**The Effects of Collaborative SQ3R on Reading Comprehension Among Grade 10 Students**

**ABSTRACT**

Reading comprehension is a crucial academic skill that significantly impacts pupils' overall learning outcomes. Nevertheless, numerous learners encounter difficulties in efficiently absorbing and evaluating texts. This study uses a one-group pretest-posttest research design to examine the effectiveness of the Collaborative SQ3R (Survey, Question, Read, Recite, Review) technique in enhancing reading comprehension among Grade 10 students at a Public Secondary School in Davao City. A baseline evaluation was conducted to assess students' initial comprehension skills, followed by a structured four-week intervention utilizing the Collaborative SQ3R method. The post-intervention assessment findings revealed a statistically significant enhancement in reading comprehension scores, illustrating the effectiveness of collaborative and structured reading practices in promoting deeper text engagement, critical analysis, and retention. These findings highlight the efficacy of Collaborative SQ3R as an evidence-based instructional method for improving literacy skills in secondary education.

**Aims**: This study investigated the effectiveness of the Collaborative SQ3R technique in enhancing reading comprehension among Grade 10 Students at a Public Secondary School in Davao City.

Study Design: Quasi-experimental research design using one-group pretest-posttest.

Place and Duration of Study: Public Secondary School in Davao City, Philippines, during the academic year 2024-2025.

**Methodology**: Eighty students participated, divided into control and experimental groups. The experimental group underwent a structured four-week Collaborative SQ3R intervention. Pretest and posttest comprehension scores were collected and analyzed using paired and independent sample t-tests, as well as Cohen’s d. Interviews explored students’ perceptions.

**Results**: The experimental group showed a significant gain in comprehension scores (M=4.20, SD = 1.47), compared to the control group (M = 0.40, SD = 0.63), with p <0.001. The large effect size reflects a substantial improvement in the experimental group’s reading comprehension as a direct result of the intervention, suggesting that the collaborative SQ3R technique effectively strengthens students’ ability to understand and retain test-based information.

**Conclusion**: Collaborative SQ3R significantly enhances reading comprehension and promotes active engagement and collaboration in the reading task.

*Keywords: Collaborative SQ3R, reading comprehension, pretest-posttest, literacy instruction*

**1. INTRODUCTION**

Reading comprehension, the ability to understand and interpret written text, is essential for academic success, personal growth, and active social participation. It is the cornerstone of learning across all disciplines, enabling individuals to acquire knowledge, develop critical thinking skills, and engage meaningfully with the world around them. Unfortunately, reading comprehension difficulties are a widespread concern globally, impacting students at all levels of education.

Globally, research consistently highlights students' challenges in achieving proficient reading comprehension. A 2018 report by the Programme for International Student Assessment (PISA) revealed that many 15-year-olds in participating countries struggled to understand and interpret texts, indicating a persistent need for effective instruction in reading comprehension (OECD, 2019). This is echoed in research exploring reading comprehension at the higher education level. De la Peña and Luque-Rojas (2021) found, through a systematic review and meta-analysis, that significant challenges persist even among college students. Furthermore, the changing nature of literacy in the digital age, with the rise of online communication, presents new challenges. Luyten (2022) suggests that the increasing prevalence of online chatting may hurt reading literacy, highlighting the need to adapt reading instruction to address these evolving trends.

Strong reading comprehension extends beyond language arts, impacting performance across various subjects. Krawitz et al. (2022) demonstrated the crucial role of reading comprehension in mathematical modeling, showing how it affects students' ability to construct real-world models and even their interest in mathematics. This highlights the interconnection between reading comprehension and other academic domains.

The situation mirrors global trends in the Philippines, with reading comprehension identified as a major area of concern. National assessments, such as the Philippine Informal Reading Inventory (Phil-IRI), have consistently shown that many Filipino students struggle with reading comprehension, which impacts their performance in other academic areas and limits their future opportunities. Research by Villanueva (2022) further explores this issue, examining the relationship between language profile, metacognitive reading strategies, and reading comprehension performance among college students in the Philippines. These findings underscore the urgent need for targeted interventions and effective reading programs to address this critical issue at the national level.

At the Public Secondary School in Davao City, improving reading comprehension among Grade 10 students is a pressing concern. Like many schools, my school setting, a public secondary school, recognizes the crucial role of reading comprehension in academic success and future opportunities. Observations and preliminary assessments indicate that a substantial portion of the Grade 10 student population, comprising approximately 80 students, struggles with reading comprehension. Many students experience difficulties with inferential comprehension, critical analysis of texts, and engaging deeply with complex material. This challenge is not unique to our school; many schools face similar obstacles in developing students' reading comprehension abilities. This local context, reflecting broader trends, underscores the need for targeted and effective interventions to address these students' specific reading comprehension needs.

Therefore, this research project aims to investigate the effects of collaborative SQ3R on the reading comprehension skills of Grade 10 students at a Public Secondary School in Davao City. This study is significant because it addresses a critical need for improved reading comprehension skills essential for academic success and lifelong learning. By examining the intervention's overall impact and the dynamics of cooperative learning within groups, this research can provide valuable insights for teachers seeking to enhance reading comprehension instruction and empower students to become more proficient and engaged readers.

**1.2 OBJECTIVES OF THE STUDY**

This study aims to investigate the effects of collaborative SQ3R on the reading comprehension skills of Grade 10 students at a Public Secondary School in Davao City, examining both the overall impact of the intervention and the dynamics of cooperative learning within groups.

Specifically, the study aims to determine the following:

1. What is the mean score of the students in the control group exposed to the traditional method?

2. What is the gain score of the experimental group students exposed to the Collaborative SQ3R intervention?

3. Is there a significant difference in the main gain score of the students in the control and experimental groups?

**1.3 REVIEW OF RELATED LITERATURE**

Reading comprehension is a foundation of academic success and lifelong learning. It is the foundation upon which students build knowledge, develop critical thinking skills, and engage meaningfully with the world. Proficient reading comprehension is essential for success in language arts and navigating content across all disciplines. Unfortunately, many students struggle with reading comprehension, which hinders their academic progress and limits their potential. This literature review examines the key variables pertinent to this study: reading comprehension, the SQ3R strategy, and cooperative learning, to investigate the effects of collaborative SQ3R on Grade 10 students at a Public Secondary School in Davao City.

***1.3.1 Reading Comprehension Challenges and the Need for Effective Interventions***

Reading comprehension difficulties are a persistent global concern. Students often struggle with inferencing, summarizing, and critically analyzing texts. This challenge is exacerbated by the increasing prevalence of digital texts, demanding adaptable reading strategies. Effective interventions are crucial for equipping students with the necessary skills to comprehend complex texts in various formats. Research consistently highlights the need for such interventions. For instance, studies exploring the effectiveness of various reading comprehension strategies, such as problem-based learning combined with SQ3R (Yuliana et al., 2024) or the CIRC model (Lestari & Fajrin, 2025), demonstrate the ongoing search for and development of effective methods. The challenge is not limited by age or educational level. Even at the college level, as Villanueva (2022) shows, metacognitive strategies play a vital role in reading comprehension. These studies highlight the multifaceted nature of reading comprehension difficulties and the ongoing need for research to identify and refine effective interventions.

***1.3.2 SQ3R Strategy***

The SQ3R (Survey, Question, Read, Recite, Review) strategy offers a structured approach to active reading, promoting deeper engagement and enhanced comprehension. Numerous studies have explored the effectiveness of SQ3R in improving reading comprehension. Saputra and Al Haddar (2024) investigated its impact and found positive results. Similar findings are reported in studies focusing on different grade levels, such as Jalil's (2024) research with 8th-grade students and Asyhari's (2024) quasi-experimental study with 10th graders. These studies provide evidence for the potential of SQ3R as a valuable tool for enhancing reading comprehension. Research also explores how SQ3R can be implemented in classroom settings (Kamila et al., 2024) and its impact on reading proficiency (Sudarsono & Astutik, 2024). Furthermore, research such as Meza López's (2023) thesis examines the application of the SQ3R method and its impact on reading comprehension, contributing to the growing body of evidence.

***1.3.3 Cooperative Learning, Fostering Collaboration, and Peer Support***

Cooperative learning, where students work together in small groups, fosters collaboration, peer support, and active participation. It creates a dynamic learning environment where students can share understanding, clarify misconceptions, and learn from diverse perspectives. Research emphasizes the benefits of cooperative learning for academic achievement and social skills. Studies comparing cooperative learning strategies with other methods, such as Sunarti et al.'s (2021) comparison of SQ3R and reciprocal teaching or Warganegara's (2022) comparison of KWL and SQ3R, highlight the potential of cooperative learning to enhance reading comprehension. Musa's research on the effects of cooperative learning on reading comprehension among secondary school students further supports this notion. Cooperative learning strategies, such as CIRC (Lestari & Fajrin, 2025), can be specifically designed to enhance reading literacy skills. Integrating strategies like DRTA with SQ3R (Kusuma, 2024) can further enhance reading comprehension. Studies such as Saepudin (2022) on the effect of the SQ3R technique, Sinulingga et al. (2023) on improving reading comprehension through SQ3R, and Jatmika (2022) on increasing reading comprehension using the SQ3R model contribute to the growing body of research on the effectiveness of SQ3R. These studies underscore the importance of creating collaborative learning environments to support students' reading development. Qishta et al. (2021) explore the impact of combining strategies like KWL and SQ3R, further demonstrating the potential of integrated approaches.

This literature review has examined three key themes: the challenges in reading comprehension and the need for effective interventions, the SQ3R strategy as a framework for active reading, and the advantages of cooperative learning. The reviewed literature consistently highlights the persistent challenges students face in developing proficient reading comprehension skills and the importance of providing effective strategies. The SQ3R method offers a structured approach to active reading, while cooperative learning fosters a collaborative and supportive learning environment. While research exists on SQ3R and cooperative learning individually, this study aims to contribute to the literature by investigating the combined effects of collaborative SQ3R on the reading comprehension of Grade 10 students, examining both the overall impact and the dynamics within cooperative groups. This combined approach has the potential to address the complex nature of reading comprehension development and provide valuable insights for educators seeking to enhance their instructional practices. The reviewed studies provide a solid foundation for exploring the potential of collaborative SQ3R to improve reading comprehension skills.

**2. METHODS**

**2.1 Research Design**

This research employed a pre-test and post-test design on a single group as the research method for this study, which was a quasi-experimental approach that examined the effect of the Collaborative SQ3R method on the Reading Comprehension skills of grade 10 students at a Public Secondary School in Davao City. The evaluation process involved a group of subjects who took a pre-test to determine their basic and initial reading comprehension levels. In addition, a four-week organized instruction provision incorporating the Collaborative SQ3R strategy was implemented. Following the intervention, a post-test was administered to the students to assess the changes in their comprehension. This design enabled the researcher to examine the efficiency of the intervention by comparing pre-test and post-test results within the same population, thereby demonstrating the effectiveness of the Collaborative SQ3R approach in improving students' reading comprehension skills through the provision of empirical data.

**2.2 Research Respondents**

The research respondents for the quantitative phase of this study were the school's Grade 10 students, a total of 80 students. These students were non-randomly assigned to either the traditional learning method group or the experimental group, which employed a collaborative learning approach, with each group comprising a single class size. For the qualitative phase, 10 students from the experimental group who used the collaborative learning approach were purposively selected to participate in interviews or focus group discussions.

**2.3 Data Collection**

The data collection for this study was conducted in two phases. The first phase involved collecting and analyzing quantitative data. This was accomplished through a pretest-posttest questionnaire, which was validated and pilot-tested prior to implementation. The questionnaire measured the students' reading comprehension scores before and after the intervention. The implementation of the teaching method was recorded and documented through a lesson plan. The quantitative data were collected over four weeks, with baseline data collection taking place in week 1, the implementation of the teaching method in weeks 2-3, and post-implementation activities and data collection in week 4. The second phase of data collection involved qualitative methods. This was done through interviews or focus groups with the students in the experimental group. After implementing the teaching method, the interviews or focus groups were conducted in week 4. The qualitative data were used to explore the students' perceptions of the collaborative SQ3R method. The data from both phases were used to answer the research questions and provide a comprehensive understanding of the effects of the collaborative SQ3R method on students' reading comprehension skills.

**2.4 Data Analysis**

The data analysis plan ensured that all collected data were systematically analyzed to address the research questions effectively. The effects of collaborative SQ3R on the reading comprehension skills of grade 10 students at a Public Secondary School in Davao City were assessed using a mixed-methods approach, incorporating both quantitative and qualitative data analysis methods. This study commenced with the quantitative phase, during which statistical analysis was conducted on the pre-test and post-test results. Students’ perceptions of their reading comprehension skills were analyzed using a Likert scale interpretation to assess their performance before the intervention and their scores afterward. Mean and standard deviation were used to analyze the Likert scale responses. A paired t-test was used to determine if learners experienced a significant difference between their pre-test and post-test scores within each group. In contrast, an independent samples t-test was used to compare post-test scores between participants in the experimental and control groups, verifying the claimed effectiveness of the SQ3R strategy. Additionally, Cohen’s d was calculated to determine the intervention's effect size. Cohen’s d will estimate the strength of the effect size. The interview guide included questions about students' experiences with SQ3R, the impact of collaboration on comprehension, challenges they encountered, perceived benefits, and suggestions for improvement. By integrating statistical analysis with qualitative thematic exploration, this study aimed to provide a comprehensive evaluation of the impact of collaborative SQ3R on students' reading comprehension.

**3. RESULT AND DISCUSSION**

**3.1 Mean Gain Scores of Students in the Control Group**

Table 1 presents the pretest and posttest mean scores for the control group, which was exposed using traditional methods. The results show that the post-test mean score increased to 14.13 (SD = 1.87), whereas the pre-test mean score was 13.73 (SD = 1.62). This produced a mean gain score of 0.40 (SD = 0.63). These results indicate that even without exposure to the intervention, students improved their test scores.

**Table 1: Mean Gain Scores of Students in the Control Group**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **GROUP** | **N** | **Pretest Mean**  **(SD)** | **Posttest Mean (SD)** | **Mean Gain Score (SD)** |
| Control Group | 40 | 13. 73 (1.62) | 14.13 (1.87) | 0.40 (0.63) |

The results show that traditional teaching approaches do not significantly improve reading comprehension. While students in the control group showed a slight improvement in post-test scores, the modest rise suggests that lecture-based and teacher-centered techniques may not be sufficient to promote significant increases in comprehension abilities. These findings underscore the need for more interactive and student-centered approaches to engage students in active reading.

These findings are consistent with previous studies emphasizing the limitations of passive learning strategies in enhancing comprehension of texts. Villanueva (2022) emphasizes the role of metacognitive reading practices in improving comprehension. Similarly, Yuliana et al. (2024) found that organized interventions, such as Problem-Based Learning, paired with SQ3R, produce better results than traditional methods. The study also confirms Luyten's (2022) findings, which demonstrate how changes in reading habits resulting from digital communication necessitate explicit instructional measures to enhance comprehension. Furthermore, Vygotsky's (1978) constructivist theory implies that pupils learn best when actively engaged, which explains why passive learning in the control group produced modest improvement.

**3.2 Mean Gain Scores of Students in Experimental Group Collaborative SQ3R Strategy**

Table 2 presents the mean scores of students in the experimental group who were taught using the Collaborative SQ3R technique before and after the intervention. The results show that the pretest mean score was 15.25 (SD = 1.33), and the posttest mean score climbed to 19.45 (SD = 0.78). This resulted in a mean gain score of 4.20 (SD = 1.47), which was considerably greater than the control group. These results indicate that students participating in Collaborative SQ3R significantly improved their reading comprehension following the intervention.

Table 2 : Mean scores of students in the experimental group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **GROUP** | **N** | **Pretest Mean**  **(SD)** | **Posttest Mean (SD)** | **Mean Gain Score (SD)** |
| Experimental Group | 40 | 15. 25 (1.33) | 19.45 (0.78) | 4.20 (1.47) |

The large mean gain score indicates that Collaborative SQ3R significantly influenced students' reading comprehension. The structured strategy of Survey, Question, Read, Recite, and Review (SQ3R) enabled students to actively engage with the book, improve their comprehension strategies, and reinforce learning through collaborative conversation. Unlike traditional training, which typically depends on passive learning, Collaborative SQ3R encourages critical thinking, self-questioning, and active recall, improving textual retention and comprehension.

The findings show that students who received the Collaborative SQ3R intervention outperformed those taught using the standard approach. This finding is consistent with prior research, which has shown that active learning strategies increase student engagement, information retention, and critical thinking abilities (Villanueva, 2022; Yuliana et al., 2024; Kamila et al., 2024; Sinulingga et al., 2023). Furthermore, these findings lend support to constructivist learning theories, which argue that students learn best when they actively engage with content, collaborate with peers, and apply knowledge in real-world circumstances (Villanueva, 2022; Yuliana et al., 2024; Meza López, 2023). Future research may investigate the long-term effects of such interventions on students' perceptions and engagement levels to further validate these findings.

**3.3 Significant Difference in Mean Gain Scores Between Control and Experimental Groups**

To see if the difference in mean gain scores between the control and experimental groups was statistically significant, an independent sample t-test was used. Table 3 presents results with a t-statistic of 15.00 and a p-value of less than 0.001. Because the p-value is less than 0.05, the null hypothesis of no significant difference is rejected, implying that the intervention was effective and significantly affected students' scores.

Table 3 Results of t-statistic

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Mean Gain Score (SD)** | **t-statistics** | **p-value** | **Interpretation** |
| Control Group | 0.40 (0.63) | 15.00 | < 0.001 | *Significant* |
| Experimental Group | 4.20 (1.47) |

The findings show that learners who received the Collaborative SQ3R intervention outperformed those taught using the standard approach. This finding is consistent with prior research, which has shown that active learning strategies increase student engagement, information retention, and critical thinking abilities (Villanueva, 2022; Yuliana et al., 2024; Kamila et al., 2024; Sinulingga et al., 2023). Furthermore, these findings lend support to constructivist learning theories, which argue that students learn best when they actively engage with content, collaborate with peers, and apply knowledge in real-world circumstances (Villanueva, 2022; Yuliana et al., 2024; Meza López, 2023). Future research may investigate the long-term effects of such interventions on students' perceptions and engagement levels to further validate these findings.

The significant gap between the two groups underscores the potential limitations of traditional teaching approaches, particularly in fostering deep learning and engagement. The traditional method improved learning, although less effective than the Collaborative SQ3R approach. More collaborative, student-centered approaches may improve academic achievement and long-term information retention.

The outcomes of this study have significant implications for educators, curriculum writers, and policymakers. Given that the experimental group made significant progress, it is recommended that Collaborative SQ3R be integrated into instructional techniques to enhance student learning.

Educators should consider shifting away from teacher-centered instruction toward more interactive approaches, encouraging students to engage in active problem-solving, collaboration, and inquiry-based learning. This is especially crucial in secondary education settings, where the development of higher-order thinking skills is required.

Furthermore, the findings support constructivist learning theories, which hold that students learn best when they actively create knowledge through meaningful interactions with their peers and instructional materials (Villanueva, 2022; Yuliana et al., 2024). Future research may investigate the long-term benefits of the Collaborative SQ3R technique on students' academic performance and its impact on learner motivation and engagement across various topic areas.

**4. CONCLUSION**

The study aimed to investigate the effect of Collaborative SQ3R on reading comprehension ability. Results indicated that, compared to the control group, which was taught using traditional methods, the students in the experimental group, which was taught using the Collaborative SQ3R strategy, made significant gains in reading comprehension. The data were statistically analyzed, demonstrating that the experimental group achieved higher results than the control group, with a significantly higher mean gain score. These results align with previous studies that validated active learning techniques as powerful means for promoting understanding, interest, and critical thinking (Yuliana et al., 2024; Villanueva, 2022). The current study emphasizes the value of incorporating student-centered, participative learning strategies into teaching practices to enhance literacy performance.

**RECOMMENDATION**

The findings of this study motivate educators to incorporate Collaborative SQ3R into their lessons to enhance their students' reading comprehension, engagement, and critical thinking skills. This strategy should be integrated into the design and execution of lessons to foster peer cooperation and promote active learning in reading exercises. Additionally, policymakers and educators are encouraged to implement Collaborative SQ3R as a promising intervention to enhance reading comprehension skills, ultimately leading to improved academic achievement and a greater lifelong learning capacity among students. Future studies should investigate the long-term effects of Collaborative SQ3R on students' academic performance across various disciplines and its impact on different learning contexts to establish its efficacy.

**ETHICAL APPROVAL AND CONSENT**

The study adhered to ethical standards for research involving human participants. Participation was voluntary, and handwritten informed consent was obtained prior to the participation. Anonymity and confidentiality codes and ensured by assigning identification codes and securing all data in password-protected devices. The institutional ethics committee approved the study, and all procedures complied with the Data Privacy Act of 2012.

**COMPETING INTEREST**

Authors have declared that no competing interests exist.

**DISCLAIMER (ARTIFICIAL INTELLIGENCE)**

I used AI to enhance my grammar and structure**.**

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