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CAMPUS PUJILÍ

DEGREE IN NATIONAL AND FOREIGN LANGUAGES PEDAGOGY

RESEARCH REPORT

THEME:

**“SQ3R (SURVEY, QUESTION, READ, RECITE, AND REVIEW) METHOD FOR
READING COMPREHENSION IN EFL STUDENTS”**

Research report before obtaining the bachelor's degree in National and Foreign language
Pedagogy, English Major

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PUJILI - ECUADOR

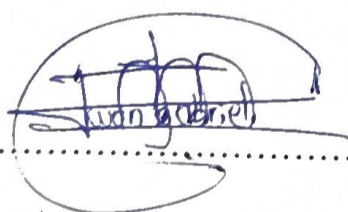
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AUTHOR'S STATEMENT

Aguayo Guaman Juan Gabriel, with ID No. 0550195978, declares to be the author of the present RESEARCH PROJECT: **“SQ3R (SURVEY, QUESTION, READ, RECITE, AND REVIEW) METHOD FOR READING COMPREHENSION IN EFL STUDENTS”** with Dra. Gina Silvana Venegas Alvarez, PhD. as the Tutor of this work; and, expressly exempt the Technical University of Cotopaxi and its legal representatives from any possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures, and results presented in this research work are my sole responsibility.

Pujilí, Febrero del 2025

A handwritten signature in blue ink, enclosed in a hand-drawn oval. The signature appears to be 'Juan Gabriel'.

Signature.

Aguayo Guamán Juan Gabriel

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COMMITTEE APPROVAL

The research report entitled “SQ3R (SURVEY, QUESTION, READ, RECITE, AND REVIEW) METHOD FOR READING COMPREHENSION IN EFL STUDENTS”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

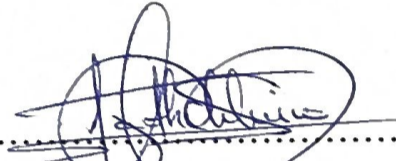
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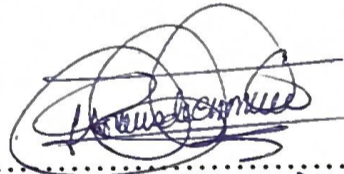
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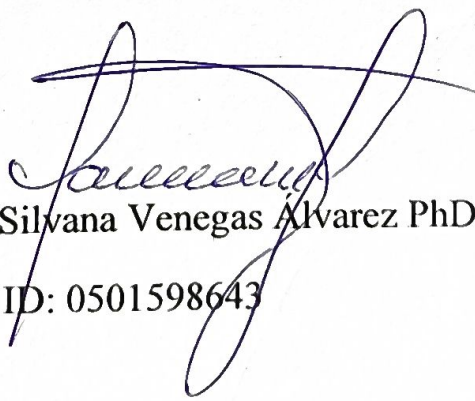
TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled **“SQ3R (survey, question, read, recite, and review) Method for Reading Comprehension in EFL students”** and researched by Juan Gabriel Aguayo Guamán, ID number 0550195978, for obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major,

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision committee and its presentation and defense.

Pujilí, 19th February 2025



Dra. Gina Silvana Venegas Alvarez PhD.

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GRATEFULNESS

To God and my parents for his constant guidance, blessing, strength, and inspiration throughout this university journey, allowing me to achieve one of my greatest goals: to complete this stage of my professional development. I am deeply grateful to the Universidad Técnica de Cotopaxi and its professors for their warm welcome and for sharing with us not only knowledge but also values that have made a significant difference in my life. In addition, my sincere thanks to my thesis tutor Dr. Gina Venegas PhD, and my friend Ariana whose unwavering support and constant encouragement have been a fundamental pillar in this process.

Juan Gabriel

DEDICATORY

Dedicated to my parents, Agusta and Luis, for being the fundamental pillars in my life, for their unconditional love, their wise advice, and for teaching me, by their example, the value of effort and perseverance. Especially to my mother, who has been my greatest example in life; she has taught me the true value of fighting for my dreams, even when it seems that the world is coming down on us.

To my siblings, Jose, Alex Johan, and Nataly, for being my companions in life. Especially to my older brother, who has been my example in many aspects. To my younger siblings, I wish that they see in this achievement an inspiration so that they can also fight for what they yearn for and build the path they desire in their lives.

Dedicated to heaven, to my biggest angel. I know that, wherever she is, she watches over me and sends me her blessings every day. To Rosario De la Cruz, with all my love and eternal memory. †

And to my dear Laia, for being more than a pet: a loyal friend, an endless source of love and joy. Your company on those long nights while I worked on my degree project, along with your antics, filled my days with tenderness and reminded me, over and over again, of the value of simple things and pure love.

And of course, to my true example of friendship, Ariana (Mel), who was a great support in these last steps of our university life and was by my side when I needed her the most. Thank you for your company, your unconditional help, and for showing me the true value of friendship.

To each of you, I dedicate this achievement. Because without your love, your understanding, and your company, this road would have been much more difficult. Thank you for being my strength, my home, and my inspiration.

Juan Gabriel

TECHNICAL UNIVERSITY OF COTOPAXI UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

THEME: SQ3R (survey, question, read, recite, review) METHOD FOR READING COMPREHENSION IN EFL STUDENTS

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ABSTRACT

Reading comprehension is important for EFL students, as it directly influences their academic performance and language proficiency. The objective of this study was to determine the use of the SQ3R method to improve the reading comprehension of fifth-semester EFL students at the Technical University of Cotopaxi. A quantitative research approach with a descriptive design was used. For data collection, a survey was used as an instrument, consisting of thirteen questions on a nominal scale. These were divided into three geographical questions, two multiple-choice questions, and eight closed questions, in which students could justify the answer. These questions were examined using a trend analysis. Thirty-three students between 17 and 34 years of age from the Pedagogy of National and Foreign Languages (PINE) program participated in the study. In the findings, it became evident that the students know various reading methods and strategies, as well as the importance of these to improve their reading comprehension. In addition, a large part of them consider that their reading comprehension level is not adequate. It was also identified that most of the students have not received any orientation on methods and strategies that contribute to improving this skill. However, it was concluded that all students are unaware of the SQ3R method, despite this, they show interest in learning about it and applying it, which makes its implementation feasible to strengthen reading comprehension.

Keywords: EFL learners, reading comprehension, Reading Strategies, SQ3R method.

UNIVERSIDAD TÉCNICA DE COTOPAXI
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

TÍTULO: MÉTODO SQ3R (Encuesta , Preguntar, Leer, Recitar, Revisar) PARA LA
COMPRENSIÓN LECTORA EN ESTUDIANTES DE EFL

Autor:

Aguayo Guamán Juan Gabriel

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RESUMEN

La comprensión lectora es importante para los estudiantes de EFL, ya que influye directamente en su rendimiento académico y en su dominio del idioma. El objetivo de este estudio fue determinar el uso del método SQ3R para mejorar la comprensión lectora de los estudiantes de quinto semestre de EFL de la Universidad Técnica de Cotopaxi. Se utilizó un enfoque de investigación cuantitativa con un diseño descriptivo. Para la recolección de datos, se empleó una encuesta como instrumento, que constaba de trece preguntas en una escala nominal. Estas se dividieron en tres preguntas geográficas, dos de selección múltiple y ocho preguntas cerradas, en las que los estudiantes podían justificar la respuesta. Dichas preguntas se examinaron mediante un análisis de tendencias. En el estudio participaron 33 estudiantes de entre 17 y 34 años, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros (PINE). En los hallazgos, se pudo evidenciar que los estudiantes conocen varios métodos y estrategias de lectura, así como la importancia que estas tienen para mejorar su comprensión lectora. Además, una gran parte de ellos considera que su nivel de comprensión lectora no es adecuado. También se identificó que la mayoría de los estudiantes no han recibido orientación alguna sobre los métodos y estrategias que contribuyan a mejorar esta habilidad. Sin embargo, se concluyó que todos los estudiantes desconocen el método SQ3R, a pesar de ello, muestran interés en conocerlo y aplicarlo, lo que hace factible su implementación para fortalecer la comprensión lectora.

Palabras clave: Alumnos de EFL, comprensión lectora, Estrategias de Lectura, Método SQ3R.

INDEX

COVER PAGE.....	i
DECLARATION OF AUTHORSHIP FORM.....	ii
RESEARCH PROJECT TUTOR ENDORSEMENT.....	iii
APPROVAL OF THE DEGREE COURT.....	iv
GRATEFULNESS.....	v
DEDICATORY.....	vi
ABSTRACT.....	vii
RESUMEN.....	viii
1. GENERAL INFORMATION	1
2. PROBLEM STATEMENT.....	2
3. JUSTIFICATION.....	4
GENERAL OBJECTIVE:.....	5
Specific Objectives.....	6
4. ACTIVITIES AND TASK SYSTEM ABOUT THE OBJECTIVES PROPOSED.....	6
5. SCIENTIFIC AND TECHNICAL FOUNDATION.....	7
Background.....	7
6. THEORETICAL FRAMEWORK.....	9
English as a Foreign Language (EFL).....	9
English Language Skills.....	10
Productive skills.....	10
Speaking.....	10
Writing.....	12
Receptive Skills.....	13
Listening.....	13
Reading.....	14
Reading skills.....	15
Comprehension.....	16
Reading Comprehension.....	17
Reading Comprehension Methods.....	19
Importance of reading comprehension methods.....	20
SQ3R method.....	21
Characteristics of the SQ3R Reading Method.....	22
The process of the SQ3R method.....	23
SQ3R in Education.....	25
Advantages and Disadvantages of the SQ3R Method.....	27
7. METHODOLOGY.....	29
Research approach.....	29
Collection and processing of information.....	30
8. ANALYSIS AND DISCUSSION OF RESULTS.....	31

9. CONCLUSIONS.....	41
10. RECOMMENDATIONS.....	42
11. BIBLIOGRAPHY AND REFERENCES.....	43
12. ANNEXES.....	49
Appendix 1. Survey.....	49
Appendix 2. Instrument Validation.....	54

TABLES INDEX

Table 1. Geographic Questions.....	31
Table 2. Reading comprehension skills.....	33
Table 3. Use of improvement strategies and methods.....	35
Table 4. Method or strategy well-known.....	37
Table 5. Method or strategy helpful.....	39

GRAPHS INDEX

Graph 1. Geographic Questions.....	32
Graph 2. Reading Comprehension Skills.....	34
Graph 3. Use of improvement strategies and methods.....	36
Graph 4. Method or strategy well-known.....	38
Graph 5. Method or strategy helpful.....	40

1. GENERAL INFORMATION

Project Title:

"SQ3R method for reading comprehension in EFL students"

Starting Date:

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Ending Date:

February 2025

Place of Research:

Pujilí, Cotopaxi, Technical University of Cotopaxi.

Sponsoring Faculty:

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Sponsoring career:

National and Foreign Language Pedagogy English

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Knowledge area:

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Research line:

Education, communication, and design for human and social development.

Research sub-line:

Pedagogical, curricular, and inclusive practices in the areas of knowledge.

2. PROBLEM STATEMENT

English as a foreign language involves several factors, such as reading, which are important because they help us learn in a better way. Reading opens doors to new ways of understanding. Bearing in mind that from the moment we learn this skill, it becomes an essential tool in our lives. This ability to comprehend and synthesize information is essential to academic success. Ultimately, possessing reading habits and comprehension skills not only fosters academic growth but also prepares individuals to function better in everyday life.

According to Biringkanae, (2020), reading is an empowerment tool used by more than half of the world's population and plays a strategic role in the development of our civilization (p. 1). Furthermore, stresses that reading is vital because it has a functional purpose in our daily lives, affects both our private and public lives, and offers us opportunities for cognitive, educational, linguistic, artistic, emotional, intellectual, vocational, social, personal, and spiritual development (p. 23).

It is important to recognize that reading is profoundly related to comprehension since reading and understanding what is read allows one to process information effectively. It is also important to note that reading comprehension is essential for academic and professional success in today's society. Pearson and Gallagher (1983) found that proficient readers employ specific strategies that facilitate comprehension, enabling them to interact with texts and interpret their meaning more accurately (p. 317). This is evidence that reading comprehension facilitates learning and contributes to the development of complex cognitive skills.

In the context of learning English as a foreign language (EFL), the ability to comprehend English texts is crucial, as it directly influences students' academic performance and their ability to interact with English texts. However, students need help comprehending and interpreting texts written in this language. Prasetyo (2022) reported that, in Indonesia, 75% of students did not reach the minimum standards of reading comprehension, evidencing the limitations of traditional teaching methods.

This pattern is not exclusive to a single context but is observed globally, where traditional methods, which do not encourage active student participation, do not promote deep comprehension. This reflects an overall sequence in which traditional teaching methods are characterized by a lack of active student participation and at the same time fail to foster deep and meaningful understanding. In this scenario, the SQ3R method, which includes active stages such as Survey, Question, Read, Recite, and Review, has proven to be effective in enhancing data retention and critical study of texts. For instance, in research conducted by (Wahyuningsih et al., 2023), it was reported that students who used SQ3R made remarkable progress in their reading comprehension, achieving a success rate of over 85% on post-tests.

This method allows students not only to read but also to actively interact with the information, asking questions and synthesizing ideas, which contributes to more effective comprehension.

This research is based on the fact that there is no straightforward answer about the use of methods to improve reading comprehension by fifth-semester PINE students at UTC, October 2024 to February 2025. The non-use of different methods to improve reading comprehension is due to various factors, but the study conducted by Usman Kasim, (2022), mentions that 62 % of the students surveyed indicated that they did not know reading strategies and methods. On the other hand, it has also been identified that students tend to read the text linearly, from beginning to end, instead of understanding the content, which would be due to a lack of prior knowledge about the subject. 48% percent of the students indicated having this problem (p.317).

It should be stressed that the lack of implementation of effective reading strategies in foreign language teaching has been identified as a key factor in poor reading comprehension (Krashen, 1982, p.164). As a consequence of this and other causes, a variety of disadvantages occur which hinder the comprehension of texts, paragraphs, and sentences. For this reason, it is necessary to apply methods that help learners to be more active in their learning and to analyze and think more about the text they are reading to improve their comprehension.

The relevance of this study lies in its ability to encourage the improvement of reading comprehension of fifth-semester students of English as a foreign language (EFL) at the Technical University of Cotopaxi, by investigating an effective method to improve reading comprehension such as the SQ3R method, which could have a positive effect on the progress of students' reading comprehension skills. Previous studies have shown that active reading methods such as SQ3R significantly enhance students' comprehension, motivation, and engagement in the educational process. In addition, the results of this research could contribute to determining the feasibility of applying this method in higher education teaching.

Likewise, this research tries to answer the following research question: How necessary is the use of the SQ3R method for reading comprehension in EFL students of the fifth semester of the PINE career at the Technical University of Cotopaxi in the period October 2024 - February 2025?

3. JUSTIFICATION

Reading comprehension is a fundamental skill for students of English as a foreign language (EFL), as it directly influences their academic performance and language proficiency. However, despite its importance, many students find it difficult to adopt or have little knowledge about effective methods to improve their reading ability. In this context, it is essential to explore innovative methods such as the SQ3R method to address these challenges and improve reading comprehension results.

This study about a practical utilization of the SQ3R method in English as a foreign language (EFL) students is conducted due to the difficulties these students face in understanding what they read, which directly impacts their academic performance and personal development. The lack of an effective methodology to support their reading comprehension generates problems when interpreting texts, paragraphs, and even sentences. Therefore, it is crucial to identify and implement strategies such as the SQ3R method to help students improve this essential skill.

According to Brandon (2021), reading comprehension makes the reading process both enjoyable and informative, which is key to success in school, work, and personal settings. In addition, notes that in recent decades the use of reading methods and strategies has been shown to improve the motivation, knowledge retention, and skills of students, including those learning English as a foreign language.

The importance of this study lies in suggesting the SQ3R method as a possible solution to improve reading comprehension. This method encourages dynamic, participatory reading and is effective in improving reading comprehension not only among EFL students but among all students in general. Integrating SQ3R into the educational process is intended not only to improve students' academic performance but also to increase their motivation and improve their ability to read and retain information.

In addition, the research focuses on determining the feasibility of the SQ3R method for its future application to EFL students, and on deepening theoretical knowledge about the research variables through the review of reliable bibliographic sources. The direct beneficiaries of this research will be fifth-semester EFL students, who will participate in a survey designed to identify knowledge of methods or strategies that will help them improve their reading comprehension. In addition, it could be said that English teachers will be indirect beneficiaries since the information gathered will allow them availability to select and adapt the SQ3R method for their classes.

4. OBJECTIVES

GENERAL OBJECTIVE:

To determine the use of the SQ3R method for improving the reading comprehension in EFL students of the fifth semester of the PINE career of the Technical University of Cotopaxi in the academic period October 2024 - February 2025.

Specific Objectives

- To define the importance of using reading comprehension methods for EFL learners.
- To analyze the student's opinions about reading comprehension skills in EFL.
- To establish conclusions and recommendations of the SQ3R method in EFL students.

4. ACTIVITIES AND TASK SYSTEM ABOUT THE OBJECTIVES PROPOSED

Specific objective	Activities	Result activities	of Evidence
To define the importance of using reading comprehension methods in EFL students.	Look up information from academic papers, scientific journals, websites, theses, and e-books.	- Obtain relevant information.	Theoretical Framework
To analyze the students' opinions about reading comprehension skills in EFL.	Design a survey for students of the major. Apply the survey.	- Data collection	Analysis and Discussion. Tables Graphics Type of instrument. Findings
To establish conclusions and recommendations of the SQ3R method in EFL students.	Analysis and interpretation of the survey.	- Analysis of the tendential findings	Conclusion and recommendations.

5. SCIENTIFIC AND TECHNICAL FOUNDATION

Background

To achieve comprehension, it is essential to focus on the proper development of reading skills. That is why several studies, both at the international and national levels, provide valuable information about the viability of the SQ3R method (Survey, Question, Reading, Recite Review), on the improvement of reading comprehension, especially in EFL students. The findings highlight that the method not only focuses on comprehension of written material, but also strengthens students' cognitive skills such as critical thinking, organization of ideas, and the ability to connect new concepts with prior knowledge.

Kusumayanti and Maulidi (2019) aimed to describe the implementation of the SQ3R method to enhance reading comprehension. Using a qualitative approach, the study was conducted in a public vocational school in Purwakarta. The participants were four students, approximately 17 years old, with the teacher acting as both researcher and observer. Data were collected through observations and interviews in Indonesian to ensure clarity. The results showed that the SQ3R method improved comprehension, interest, and vocabulary expansion. However, despite positive student responses, the study concluded that effective implementation requires additional time, making time management a key challenge for educators.

Bakhtiar et al. (2019) aimed to analyze the influence and effectiveness of the SQ3R strategy in teaching and learning reading recount texts. Using a mixed-methods approach, the study was conducted at SMKN 7 Bone, Indonesia, during the 2018/2019 academic year. The participants were 56 first-grade students, divided into an experimental group and a control group, each with 28 students. Data were collected through pre-and post-tests to assess reading comprehension and interviews with 8 students. Results showed a significant improvement in the experimental group. The study concluded that SQ3R enhances reading comprehension and promotes active, student-centered learning.

(Larasati et al., 2018) aimed to analyze whether the SQ3R method improves reading comprehension and how it is implemented in the classroom. Using a mixed-methods approach with a two-cycle action research design, the study was conducted in a high school in Surakarta, Indonesia. The participants were 42 eleventh-grade students. Data were collected through pre-and post-tests, interviews, observations, and questionnaires. Results showed a significant improvement in reading comprehension and related skills. However, challenges such as preparation time, time management, and support for students with limited prior knowledge were identified as key considerations for implementation.

Hastuti (2020) aimed to examine the effectiveness of the SQ3R method in improving reading comprehension among eighth-grade students. Using a quantitative pre-experimental design with a single pretest-posttest group, the study was conducted at MTs Negeri Tarakan, Indonesia. The participants were 27 students from class 8C, selected through purposive sampling from a population of 115. Data were collected using written tests assessing prior knowledge, vocabulary, inferences, and cognitive/metacognitive strategies. Results showed a significant score increase from 55.56 to 76.00. The study concluded that the SQ3R method significantly enhances reading comprehension, confirming its effectiveness.

Ecuador shows results similar to those obtained in research conducted in other countries, such as Ecuador. According to (Meza, 2023) in the present research, she examined the impact of the SQ3R method on the reading comprehension of 67 students. Through surveys, the impact on comprehension during and after reading, preferred strategies such as visualization, and students' engagement with the stages of the procedure were examined. The research highlighted the importance of the “read during” stage, emphasized teacher involvement, and highlighted the advantages of improved comprehension and retention. Students recognized the importance of the SQ3R method, despite not directly implementing it in their learning process.

All the research carried out in various regions of the world highlights the enormous effectiveness of the SQ3R method for reading comprehension. Although the

proposed method of using it is old, it has managed to remain among the best methods for reading comprehension. Moreover, this procedure is very beneficial for secondary school students. However, with this study, I intend to demonstrate its effectiveness when used with EFL (English as a foreign language) students, specifically with university students who are acquiring a second language, so that they can use it throughout their academic life.

6. THEORETICAL FRAMEWORK

English as a Foreign Language (EFL)

Learning English as a foreign language, known as EFL, refers to the study of English in places where it is not part of people's everyday lives. In this environment, learners often learn English for academic, business, technological, entertainment, and political purposes or communication with native speakers. Thus, states that EFL learning is designed to help people communicate appropriately with native speakers.

However, the ability to communicate in English not only expands job and academic opportunities but also fosters access to an immense amount of information available in this language, from scientific publications to online content. Furthermore, learning English in these environments requires specific teaching and learning strategies that motivate learners, as they do not always have opportunities to practice the language outside the classroom. Unlike those who are naturally exposed to the language, EFL learners rely primarily on classrooms and educational materials to acquire and practice the language. This can make learning and practice a challenge, especially if they do not have easy access to classrooms or materials.

Additionally, globalization and the growth of technology have increased the relevance of English as the world's connecting language, reinforcing its importance in sectors such as higher education and business.

In this context, English has become a very important language for communication between people of different cultures and nationalities. But for learning this language, EFL focuses on reinforcing the four essential skills (reading, writing, listening, and speaking) which are divided into receptive and productive skills.

English Language Skills

English skills are essential to mastering the language and are divided into four specific areas: speaking, listening, reading, and writing. Each of these skills is crucial to communicating effectively. Listening and speaking enable students to actively participate in everyday and academic conversations. Reading and writing skills are necessary to comprehend complex texts and create clear and organized written content. A balanced development of these skills is essential to reach a good level in the language and be able to use it with confidence in different situations.

Thus, Rao (2019), states that to learn a language, learners must develop these four essential skills (speaking, writing, listening, and reading). That is why, Darancik (2018), highlights that to ensure the success of education and training in foreign language courses, it is essential to cultivate and reinforce these basic language skills, adapting them to the levels and needs of the learners. On the other hand, according to Sreena, S. and Ilankumaran, M. (2018), they mention that the skills are divided into two the receptive ones that refer to the ability to listen and understand the language, which fosters imagination through reading and listening. While, productive skills include writing and speaking, which allows students to create texts and express themselves orally. Both types of skills, receptive and productive, are closely related and essential to learning English.

Productive skills

Speaking

Speaking is one of the four important and active skills in language learning. Through this skill, students can practice what they have learned, interact with other people, and develop their ability to communicate effectively in various conversations.

Speaking in a foreign language is not only about pronouncing words correctly, but also about being able to organize ideas, respond appropriately in different contexts, and adjust to the flow of the conversation. Improving speaking skills is key to gaining fluency and confidence, and is essential in social, academic, and professional situations.

Therefore, common challenges in speaking include the insecurity that many students experience when communicating in a foreign language. Moreover, indicates that anxiety and fear of making mistakes are common barriers that can hinder verbal fluency. To overcome these challenges, it is critical to establish a positive learning environment where students feel comfortable making mistakes and learn from them. In addition, activities such as role-playing, group discussions, and simulated conversations can be effective tools to decrease anxiety and increase students' confidence in speaking.

Moreover, effective strategies for improving speaking are essential for the development of second language learners. Nunan (2023) argues that one of the best ways to improve this skill is through interactive practice and the use of communicative tasks. Activities such as debates, presentations, and interviews allow learners to practice authentic communication situations, which not only improves their fluency but also their ability to think quickly and in a structured way in the language. In addition, constructive feedback from both teachers and peers plays a crucial role in the development of speaking skills, as it allows students to identify and correct errors, as well as perfect their pronunciation.

In short, speaking in a foreign language is one of the most important skills for gaining confidence and improving fluency. Through speaking practice, students can not only express themselves better but also interact effectively in real-life situations. This skill allows them to perfect their pronunciation, respond spontaneously, and function in social and professional settings, making language learning more practical and meaningful.

Writing

In other matters, writing is an essential skill in language learning, as it allows students to communicate their ideas, thoughts, and feelings in a clear and orderly manner. Through writing, learners not only improve their knowledge of grammar and vocabulary but also learn to organize their ideas and express themselves appropriately in different situations. Furthermore, writing is a key tool in academic and professional settings, and mastering it means not only being able to construct correct sentences but also being able to convey messages that are easily understood and appropriate for the reader.

On the other hand, points out that writing is not limited to forming sentences correctly; it also involves the ability to develop coherent ideas and sound arguments. By writing, learners can actively interact with the vocabulary, grammatical structures, and conventions of the new language. This not only improves their ability to communicate in writing but also strengthens other language skills, such as listening and reading comprehension.

Besides, there are challenges and difficulties in second-language writing that are significant issues for teachers to address. One of the main obstacles in teaching writing is assisting students in effectively organizing and structuring their ideas. In this context, students often have difficulty expressing their thoughts fluently and coherently because of the language and cultural barriers they face. It is common for them to feel insecure about using vocabulary and grammar appropriately in a written text. To overcome these challenges, it is necessary to continually practice and employ strategies that help learners increase their confidence in writing in the new language.

In addition, effective strategies for improving writing are critical to supporting students' development. Ferris (2022) argues that one of the best ways to help students improve their writing is to provide comprehensive feedback and allow them to revise and edit their texts on an ongoing basis. Feedback not only facilitates the identification of recurring errors but also motivates students to reflect on their writing process. Other useful techniques include brainstorming and planning, which assist students in

organizing their ideas before they begin writing. These strategies help improve the clarity and coherence of their texts, enabling them to produce more effective writing.

So, writing is undoubtedly a crucial tool for consolidating language learning, as it allows students to express their ideas in an organized and clear way. Writing helps them to deepen their understanding of the correct use of grammar, enrich their vocabulary, and develop their style. In addition, this skill fosters critical thinking and creativity, which are essential for communicating effectively and adapting to different contexts, whether academic, professional, or personal.

Receptive Skills

Listening

When it comes to receptive skills, listening plays a fundamental role, as it is essential to effectively grasp and understand the language during the learning process, as it allows learners to capture and process the information they hear in conversations, recordings, films, and other media. Unlike other language skills, such as reading or writing, listening involves not only recognizing words but also interpreting their meaning in different contexts. Improving listening comprehension is key to increasing fluency and interaction skills in the language, as it facilitates active participation in conversations and understanding messages in everyday situations.

As well as, when learning a new language, as it allows us to understand and process the information we receive aurally. As Vandergrift & Goh (2018) point out, listening is not only about recognizing sounds but also about interpreting and connecting what is heard with the context. This is why, when students develop active listening skills, they significantly improve their ability to communicate in real situations. In this way, listening becomes a key part of learning any language.

Similarly, challenges in teaching listening skills are significant. A key obstacle is that speech in everyday situations is often fast and sometimes complicated to follow, which can be frustrating for students. According to Field (2019), the speed and diversity of accents or tonalities can make comprehension even more difficult. To help students, it

is beneficial to teach them different strategies, such as selective listening, anticipating what is going to be said, or paying attention to context. These techniques help students to better understand what they hear and to deal with the complications of listening with greater confidence.

Thus, it is also important to note that listening plays a crucial role in effective communication. In this connection, Nunan (2023) emphasizes that good listening skills are fundamental to ensuring good communication in any language. When students practice listening consistently, they not only expand their vocabulary and improve their grammar but also learn to interact more fluently and naturally. Therefore, the ability to listen not only facilitates comprehension but is also essential to be able to actively participate in any conversation or exchange.

Ultimately, listening skills are essential for language learning, as they allow learners to grasp the meaning of words and get used to different ways of speaking, such as accents and intonations. Active listening not only improves listening comprehension but also strengthens other language skills, such as vocabulary and pronunciation. Developing this skill helps learners to relate better to the language.

Reading

Learning a second language, as in the case of English, involves four key skills: reading, listening, speaking, and writing, as mentioned above. Among these, reading is one of the most important skills for students to acquire and maintain, as it is a fundamental tool in education and daily academic life. Students recognize that many of the learning tasks they perform require reading skills. Therefore, reading plays an essential role in acquiring the knowledge and information they need. According to Dubravac and Lalicic (2024), the ability to read is fundamental to learning English. It has been proven that learning to read improves one's verbal, written, and listening skills. Reading is also essential in our daily lives, especially in areas such as science and technology. In education, it has been shown that the higher the students' reading comprehension level, the better their academic performance. As Meza (2023) points out, reading connects students with written language, allowing them to perform a mental

process that facilitates the interpretation of the meanings conveyed through texts. This process involves deciphering symbols and understanding their meaning, becoming a form of linguistic processing.

Furthermore, Suyana (2019, p. 20), defines “Reading can be described as a visual process in which we transform written signs into verbal words.” Therefore, it is crucial to focus our attention on this reading process to effectively comprehend the content. Whereas Spratt et al. (2021) define “Reading as the process of understanding a written text. To achieve this, it is necessary to understand the language used in the text and to relate the written messages to our perception of the world”(p. 31).

It must be taken into account that prior knowledge plays a fundamental role in the interpretation of what is read since the expressions in a text always communicate a meaning that is understood according to the context to which they refer. That is why there are reading skills, which are essential for efficient reading and which are known as reading skills, include important aspects in terms of reading. In this sense, the development of reading skills not only facilitates content comprehension but also promotes autonomous learning and a better ability to process complex information.

Reading skills

Cardenas, (2024) defines “Reading skills as a group of resources beneficial for carrying out tasks that assist students in improving their reading comprehension criteria”(p.30). Therefore, readers often use these competencies to succeed at all levels of reading progress. The ability to understand English texts is enhanced through reading comprehension by enabling students to relate their environment to the definition of each word, which enhances their cognitive ability.

That is why, according to (Spratt et al., 2021), within the ability to read, there are some subskills. These sub-skills are essential to better develop reading.

- **Reading for specific information (scanning):** When text is examined to identify one or more pieces of information, this is generally the subskill known as reading or scanning for specific information.
- **Reading for details:** This involves determining the meaning of each word and the relationships between words and phrases.
- **Deduce meaning from context:** This involves examining sentences related to an unknown word or considering the context in which the unknown word is used to try to deduce its meaning.
- **Understanding text structure:** This involves understanding the parts of a text in general.
- **Reading for gist (Skimming):** The need to read to understand the world at a global level is sometimes mentioned. It is a matter of skimming through the text to gain a global understanding of what it is about.
- **Inferring:** Used to make sense of the text. By reading, you understand the author's point of view on the subject or their emotions.
- **Predicting:** Using clues to deduce what the text is about before you start reading.

Regardless of this, close reading requires a deeper understanding and comprehension of the text, as it involves carefully analyzing each word, sentence, and paragraph to grasp both meanings. This comprehension process is not only limited to understanding the literal content but also involves the ability to interpret the context of what is read.

Comprehension

Comprehension is grasping and understanding what is presented to us, whether it is information, ideas, or situations. It is the process of interpreting and relating what we already know to what we learn, which helps us to understand the world better, communicate effectively, and solve problems in our daily lives.

That Kamil et al., 2019, is to say, comprehension implies that the listener or reader understands the message conveyed by the speaker, (p.200). In this context,

listening comprehension and reading comprehension are not distinct: both focus on understanding the meaning of a message conveyed by a third party. Listeners/readers and speakers/writers collaborate in the communicative process. Moreover, they state that comprehension is the action of constructing the meaning of a verbal or written text. In reality, it is a process of construction.

In addition, (McNamara, 2007), says that “Comprehension is not always effortless and fast, of course. Struggling over individual words slows reading and seriously compromises comprehension levels for beginning readers. This happens when proficient adult readers struggle with technical expository text on unfamiliar arcane topics, such as a mortgage on a house or the schematics of a computer’s operating system.” p.4).

Consequently, it should be noted that both reading and comprehension go hand in hand. It is important to emphasize that reading comprehension is essential, as it allows the reader to interact actively with the text, which facilitates the retention of information and critical reflection.

Reading Comprehension

Reading comprehension is the ability to understand what is being read, i.e. to understand the meaning of the words that make up a text. Gilakjani (2024) argues that having appropriate reading techniques and methods is essential to enhance reading comprehension in English as a foreign language (EFL). Furthermore, Hammerstein and König (2021) emphasize that “reading comprehension enables the incorporation of knowledge that favors learning processes and the ability to perform successfully in both academic and personal situations”.

Chiluisa (2021) states, “Reading comprehension includes two fundamental components: first, the attainment of metacognitive skills that promote learner growth, and second, the anticipated academic performance of the reader. Within the framework

of second or foreign language instruction, it is crucial to develop linguistic competencies such as speaking, writing, listening, grammar, and lexical proficiency” (p.29).

In this sense, Rahayu, (2023) defines reading comprehension as the procedure by which the meaning of a text is extracted. It involves both word comprehension (vocabulary) and reasoning and thinking. It is also emphasized that comprehension is not a passive process, but an active one. Competent readers are aware of how they understand a text when reading it. Therefore, when reading a text we must also understand it. He also stresses that reading comprehension is fundamental for students to obtain important information from a text. However, many face difficulties due to factors such as limited vocabulary, lack of motivation to read, and lack of knowledge of effective reading methods.

Also, Grabe, (2020), defines reading comprehension as a complex mental process in which people engage in processing a text, understanding its meaning, and integrating it with their prior knowledge. This skill requires a range of skills, such as understanding the contextual meaning of words in a wider context and identifying background and references based on the overall structure of the text. These additional skills contribute to the overall process of reading comprehension and enhance the reader's ability to create links within the text.

Nevertheless, comprehension requires the reader to actively extract and form meaning from the text. Many elements can influence comprehension, including other aspects of effective reading and instruction. Students' oral language skills are the foundation for effective reading comprehension, but without effective teaching, they are insufficient to cultivate competent reading skills.

Meanwhile, Abdulmumini (2023) argues that it is difficult for students to develop effective reading comprehension because some students read without knowledge of the meaning of the text, words, or paragraphs. Reading problems arise when readers are asked to complete reading tasks within a set time, as some students fail

to assimilate material quickly. Students improve their results when using reading methods as they can recognize the outline of what they are reading.

Reading Comprehension Methods

Reading comprehension methods are key resources to help students understand texts more effectively. These techniques allow them to read in a more structured and conscious way, identifying central ideas, interpreting meanings, and connecting information with what they already know. They are indispensable for facilitating learning in a variety of settings, both academic and personal.

Also, it can be emphasized that methods are essential to help students understand, interpret, and remember what they read. Duke and Pearson (2002) point out that the most effective strategies include explicitly teaching skills such as predicting, summarizing, and questioning. These techniques allow students to actively interact with texts, which improves their ability to identify main ideas and better understand the content.

In addition, McNamara (2017) highlights that the combination of reading strategies with technological tools, which allow for the personalization of learning according to the needs of each student, provides immediate feedback and helps to adjust the learning process. These tools provide immediate feedback and help adjust the learning process. In addition, including methods such as group discussions and project-based learning not only improves reading comprehension but also fosters key skills such as critical thinking and problem-solving. This shows that reading comprehension methods not only improve academic performance but also prepare students to face different challenges in their daily lives.

In short, reading comprehension methods are key tools for students' academic and personal development. From traditional methods to strategies that integrate technology, these methods facilitate comprehension and retention of information. Their proper application not only enhances individual learning, but also fosters important skills that are useful in a variety of contexts, both academic and professional.

Importance of reading comprehension methods

Importance of reading comprehension methods in language learning According to Pressley & Afflerbach (2022), “Reading comprehension methods are essential for developing cognitive strategies that enable students to process, analyze, and interpret texts effectively”(p.16). These methods, such as making inferences, summarizing, and formulating questions, not only enhance literal understanding of texts but also foster critical and reflective skills that are essential for independent learning. This demonstrates that structured methods can transform reading into an active tool for acquiring knowledge.

The connection between methods and student motivation is also an important part, as they directly influence student interest and engagement in learning. Guthrie et al. (2019) assert that reading comprehension methods are also related to student motivation, as interactive and personalized approaches can increase student interest and engagement in reading. For example, the use of techniques such as guided reading or group discussions not only improves academic performance but also fosters the development of a positive attitude towards reading as a daily activity. In this way, appropriate methods can motivate students to read with purpose and to apply what they learn in real contexts.

When interactive methods are implemented, such as collaborative activities, guided reading, or the use of educational technologies, students feel more involved in their learning process. In this sense, methods are not only teaching tools but also a bridge to arouse curiosity and intrinsic motivation in students.

Lastly, Carrell (1989) emphasizes that reading comprehension is key to learning a second language, as it serves as a basis for developing language skills in an integrated manner. Methods such as SQ3R (Explore, Question, Read, Recite, and Review) help students approach texts in a structured way, which facilitates recalling information and using the language in real situations. These methods not only help learn vocabulary and grammar but also prepare students to communicate confidently in academic and professional contexts.

SQ3R method

There are many teaching and learning methods designed to respond to the different needs of learners. These methods may vary according to the pedagogical approach, the content to be taught, and the characteristics of the learner group. Some focus on making students more active and participatory, such as collaborative methods or project-based learning. In contrast, others aim to develop specific skills through more structured strategies, such as the SQ3R reading method. Each of these approaches has its benefits, and their effectiveness depends on how they are carried out and the needs of the students, so it is essential to choose the right method to get the best learning outcomes.

Learning a new language presents considerable challenges, especially when it comes to understanding texts in a second language. According to Kusumayanthi & Maulidi, (2019), highlight that reading comprehension is one of the main difficulties faced by students learning a foreign language. In Indonesia, many learners struggle to read English texts because English is treated as a foreign language. Research further indicates that Indonesian students often have limited skills in decoding English texts. Therefore, it becomes crucial to implement strategies to improve reading comprehension, and the SQ3R method stands out as a promising approach to address this issue.

The SQ3R method, introduced by Robinson in 1946, involves five key steps: Survey, Question, Read, Recite, and Review. It has been recognized as an effective tool for enhancing reading comprehension and academic success (p. 13). Besides, according to Robinson (1946), this method allows students to approach texts more systematically, which helps them to identify and remember key information. During the Survey phase, students skim the text to get a general idea of the content, while in the Question phase, curiosity is encouraged by generating questions about what they expect to learn. This initial approach activates their minds and prepares them for more focused and efficient reading.

Furthermore, the use of SQ3R in education has been supported by numerous studies showing how it can significantly improve reading comprehension and academic performance. McNamara (2017) states that this method encourages active student engagement with the text, which facilitates greater retention of information in the long term. By reciting and reviewing what they have learned in the final stages of the method, students consolidate their knowledge and achieve a deeper understanding of the content read. Therefore, SQ3R not only promotes better reading skills but also reinforces the ability to apply what they have learned in a variety of academic contexts.

Numerous studies have demonstrated its positive impact on the improvement of reading skills, providing strong evidence to support its inclusion in teaching practices aimed at optimizing students' reading comprehension. However, it is important to keep in mind that, like any method, SQ3R has specific characteristics that allow it to be identified and differentiated from other methods. This method also has distinctive elements that make it particularly effective in promoting active and deep reading.

Characteristics of the SQ3R Reading Method

The SQ3R method (Survey, Question, Read, Recite, and Review) is a valuable tool for both teachers and students, as it encourages active and effective learning. For students, this method helps them understand texts better, retain information more durably, and develop skills such as organization and critical thinking. For teachers, SQ3R becomes a useful strategy to guide students toward deeper and more meaningful reading, thus improving the teaching-learning process.

Asiri & Momani (2017) point out that the importance of the SQ3R method as a tool to improve reading comprehension is reflected in many studies. These show that the use of this method helps students improve their reading skills, and we can note some key characteristics:

- Students who employ SQ3R manage to gather and understand information without having to read the whole chapter or remember every detail.
- This method prepares them for more effective reading.

- The opening questions open up new perspectives by connecting them to the topic. The recitation phase allows them to review what they have learned, while the review helps them consolidate and better understand the entire chapter.
- The SQ3R method makes it easy to retain large amounts of reading that would otherwise be overwhelming.
- Students can take notes in their own words, review them, and summarize them at the end of the chapter or at another appropriate time.
- Those who use this technique perform better in reading activities than those who do not.
- In general, SQ3R allows them to read in a more structured and active way, which makes reading more interesting and less monotonous.

Taking into account the different characteristics of the method, it is essential to highlight that the SQ3R method also consists of a process in which we can identify the different phases that take place before, during, and after the reading.

The process of the SQ3R method

The process of the SQ3R method takes the form of structured reading. Each of these steps guides the reader to actively interact with the text, facilitating deeper understanding and the ability to remember important details. By following this process in an orderly fashion, students can approach texts more efficiently and effectively, promoting independent and lasting learning. The SQ3R method as mentioned above, consists of five steps:

➤ **Survey**

The first step of the SQ3R method, called survey or skim, invites students to take a moment to preview the reading materials before diving in. Spend just 3 to 5 minutes skimming through headings, subheadings, images, and other noticeable elements like figures, tables, or summary paragraphs. This glance not only activates prior knowledge but also gives a clear idea of what to expect. It helps set the stage for learning by highlighting key ideas and sparking questions about the content

➤ **Question**

In the second stage, they create questions with what they can observe at first glance, such as titles, subtitles, images, or words in bold type, and then they can write their questions based on what they have observed in the first instance.

In other words, (Chiluisa, 2021) Says “The better the questions the students can make the better the comprehension is likely to be. The students may ask as many questions as they want because when the mind is actively searching for questions to answer the learning is better” (p.30).

➤ **Read**

In the third step, after the reading, the student will have to answer the questions that were previously formulated to satisfy the doubts they have.

As mentioned (Chiluisa, 2021) “It is a deep reading of the subject that makes it easier for us to start working on it through summaries, diagrams, and underlining of the contents. Therefore, in this phase, you should not try to go fast, but rather the opposite, even doing a second complete reading to ensure the work is done on the text.” (p.31).

➤ **Recite**

In this step, the reader should try to recall from memory what he/she has learned as if he/she had to explain it to someone else. It is important to use your own words to formulate and conceptualize your answers. They should try to remember and identify the main points (headings/subheadings/images/keywords) and the answers to the questions asked in the “Q” step. The Recite step can be done orally or in writing. This will help to retain the information in the long term.

➤ **Review**

Finally, in the last step of the process, students can go back and review what they have learned using the worksheet.

Also, (Chiluisa, 2021) takes into account that “This step is essential in any study process as it serves to strengthen learning. It requires rereading and taking advantage of the notes, diagrams, and summaries that have been prepared in the previous phase since it is always easier to understand and remember the words themselves.” (p.32)

In this context (Saputri, 2019) affirms that the SQ3R method is very effective in activating prior knowledge and integrating it with new information, finding that SQ3R is even more effective when learners are asked to write down the information obtained before, during, and after reading. The writing component allows learners to take advantage of all four modes of learning: listening, speaking, reading, and writing. It is important to follow all the steps in this method to obtain the expected results.

In short, by following clear SQ3R steps such as exploring, asking questions, actively reading, reviewing, and revising, students can interact better with texts and understand them more deeply. This method not only facilitates the handling of complex texts but also fosters autonomous learning, which is key in education.

SQ3R in Education

The SQ3R method is a widely used tool in education to help students develop critical reading skills and improve their comprehension of academic texts. Several experts emphasize that the method has helped students to interact better with the texts through the steps that the method provides, and have also stressed that the SQ3R is very useful when students are faced with complex texts, as it provides them with clear steps to organize and analyze the meaning. In addition, the method promotes autonomy in learning, making it a valuable resource in both secondary and higher education.

In this context, Tarigan (2020) highlights the application of effective teaching strategies and methods can contribute positively to the learning process and the development of practical skills that can be applied in real-life scenarios, noting that positive results can be achieved in several key areas such as:

- **Readiness for learning:** Readiness is both physical and mental skills that enable us to learn. This includes having the necessary prior knowledge and being in a position to develop new skills. To learn something, a person needs to have a background related to the subject and have clear expectations about the skills he or she will acquire.

- **Retention:** Retention refers to the ability to maintain learning outcomes in a lasting way. When someone can retain what they have learned for a long period, they are said to have good retention. The longer a person maintains a skill or knowledge, the higher their level of retention.
- **Internalization:** This process occurs when the learner incorporates what he or she has learned as part of his or her capabilities. Internalization is reflected in their behavior and is influenced by learning outcomes. In this sense, people value what they have learned because it becomes meaningful to them.
- **Transfer:** Transfer is the ability to apply what has been learned in new situations. If a person understands a concept or principle, he or she will be able to transfer and adapt it to different contexts in his or her daily life. This demonstrates that the learning was not only understood but also that it is functional and useful in different scenarios.

On the other hand, Reyes and Vásquez (2023) highlight the relevance of the method for improving learning outcomes, especially in areas such as reading comprehension and critical thinking. They also highlight several key aspects that underline the importance of using the SQ3R method to promote reading comprehension, such as:

- **Textual applicability:** The SQ3R method is very flexible and can be applied to different types of texts, from academic books to articles and essays, which makes it useful in many subjects and for different genres of reading.
- **Autonomy:** This method promotes autonomy in the reading process, as it teaches students to approach complex texts in a structured and independent manner, without the need for constant guidance from the teacher.
- **Global Comprehension:** The SQ3R method helps the reader to achieve a complete understanding of the text, going beyond a superficial reading. Each stage of the process facilitates an understanding of the overall meaning and key details of the content.
- **Development of metacognitive skills:** By applying the SQ3R method, students develop metacognitive skills, which means that they learn to monitor and

evaluate their comprehension process. This gives them the ability to adapt their reading strategies as needed.

- **Focusing attention:** The SQ3R method allows students to keep their attention focused on the most relevant aspects of the text. By actively asking questions and seeking answers, distractions are minimized and concentration is strengthened.
- **Memory enhancement:** The SQ3R method improves students' memory by including recitation and review activities. Active repetition of content helps to consolidate information in long-term memory, facilitating retention.
- **Reading improvement:** SQ3R is a method that enhances reading comprehension by encouraging students to actively interact with the text at each stage, resulting in greater retention of information and understanding of concepts.
- **Organization of information:** The SQ3R method helps the reader to organize information logically. By organizing the reading and learning process, it facilitates the identification of main and secondary ideas.
- **Critical thinking:** By asking questions and reflecting on the text, the SQ3R method encourages critical thinking. The reader not only assimilates the information but also evaluates, analyses, and relates it to his or her knowledge.

The educational process is not only about acquiring knowledge but also about developing it fully, using the different methods we have at our disposal. These methods work together to ensure that learning is effective, meaningful, and applicable to different aspects of everyday life. However, it is important to note that, as with any process, each method has its pros and cons, and recognizing this allows us to be aware of what we are up against.

Advantages and Disadvantages of the SQ3R Method

The advantages and disadvantages are part of any process in which we will be involved, that is why, Bakhtiar et al. (2019) highlighted that one of the main advantages of the SQ3R method is that it keeps students engaged at each stage of the process. They also noted that each phase of the method can transform students' perceptions of their reading skills, offering several benefits:

- **Increased confidence:** By following a structured approach like SQ3R, students feel more confident in their ability to comprehend and retain the information they read.
- **Active reading:** This method encourages active reading rather than passive reading. Students interact with the text by exploring the material beforehand, asking questions, and actively seeking answers as they read.
- **Improved comprehension:** With SQ3R, students learn to identify the main ideas, key details, and overall structure of the text.

Bakhtiar et al. also highlighted other important benefits of using the SQ3R method:

- **Makes reading more enjoyable and organized:** This method helps make reading more fun and structured. Students can interestingly interact with the material while maintaining a clear and well-directed focus.
- **Puts students at the center of learning:** The SQ3R method motivates students to actively participate in class, making the learning experience revolve around them. It encourages them to read with purpose, leading to a deeper understanding of narrative texts.
- **Motivate and challenge students:** Each stage of the process, from exploring the text to reciting to reviewing, pushes students to stay focused and eager to learn. This structured approach encourages active reading, critical thinking, and reflection, making the experience more meaningful.
- **Improves comprehension and memory:** The SQ3R method helps students identify key ideas, find important information, understand the main message of the text, learn new vocabulary, maintain concentration, and better remember what they have read.

By the way, various research projects on the SQ3R method have shown that it not only contributes positively to students' reading in many ways but also encourages a process of inquiry that makes them more active and aware readers. Importantly, the steps involved in this method help students to concentrate on what they are reading.

Those who participate in the reading comprehension process guided by the SQ3R steps can see how they can monitor their comprehension.

On the other hand, the disadvantages are part of any, which is why Garcés (2024) mentions that in terms of the disadvantages of the SQ3R method, they can be identified as follows:

- The use of this method in reading is little known among people.
- There is a perceived lack of interest on the part of readers in applying the different phases of the method.
- When exploring the method, it is noted that each of its phases requires significant time.
- The effectiveness of the method depends on readers having a solid ability to concentrate, something that not everyone can ensure.

Like any other method, SQ3R has its drawbacks. Some aspects of this method can be considered disadvantages, especially in terms of efficiency. One of the main difficulties associated with the method is the complexity of the process, especially when there are students with reading problems in the classroom. In addition, it is important to remember that the reading ability of each student is different. To avoid inconveniences, it is necessary to give clear instructions and pay attention to the difficulties that may arise during the process. However, despite the disadvantages of the method, it is still a great help in improving reading comprehension.

7. METHODOLOGY

Research approach

This research adopted a quantitative approach since it sought to examine the numerical data obtained by testing the schoolchildren's knowledge of the styles that help them achieve a good reading appreciation. According to the definition of Venegas et al., (2023) quantitative exploration is characterized by its neutrality and deductive approach. It is based on measurable experimental processes, allowing the operation of

statistical consequences from a sample. On the other hand, Abdulhakeem(2022) also shares that “ Quantitative data represent a group of information that includes variables that can be represented as a number or measured through numerical values ”(p. 2), this system was taken into account for its reliability. The application was carried out in the fifth semester of the academic period October 2024 - February 2025, in the career of Pedagogy in National and Foreign Languages of the Technical University of Cotopaxi, which is a public institution. Approximately 33 students between 17 and 34 years of age participated in the study. Regarding the design of the study, a descriptive approach was chosen to examine and interpret the points of view of the students. To determine, the analysis was carried out in the classroom where we had the direct participation of fifth-semester students, who completed the questionnaire digitally with the help of the Google Forms platform.

The main instrument was a nominal scale survey consisting of 13 questions divided into 3 geographical questions to collect demographic information based on age, English proficiency, and frequency of reading English texts, additional eight closed questions (Yes/No/Maybe) to obtain quantitative data on participants' knowledge of reading comprehension methods, in which students could justify the answer by giving opinions and challenges they possess, which were analyzed by trends. Finally, two multiple-choice questions facilitate the collection of quantifiable data in a quick and organized manner.

Collection and processing of information

For the analysis and processing of the data information, the Excel tool was used to calculate and examine the percentages of the responses. In this way, for the closed-ended questions, we opted to place the answer to the question, in order to know the reason about the student's way of thinking or feeling based on their answers to each question. And in the case of the analysis of the student's opinions, was carried out using trends, since the objective of this analysis was to identify important changes. The technique used was the survey, which was applied using a questionnaire with questions to collect information. The results of this analysis can provide valuable information for

implementing the SQ3R method to university students and thus also help teachers with a structured method that could work positively in their classrooms.

In addition to this, to obtain the individual scores for questions 8 and 9, it was necessary to implement the following formula.

$$\text{Percentage} = \left[\frac{\text{Frequency}}{\text{Students total}} \right] \times 100$$

8. ANALYSIS AND DISCUSSION OF RESULTS

All the data obtained belong to the same class group, in this case to students in the fifth semester of the PINE course. To analyze the students' responses in a more structured way, the questions were grouped into four main categories. The first category covers questions of geographical nature (questions 1, 2, and 3). The second category focuses on reading comprehension skills in English, including questions 5, 6, 7, and 11. The third category is related to the use of improvement strategies and methods, including questions 4, 10, 12, and 13. Finally, the fourth category groups the multiple choice questions (questions 8 and 9), focusing on students' knowledge of different reading methods or strategies. In general, the grouping of the questions allowed for a clearer analysis of the responses, identifying key trends in the perception and use of reading strategies.

Table 1. Geographic Questions

1. What is your age?
2. What is your English proficiency?
3. How often do you engage in reading English texts?

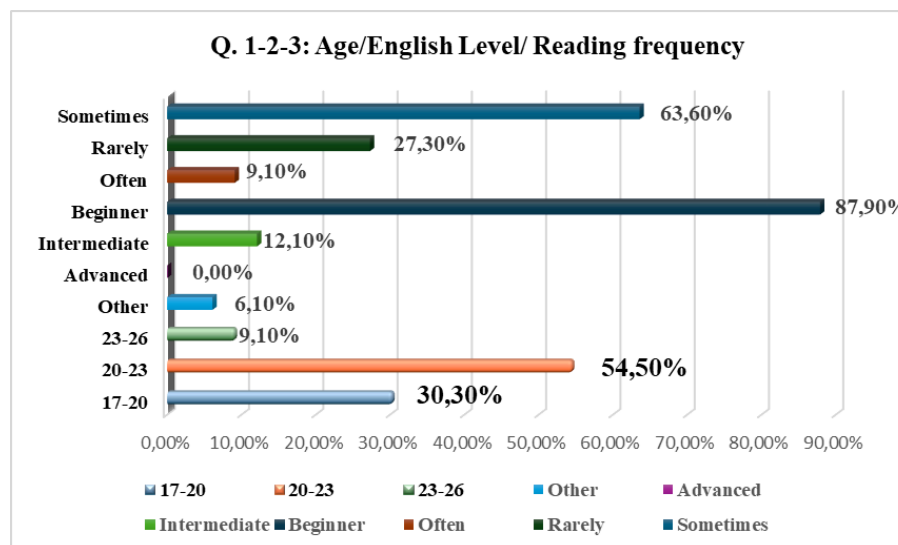
Age Range	Frequency	Percentage (%)
17-20 years	10	30,3%

20-23 years	18	54,5%
23-26 years	3	9,1%
Other	2	6,1%
English Level		
Beginner	4	87,9%
Intermediate	29	12,1%
Advanced	0	0%
Reading Frequency		
Rarely	9	27,3%
Sometimes	21	63,6%
Often	3	9,1%

Elaborated by: Aguayo

(2025)

Graph 1. Geographic Questions



Elaborated by: Aguayo (2025)

The majority of the students surveyed are in the 20 to 23 age range, representing 54.5% (18 students), followed by the 17 to 20 age group with 30.3% (10 students). An even smaller group, 9.1% (3 students), belong to the 23 to 26 age range, while only 2

students (6.1%) are in the 30 to 34 age range, reflecting a relatively young demographic profile.

In terms of English proficiency, 29 students (87.9%) were classified as intermediate level, suggesting that they have a solid foundation in the language and are probably comfortable communicating in common classroom situations. On the other hand, 4 students (12.1%) indicated a beginner level, which may indicate that they are in the early stages of learning and still face difficulties with language use. It is important to note that none of the respondents mentioned having an advanced level, which can be interpreted as a sign that the group has not yet reached a high level of fluency in English.

Regarding the frequency of reading in English, 21 students (63.6%) said that they read in English occasionally, suggesting that they do so mainly when a specific need or interest arises. In contrast, 9 students (27.3%) admitted that they read in English rarely, which could indicate that they do not find frequent reasons to do so or that they are not completely comfortable with the language. Only 3 students (9.1%) mentioned reading in English frequently, which shows that very few have adopted this practice as a habit in their daily lives.

Table 2. Reading comprehension skills

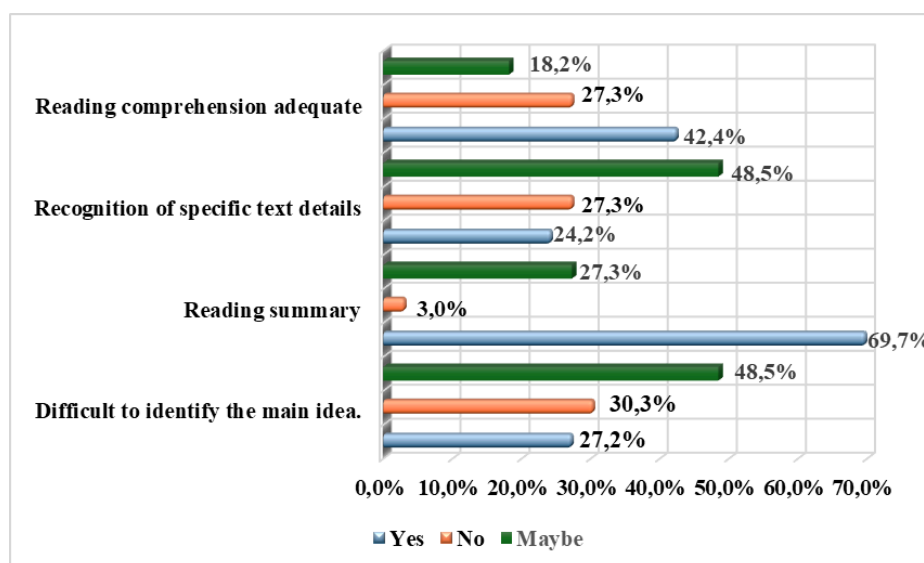
5. Do you have difficulty identifying the main idea of the text?
6. Can you summarize what you have read?
7. Do you easily recognize specific details in the text?
11. Do you consider your English reading comprehension skills to be adequate?

Question	Answers	Frequency	Percentage (%)
Difficult to identify the main idea	Yes	7	27,2%
	No	10	30,3%
	Maybe	16	48,5%
Reading summary	Yes	23	69,7%
	No	1	3,0%
	Maybe	9	27,3%

Question	Answers	Frequency	Percentage (%)
Difficult to identify the main idea	Yes	7	27,2%
	No	10	30,3%
	Maybe	16	48,5%
Recognition of specific text details	Yes	8	24,2%
	No	9	27,3%
	Maybe	16	48,5%
Reading comprehension adequate	Yes	14	42,4%
	No	6	27,3%
	Maybe	13	18,2%

Elaborated by: Aguayo(2025)

Graph 2. Reading comprehension skills



Elaborated by: Aguayo(2025)

Regarding reading comprehension difficulties, the majority of students (48.5%, 16 students) indicated that they might have difficulties, while 30.3% (10 students) stated that they did not have difficulties. However, 21.2% (8 students) acknowledged that they do face difficulties. Regarding the ability to summarize what they read, 69.7% (23

students) affirmed that they could do so, although 27.3% (9 students) said maybe, and 3% (1 student) indicated that they could not. On the ability to recognize specific details in a text, 48.5% (16 students) responded that maybe, 27.3% (9 students) said they could not, and 24.2% (8 students) mentioned that they could. When asked if they consider their English reading comprehension skills to be adequate, the responses were split: 42.4% said yes, 39.4% said maybe, and 18.2% acknowledged that they do not.

Students show a general trend of confidence in identifying the main idea of texts, although some still face difficulties, especially with long or complex texts. These difficulties are related to unfamiliar vocabulary, complex grammatical structures, and fatigue. Many students stress the importance of summarizing texts, as it helps them remember key ideas, although some still face obstacles in this process, such as difficult vocabulary or problems synthesizing information. Despite the confidence of some, the need to improve reading comprehension is evident, especially in managing vocabulary and understanding grammatical structures. Familiarity with vocabulary and context is essential for better comprehension, and second language learners face more difficulties due to these factors. In general, reading comprehension is influenced by prior knowledge, practice, and the application of appropriate strategies

Table 3. Use of improvement strategies and methods

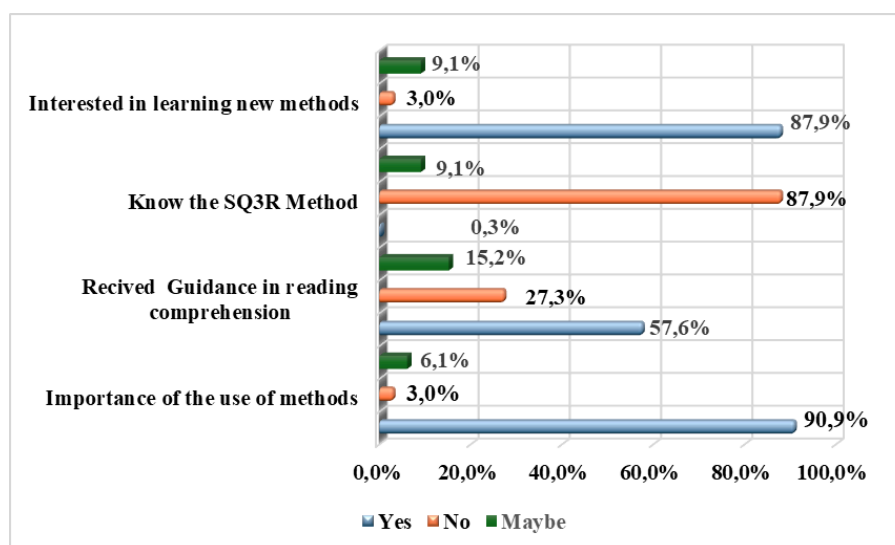
4. Is it important to use methods to improve reading comprehension?
 10. Do you know of the SQ3R method?
 12. Do you currently receive any guidance on strategies or methods to improve your reading comprehension?
 13. Are you interested in learning new strategies or methods to improve your reading comprehension?

Question	Answer	Frequency	Percentage (%)
Importance of the use of methods	Yes	30	90,9%
	No	1	3,0%
	Maybe	2	6,1%
Received	Yes	19	57,6%

Question	Answer	Frequency	Percentage (%)
Guidance in reading comprehension	No	9	27,3%
	Maybe	5	15,2%
Know SQ3R Method	Yes	1	3,0%
	No	29	87,9%
	Maybe	3	9,1%
Interested in learning new methods	Yes	29	87,9%
	No	1	3,0%
	Maybe	3	9,1%

Elaborated by: Aguayo(2025)

Graph 3. Use of improvement strategies and methods



Elaborated by: Aguayo(2025)

When asked whether they considered it important to use methods to improve reading comprehension, the vast majority of the 33 students (90.9%, or 30 students) answered affirmatively. In contrast, a small percentage, 3% (1 student), said no, while 6.1% (2 students) responded with "maybe." On the other hand regarding whether students receive guidance on strategies or methods to improve their reading comprehension, more than half (57.6%) indicated yes, whereas 27.3% said no. Additionally, 15.2% answered

"maybe." Moreover, the results also show that the SQ3R method is not widely known among the students. Specifically, 87.9% (29 students) reported they were unfamiliar with it, while 9.1% (3 students) were uncertain. Only 3% (1 student) claimed to know the method. Finally, when asked if they would be interested in learning new strategies or methods to improve their reading comprehension, an overwhelming 87.9% responded yes. In comparison, 9.1% expressed some interest, answering "maybe," and just 3% said no, indicating no interest.

Although most students recognize the importance of using methods to improve reading comprehension, some are unaware of their value or feel overconfident in their current skills, which can hinder their progress. Many understand that maintaining concentration and using strategies can improve comprehension, vocabulary, and other skills. However, most are unaware of the SQ3R method, which presents an opportunity to integrate it into the classroom and improve students' comprehension. Although some students feel confident, many still face challenges in comprehension, highlighting the need for strategies that increase confidence and skills. Although some have received guidance on these methods, many have not had adequate access to them, demonstrating the importance of structured instruction. Finally, students show interest in learning new strategies to improve their reading comprehension, vocabulary, and language skills. Active participation in the learning process contributes significantly to better comprehension.

Table 4. Method or strategy well-known

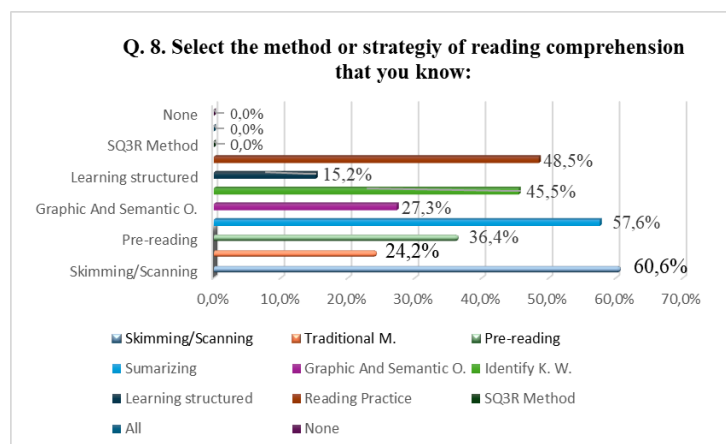
8. Select the method or strategy of reading comprehension that you know:

Method or strategy	Frequency	Percentage (%)
Skimming / Scanning	20	$\frac{20}{33} \times 100 = 60,6\%$
Traditional teaching method	8	$\frac{8}{33} \times 100 = 24,2\%$
Pre-reading	12	$\frac{12}{33} \times 100 = 36,4\%$
Summarizing	19	$\frac{19}{33} \times 100 = 57,6\%$

		33
Graphic and semantic organizers	9	$\frac{9}{33} \times 100 = 27,3\%$
Identify key information	15	$\frac{15}{33} \times 100 = 45,5\%$
Learning structured	5	$\frac{5}{33} \times 100 = 15,2\%$
Reading Practice	16	$\frac{16}{33} \times 100 = 48,5\%$
SQ3R method	0	$\frac{0}{33} \times 100 = 0,0\%$
All	0	$\frac{0}{33} \times 100 = 0,0\%$
None	0	$\frac{0}{33} \times 100 = 0,0\%$

Elaborated by: Aguayo(2025)

Graph 4. Method or strategy well-known



Elaborated by: Aguayo

The results reflect that all students know at least one reading comprehension strategy or method. The most popular strategy was skimming/scanning, selected by 60.6% (20 students). Strategies such as summarizing (57.6%) and identifying key information (45.5%) also stand out. Other methods, such as pre-reading (36.4%) and the use of graphic and semantic organizers (27.3%), are also present. More traditional methods, such as the traditional teaching method (24.2%), structured reading (15.2%) and reading practice (18.5%), were less selected.

Keeping in mind that although some learners opt for quick methods to find important information, these methods are still beneficial for only some learners. In this context, Kintsch (2018) highlights that quick strategies, such as skimming or scanning, can help to locate key information effectively, especially in longer texts. In addition, many focus on identifying key ideas and processing them, suggesting that some opt for more visually structured methods to comprehend what they read. This is how Stoller & Grabe, (2020) highlight that structured approaches, such as summarizing and visual mapping, help students process information more effectively and reinforce reading comprehension. It is interesting to note that none of the respondents are aware of the SQ3R method, which opens an opportunity to introduce them to it and teach them how it can complement what they already know. In addition, none of them claimed to be unaware of all the strategies, which indicates that they all know of at least one strategy or method to improve their reading comprehension.

Table 5. Method or strategy helpful

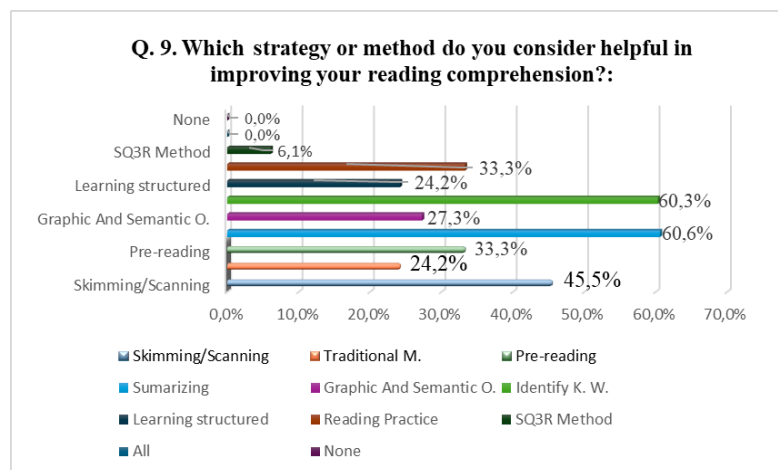
9. Which strategy or method do you consider helpful in improving your reading comprehension?

Method or strategy	Frequency	Percentage (%)
Skimming / Scanning	15	$\frac{15}{33} \times 100 = 45,5\%$
Traditional teaching method	8	$\frac{8}{33} \times 100 = 24,2\%$
Pre-reading	11	$\frac{11}{33} \times 100 = 33,3\%$
Summarizing	20	$\frac{20}{33} \times 100 = 60,6\%$
Graphic and semantic organizers	9	$\frac{9}{33} \times 100 = 27,3\%$
Identify key information	20	$\frac{20}{33} \times 100 = 60,6\%$
Learning structured	8	$\frac{8}{33} \times 100 = 24,2\%$
Reading Practice	11	$\frac{11}{33} \times 100 = 33,3\%$

Method or strategy	Frequency	Percentage (%)
Skimming / Scanning	15	$\frac{15}{33} \times 100 = 45,5\%$
Traditional teaching method	8	$\frac{8}{33} \times 100 = 24,2\%$
Pre-reading	11	$\frac{11}{33} \times 100 = 33,3\%$
Summarizing	20	$\frac{20}{33} \times 100 = 60,6\%$
		33
SQ3R method	2	$\frac{2}{33} \times 100 = 6,1\%$
All	0	$\frac{0}{33} \times 100 = 0,0\%$
None	0	$\frac{0}{33} \times 100 = 0,0\%$

Elaborated by: Aguayo (2025)

Graph 5. Method or strategy helpful



Elaborated by: Aguayo (2025)

The most valued strategies were summarizing and identifying key information, both selected by 60.6% (20 students). Reading by skimming was selected by 45.5% (15 students). Methods such as pre-reading (33.4%), reading practice (33.5%), and the use of graphic and semantic organizers (27.3%) were considered by a significant part of the students as tools that help to better structure text comprehension. The traditional teaching method (24.2%) and structured reading (24.2%) were less popular. Finally, 2 (6,1%) students selected the SQ3R method.

Students are especially familiar with strategies for identifying and ordering the main ideas of texts, which shows that quick methods for finding specific information are also more widely used by students. Thus, Kintsch (2018) explains that efficient reading comprehension is based on the ability to extract and order key information, which allows readers to process texts more quickly. A considerable percentage of the students considered these tools essential for organizing text comprehension more efficiently. These results suggest that, although students already use a variety of strategies, it would be positive to introduce and promote methods such as the SQ3R, which could complement the skills they have already developed and provide them with new perspectives to approach texts more effectively. Robinson (1946), who developed the SQ3R method, emphasizes that this structured approach improves comprehension by guiding students through the steps, aiding retention and comprehension of information.

9. CONCLUSIONS

The results of this study highlight the importance of the SQ3R method to improve the reading comprehension of fifth-semester EFL students at the Technical University of Cotopaxi. Based on the research objectives, the following conclusions were reached:

- The importance of reading comprehension methods plays an important role in facilitating language acquisition. Effective methods, such as SQ3R, not only improve comprehension but also enhance critical thinking and information retention. The study reaffirms that structured methods such as SQ3R can significantly benefit learners by providing them with a systematic way to process and interpret information.

- The tendential study of EFL students' opinions showed that several EFL students have problems with reading comprehension due to elements such as unfamiliar vocabulary, lack of methods or strategies in reading, and problems in recognizing the main ideas of the text in question.
- In conclusion, it was evident that the students know various reading methods and strategies, as well as the importance of these to improve their reading comprehension. In addition, a great number of them consider that their reading comprehension level is not adequate. Also, it was identified that most of the students have not received any orientation on the methods and strategies that contribute to improving this skill. Finally, it was evident that all the students do not know the SQ3R method, despite this, they showed interest in knowing it and applying it, which makes its implementation feasible in the strengthening of reading comprehension.

To summarize, the use of the SQ3R method provides considerable benefits to EFL learners by encouraging better reading comprehension, and active learning, and promoting a more organized approach to word processing. Future research could examine its long-term effect and its adaptability to various levels of EFL instruction.

10. RECOMMENDATIONS

- Although students recognize the importance of using reading comprehension methods, some still question their effectiveness. Therefore, teachers should implement novel strategies adapted to the level of the learner. In addition, it is necessary to monitor the effect of the methods to determine their effectiveness and make the necessary modifications.
- Another crucial factor is to encourage the habit of reading in English. The results indicate that most students read only occasionally, so it is imperative to incorporate compulsory and required reading. In addition, it is advisable to include team reading activities, such as book clubs or discussions, which facilitate students to exchange their thoughts and meditate on the texts.

- Finally, given that most of the students have not received orientation on reading strategies, despite being familiar with techniques such as skimming, scanning, and summarizing, it is recommended to introduce less-known methods, such as the SQ3R. The results reflect an interest in learning strategies that strengthen their reading comprehension in English, which implements this method feasible to improve their reading comprehension skills.

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12. ANNEXES