of the research.

d. Reviewing Field Conditions

After obtaining permission, the researcher begins to review the field to facilitate the data collection process and understand the context or conditions related to the research topic.

e. Preparing Research Equipment

The researcher prepares the equipment and instruments needed before conducting research in the field.

2. Field Research Stage

After all preparations are made, the researcher conducts research in the field. At this stage, the researcher uses various methods such as observation, interviews, and document reviews to collect the necessary data.

3. Data Analysis Stage

After all data is collected, the researcher uses qualitative data analysis techniques to assess the entire data. This process includes presenting a summary of the information obtained during data

collection, as well as the results of the analysis described in the findings and data presentation sections of the study.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The findings in this study answer the following two research questions:

- 1. How do teacher and students evaluate the implementation of the SQ4R strategy during the reading comprehension learning process?**

Based on the results of observations, semi-structured interviews, and document reviews in the reading learning process in class VII of SMP Plus Abdul Aziz Curahlele, the SQ4R strategy (Survey, Question, Read, Recite, Review, Reflect) was implemented using a formative assessment approach. Teacher evaluation of the implementation of this strategy does not only focus on the final reading results, but also on the student's process during each stage of the SQ4R strategy.

Observations conducted on April 13, 2024 showed that teacher implemented formative assessments with two approaches: tests and non-tests. Tests were used to assess students' reading projects, while non-tests were used to evaluate students' attitudes during the reading learning process. During the learning process, teacher actively observed and evaluated how students followed the SQ4R stages. During the Question stage, teacher focused on students' capacity to formulate critical questions before reading. During the Read and Recite stages, teacher observed students' ability to comprehend the reading and describe it in their own

words. During the review stage, students were asked to reread key facts from the text, and teacher evaluated the correctness and completeness of their understanding. Several students were then asked to complete brief reflections as part of the Reflection stage. In addition, teacher employed an analytical rubric to assess students' reading projects, particularly procedural books. This rubric was chosen because it was considered efficient and objective for junior high school students, and it included clear and detailed assessment criteria such as the ability to describe the contents of the text, the use of appropriate vocabulary, and the presentation structure when presenting reading projects. The documentation image (see Figure 4.1) depicts learners reading and repeating the contents of the reading in front of the class as part of the Recite stage



Figure 4.1 Students actively follow the stages of SQ4R in the reading class.

Interviews with teacher and students supported the findings from the observations. Teacher reported that they evaluated students based on numerous important aspects of reading, such as content, concept organization, and word use. Teacher also evaluated students' learning attitudes, including active

involvement, group effort, and readiness to submit reading assignments. One teacher commented as follows:

“When evaluating students’ reading, I usually assess the content, organization, and vocabulary used. Their learning attitudes are also important. I use an analytical rubric because the criteria are clear and appropriate for junior high school students.”

From the students' perspective, they realized that the teacher's assessment was not only based on the final results of the project, but also the process they did during the SQ4R stages. Students said that the teacher explained the criteria that would be assessed before they started the project, so they felt more focused.

Some students reported as follows:

“Our teacher often uses formative assessment, without summative assessment. Usually assesses knowledge, skills, and attitudes during learning.” (Student 1)

“He uses an analytical rubric whose criteria match my abilities, so I find it easier to get good grades.” (Student 2)

“Usually assessed from procedural text projects and also attitudes while studying. The rubric has many categories, so we know what to look for.” (Student 3)

Teacher also noted that they evaluated students based on several important aspects of reading, including content, organization of ideas, and vocabulary use. In addition, teacher also assessed students’ learning attitudes, such as active participation, group work, and readiness to present reading projects. One teacher reported as follows:

“When evaluating students’ reading, I usually assess the content, organization, and vocabulary used. Their learning

attitudes are also important. I use an analytical rubric because the criteria are clear and suitable for junior high school students.”

In addition, teacher also explained how formative assessment is conducted based on the SQ4R stages:

“I see when students survey the text and see if they can recognize the topic of the reading. Then at the question stage, I assess the quality of the questions they make. At the reading and reciting stage, I assess how they read and re-explain the contents of the text. Finally, during review and reflection, I pay attention to how students re-organize their understanding and make conclusions appropriately. Those activities are included in formative assessment, not just the final result.” (Teacher)

From the students’ perspective, they realized that the teacher’s assessment was not only based on the final result of the project, but also the process they went through during the SQ4R stages. Students commented that the teacher explained the criteria that would be assessed before they started the project, so they felt more focused. Some student commented as follows:

“Before starting to read, we are asked to make questions first from the title and picture. After that we read and explain the contents of the reading. The teacher said that what is important is not only the answer, but the thinking process is also assessed.” (Student 1)

“When we are asked to deliver the reading results, the teacher assesses how we re-deliver the text. Sometimes we are also asked to make notes or summaries for review and reflection activities. All stages are assessed in the process assessment.” (Student 2)

“Usually, the assessment process of procedural text projects and also attitudes while learning. The rubric has many categories such as reading comprehension, vocabulary, and how to re-explain readings according to the SQ4R stages.” (Student 3)

The findings of the document review in the form of a reading project assessment rubric show that teacher use an analytical rubric with three main criteria: the ability to understand and re-explain texts (Recite), the use of relevant vocabulary (Review), and attitudes during learning activities (Reflect). Each of these criteria is further divided into subcategories and assigned its own score. This demonstrates the effectiveness of the SQ4R strategy in facilitating comprehensive and structured assessments.

Analytical rubric for assessing student's reading comprehension through SQ4R strategy:

Criteria	Score 4 (Very good)	Score 3 (Good)	Score 2 (Sufficient)	Skor 1 (Insufficient)
Survey	Demonstrates a thorough understanding of the context	Demonstrates a general understanding	Only identifies the topic.	Does not demonstrate understanding
Question	Generates critical and relevant questions	The question is fairly relevant	The question is still general	Does not generate any questions
Read & Recite	Reads carefully and clearly explains the content of the text	Restates the content of the text	The explanation is still inaccurate	Is unable to explain the content of the text
Review & Reflect	Critically reflects on the content of the reading	Conveys the main ideas	The review is limited to only part of the content	The review is limited to only part of the content

Criteria	Score 4 (Very good)	Score 3 (Good)	Score 2 (Sufficient)	Skor 1 (Insufficient)
Vocabulary and Language Structure	Uses varied vocabulary and accurate structure	Fairly accurate and clear	Some errors	Many errors

From all data, both observation, interviews and document reviews, it can be concluded that the evaluation of the implementation of the SQ4R strategy in reading learning is carried out through formative assessments that include project assessments and student learning attitudes. Teacher use analytical rubrics that reflect the stages in the SQ4R strategy and are in accordance with the abilities of junior high school students. Overall, teacher and students responded positively to this strategy because it provides clear direction, strengthens reading skills, and allows for more objective and comprehensive evaluation.

2. What are the perceived benefits of using the SQ4R strategy in fostering students' reading comprehension skills?

Based on the results of observations conducted on April 13, 2024, researcher found several benefits of implementing the SQ4R strategy in reading learning as seen in Figure 4.2. First, this strategy encourages students to be more actively involved with the text, especially at the Question and Recite stages, where students are trained to formulate

questions and re-explain the contents of the text in their own words. This shows an increase in the ability to understand and process information from the text. For example, at the Read and Recite stages, several students were seen marking the main idea and writing small notes on the edge of the text. Several students were also able to explain the contents of the text using simple sentences, which indicated an understanding of the contents of the reading.

In addition, in one group activity, students together identified the purpose of the descriptive text and mentioned supporting details. This shows students' ability to analyse text structure, which is an important skill in reading comprehension. The classroom environment also became more active and interactive. In the left picture in Figure 4.2, students' enthusiasm is visible during the learning process. They seem to enjoy the process of learning to read through the SQ4R strategy. The right picture shows students working in project groups, which provides space for students to learn collaboration and build self-confidence.



Figure 4.2 Students are actively engaged with the text, especially during the Question and Recite stages

The data from the observation above is strengthened by interview data. Based on the interview results, the English teacher said that the SQ4R strategy has a positive impact on students in learning to read. The teacher said that students not only understand the text better, but also learn to work together and demonstrate other language skills.

“Students now not only read, but they also learn how to ask, explain, and listen to their friends. The way they understand the content of the reading is deeper than before.” (Teacher)

The teacher also added:

“Through SQ4R, students learn to read, but also speak during recite, write during summary, and listen during group discussion. This strengthens their understanding.” (Teacher)

The benefits of the SQ4R strategy are also felt directly by students. The following quotes show how this strategy affects their motivation, comfort, and confidence in learning to read English.

“Of course, SQ4R Strategy has made me more enthusiastic to learn English and love the process”. (Student 3)

“The SQ4R Strategy of learning made me feel more at ease and motivated to study English in class. Previously, I assumed learning English were uninteresting. But, this method has increased my enthusiasm and active participation in class. It also allows me to develop my reading skill without having to be monotonous and I feel free to use this vocabulary. (Student 2)

The statements from several students below also show metacognitive awareness, namely the ability to realize how far they understand the text, which is an important indicator in the development of reading comprehension.

"I used to be confused about having to read and understand long texts, but now with SQ4R I feel helped and it is easier for me to find the main idea." (Student 5)

"When I understand the reading text, I can explain the contents of the reading in my own words, but if I can't explain or repeat the main ideas of the reading, I have to reread it even several times." (Student 1)

Based on documents such as student worksheets as in Figure 4.3, it is seen that students are able to: (1) identify main ideas and supporting details, (2) formulate relevant questions before reading, (3) summarize the content of the reading in their own words, and (4) reflect on their understanding after reading. The data show that the SQ4R strategy not only helps cognitive comprehension, but also increases students' motivation and engagement in reading.

Based on the results of observations, interviews, and documentation, it can be concluded that the SQ4R strategy provides important benefits in improving students' reading skills. These benefits include: (1) encouraging students' motivation and active involvement in the learning process, (2) developing critical thinking skills, especially in creating questions and re-explaining the contents of the reading, (3) building students' self-confidence, and (4) making reading learning more enjoyable, not monotonous, and student-centered. Therefore, these findings reinforce that the SQ4R strategy is not only academically effective but also supports the development of students' social and affective skills in reading learning.

B. Discussion

1. How do teacher and students evaluate the implementation of the SQ4R strategy during the reading comprehension learning process?

The findings of this study indicate that evaluation is not only carried out at the end of the lesson, but is integrated into each stage of SQ4R. During the Survey stage, teacher assess students' cognitive readiness using pre-reading mind maps and keyword notes; students then reflect on whether they understand the topic and structure of the reading before proceeding. This practice is in line with Bilokcuoğlu⁵⁷ and Rojabi⁵⁸ emphasize that pre-reading activities function to activate schemata and facilitate text processing.

In the Question stage, this finding demonstrated that the teacher uses a small analytical rubric to assess the quality of the questions the students generate—relevance, depth, and logical flow. Students metacognitively compare their questions to those of their peers, revising them if they are not sufficiently insightful. This micro-evaluation backs up Arifin's claim that students' questions are early indicators of critical reading comprehension. The Read and Recite stages are assessed using vocabulary check sheets and oral presentation rubrics. The teacher highlights vocabulary that students still do not understand and asks them to explain the text's contents again. This oral retelling process supports

⁵⁷ H. Bilokcuoğlu, "The Effects of Pre-Reading Activities in EFL Classes on Students' Reading Comprehension," *LAÜ Sosyal Bilimler Dergisi* 2, no. 2 (2011): 79–97.

⁵⁸ A. R. Rojabi, "Exploring Reciprocal Teaching Method on EFL Learners' Reading Comprehension," *Voices of English Language Education Society* 5, no. 2 (2021): 132–142.

Rojabi (2020)⁵⁹ claim that oral recitation is an effective measure of understanding of main ideas and supporting details. Students, on the other hand, record their recitations and rate the completeness of their ideas when they listen to the recording, a form of self-assessment that increases metacognitive awareness.

During the Reviewing and Reflecting stages of this current study, the teacher incorporates a 3-5 item quiz as a formative test and an attitude reflection sheet for non-test aspects. According to Kenney and Bailey, this type of low-stakes quiz can provide teacher and students with quick feedback on which parts need to be deepened. In a reading journal, students record what is still unclear and make a follow-up plan; this activity is consistent with the concept of assessment as learning.⁶⁰ This study also demonstrated a tighter feedback cycle, with teacher and students conducting micro-evaluations at each phase, allowing areas of difficulty (for example, vocabulary deficiencies in the Read stage) to be identified earlier and addressed immediately. This approach contributes to the SQ4R literature by demonstrating that analytical rubrics can be broken down into small indicators per stage, rather than just for the project's final assessment.

⁵⁹ Rojabi, A. R. "Exploiting SQ4R Cooperative Learning Method to Enhance EFL Students' Reading Comprehension." *Edulingua: Jurnal Linguistik Terapan dan Pendidikan Bahasa Inggris* 7, no. 1 (2020).

⁶⁰ C. M. Gilson, C. A. Little, A. N. Ruegg, and M. Bruce-Davis, "An Investigation of Elementary Teacher' Use of Follow-Up Questions for Students at Different Reading Levels," *Journal of Advanced Academics* 25, no. 2 (2014): 101–128.

Overall, the evaluation of SQ4R implementation in seventh grades includes formative tests, attitude observations, analytical rubrics, and student self-reflection, all of which are integrated into the six stages of SQ4R. This comprehensive evaluation model allows teacher to map students' specific strengths and weaknesses, while students learn to assess their own progress, making the goal of improving reading comprehension more effective and sustainable.

2. What are the perceived benefits of using the SQ4R strategy in fostering students' reading comprehension skills?

The findings of this research provided lots of benefits on students' reading skill during teaching reading learning through SQ4R Strategy one of the benefit was students can develop their reading skill in English during teaching reading of descriptive text material while student felt enjoy during teaching reading learning in classroom. It was relevant with Buyung's study that stated the implementation of SQ4R. it also relevant with Kumalatiwi's research that found the implementation of SQ4R to increase students' interest in learning and students' motivation in learning English.⁶¹

The results of this study indicate that the application of the SQ4R (Survey, Question, Read, Recite, Reflect, Review) strategy has a positive impact on junior high school students' reading comprehension. Students

⁶¹ P. Kumalatiwi, Project-Based Learning In English Reading Classroom In Junior High School, (Thesis, Antasari State Islamic University Banjarmasin, 2024), p.40

became more active, focused, and engaged in the reading learning process. These findings are in line with the theory which state that of SQ4R by Robinson in Yuliana the SQ4R strategy helps students distinguish between main ideas and supporting details in a text, while also encouraging critical thinking, concentration, and memory skills through active reading.

In this study, students who used the SQ4R strategy also showed improved comprehension of the text and greater confidence in answering text-based questions. These findings support the study conducted by Argawati (2020),⁶² which found that the SQ4R strategy significantly improved students' reading comprehension and promoted active engagement during reading activities. Argawati also noted an increase in students' motivation and interest in reading, which was similarly observed in this research. Furthermore, Ryandani (2017)⁶³ in her research at SMPN 8 Kediri, stated that the SQ4R strategy was effective in helping students understand descriptive texts.

In this study, students also demonstrated better comprehension of text structure and content after going through the structured SQ4R steps, such as formulating questions before reading and reflecting on the content afterward. This study is also supported by the findings of Basar and

⁶² Argawati, N. O. (2020). The Implementation of SQ4R Strategy to Improve Students' Reading Comprehension. *PROJECT (Professional Journal of English Education)*, 3(5), 565–570.

⁶³ Ryandani, R. A. (2017). Improving Students' Reading Skill Through SQ4R Strategy at the Eighth Grade of SMPN 8 Kediri. *English Education: Journal of English Teaching and Research*, 2(1), 33–39.

Gurbuz (2017)⁶⁴, who concluded that the SQ4R strategy has a lasting effect on students' reading comprehension skills and fosters positive perceptions from both teacher and students. Both teacher and students acknowledged the benefits of SQ4R in enhancing learning effectiveness. In addition, the results do not contradict the study by Fadhilatullathifi, Rahmawati, & Chasanah (2023)⁶⁵, even though their study applied SQ4R in the context of mathematical literacy. Their findings showed that SQ4R was also effective in improving mathematical understanding, suggesting that the strategy is flexible and adaptable across various learning subjects, including English.

In conclusion, the SQ4R strategy is an effective approach to improving students' reading comprehension skills. This strategy not only helps students better understand texts but also enhances their active participation and engagement in the learning process. Moreover, students develop their reading skill in English while students more enjoyed and interested in teaching reading learning in classroom. Besides, students integrated learn 4 skill in English, students' collaboration in a group and students can build their self-confidence during teaching reading learning in the classroom.

⁶⁴ Basar, M., & Gürbüz, M. (2017). Effect of the SQ4R Strategy on the Reading Comprehension of Elementary School 4th Grade Students. *International Journal of Instruction*, 10(2), 131–144.

⁶⁵ Fadhilatullathifi, Z. N., Rahmawati, F., & Chasanah, A. N. (2023). The Effectiveness of the Survey Question Learning Model Read Reflect Recite Review (SQ4R) to Improve Mathematical Literacy Skills in Two Variable Linear Equation System Material. *Jurnal Pendidikan Matematika Indonesia*, 8(1), 45–51.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study explored how teacher and students evaluated the use of the SQ4R strategy in reading comprehension, as well as the perceived benefits of the SQ4R (Survey, Question, Read, Recite, Review, Reflect) strategy in reading comprehension at a rural Islamic junior high school. First, the evaluation of implementation revealed that the teacher facilitated SQ4R using a structured group-based approach. The process began with preliminary actions such as grouping students into small groups and using images to introduce descriptive texts. The teacher then led students through the collaborative stages of preparation, planning, gathering information, drawing conclusions, presenting results, and conducting evaluations. This approach allowed students to participate actively in each stage of the reading process. Assessment included both test and non-test formative evaluations. The teacher used test-based assessments to assess students' reading outcomes, as well as non-test instruments like observation of student behaviour and participation to gauge their attitudes toward reading activities. Analytical scoring rubrics were used to provide more detailed and objective assessments of students' performance.

Second, in terms of perceived benefits, both students and teacher found the SQ4R strategy useful to enhance reading comprehension. Students reported better comprehension of the texts, increased confidence

in expressing ideas, and increased participation in reading lessons. The teacher also mentioned how the strategy encouraged collaborative learning, increased student participation, and made the reading class more student-centered.

B. Sugession

After completing the research at junior high school in Curahlele, the researcher would like to provide the following suggestions in this area;

1. The teacher

Teacher are encouraged to implement and continually improve the SQ4R strategy because it promotes active engagement and structured learning in reading lessons. Creativity in tailoring each phase of the strategy to the needs of the learners can enhance comprehension outcomes and student participation.

2. The future researcher

Future researchers should conduct more in-depth and critical investigations into additional aspects of SQ4R, such as its effect on different text types or long-term comprehension retention. This study may be useful as a foundational reference, particularly for those researching reading strategies in similar EFL contexts.

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APPENDIXES

APPENDIX 1 : Research Matrix

Research Matrix

Title	Variable	Sub-variable	Indicator	Source of Data	Research Method	Research focus
Exploring Students' Experience s with the SQ4R Strategy in Reading Comprehen sion: A Case Study at a Rural Islamic Junior High School	Reading Skill	1. Concept of reading skill 2. Teaching reading skill	a. literal comprehension b. inferential comprehension c. critical comprehension	1. Interview a. Students from VII grade of SMP plus abdul Aziz b. English teacher of SMP Plus abdul Aziz 2. Observation a. Teaching and learning at the VII of SMP plus abdul aziz b. The implementation of SQ4R strategy on students' reading skill 3. Document review	1. Research approach and types : a. Qualitative b. Case Study 2. Data Collection a. Observation b. Interview c. Document review 3. Data analysis a. Data collection b. Data Condensation c. Data presentation d. Conclusion drawing	1. How do teacher and students evaluate the implementation of the SQ4R strategy during the reading comprehension learning process? 2. What are the perceived benefits of using the SQ4R strategy in fostering students' reading comprehension skills?
	SQ4R strategy	1. Definition of SQ4R strategy 2. The step of SQ4R strategy 3. The evaluation of SQ4R strategy 4. The benefits of SQ4R strategy	a. Survey b. Question c. Read/Recall d. recite e. Review			

APPENDIX 2 : Profile of SMP Plus Abdul Aziz



NPSN : 20554317

School's Name : SMP Plus Abdul Aziz

Accredited : C

Adress : Jl. Cenderawasih No.23, Desa Curahlele, Kecamatan
Balung, Kabupaten Jember, Jawa Timur, Kode Pos 68161

Koordinat: Lat -8,2432 ° S, Long 113,5472 ° E

District : Balung

Province : Jawa Timur

Learning time : 07.00 s/d 16.00

Vision and Mision of SMP Plus Abdul Aziz

- Vision

To nurture a young generation with noble character, knowledge, and a global perspective.

- Mision

To provide a variety of extracurricular programs and remain committed to the development of students' character.

APPENDIX 3 : Target learning objective (TP) and Learning objective sequence (ATP) at the VII grade of SMP Plus Curahlele

A. PROGRAM SEMESTER (PROSEM)

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : I / Ganjil

Alokasi Waktu : 3 JP / Minggu

Tahun Ajaran : 2024 / 2025

No	KD/Materi pokok	Alokasi Waktu (JP)	Bulan/ Pekan																													
			Januari					Februari					Maret					April					Mei					Juni				
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	Text Interaksi Interpersonal; Greeting, Parting, Thanking and apologizing	16	4	4	4	4																										
2	PH 1 (Penilaian Harian)	2					2																									
3	Teks Interaksi Transaksional; Introduction self, Asking for and Telling about Identity, Introducing Family Members	18					2	4	4	4	4																					
4	PH 2 (Penilaian Harian)	2										2																				

Mengetahui,
Kepala Sekolah

Jember, 04 Januari 2025

Guru Mata Pelajaran

(Reny Hidayati)

B. Alur Tujuan Pembelajaran (ATP)

Satuan Pendidikan : SMP Plus Curahlele
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII (Ganjil & Genap)
 Tahun Pelajaran : 2024/2025



Capaian Pembelajaran Fase F:

Pada akhir fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam berbagai jenis teks dengan berbagai macam topik kontekstual untuk berkomunikasi sesuai dengan situasi, tujuan dan target pemirsa/pembacanya. Peserta didik memproduksi teks lisan, tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Peserta didik memahami teks lisan, tulisan, dan visual untuk mempelajari sesuatu/ mendapatkan informasi dan untuk hiburan. Pemahaman mereka terhadap teks semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang.

Capaian Pembelajaran Per Elemen	Tujuan Pembelajaran (TP) dari buku teks	TP hasil kolaborasi dalam buku teks	Alur Tujuan Pembelajaran
Elemen Menyimak – Berbicara Pada akhir fase F, peserta didik menggunakan bahasa Inggris	Menyimak – Berbicara F.11.1.1 Mengkatagorikan dengan benar ekspresi (menyatakan pendapat, setuju dan tidak setuju) yang	<ul style="list-style-type: none"> Menganalisis ekspresi di berbagai konteks dalam bentuk percakapan transaksional lisan Mengidentifikasi gagasan 	1. Menganalisis ekspresi di berbagai konteks dalam bentuk percakapan transaksional lisan.

<p>untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topic. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-</p>	<p>digunakan dalam percakapan transaksional lisan yang diperdengarkan</p> <p>F.11.1.2 Menggunakan ekspresi – ekspresi yang sesuai untuk menyatakan pendapat, menyetujui dan tidak menyetujui dalam percakapan transaksional lisan dengan teman sebaya.</p> <p>F.11.2.1 mengidentifikasi secara benar tipe ekspresi yang berhubungan dengan permasalahan limbah rumah tangga</p> <p>F.11.2.2 menggunakan secara tepat frasa adjective dalam sebuah monolog atau dialog terkait limbah rumah tangga.</p> <p>F.11.3.1 mengidentifikasi ekspresi memberi dan mempertahankan opini dengan benar yang digunakan dalam sebuah percakapan</p>	<p>utama, informasi terperinci, tujuan penulis dan detail relevan dari ragam yang disajikan dalam bentuk multimodal dalam lingkup minat remaja.</p> <ul style="list-style-type: none"> • Menerapkan bahasa Inggris dalam komunikasi efektif dalam hal-hal penyampaian pendapat dalam percakapan transaksional lisan untuk berbagai tujuan. • Mengevaluasi gagasan utama, makna tersirat dan tersurat yang disajikan dalam bentuk multimodal. • Merancang teks secara tertulis melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup minat remaja. • Memproduksi teks yang sesuai dengan konteks, tujuan penulis, minat remaja dan mempresentasikannya. 	<ol style="list-style-type: none"> 2. Menerapkan bahasa Inggris dalam komunikasi efektif dalam hal penyampaian pendapat dalam percakapan transaksional lisan untuk berbagai tujuan 3. Mengidentifikasi gagasan utama, informasi terperinci, tujuan penulis dan detail relevan yang disajikan dalam bentuk multimodal dalam lingkup minat remaja. 4. Mengevaluasi gagasan utama, makna tersirat dan tersurat yang disajikan dalam berbagai bentuk teks multimodal. 5. Merancang teks secara tertulis mulai
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<p>verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagai besar konteks.</p>	<p>transaksional lisan.</p> <p>F.11.3.2 menggunakan ekspresi memberi dan mempertahankan opini yang sesuai dalam percakapan transaksional</p> <p>F.11.4.1 mengidentifikasi ekspresi untuk memulai, pertahankan dan mengakhiri percakapan transaksional.</p> <p>F.11.4.2 menggunakan ekspresi untuk memulai, mempertahankan dan mengakhiri percakapan transaksional dengan menggunakan intonasi yang tepat.</p> <p>F.11.5.1 mengidentifikasi secara benar tipe-tipe ekspresi yang digunakan dalam sebuah teks prosedur tentang manajemen keuangan pribadi.</p> <p>F.11.5.2 menggunakan</p>	<p>proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup minat remaja.</p> <p>6. Memproduksi teks yang sesuai dengan konteks, tujuan penulisan, minat remaja dan mempresentasikan</p>
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	superlative yang benar dalam sebuah monolog atau dialog tentang manajemen keuangan pribadi.	
Elemen Membaca – Memirsa Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, dekskripsi, eksposisi, prosedur, argumentasi dan diskusi secara mandiri. Mereka	Membaca – Memirsa F.11.1.3 mengidentifikasi tujuan penulis dalam teks multimodal (sebagai contoh, postingan sosial media) F.11.1.4 menggunakan inferensi berbasis bukti untuk memahami implisit informasi dalam teks multimodal (postingan sosial	<ul style="list-style-type: none"> • Peserta didik mampu mengidentifikasi tujuan penulisan dalam teks multimodal (sosial media post) dengan benar • Peserta didik mampu membuat kesimpulan berdasarkan bukti untuk memahami informasi implisit dalam teks multimodal (social media post). <ol style="list-style-type: none"> 1. Mengidentifikasi tujuan penulis dalam teks multimodal (unggahan media sosial) dengan benar 2. Membuat kesimpulan berdasarkan bukti untuk memahami informasi implisit dalam teks multimodal (unggahan media sosial). 3. Mengidentifikasi gagasan utama dan tujuan penulis dalam teks deskriptif.

APPENDIX 4: Teaching Module of procedure text at VII grade

1. Informasi Umum

Nama Penyusun	Reny Hidayati
Satuan Pendidikan	SMP Plus Abdul Aziz
Kelas	VII
Domain/Topik	Mempelajari <i>teks prosedur</i> dengan berlatih menerapkan manual tips-tips terkait penggunaan teknologi dalam konteks kehidupan sehari-hari, peserta didik perlu menyimak dan membedakan beberapa <i>teks prosedur</i> terkait manual dan tips serta menggunakannya dalam bentuk latihan terstruktur, dan kemudian membiasakan diri untuk menerapkannya dalam kehidupan sehari-hari.
Pengetahuan/Keterampilan Prasyarat	Menyimak-Berbicara, Menulis-Mempresentasikan
Alokasi waktu (menit)	45 menit x 3 JP
Jumlah Pertemuan	3 Pertemuan
Capaian Pembelajaran	Pada akhir semester, peserta didik dapat menggunakan teks lisan, tulisan dan visual seperti <i>narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi dan teks otentik</i> dalam bahasa inggris untuk berkomunikasi sesuai dengan situasi, tujuan dan pemirsa/pembacanya.
Model Pembelajaran	Tatap Muka
Metode Pembelajaran	SQ4R Strategy
Sarana Prasarana	Media : Papan tulis,
Target Peserta Didik	Peserta didik regular
Profil Pelajar Pancasila	Peserta didik yang beriman, bertaqwa kepada Tuhan yang maha esa dan berakhlak mulia, berkebhinekaan global, mandiri, gotong royong, bermalar kritis dan kreatif.
Profil Pelajar Rahmatan Lil'Alamin	Peserta didik yang taaddub, tawssuth, tathawwur wa ibtikar dan tasmmuh.

APPENDIX 5: Scoring Rubric Guideline

Analytical rubric for assessing student's reading comprehension through SQ4R strategy:

Criteria	Score 4 (Very good)	Score 3 (Good)	Score 2 (Sufficient)	Skor 1 (Insufficient)
Survey	Demonstrates a thorough understanding of the context	Demonstrates a general understanding	Only identifies the topic.	Does not demonstrate understanding
Question	Generates critical and relevant questions	The question is fairly relevant	The question is still general	Does not generate any questions
Read & Recite	Reads carefully and clearly explains the content of the text	Restates the content of the text	The explanation is still inaccurate	Is unable to explain the content of the text
Review & Reflect	Critically reflects on the content of the reading	Conveys the main ideas	The review is limited to only part of the content	The review is limited to only part of the content
Vocabulary and Language Structure	Uses varied vocabulary and accurate structure	Fairly accurate and clear	Some errors	Many errors

APPENDIX 6: Qualitative Data Analysis Matrix

Transcription Excerpts	Coding	Category	Theme
<p>“I see when students survey the text and see if they can recognize the topic of the reading. Then at the question stage, I assess the quality of the questions they make. At the reading and reciting stage, I assess how they read and re-explain the contents of the text. Finally, during review and reflection, I pay attention to how students re-organize their understanding and make conclusions appropriately. Those activities are included in formative assessment, not just the final result.” (Teacher)</p>	Evaluation during Q4R stages	Teacher assessment practices	Teacher evaluation integrated across SQ4R stages
<p>“When evaluating students’ reading, I usually assess the content, organization, and vocabulary used. Their learning attitudes are also important. I use an analytical rubric because the criteria are clear and appropriate for junior high school students.” (Teacher)</p>	Analytical rubric	Assessment instrument	Analytical rubric for detailed assessment
<p>“Before starting to read, we are asked to make questions first from the title and picture. After that we read and explain the contents of the reading. The teacher said that what is important is not only the answer, but the thinking process is also assessed.” (Student 1)</p>	Evaluation in Question stage	Student participation	Assessment of student-generated questions
<p>“When we are asked to deliver the</p>	Evaluation in	Oral &	Evaluation of

Transcription Excerpts	Coding	Category	Theme
reading results, the teacher assesses how we re-deliver the text. Sometimes we are also asked to make notes or summaries for review and reflection activities. All stages are assessed in the process assessment.” (Student 2)	Recite & Review stages	written assessment	retelling and summary
“Usually, the assessment process of procedural text projects and also attitudes while learning. The rubric has many categories such as reading comprehension, vocabulary, and how to re-explain readings according to the SQ4R stages.” (Student 3)	Rubric detail category	Instrument perception	Student awareness of analytic rubric
"When I understand the reading text, I can explain the contents of the reading in my own words, but if I can't explain or repeat the main ideas of the reading, I have to reread it even several times." (Student 1)	Self-record & self-check	Student self-evaluation	Metacognitive self-assessment during Recite
"I used to be confused about having to read and understand long texts, but now with SQ4R I feel helped and it is easier for me to find the main idea." (Student 5)	Benefits of Question stage	Impact of the strategy	Enhanced comprehension via questioning
“Students now not only read, but they also learn how to ask, explain, and listen to their friends. The way they understand the content of the reading is deeper than before.” (Teacher)	Benefits of collaborative SQ4R	Teacher perception	Deeper comprehension & interaction

Transcription Excerpts	Coding	Category	Theme
“Through SQ4R, students learn to read, but also speak during recite, write during summary, and listen during group discussion. This strengthens their understanding.” (Teacher)	Integration of 4 skills	Impact of the strategy	Integrated language-skills benefit
“I use a short quiz after the Review to check understanding.” (Teacher)	Formative quiz	Test scoring	Low-stakes quiz after Review stage

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APPENDIX 7: Lembar Kerja Peserta Didik (LKPD)

LKPD adalah panduan dalam melakukan aktivitas pembelajaran, yaitu:

Kelas / Semester : VII

Mata Pelajaran : Bahasa Inggris Hari/Tanggal

Nama Siswa :

Materi Pembelajaran :

Guru menyediakan teks bacaan pada siswa untuk diamati!

“My School Library”

My school library is a quiet and comfortable place. It has many kinds of books such as storybooks, encyclopedias, comics, dictionaries, and textbooks. There are four large bookshelves arranged neatly, and a reading corner with several chairs and tables. Students often go to the library during break time to read or do their homework. The librarian is very friendly and always helps us find the books we need.

Questions:

1. Look at the title and the first sentence. What do you think this text will be about?
2. Can you guess what places or things might be mentioned in the text?
3. Why do students go to the library?
4. Who helps students find books?
5. Read the text carefully and underline the names of objects and people mentioned in the library.
6. In your own words, explain what the library looks like and what students usually do there.
7. Summarize the main idea of the text in two sentences.
8. What did you learn from the text?
9. Do you like visiting the library? Why or why not?
10. What is your favorite place in school and why? (write 2–3 sentences)

APPENDIX 8: List of students at VII grade SMP Plus Abdul Aziz

No	Name
1.	Adi Herawan
2.	Anisa Dita Kinala
3.	Anjani
4.	Anang Hermansyah
5.	Aditia Budi
6.	Alvin Syahputra
7.	Citra Kinara
8.	Dela Wulandari
9.	Fita Cahya Nisa
10.	Intan Nisa Imaniyah
11.	Kumala sari
12.	Kelvin Putra Kurniawan
13.	Muhammad Nur
14.	Naufal Hidayat
15.	Ovan Kinaraja
16.	Putri Ratna Sari
17.	Puput Wiranusa
18.	Robit Fahmi
19.	Rania Putri Melati
20.	Syaifuddin Zuhri
21.	Syafni Nur Azizah
22.	Syakira Nurmala
23.	Tania Azizah
24.	Tatok Hermawan
25.	Ubaidillah Faris
26.	Vania Nur Azizah
27.	Vanza Kandala
28.	Via Kholilah
29.	Vivin Rizkiya
30.	Zaenal Abidin



APPENDIX 9

Observation Check-List For Students

School :

Class :

Day/Date :

	Specific activities observed in the teaching and learning process	Skor				Note
		STS	TS	S	SS	
	The teacher's role in the teaching and learning process:					
1.	The lead teacher connects the material with other knowledge that is relevant and easy for students to understand				√	the teacher delivered the explanation effectively, and the classroom environment remained calm and conducive to learning.
2.	The teacher explains the material clearly and easy to understand				√	The students paid close attention to the teacher and were able to grasp the material with ease.
3.	The interaction between teacher and students is created directly in the classroom				√	The teacher demonstrated effective interaction, which helped the students better understand the material explained
4.	The teacher manages the classroom and learning				√	The teacher easily manages

	situations in the classroom					the classroom atmosphere well.
5.	The teacher provides opportunities for students to ask questions and discuss				√	Students feel freer to ask questions and discuss together with the teacher.
6.	The teacher provides opportunities for students to speak, express their thoughts and ideas				√	Students are free to express their thoughts when speaking and even know some additional vocabulary.
	Active participation and contribution of students during the teaching and learning process in the classroom:					
1.	Readiness of students in participating reading SQ4R strategy in the learning process				√	Students find it very easy to understand the teacher's implementation in the reading learning process.
2.	Students pay attention to the teacher's explanation about the material of reading SQ4R strategy				√	Students find it very easy to understand the teacher's explanation of the material.
3.	Students answer the teacher's questions correctly about the material of reading SQ4R strategy				√	Students are able to answer all the teacher's questions and easily understand the lesson.

4.	Students ask questions to clarify understanding about the material of reading SQ4R strategy			√	The teacher reviews the key points of the material.
5.	Students' ability to work together in discussion groups			√	Students are able to discuss the reading comprehension material in groups.
6.	The activeness of students in interacting with the teacher.			√	Students are very active in class and easily understand the teacher's explanation well.

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KIAI HAJI ACHMAD SIDDIQ
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APPENDIX 10

Interview's Question for Teacher

1. How long have you been teaching English ?
(*Sudah berapa lama anda mengajar pelajaran bahasa Inggris?*)
2. In teaching English, especially in teaching reading, what methods have you used?
(*Dalam mengajar bahasa Inggris terutama dalam mengajar membaca, metode apa saja yang telah anda gunakan?*)
3. How about the difficulty level of the reading that you teach, is it in accordance with the level of students' understanding?
(*Bagaimana dengan tingkat kesulitan membaca yang anda ajarkan, apakah sesuai dengan tingkat pemahaman siswa?*)
4. Why do you use the SQ4R method as a supplementary resource of learning in teaching reading?
(*Mengapa anda menggunakan metode SQ4R sebagai sumber tambahan pembelajaran dalam mengajarkan membaca?*)
5. Do you think by the utilize of the SQ4R method can make your students enjoy and more active during the process of learning?
(*Apakah dengan memanfaatkan metode SQ4R dapat membuat siswa menikmati dan lebih aktif selama proses pembelajaran?*)
6. What difficulties or obstacles did you encounter in teaching reading using of the SQ4R method?
(*Kesulitan atau kendala apasaja yang anda temui dalam mengajarkan membaca menggunakan metode SQ4R?*)
7. Does the Reading that you teach by utilize of the SQ4R aim to help students improve their understanding of English skill such as speaking, writing, listening and reading?
(*Apakah membaca yang anda ajarkan dengan menggunakan metode SQ4R bertujuan untuk membantu siswa dalam meningkatkan pemahaman bahasa Inggris seperti speaking, writing, listening, dan reading?*)

Interview's Question for Students

1. Do you know what the SQ4R reading strategy is? Can you explain it briefly?
(Apakah kamu tahu apa itu strategi membaca SQ4R? Bisa kamu jelaskan secara singkat?)
2. Do you feel that the SQ4R strategy helps you understand the content of the reading? Why?
(Apakah kamu merasa strategi SQ4R membantu kamu memahami isi bacaan? Mengapa?)
3. What was your opinion when you first tried the SQ4R reading strategy?
(Bagaimana pendapatmu saat pertama kali mencoba strategi membaca SQ4R?)
4. Does the SQ4R strategy make you more active when reading English texts?
(Apakah strategi SQ4R membuat kamu lebih aktif saat membaca teks Bahasa Inggris?)
5. Among the six steps in the SQ4R strategy (Survey, Question, Read, Recite, Reflect, Review), which step do you find the easiest to do?
(Dari enam langkah dalam strategi SQ4R (Survey, Question, Read, Recite, Reflect, Review), langkah mana yang paling mudah kamu lakukan?)
6. Which step do you find the most difficult?
(Langkah mana yang paling sulit menurutmu?)
7. What benefits do you feel after using the SQ4R strategy?
(Apa manfaat yang kamu rasakan setelah menggunakan strategi SQ4R?)

APPENDIX 11**Field Note: Proses Pembelajaran Reading Comprehension****Tanggal:** 13 April 2024**Kelas:** VII**Guru:** Reny hidayati, S.Pd**Materi:** Reading Comprehension**Observasi:**

1. Guru dengan mudah mengelola suasana kelas dengan baik sehingga tercipta lingkungan belajar yang kondusif dan menyenangkan.
2. Siswa merasa lebih bebas untuk bertanya dan berdiskusi bersama guru, menunjukkan partisipasi yang aktif dalam proses pembelajaran.
3. Saat berbicara, siswa sangat bebas mengemukakan pikirannya dan bahkan mampu menggunakan beberapa kosakata tambahan yang relevan dengan materi.
4. Siswa menunjukkan kemudahan dalam memahami penerapan metode guru selama proses pembelajaran reading comprehension.
5. Penjelasan guru tentang materi sangat jelas dan mudah dipahami oleh siswa.
6. Siswa mampu menjawab semua pertanyaan yang diberikan guru dengan tepat dan percaya diri.
7. Guru mengulang kembali poin-poin penting dalam materi untuk memastikan pemahaman siswa.
8. Diskusi kelompok berjalan dengan lancar, siswa aktif berdiskusi dan saling bertukar pendapat tentang isi bacaan.
9. Aktivitas kelas berjalan sangat aktif, siswa menunjukkan antusiasme tinggi dan pemahaman yang baik terhadap materi yang diajarkan.

Catatan tambahan:

Suasana kelas yang kondusif dan metode pengajaran yang interaktif sangat membantu siswa dalam memahami materi reading comprehension dengan efektif.

APPENDIX 12**Documentations of photos**

Photos of English learning and teaching activities in the classroom.



APPENDIX 13

Research Journal



JURNAL KEGIATAN PENELITIAN				
No	Time	Activity	Informant	Signature
1	April 14 th 2024	Menyerahkan surat permohonan penelitian ke SMP Plus Abdul Aziz Curahlele	Ahmad Yakini, S.Pd., M.Ag	
2	April 14 th 2024	Menemui guru Bahasa Inggris SMP Plus Abdul Aziz Curahlele untuk konsultasi waktu penelitian	Reny Hidayati, S.Pd.	
p3	April 15 th 2024	Melaksanakan pre-test dengan membagikan teks kepada siswa serta melakukan penelitian awal terhadap kemampuan membaca siswa sebelum diberikan perlakuan (treatment)	Reny Hidayati, S.Pd.	
4	April 17 th 2024	Memberikan penjelasan mengenai treatment yang akan diterapkan berdasarkan hasil pre-test yang telah dilakukan	Reny Hidayati, S.Pd.	
5	April 22 nd 2024	Melanjutkan penjelasan materi tentang penerapan SQ4R kepada siswa yang akan diterapkan pada pembelajaran berikutnya	Reny Hidayati, S.Pd.	
6	April 24 th 2024	Melaksanakan post-test dengan memberikan teks kepada siswa dan melakukan penilaian terhadap kemampuan membaca siswa setelah diberikan perlakuan (treatment)	Reny Hidayati, S.Pd.	
7	Mei 25 th 2024	Mengurus Surat Ijin selesai Penelitian di SMP Plus Abdul Aziz Curahlele	M. Gifari, S.Ag. S.H	

APPENDIX 14

Research Letter



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Yth. Kepala SMP Plus Abdul Aziz

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Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan,
 maka mohon diijinkan mahasiswa berikut :

NIM : T20186082

Nama : FIFI NUR HIDAYAH

Semester : Semester dua belas

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Exploring SQ4R (Survey, Question, Read, Recite/Recall, and Review) Strategy in students' Reading Comprehension at Junior High School" selama 60 (enam puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Ahmad Yakin, S.Pd., M.Ag

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 APRIL 2024

Dekan,

Ket. Dekan Bidang Akademik,



KHOTIBUL UMAM

APPENDIX 15

Similarity Letter





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Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh:

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 NIM : T20186082
 Program Studi : Tadris Bahasa Inggris
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STATEMENTS OF AUTHENTICITY

The Undersigned below:

Name : Fifi Nur Hidayah
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 Faculty : Tarbiyah dan Ilmu Keguruan
 Institution : UIN KHAS Jember

State that thesis entitled **“Exploring Students’ Experiences with the SQ4R Strategy in Reading Comprehension: A Case Study at a Rural Islamic Junior High School”** is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. And if anyone objected, I am the only person who will be responsible.

Jember, Juni 05th 2025

Author



FIFI NUR HIDAYAH

T20186082

APPENDIX 17

Research Identity



Personal Information

- Full Name : Fifi Nur Hidayah
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