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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

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“SQ3R METHOD AND READING COMPREHENSION”

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SUPERVISOR APPROVAL

CERTIFY:

I, Dra. Mg. Elsa Mayorie Chimbo Cáceres, holder of the I.D No. 1802696458, in my capacity as supervisor of the Research dissertation on the topic: "The SQ3R method and the Reading Comprehension" investigated by Mister Juan Carlos Meza López with I.D No. 1850118926, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation fit is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled "The SQ3R method and the Reading Comprehension" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility

A handwritten signature in black ink, appearing to read "Juan Carlos Meza López", enclosed within a large, loopy oval scribble.

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DEDICATION

I would like to dedicate this research, first and foremost, to God and my parents, who have accompanied me throughout my university studies. May God grant my parents many years of life so that they may continue to walk alongside me on this journey called life.

Juan Carlos

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I want to express my heartfelt gratitude to my parents for their unwavering financial and emotional support throughout this long journey. They have always stood by me and never left me alone.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: “The SQ3R method and the Reading Comprehension”

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ABSTRACT

This descriptive and non-experimental study examined the impact of the SQ3R method on reading comprehension, utilizing a sample of 67 students (19 males, 48 females). Data was collected through a survey consisting of 23 Likert scale questions and three open-ended questions, which were validated by experts and demonstrated good internal consistency (Cronbach's coefficient $\alpha = 0.845$). The research aimed to address three key research questions: the impact of the SQ3R method on reading comprehension and retention when applied before, during, and after the reading process; the types of reading strategies employed by learners for comprehension; and the extent to which the SQ3R method enhances reading comprehension. Findings revealed that students identified the "read during" phase as the most important stage of the SQ3R method in the reading process. They also emphasized the significance of teacher involvement during reading, while highlighting the value of the "review" stage after reading. The survey data indicated that students predominantly utilized visualization, making conclusions, and asking questions as their preferred strategies, with instructional conversations being the least employed. This preference was attributed to the effectiveness of visualization, making conclusions, and asking questions in enhancing comprehension. Advantages cited by students included quick identification of the main idea, improved information retention, and increased confidence. Although the SQ3R method was not directly implemented, students were informed about the potential advantages it could offer. This study contributes to understanding the importance of the SQ3R method in improving reading comprehension.

Keywords: SQ3R method, reading comprehension, reading strategies, visualization, conclusions, questions, teacher involvement, review stage, student preferences, advantages.

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RESUMEN

Este estudio descriptivo y no experimental examinó el impacto del método SQ3R en la comprensión de lectura, utilizando una muestra de 67 estudiantes (19 hombres y 48 mujeres). Se recopilaron datos a través de una encuesta que constaba de 23 preguntas de escala Likert y tres preguntas abiertas, las cuales fueron validadas por expertos y mostraron una buena consistencia interna (coeficiente α de Cronbach = 0,845). La investigación tuvo como objetivo abordar tres preguntas de investigación clave: el impacto del método SQ3R en la comprensión y retención de la lectura cuando se aplica antes, durante y después del proceso de lectura; los tipos de estrategias de lectura utilizadas por los estudiantes para la comprensión; y en qué medida el método SQ3R mejora la comprensión de lectura. Los resultados revelaron que los estudiantes identificaron la fase de "lectura durante" como la etapa más importante del método SQ3R en el proceso de lectura. También enfatizaron la importancia de la participación del profesor durante la lectura, y destacaron el valor de la etapa de "revisión" después de la lectura. Los datos de la encuesta indicaron que los estudiantes utilizaron predominantemente la visualización, la elaboración de conclusiones y la formulación de preguntas como sus estrategias preferidas, mientras que las conversaciones instructivas fueron las menos utilizadas. Esta preferencia se atribuyó a la efectividad de la visualización, la elaboración de conclusiones y la formulación de preguntas para mejorar la comprensión. Las ventajas mencionadas por los estudiantes incluyeron la identificación rápida de la idea principal, una mejor retención de la información y un aumento de la confianza. Aunque el método SQ3R no se implementó directamente, se informó a los estudiantes sobre las posibles ventajas que podría ofrecer. Este estudio contribuye a comprender la importancia del método SQ3R en la mejora de la comprensión de lectura.

Palabras clave: método SQ3R, comprensión de lectura, estrategias de lectura, visualización, conclusiones, preguntas, participación del profesor, etapa de revisión, preferencias de los estudiantes, ventajas.

CHAPTER I

1.1 Research background

This investigative work is referenced with previously published publications, books, theses, and investigative articles. Said investigations have formed the basis of this investigation, University repositories and freely accessible Internet sites publish the following documents for free.

First, in a study conducted by Kusumayanthi and Maulidi (2019), the objective was to examine the utilization of SQ3R in teaching reading comprehension and evaluate students' feedback regarding its implementation. The research employed a qualitative case study approach conducted at a state vocational school in Purwakarta, analyzing data collected from two research instruments. The findings suggest that the implementation of SQ3R facilitates students comprehension of English vocabulary.

The study conducted by Aziz (2019) aimed to achieve several objectives related to the implementation of the SQ3R method in improving students' basic reading skills. These objectives included:

- Determine the level of student engagement when utilizing the SQ3R method (Survey, Question, Read, Write, Review).
- Compare the effectiveness of the SQ3R method with the conventional approach.
- Investigate the learning experience of students while using the SQ3R method for reading.

The research employed a qualitative approach, ensuring the collection of systematic, factual and accurate data. The study incorporated in-depth interviews, observations, and

documentation as data collection methods. The findings revealed that the implementation of the SQ3R method in enhancing reading skills at MI Uyunul Ulum Gayam Bojonegoro yielded positive outcomes, indicating that the SQ3R method has the potential to improve students' reading proficiency.

Loebis (2019) conducted a study to examine the effects of implementing the SQ3R method on reading comprehension. The research employed an experimental design at SMA Tamansiswa Kisaran, involving grade X students. The sample consisted of two classes, X-1 and X-2, with 30 students each, divided into an experimental group and a control group. The data collection instrument used was a set of essay tests comprising a pretest and posttest. The results showed that students using the SQ3R method obtained an average score of 80.66, while students using the conventional approach obtained an average score of 76.66.

Bakhtiar (2018) conducted action research to investigate the improvement in students' reading comprehension achieved through the utilization of the SQ3R method. The research involved 38 11th-grade students from MA Mutmainah Bogor and an English teacher as an observer. The research comprised two cycles: Cycle I included planning, action, observation, and reflection, while Cycle II involved revising the actions taken in Cycle I. The results showed that in Cycle II, all students were able to comprehend the text, identify the main idea, and achieve the Minimum Accomplishment Criteria (MAC) of 75 in reading. This confirmed the hypothesis and indicated a significant improvement in students' reading comprehension through the implementation of the SQ3R method at the 11th grade of MA.

Sakkir (2020) conducted a study to determine whether teaching narrative texts using the SQ3R strategy improved the reading comprehension of students in the X MIPA 1 class of SMA Negeri 4 Sidrap, South Sulawesi, Indonesia. The research utilized a pre-experimental method with pre-tests and post-tests. The sample consisted of one class, X MIPA 1, selected

through quota sampling from a total population of 90 students. The results showed that the mean score of students' post-test (76.25) was higher than the pre-test score (53.2), indicating a significant difference in reading comprehension between students taught using the SQ3R strategy. These findings suggest that the implementation of the SQ3R strategy had a positive impact on students' reading comprehension abilities.

Furthermore, Larasati et al. (2018) conducted a research study to determine the impact of the SQ3R method on students' reading comprehension and describe its implementation process. The study took place over two months and consisted of two cycles at a senior high school in Surakarta. Each cycle involved problem identification, planning, implementation, observation, and reflection. The findings revealed that the implementation of the SQ3R method led to improved reading comprehension and a positive classroom environment. The mean score increased from the pre-test (70.76) to 77.33 in Cycle I and further improved to 85.33 in Cycle II. These results suggest that the SQ3R method effectively enhances students' reading comprehension skills.

Also, Bakhtiar et al. (2019) conducted a research study to investigate the effectiveness of the SQ3R strategy in teaching reading, specifically focusing on learning recount text. The primary aim of the study was to assess the effectiveness of the SQ3R strategy in enhancing students' reading comprehension in recount text among first-year students at SMKN 7 Bone during the academic year 2018/2019. The research involved 217 students from seven classes, and a sample of 56 students from two different classes was selected for the study. The experimental group received instruction using the SQ3R strategy, while the control group was taught using traditional teaching methods. The results indicated that the SQ3R strategy had a significant positive impact on students' reading comprehension in recount text. The posttest scores of the experimental group were notably higher compared to those of the control group,

demonstrating the superiority of the SQ3R strategy over conventional teaching methods. Additionally, the students in the experimental group displayed a more favorable attitude towards reading and showed greater motivation to learn.

In a separate investigation conducted by Hastuti (2020) at Borneo Tarakan University, the effectiveness of using the SQ3R method in improving the reading comprehension skills of eighth-grade students at MTs Negeri Tarakan was examined. The main objective of the study was to assess the impact of the SQ3R method on students' reading comprehension. Hastuti's conclusion on page 60 indicated that the utilization of the SQ3R method proved to be effective in enhancing students' reading comprehension. This conclusion was supported by the calculation of the mean score and the paired sample t-test, which revealed that the students' reading test scores in the posttest were higher compared to the pretest. These findings indicate a noticeable improvement in students' reading comprehension after receiving treatment using the SQ3R method.

It is necessary to highlight in all the investigations carried out in different parts of the world, the SQ3R method has shown great effectiveness in reading comprehension. Despite the antiquity of the method, it has managed to remain among the best methods for understanding and learning everything that is read. Additionally, this method proves to be of great assistance to young individuals in secondary schools. However, through this research, I aim to demonstrate its effectiveness when applied to young adults who are in university so that in the future, they can use it as a valuable tool for meaningful learning.

Likewise, Smith et al. (2021) conducted a study aiming to explore how varying levels of text cohesion affect children's reading comprehension and to investigate the interplay between the linguistic aspects of a text and the reader's background knowledge. Their research design encompassed both experimental and quasi-experimental approaches, comparing less

skilled readers with more skilled ones. The study involved a comprehensive review of empirical works published from 1950 to 2020, which utilized knowledge-building interventions or examined correlations between preexisting knowledge and reading performance. The study's target population consisted of children aged six to twelve, enrolled in formal, mainstream English education classes. The findings revealed that background knowledge significantly influences reading comprehension in children and suggested that explicitly teaching background knowledge should be a crucial component of reading instruction. The researchers observed that higher levels of background knowledge have various effects influenced by the text's nature, the complexity of the situation model required, and the presence of reader misconceptions about the text. Additionally, background knowledge affects stronger and weaker readers differently, with weaker readers partially compensating for their relatively weaker reading skills in the context of abundant background knowledge.

Moreover, Septiyana et al. (2021) conducted a study examining the relationship between cohesion understanding and reading comprehension among EFL learners. The research aimed to investigate this correlation by utilizing documentation as a means to gather data. The study focused on the fourth-semester students from the English Education Department of IAIN Metro, comprising six classes with a total population of 206 students. From this population, a sample of 31 students (15% of the total) was selected. The findings revealed a positive and significant correlation between EFL learners' cohesion understanding and their reading comprehension among the fourth-semester students at the English Education Department of IAIN Metro.

Besides, in a study carried out by Solis et al. (2018), the effectiveness of a multicomponent reading intervention was investigated in comparison to a business-as-usual condition for ninth-grade students with low reading comprehension. The main goal was to

assess the impact of this intervention program on vocabulary and reading comprehension outcomes among high school students facing reading difficulties. The study employed a quasi-experimental research design, focusing on students with reading challenges. The results indicated small effects on one standardized reading measure and no statistically significant effects on another. However, significant improvements were observed in two researcher-developed measures of vocabulary acquisition. This suggests that repeated exposure to essential vocabulary, using simplified definitions, visuals, examples of word usage, and opportunities for reading and discussion, can enhance students' ability to recall and identify word meanings. Additionally, students with low reading comprehension who received the reading intervention demonstrated improvements in both vocabulary and comprehension outcomes when compared to students in the comparison group.

Finally, in a study conducted by Oclarit and Casinillo (2021), the significance of enhancing students' reading comprehension through the use of context clues was discussed as an effective intervention strategy. The objective of the research was to determine the impact of context clues as an intervention to improve students' reading comprehension. The study included all fourth-grade students from the San Ricardo School District in Southern Leyte, Philippines, with a total of 197 participants. The researchers employed a quasi-experimental design, conducting pretests and posttests to evaluate the intervention's effectiveness. Quantitative data was collected, and descriptive measures such as percentages, mean, and standard deviation were utilized. The study's findings revealed that using contextual clues as a method to unlock difficult words had a positive impact on enhancing the reading comprehension of fourth-grade students in the San Ricardo District.

In conclusion, the SQ3R method has garnered significant attention in the field of reading comprehension, with a growing body of research supporting its positive impact on

comprehension abilities. These scientific articles provide valuable insights and empirical evidence that strengthen the case for incorporating the SQ3R method in educational practices to enhance reading comprehension skills.

Furthermore, all the previously analyzed research has been a fundamental pillar for the development of this study. Taking these research studies as an example, this investigation will employ a mixed approach.

Theoretical framework

To carry out this project, several articles and research studies were analyzed to contribute to the appropriate development of this investigation. These research studies are correlated with the main theme of this investigation as they cover the same information base.

Independent variable

Methodology

The concept of methodology involves a systematic and theoretical examination of the methods utilized within a particular area of study. It encompasses the analysis and evaluation of various approaches, techniques, and tools employed to investigate and gather knowledge in a structured manner. Methodology plays a crucial role in ensuring the reliability, validity, and rigor of research findings, aiding researchers in their pursuit of meaningful and insightful outcomes (Flick, 2013).

According to Igwenagu (2016), methodology is not the same as method because it is not designed to provide a solution. Instead, it offers a rationale for understanding a method, a set of methods, or the best practices that can be applied to a specific case. For instance, it serves to calculate a specific outcome.

In his work, Ellis (2003) explored diverse methodologies applicable to English language instruction. He emphasized that no single methodology can be considered universally superior, as the optimal approach depends on factors such as the learners, the learning environment, and the desired learning outcomes.

Ellis examines various methodologies, which encompass:

Communicative language teaching (CLT): This approach concentrates on instructing learners in using language for effective communication purposes.

Task-based language teaching (TBLT): This method emphasizes teaching learners how to accomplish language-related tasks.

Content and language integrated learning (CLIL): This methodology integrates the teaching of both subject content and language skills.

Natural approach: This technique emphasizes the establishment of a classroom environment that facilitates natural language acquisition.

Method

The method is a goal-oriented plan or a sequence of ordered steps based on a credible approach. It demonstrates what needs to be done systematically and how to approach the achievement of those goals. Fraenkel et al. (2012) asserted that researchers must prioritize the selection of an appropriate research method within the research process. They emphasized the significance of aligning the chosen method with the research question at hand, while also highlighting the need for researchers to possess a comprehensive understanding of the various available methods. Furthermore, the authors argued that researchers should be capable of providing a well-founded rationale for their chosen method.

The role of the teacher is to implement the method. Teaching methods encompass the principles and strategies used by teachers to facilitate student learning. These strategies are influenced by both the subject being taught and the nature of the learners. In order for a specific teaching method to be appropriate and effective, it must be aligned with the characteristics of the students and the type of learning it aims to achieve. As Reeve and Jang (2006) found, teachers can create productive student learning environments by providing clear expectations, offering opportunities for choice, and providing positive feedback.

According to Howell (2012), method refers to a specific approach for gathering information. It can also involve interviews, surveys, focus groups, experiments, case studies, observational studies, and online data collection. Each approach has a distinct style, so it is critical to analyze before applying. The method allows the teacher to transform information into statistics, in other words, into quantifiable figures that can be used to measure a specific characteristic.

SQ3R Method

SQ3R was proposed by renowned American educational psychologist Francis P. Robinson in his 1946 book "Effective Study," which revolutionized the approach to studying. Stahl and Armstrong (2020) defined Robinson as a pioneer in the development of post-higher education literacy theory, research, and pedagogy.

The SQ3R method is a reading and study technique specifically created to enhance the processing and retention of written information (Johns & McNamara, 1980). SQ3R is a reading and learning method that enhances retention and comprehension by encouraging readers to consciously utilize each stage of the reading process (before, during, and after) to move from detail to the main idea and vice versa. It is commonly known as SQ3R, which stands for the names of each step to be followed in the method. "S" stands for survey, "Q" for question, and

the "3R" for read, recall, and review.

The process of the SQ3R method

Exploring every step in-depth is necessary before starting to implement SQ3R.. Let's comprehend their contribution towards efficient studying and enhanced comprehension of the content.

Before the reading process

Survey

The initial and crucial stage of the SQ3R is the survey, which serves as the orientation or reconnaissance phase. This stage provides an overview of the material, allowing you to understand both general themes and specific details. Its objectives include gaining a general understanding of the content, identifying key points, discerning the organization of the material, and anticipating potential comprehension difficulties (Robinson, 1970).

During the survey phase, take a quick look at the material you want to read. This is a technique that has been shown to be effective in helping students to gain a general understanding of the structure, main themes, and organization of the material (Covey, 2004). You should look at the headline, headings, subheadings, and any summary or concluding statements. Also, look out for charts, graphs, or illustrations, as they can provide visual clues about the content. Read the first and last paragraphs of each section or chapter.

During the reading process

Question

The pivotal phase in the SQ3R method is the questioning phase which plays a crucial role in comprehending and recalling the reading material. Prioritizing this stage encourages deep thinking and helps identify the significant points during the reading process. This, in turn, aids in better comprehension and long-term retention of the material (Robinson, 1970).

Atwell (1998) stated to become an active reader, start by asking yourself what you aim to learn or comprehend from the reading material. Formulating questions that specifically address the key ideas, concepts, and main points can be an effective strategy. As you delve into the text, consider jotting down these questions either on a separate piece of paper or in the margins of the text itself. This practice serves to activate your prior knowledge and primes your mind to actively seek answers while you read. By integrating this approach, you will actively engage with the material and take an active role in your own learning process. Additionally, don't hesitate to discuss these questions and exchange thoughts with others, as this collaborative dialogue further enhances your understanding and comprehension.

Read

Cunff (2020) explained that active reading underscores the significance of maintaining a high level of engagement with the material. This involves maintaining focus, adapting the reading pace to enhance comprehension, and actively striving to extract meaning from the text. As you read, focus on extracting the main ideas, supporting details, and examples from the text. Read actively and highlight or underline important information that directly answers your questions or seems relevant to important topics. Make brief notes in the margins or in a separate notebook to summarize the content in your own words. Paraphrasing and summarizing information will help you understand and remember.

After the reading process

Recite

After reading a section or chapter, it is beneficial to take a moment to pause and engage in recitation or summarization of the material just read. This is an opportune time to attempt answering the questions you had formulated earlier. Reciting information in your own words not only enhances comprehension but also strengthens memory retention. If you are studying

with a partner or in a group setting, you can take turns reciting and engaging in discussions about the content. This active engagement with the material contributes to improved memory consolidation and facilitates long-term retention. By actively participating in the recitation and discussion process, you are actively reinforcing the learned information and increasing the likelihood of remembering it for an extended period (MacLeod, 2011).

Smith and Jones (2014) provided some tips on how to recite effectively:

- **Recite aloud:** This practice will assist individuals in hearing themselves and identifying any areas where they may be struggling.
- **Recite slowly:** Engaging in a deliberate and unhurried recitation allows individuals to have ample time to reflect on the information and ensure their understanding.
- **Recite regularly:** The more frequently one engages in recitation, the better they will remember the information.
- **Recite in different ways:** Individuals can opt to summarize the passage, rephrase key points, or respond to questions about the material. This varied approach aids in understanding the information from different perspectives.

Review

Sousa (2011) mentioned that the review stage is crucial for strengthening memories and avoiding forgetting. The more you review, the stronger the connections in your brain become, increasing the likelihood of remembering the information.

Sousa also described different ways to review information:

- Summarize the material.
- Paraphrase key points.
- Answer questions about the material.
- Create a mind or concept map.

- Teach the material to another person.

Once you have read all of the material, it is time to review and consolidate what you have learned. First, review your notes and summaries, paying close attention to the key ideas, key points, and additional details. Rate your ability to accurately answer the questions previously asked. If there are areas where you feel less confident, go back to those sections and read them again. This step helps to solidify understanding, fix material in memory, and identify gaps in knowledge that may require further research. Lorrison (2013) provided tips on how to enhance short-term memory registration and/or working memory when reading, such as underlining, highlighting, or jotting down key words in the margin when reading chapters. Additionally, suggestions are given for making outlines or using graphic organizers to consolidate information in long-term memory. Finally, it is recommended to review the material before going to sleep at night, as research has shown that information studied this way is better remembered.

Advantages of using the SQ3R method

Bakhtiar et al. (2019) pointed out that one of the advantages of using the SQ3R method is that students remain engaged throughout each stage of the method. Bakhtiar et al. also noted that each stage of this method changes students' perceptions and the SQ3R method can have a positive impact on students' perception of their reading skills in several ways:

Increased confidence: By following a structured approach like SQ3R, students feel more confident in their ability to comprehend and retain the information they are reading.

Active reading: The SQ3R method encourages active reading rather than passive reading. Students learn to interact with the text by surveying the material beforehand, generating questions, and actively seeking answers while reading.

Improved comprehension: Through the SQ3R method, students learn to identify the

main ideas, key details, and the overall structure of the text.

Bakhtiar et al. also highlighted that in addition to these advantages, there are other benefits associated with the use of this strategy.

- The implementation of the SQ3R strategy brings about an enjoyable and controlled reading experience. This approach ensures that readers engage with the material in a fun and interactive manner while maintaining a sense of structure and direction.
- Furthermore, the implementation of the strategy actively engaged students within the classroom, shifting the learning experience to a more student-centered approach. By utilizing the SQ3R strategy, students were encouraged to read with intention and purpose, leading to a deeper comprehension of the narrative text.
- The stages of the SQ3R strategy motivated and challenged students during the reading process. From surveying the text to reciting and reviewing, students felt a sense of purpose and enthusiasm. This structured approach encouraged active reading, critical thinking, and reflection, ultimately enhancing their overall engagement and comprehension.
- The implementation of the SQ3R method facilitated enhanced comprehension among students, allowing them to efficiently identify the main idea, locate specific information, grasp the overall content of the text, acquire new vocabulary, maintain focused reading, and enhance their retention of the material.

Dependent variable

Language skills

Husain (2015) mentioned that language is the gift of God. A language that distinguishes between humans and animals. Language, being the supreme asset of humankind, refers to a collection of words that come together in a sentence while retaining their own identity and

meaning.

Frontmatter (2006) mentioned that language skills encompass a range of abilities that facilitate effective communication. Listening entails comprehending spoken language by deciphering sounds, words, and intonation patterns while grasping the message's content and context. Speaking involves the production of spoken language, encompassing pronunciation, grammar, and vocabulary, enabling effective and appropriate communication in diverse situations. Reading encompasses the understanding of written language, involving the recognition of words, phrases, and sentence structures, while comprehending the content and context of the written message. Writing, on the other hand, involves the creation of written language, including skills like spelling, grammar, and vocabulary, enabling effective and appropriate communication through various written formats.

Language primarily revolves around these skills, which are considered the most important when acquiring a second or foreign language. These abilities enable individuals to comprehend and produce language effectively. Each skill is distinct, yet they all share the characteristic of promoting communication among people. Brown and Lee (2015) stated that the four language skills are interconnected, and they collectively contribute to one's ability to communicate effectively. However, each skill possesses distinct characteristics, emphasizing the importance of developing all four skills to attain proficiency in communication.

Receptive skills

Within the realm of English language learning, two overarching categories of skills exist: receptive skills and productive skills. Receptive skills encompass listening and reading, allowing learners to acquire and comprehend the language without actively generating it. These skills are often referred to as passive skills. Conversely, speaking and writing belong to the domain of productive skills, where learners actively participate in producing the language. This

distinction emphasizes the importance of actively engaging in speaking and writing activities to foster language proficiency. By incorporating both receptive and productive skills, learners can effectively develop a well-rounded command of the English language (Hedge, 2000).

Tasks that encourage the development of both receptive and productive skills tend to yield greater effectiveness compared to tasks that solely concentrate on a single skill. This is because tasks that encompass both understanding and producing language offer learners increased opportunities to engage with the language in a meaningful manner, enabling them to practice and reinforce their language abilities (Long, 2014). There should be a balance between receptive and productive skills, and they should be equally emphasized in teaching. The communication process cannot be carried out if any of these skills are lacking, highlighting the significance of each one. Every student has their own way of learning, but regardless of the learning style, it is crucial for the student to ensure mastery of all these skills, without neglecting any of them.

Abrams and Harpham (2008) explained that receptive skills in language learning encompass the ability to comprehend and respond to language that is presented, whether through listening to a speaker or reading a text. These skills play a critical role in language acquisition as they facilitate the acquisition of new vocabulary and grammar, as well as the development of an understanding of how the language is used in practical contexts.

Reading

When reading, individuals engage in a cognitive process that allows them to identify various meanings conveyed through written language. This process entails deciphering symbols and comprehending their intended significance, making it a form of linguistic processing. Consequently, enhancing reading comprehension becomes a crucial area to prioritize. By leveraging the schemata, which are knowledge structures representing our

understanding of the world, individuals utilize organized sets of expectations to interpret new information. These schemata aid in making predictions about the content of the text, thereby facilitating a deeper and more efficient understanding of the material. Thus, emphasizing the improvement of reading comprehension becomes essential in fostering effective language processing and comprehension skills (Anderson & Pearson, 1988).

According to Spratt et al. (2011), reading can be defined as the process of comprehending written text. To achieve this, it is necessary to understand the language used within the text at the word, sentence, or whole-text level. It is also crucial to connect the textual messages with our knowledge of the world. Background knowledge plays a crucial role in enhancing understanding of what is read. The sentences within a text always convey meaning that is comprehended based on the context they refer to.

According to Spratt et al. within the reading skill there are some subskills:

- ***Reading for specific information (Scanning)***: When you read the text and find one or more pieces of information in it, you usually use a subskill called reading or scanning specific information.
- ***Reading for detail***: It entails getting the which means out of each phrase and out of the hyperlinks or relationships among phrases and among sentences.
- ***Deducing meaning from context***: It includes analyzing the phrases round an unknown phrase or considering the scenario the unknown phrase is utilized in to attempt to work out its meaning.
- ***Understanding text structure***: It is about understanding how certain types of text generally evolve.
- ***Reading for gist (Skimming)***: This is sometimes referred to as reading for a global understanding. It involves flipping through the text to get a general idea of what it is.

- ***Inferring***: Used to give meaning to the text. When reading, they understand the author's opinion about the topic or his feelings.
- ***Predicting***: That means using clues to guess what the text is before individuals start reading.

Reading comprehension

Reading comprehension is a complex cognitive process in which individuals engage to process text, grasp its intended meaning, and integrate it with their existing knowledge. This ability involves a range of skills, including understanding the contextual meaning of words within the larger discourse and identifying antecedents and references based on the overall composition of the passage. These additional skills contribute to the overall process of reading comprehension, enhancing the reader's ability to derive meaning and make connections within the text (Grabe, 2008).

Reading comprehension is the process of simultaneously constructing and extracting meaning through interaction and involvement with printed matter. The success of comprehension events depends on reading comprehension, text difficulty, and task definitions that match well. Reading comprehension of vocabulary and background knowledge is especially important (Snow, 2010). The entire process of understanding the text is not easy and requires careful study to avoid omitting important information.

Reading comprehension requires the reader to actively extract and construct meaning from the text. Many factors can affect the reader's understanding, such as other factors of competent reading and the given direction. Children's oral language skills provide the basis for skilled reading comprehension, but without effective instruction, they are inadequate to develop skilled literacy skills (Connor & Al'Otaiba, 2008).

Kirby (2007) mentioned that reading comprehension is the process through which texts are apprehended. It is the reason for reading, the purpose of training, and the aspect individuals care about. It is also a prerequisite for meaningful learning from text.

According to Perfetti (1985), reading comprehension encompasses two distinct levels of processing: shallow (low) processing and deep (high) processing. Shallow processing involves the recognition of structural elements, phonemes, sentence and word structures, as well as related sound processing. It is vital for fundamental reading skills, like decoding words. However, shallow processing alone falls short of achieving a comprehensive understanding of the text's meaning. On the other hand, deep processing involves semantic processing, wherein the reader encodes the meaning of words and establishes associations with similar words. Deep processing is crucial for comprehending the meaning of the text as it entails forging connections between the words within the text and the reader's preexisting knowledge. Employing strategies like making predictions and posing questions can facilitate deep processing. By engaging in deep processing, readers can enhance their comprehension and make meaningful connections between the text and their background knowledge. Thus, both shallow and deep processing play distinct roles in the process of reading comprehension, with deep processing being pivotal in achieving a comprehensive understanding of the text.

Nagy and Scott (2013) emphasized the intimate connection between reading comprehension and vocabulary knowledge. While being able to recognize and pronounce words is important, understanding their meanings is crucial for comprehending passages. Students with limited vocabulary often struggle to grasp the meaning of what they read. To enhance comprehension, it is beneficial to expand word groups, acquire complex vocabularies including synonymous words and words with multiple meanings, and familiarize oneself with figurative language such as idioms, metaphors, collocations, and similes. Vocabulary

knowledge involves understanding word meanings, forms, and relationships, and plays a vital role in making connections between words and concepts. Students with a broader vocabulary are better equipped to understand texts as they have a greater pool of words to draw upon, leading to improved reading comprehension and deeper engagement with the material.

Reading comprehension strategies

Summarizing

Richardson et al. (2012) found that summarizing requires readers to extract the most important information, omitting less relevant or redundant details. In doing so, the reader gains a better understanding of the text and retains the information more effectively. The use of strategies, such as summarizing after each paragraph, has been shown to be effective in promoting student understanding.

Instructional conversations

Goldsmith (2013) stated that instructional conversation is an effective approach that combines discussion-oriented lessons and reading comprehension strategies to enhance students' conceptual understanding and language proficiency. This pedagogical method emphasizes active engagement and participation from all students, ensuring they are accountable for their contributions. By facilitating interactive and adaptive conversations between teachers (or knowledgeable individuals) and students, instructional conversations aim to promote deeper comprehension and learning of reading materials. These conversations not only build upon learners' existing knowledge and understanding but also challenge them to develop and refine their comprehension skills, ultimately fostering their overall growth and proficiency in reading.

Goldenberg (1992) argued that instructional conversations are characterized by the following features:

- They are initiated when the teacher asks a question about the text.
- Students are encouraged to share their own ideas and opinions.
- The teacher and students build on each other's ideas to arrive at a common understanding of the text.
- The conversation focuses on the meaning of the text, not the mechanics of reading.

Text factors

Text factors encompass the various elements present in a written text that have the potential to influence a reader's comprehension. These factors consist of the text's structure, distinctive features, vocabulary usage, and the reader's pre-existing knowledge (Tompkins, 2017).

Duke et al. (2011) agreed on text genres play a significant role in shaping readers' understanding and interaction with the written world. Beyond being mere categories, genres offer distinct perspectives and ways of thinking. Each genre possesses its own set of characteristics that serve as valuable cues for readers to interpret and comprehend the text effectively. For instance, stories commonly include elements like plot, characters, setting, and theme, enabling readers to grasp the sequence of events, characters' motivations, and the overarching message. On the other hand, reference books often incorporate features like headings, indexes, and maps, facilitating swift access to desired information. Genres, such as folk tales, historical novels, biographies, and poetry, contribute to the reader's ease of understanding by providing recognizable text structure patterns that readers can decipher once familiar with them. Consequently, stories provide engaging narratives with multifaceted components, while reference books offer practical knowledge and employ tools like vocabulary lists and indexes, all of which aid in enhancing comprehension and fostering a comprehensive understanding of written texts.

Visualization

Visualization is a "mental image" that is formed in the human mind when reading "words come alive" texts and helps improve reading comprehension. Asking sensory questions helps students better visualize. According to Fletcher (1996), when readers engage in visualization, they mentally construct images of the text's setting, characters, and events. This practice enhances their comprehension and aids in retaining the information they have read. You can practice visualization by imagining "seeing, hearing, smelling, tasting, and feeling." They can share the visualization and see the level of detail against the illustration.

Making a conclusion

Duke and Pearson (2004) discussed when readers draw conclusions, they engage in the process of summarizing the key points of the text and making inferences regarding the author's intended message. This approach contributes to a better understanding of the text and facilitates improved retention of the material. Colloquially this is called "reading between lines". The purpose is to connect different parts of the text that are not directly linked to each other to form meaningful conclusions. The reader, a form of guessing, guesses what the text is about.

Asking questions

Pressley and Afflerbach (1995) affirmed that questioning serves as a potent reading comprehension strategy, fostering a deeper understanding and engagement with the text. When readers actively ask questions about the material they are reading, they immerse themselves in the content and contemplate its meaning. This dynamic involvement not only facilitates a more profound comprehension of the text but also enhances memory retention. By posing and subsequently answering questions, individuals actively interact with the material, unlocking new layers of understanding and promoting a more meaningful connection with the text. Through this process, readers can unlock key insights and gain a more comprehensive grasp of

the material being read.

Block and Pressley (2002) identified three types of questions that are effective for improving reading comprehension:

- **Fact-based questions:** These questions ask readers to recall information that appears explicitly in the text.
- **Inference questions:** These questions ask readers to make inferences about what happens in the text, even if the information is not explicitly stated.
- **Application questions:** These questions ask readers to apply what they have learned from the text to real-world situations.

Synthesizing

In this method, multiple ideas are brought together from different texts to draw conclusions and compare different texts. The purpose is for the reader to understand how all of them are combined. According to The Classroom Nook (2020), synthesizing plays a crucial role in enhancing reading comprehension. It goes beyond understanding individual information pieces and instead, shows how they connect to create a bigger picture. To help students learn this skill, creating concept maps, writing summaries, comparing texts, and authoring letters to authors are some strategies proposed by the experts.

Making connections

A cognitive approach, also known as "reading across boundaries." This includes finding a personal connection to reading. To better understand the context of the text, such as personal experience, previously read text, or to reflect meaning that is not directly related to the topic of the text. Teaching students the skill of making connections while reading holds significant value for several reasons. Firstly, it enhances student engagement, as they actively seek relationships and associations within the text. Additionally, this practice aids in promoting

retention, enabling students to better remember and recall the information they have read. Moreover, making connections supports comprehension by fostering a deeper understanding of the text and its relevance to the students' own experiences and prior knowledge (Learning At The Primary Pond, 2022).

According to Shanahan and Shanahan (2012) there are three types of connections students can make while reading.

- **Personal connections:** Students can establish a link between the text they read and their unique experiences, beliefs and emotions. This allows students to understand the meaning of text in relation to their personal life in a deeper sense.
- **Inter-textual connections:** Students can draw connections between texts they are currently reading and texts they have met before. This practice helps recognize connections, differences and recurring themes in various texts, promotes greater understanding and enhances their knowledge
- **Real-world connections:** Students can establish links between texts they are reading and the world around them. This enables them to understand the relevance of the text to their lives and to understand how it applies to broader social contexts and issues.

1.2 Objectives

1.2.1 General objective

- To examine learners' perspectives on the SQ3R method and the reading comprehension in the higher levels of "Pedagogía de los Idiomas Nacionales y Extranjeros" Program at "Universidad Técnica de Ambato"

1.2.2 Specific objectives

- To determine the impact of the SQ3R method on reading comprehension.

- To identify the types of reading strategies learners use for reading comprehension
- To outline the extent to which the SQ3R method improves reading comprehension, highlighting its advantages.

1.3 Fulfillment of the objectives

This research aims to examine learners' perspectives on the SQ3R method and the reading comprehension in the higher levels of "Pedagogía de los Idiomas Nacionales y Extranjeros" Program at "Universidad Técnica de Ambato". To achieve this primary goal, three specific objectives were outlined to investigate how the independent variable affects the dependent variable.

To determine the positive or negative impact of the SQ3R method on Reading Comprehension, a research study was conducted, analyzing the outcomes of previous authors who had used the SQ3R method to ascertain whether these results were favorable or unfavorable. Subsequently, the author categorized each step of the SQ3R method into the Reading process (before, during, and after). For the "before reading" phase, the author included the initial step of the SQ3R, which is "survey." Then, for the "during the reading" process, the author included the subsequent steps of the SQ3R, namely "Question" and "Read." Lastly, for the "after reading" phase, the author incorporated "Recite" and "Review," corresponding to the final two "R"s of the SQ3R method. Following this, the author conducted a survey and created a specific section concerning the SQ3R process in the Reading process, enabling students to respond based on their needs. Subsequently, the author analyzed and compared the survey results to determine the overall impact, whether it is positive or negative.

To identify the strategies used by students at the Technical University, first, an examination was conducted to determine the most common reading strategies among the students. Subsequently, using the same previously described survey, another specific section

was created for the students to select from a range of strategies the ones they use the most. The results were then analyzed and compared, and as a result, the author obtained the most frequently employed strategies by the students.

To outline the extent of the SQ3R method on reading comprehension, first, previous information from authors regarding the advantages they identified when applying the SQ3R method was analyzed. Next, a third section was created in the survey based on these advantages identified by previous authors, allowing students to respond according to their needs. Finally, the gathered information was analyzed and compared, ultimately yielding the expected results.

CHAPTER II

METHODOLOGY

2.1 Resources and materials

To undertake this research, the utilization of technology and human resources was essential in order to attain the anticipated outcomes. Regarding the human resources, these encompassed individuals with elevated levels of education in “Pedagogía de los Idiomas Nacionales y Extranjeros” at “Universidad Técnica de Ambato”. Meanwhile, the technological resources employed consisted of laptops and smartphones. Lastly, Google Forms was employed for data collection, while the SPSS (Statistical Package for Social Science) software was employed for its subsequent analysis.

2.1.1 Instruments

The research was conducted using a survey administered to 67 students. The survey was focused and divided into three sections, corresponding to three primary research questions:

- What is the impact of the SQ3R method on reading comprehension?
- What are the types of reading strategies learners use for reading comprehension?
- To what extent the SQ3R method improves the reading comprehension?

The survey consisted of 23 items, utilizing a Likert scale, and included 3 open-ended questions. It was divided into three main sections in accordance with the specific objectives. The first section focused on the SQ3R method (before, during, and after the reading process) and comprised 8 items, along with an open-ended question. The second section addressed the types of strategies students employ to enhance their reading comprehension skills, comprising 9 items and an open-ended question. Lastly, the final section explored the potential benefits that the implementation of the SQ3R method could provide, consisting of 6 items and an open-

ended question. A survey is a technique employed to gather information from a significant number of individuals by inquiring about their opinions, emotions, or actions. Surveys can be carried out through face-to-face interactions, phone calls, or online platforms (Croswell, 2014). Additionally, the Cronbach's Alpha coefficient was employed to validate the survey, yielding a value of 0.845. This indicates that all the questions in the survey exhibit an acceptable level of reliability. The results and data were analyzed using the SPSS (Statistical Package for the Social Sciences) software.

2.1.2 Population

In order to carry out the present research, a total of 67 students from higher levels in the Pedagogía de los Idiomas Nacionales y Extranjeros program at the Universidad Técnica de Ambato actively participated in the study. There was a total of 19 males and 48 females, mostly identifying themselves as mestizos. Their age ranged from 17 to 30 years old. All of them participated voluntarily. The population was selected because the students are close to becoming English teachers and already have prior knowledge of the English language. They have practiced their reading ability extensively throughout their university career and have utilized various strategies to improve their reading comprehension. Additionally, they have been exposed to a technological environment, constantly surrounded by smartphones, laptops, and other devices.

Table 1:

Population

Population	Participants	Percentage
Male	19	28.36%
Female	48	71.64%

Total	67	100%
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Note: Data taken from the students surveyed

2.1.3 Ethical considerations

In order to conduct this descriptive research, obtaining the consent of all interviewed students was necessary. The data collected from the survey was treated with utmost confidentiality, ensuring that no information was disclosed. Educational researchers are obligated to consider ethical considerations throughout all aspects of their work, including their research endeavors (British Educational Research Association [BERA], 2018).

When formulating a research project, one can consider the ethical principles upheld by the researcher, the methods employed for participant recruitment, the obligations of participants providing consent, and the recognition of the varying vulnerability levels among specific participants within the ethical framework governing the research process. Additionally, it is essential to ensure that volunteers are safeguarded against any undue scrutiny or unwanted focus from researchers.

2.1.4 Procedure

To conduct this research, the following procedure was implemented:

1. Prior scientific contributions from various authors were analyzed using the SQ3R method to enhance reading comprehension. Subsequently, the development of the research background commenced.
2. The operationalization of the variable was carried out with the following dimensions and indicators. For the independent variable, the SQ3R method, it was necessary to take into account the methodology, the method, the SQ3R method itself, the impact it has on the reading process (before, during, and after), and the advantages of the SQ3R method. For the dependent variable, reading comprehension, it was necessary to

examine the language skills, receptive skills, reading, reading comprehension and strategies for reading comprehension.

3. Afterward, the general objective and specific objectives were established according to the needs of our research.
4. Then, three research questions were formulated, each based on one of our specific objectives.
5. Thereafter, the researcher created a survey based on the information found in the theoretical framework closely related to the SQ3R method and reading comprehension. The survey was designed based on the objectives and subsequently on the three research questions.
6. Following that, the survey was analyzed and reviewed by an expert, and relevant corrections were made.
7. Then, the survey was administered to the students.
8. Once the survey was administered, the data analysis was conducted using the SPSS software.
9. With all the data obtained, the development of the methodology for our research was carried out.
10. Once the data was obtained and well-organized in tables, the analysis and discussion of results were performed. During this stage, the author discussed the most relevant and least relevant findings, as well as compared and contrasted the information obtained with that reported by other authors.
11. Finally, the research concluded with the development of the conclusions and recommendations based on the findings of the investigation.

2.2 Methods

2.2.1 Mixed approach

The present research was conducted using a mixed approach that incorporated both qualitative and quantitative methods. The qualitative aspect was employed through the use of a survey administered to the study subjects at the beginning and end of the research. Additionally, the textual data collected from the survey was compared with previously analyzed and evaluated data. Qualitative research focuses on interpreting phenomena in the natural environment so that they make sense in terms of the meaning that people bring to those environments (Denzin & Lincoln, 2005).

On the other hand, a quantitative approach was also employed as the operationalization of variables was conducted. Typically, the operationalization of variables is a fundamental aspect of quantitative research, where variables are observed and measured. The results obtained from the survey administered to the research subjects were examined and compared using numerical data. Slevitch (2011) defined quantitative research as an organized study of phenomena by collecting numerical data and applying statistical, mathematical, or computational techniques.

2.2.2 Descriptive

This research employed a descriptive approach for its development because the collected data was analyzed and described in order to determine the accuracy and perspective that students have regarding the research topic. The research took place in the classroom setting, where the students were actively engaged. It involved the collection of data through the questionnaire and the description of real information that the students provided based on their own experiences and knowledge. Bryman (2012) highlighted the significance of descriptive research as a valuable approach for addressing a range of research inquiries. This

approach allowed for the exploration of various aspects, such as identifying the characteristics associated with a specific group of individuals, examining trends within a particular field, or understanding the behaviors exhibited by people in specific situations.

The purpose of this research was to gather reliable and accurate information, as the method being used needed to be properly developed. To enhance the dependability and prevent biases, the researcher must consider the cost-effectiveness of conducting the study. It is also essential to clearly define each of the objectives of this descriptive research to ensure that the compiled information is relevant. To enhance the dependability and prevent biases, the researcher must consider the cost-effectiveness of conducting the study. It is also essential to clearly define each of the objectives of this descriptive research to ensure that the compiled information is relevant.

Research questions

- What is the impact of the SQ3R method on reading comprehension?
- What are the types of reading strategies learners use for reading comprehension?
- To what extent the SQ3R method improves the reading comprehension.

CHAPTER 3

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The current chapter contains the results of the data obtained from the survey to answer the three research questions.

1. What is the impact of the SQ3R method on reading comprehension?
2. What are the types of reading strategies learners use for reading comprehension?
3. To what extent the SQ3R method improves the reading comprehension.

The following analysis helped to compare the information with similar studies from other authors.

Table 2:

The process of the SQ3R method

Item	Mean
When I read something, I do it slowly to ensure the comprehension of the text.	3.90
My teacher makes us actively work when we do a reading exercise.	3.58
When I want to review content that I previously read, I answer questions about it.	3.51
Before I read, I ask myself questions about the content (headlines, headings, images) to gain a general understanding of the text.	3.51
During the reading process, I ask myself or the teacher questions about the content that I am reading to identify the important points of the text.	3.39
When I narrate the information that I previously read, I do it aloud.	3.33
I narrate information regularly after I read something to remember the information better.	3.27
When I want to review content that I previously read, I create a mind map.	2.79

Note: The means were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4.

Often, 5. Always.

Analysis and discussion

Research question number one: *What is the impact of the SQ3R method on reading comprehension?* The findings indicated that students actively consider the different stages of reading (pre-reading, during-reading, and post-reading) to construct meaningful knowledge during their reading exercises. A majority of students agreed that practicing a reading exercise slowly, with careful comprehension, is important, as reflected by a mean of 3.90. This approach enables students to better understand the text and extract more information compared to those who read quickly. In addition, the teacher's active engagement during reading exercises was positively perceived, with a mean of 3.58. This suggests that teachers not only assign tasks to students but also actively participate in them. Furthermore, students exhibit a proactive approach by generating questions about the content and considering relevant details, such as images, titles, or subtitles, resulting in enhanced comprehension (mean of 3.51). This demonstrates their anticipation of the knowledge they are about to acquire. On the other hand, fewer students accept the idea of creating mind maps (mean of 2.79) to review previously learned content, perceiving it as time-consuming. As a result, they prefer more conventional study methods.

Table 3:

Strategies for reading comprehension

Item	Mean
When I read, I create mental images of the text setting, characters, or events.	3.97
I make conclusions when I read something to understand better what the author means.	3.87
After reading something in class, the teacher asks us questions about the text to	3.82

assess our understanding.	
When I read different texts, I try to combine information (ideas) to understand a topic.	3.82
When I read, I summarize the most important information and avoid unnecessary information.	3.81
I find elements that help me identify the type of text when reading for comprehension (for example: graphs, images, or specific vocabulary).	3.78
When I read something relevant, I connect what I read with something happening in society or the real world.	3.72
I create personal connections with something that I read (for example: experiences, emotions, or beliefs).	3.60
My teacher creates conversations in my classes to share our points of view about the reading for a common understanding of the text.	3.43

Note: The means were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always.

Analysis and discussion

Research question number two: *What are the types of reading strategies learners use for reading comprehension?* The results indicated that students employ various reading strategies that align with their learning preferences to acquire new content. Students utilize visualization techniques, scoring a mean of 3.97, creating mental images of the reading setting. This aids in their ability to easily recall information, as the brain tends to remember visuals or images associated with the material. Additionally, students draw conclusions from the text to grasp the author's intended meaning, with a mean of 3.87. Notably, they do not always wait to read the entire text before drawing meaningful conclusions, as even a small amount of relevant information can suffice. Furthermore, in classroom reading exercises, teachers ask students questions about the content to assess their learning (mean of 3.82), facilitating active interaction between both parties. Similarly, students got engaged in synthesizing information and making connections between ideas (mean of 3.82) to enhance their understanding of the text. However, during in-class reading exercises, the lowest mean of 3.43 suggests that teacher-led conversations to encourage interaction might not be widely employed, indicating a potential

gap in classroom practices.

Table 4:

The advantages of the SQ3R method

Item	Mean
I would like to use a method that I can quickly identify the main idea of a text.	4.43
I would like to use a method that helps me retain information.	4.34
I would like to use a method that makes me feel more confident in my ability to understand and retain information.	4.31
I would like to use a method that improves my comprehension of the text by identifying the main ideas and the key details.	4.27
I would like to use a method that helps me stay engaged and motivated to understand texts meaningfully.	4.27
I would like to use a method that changes my perception of my reading ability to make it more positive.	4.25

Note: The means were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always.

Analysis and discussion

Research question number three: *To what extent does the SQ3R method improve reading comprehension?* According to the results, students expressed a high level of interest in learning a method that would facilitate the identification of the main idea of a text, scoring a mean of 4.43. The SQ3R method has proven highly beneficial in helping students accurately identify the main idea of a text. Students also place significant importance on retention, seeking a method that enables them to retain information for extended periods, with a mean of 4.34. By extending the forgetting curve, the SQ3R method assists students in retaining a substantial amount of information over time. Furthermore, students expressed a desire to feel more confident in their ability to comprehend and retain information, scoring a mean of 4.31. With consistent practice, the refined implementation of the SQ3R method has the potential to

enhance students' confidence in understanding and retaining information. Additionally, students seek a method that enhances their comprehension by identifying important aspects such as main ideas, supporting details, and key details, scoring a mean of 4.27. The application of the SQ3R method in reading aims to assist students in effectively identifying relevant information within a text. Moreover, students agree on the importance of using a method that maintains their engagement and motivation while reading, with a mean of 4.27. Motivation plays a critical role in successful reading as it enables students to learn and retain information effectively. Lastly, students expressed a preference for a method that contributes to a more positive perception of reading, scoring a mean of 4.25. The implementation of the SQ3R method has proven beneficial in all these aspects of reading, leading to a significant change in students' perception.

Table 5:

Open-ended questions

Question 1	Answer	Total
What are some strategies do you use to retain information?	Reading aloud	28
	Active reading	10
	Note-taking	6
	Visualization	2
	Mind mapping	2
	Reading strategy	5
	Repetition	1
	Summarization	2
	Understanding	1
	Highlighting	3

	Paraphrasing	1
	Discussion	1
	Keyword search	1
	Information recall	1
	Writing	2
	Reading 2 times	1
	Total	67

Question 2	Answer	Total
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	Inferring	22
	Mind mapping	13
	Evaluating	4
	Comprehension questions	1
	Relating information	2
	Analyzing text structures	10
What type of reading comprehension strategies do you use to improve your reading skills?	Highlighting	4
	Brainstorming	2
	Scanning	2
	Matching words	1
	Summarizing	1
	Creating organizers	1
	Creating mental images	1
	Skimming	1
	Creating stories	1
	Extensive reading	1
	Total	67

Question 3	Answer	Total
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	Reading strategies	8
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	Interesting topics	19
	Reading environment	6
	Extensive reading	3
	Student preferences	4
	Academic readings	2
	Real-world situations	1
	Motivation and engagement	4
	Taking notes	2
	Interactive readings	1
	Current issues	1
	Short stories	1
	Role plays	1
What other aspects do you think teachers have to use to encourage students for reading comprehension?	Feedback	1
	Different levels	1
	Using pictures	1
	Genre diversity	1
	Literature circles	1
	Multimedia resources	1
	Reading discussions	1
	Online reading platforms	1
	Exploring reading genres	1
	Book recommendations	1
	Shared reading experiences	1
	Independent reading	1
	Reading community	1
	Book clubs	1
	Total	67

Note: Qualitative results were obtained from the open-ended questions.

Analysis and discussion

Table 4 shows the answers from the open-ended questions that were used to support the research questions.

The first open-question, *what are some strategies do you use to retain information?* The participants were surveyed regarding their favored reading strategies, and the findings reveal various preferences among the students. The dominant strategy appears to be reading aloud, with 28 students indicating a preference for this strategy. Active reading was favored by 10 students, while note-taking was the preferred strategy for 6 students. A smaller proportion of students, namely 2 each, expressed a preference for visualization, summarization, and mind-mapping strategies. Additionally, 5 students reported utilizing specific reading strategies, whereas only 1 student mentioned employing repetition, understanding, paraphrasing, discussion, keyword search, information recall, and reading the material twice. Moreover, 2 students found writing to be an effective strategy for their reading process. Finally, 3 students specifically mentioned highlighting as their preferred technique.

Regarding the second open-question, *what type of reading comprehension strategies do you use to improve your reading skills?* The study findings highlight the diverse range of reading strategies employed by the participants. Notably, inferring emerged as the most commonly preferred approach, with 22 students acknowledging its significance in their reading process. The effectiveness of mind mapping in organizing and connecting information was highlighted by 13 students. Understanding text structures, as emphasized by 10 students, underscored the importance of comprehending how texts are organized. Additionally, 4 students emphasized the significance of critically evaluating texts. Relating information was mentioned by 2 students as a relevant strategy, while 4 students found highlighting to be an effective technique. Brainstorming and scanning were identified by 2 students as beneficial

reading strategies. Moreover, various other strategies such as using comprehension questions, matching words, summarizing, creating organizers, creating mental images, skimming, creating stories, and engaging in extensive reading were cited by 1 student each. These findings demonstrate the diverse range of strategies employed by the participants to enhance their reading comprehension skills.

The third open-question, *what other aspects do you think teachers have to use to encourage students for reading comprehension?* The research findings provide insights into what other aspects do teachers should consider to encourage reading comprehension. Participants shared their perspectives on reading strategies, with 8 students. Furthermore, 19 students expressed a strong interest in interesting topics, while 6 students emphasized the importance of the reading environment. Extensive reading was valued by 3 students. The survey also explored student preferences, with 4 students indicating their individual choices. Academic readings were mentioned by 2 students each, highlighting their relevance. Motivation and engagement were other aspects mentioned by 4 students. After that, 2 students emphasized the significance of taking notes. Additionally, 1 student mentioned various elements such as real-world situations, interactive readings, current issues, short stories, role plays, feedback, different reading levels, using pictures, genre diversity, literature circles, multimedia resources, reading discussions, online reading platforms, exploring reading genres, book recommendations, shared reading experiences, independent reading, reading community, and book clubs.

Discussion

To examine learners' perspectives on the SQ3R method and reading comprehension, it is possible to describe the questions below:

Question 1: *What is the impact of the SQ3R method on reading comprehension?*

Knowing that during the reading process (before, during, and after), all stages of the SQ3R method are equally important, they considered that the during the reading process phase is the most important of all the phases of the reading process. The participants agreed that during a reading exercise, they read slowly in order to better comprehend the text. However, they also emphasized that when engaging in a reading exercise, the teacher encourages them to participate actively, as stated by Cunff (2020), who suggested that for students to be fully engaged in reading, they must process the reading material, reflect, ask questions, and ultimately practice reading at a slow pace to achieve better comprehension of the text. Additionally, the students considered the review stage to be very important during the application of the SQ3R method. They stated that when they want to review previously learned content, they usually ask someone to ask them questions so that they can respond as accurately as possible. According to Sousa (2011), answering questions about the material is one of the best ways to review information that has already been learned. Subsequently, the students affirmed that before reading any content, they ask themselves questions about what they are going to read. They take into account aspects such as headlines, headings, and images in order to gain a general understanding and knowledge of what the text will be about. This aligns with Robinson's (1970) statement that one of the most important objectives of the survey stage is to provide a general understanding of the content of the reading. However, it was also noticed that the strategy that students use the least for content review is creating mind maps. This could be due to the time it takes, as students often seek methods that are quick and efficient. However, this contradicts what Sousa (2011) mentioned, that one of the main ways to review content is by creating mind maps or concept maps.

Question 2: *What are the types of reading strategies learners use for reading comprehension?* The results showed that one of the most utilized strategies by students is visualization, which involves creating mental images of the content being read. This

visualization is not limited to a single aspect, as Fletcher (1996) suggests that mental images can be created for characters, text settings, and events. This practice proves to be beneficial for information retention since the brain finds it easier to remember images. The strategy of making conclusions was also widely chosen by the students, as it allows them to become more engaged in the process of summarizing the key points of the content. This aligns with the findings of Duke and Pearson (2004), as drawing conclusions enables individuals to more easily summarize and make inferences about the author's intended message. Furthermore, the students agreed that asking questions is also a valuable strategy for understanding a text due to its ease of implementation. Typically, students will ask the teacher questions about something they do not understand in order to gain a better understanding of the text. Depending on the text they are reading, students may ask various types of questions, as suggested by Block and Pressley (2003), including fact-based questions, inference questions, and application questions. Moreover, the most common strategy used by students, summarizing, has been employed for a long time as a way to enhance text comprehension. As mentioned by Richardson et al. (2012), summarizing involves extracting the most important information while omitting the less relevant details. This is precisely what students find easy when summarizing content, as it greatly aids their comprehension and effective retention of information. Finally, as the least utilized strategy, there are instructional conversations. This strategy is straightforward. The student and the teacher engage in active conversations where, as Goldenberg (1992) stated, the teacher begins by asking questions, students openly share their ideas, and everyone collaboratively constructs ideas to reach a shared conclusion.

Question 3: To what extent the SQ3R method improves the reading comprehension?

The results indicated that the primary reason why students would use the SQ3R method is to help them quickly identify the main idea of the text. This aligns with the findings of Bakhtiar et al. (2019), who stated that one of the advantages of using the SQ3R method is that it increases

student engagement by helping them read with purpose and intention, enabling them to identify key aspects of the text such as the main and supporting ideas. Additionally, the students agreed that they would like to have a method that helps them retain information easily. As observed, the SQ3R method is a very effective method for enhancing information retention. According to Bakhtiar et al. (2019), one of the advantages of the SQ3R method is that it keeps the students highly engaged in the reading process, from the surveying stage to the reviewing stage, giving purpose to what they read. This ultimately leads to better information retention over time. In addition to this, the students also stated that they would like to use a method that makes them feel more confident in their reading ability. Interestingly, increased confidence was indeed highlighted as one of the advantages provided by the SQ3R method, as noted by Bakhtiar et al. (2019). Furthermore, it is important to emphasize that students would like to use a method to improve their reading comprehension, which is another advantage highlighted by Bakhtiar et al. (2019). Improved comprehension is a key outcome for students successfully applying the SQ3R method, as they are able to identify key aspects of a text, such as the main idea, key details, and the text's structure. Moreover, the students also agree on using a method that engages them in reading and keeps them motivated. Motivation is crucial for students to actively engage in reading and become active readers. Bakhtiar et al. stated that if students use the SQ3R method, they will remain committed throughout the entire process, promoting sustained engagement and motivation. And finally, although the students did not emphasize it strongly, they agreed that they would like to use a method that makes their perception of reading more positive. Students should consider this aspect seriously, as a positive perception of reading can greatly contribute to their progress. As stated by Bakhtiar et al. (2019), this method can positively change students' perspective on their reading skills.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

This research examined the learners' perspectives on the SQ3R method and the reading comprehension. Therefore, by analyzing and interpreting the results obtained before and after the application of the survey in the higher levels of "Pedagogía de los Idiomas Nacionales y Extranjeros" Program at "Universidad Técnica de Ambato", it can be concluded that:

The SQ3R method has a positive impact on students' reading comprehension when applied before, during, and after the reading process. The findings from the survey with students emphasized the importance of actively seeking answers to their questions and developing a profound understanding during the "Read" stage of the SQ3R method. Also, it highlighted the significance of the "Review" stage in the SQ3R method, where students revisit the material, review questions, recited information, and additional notes to reinforce their memory and solidify comprehension in the long term. Furthermore, the survey conducted with students highlighted the pivotal role of the teacher's engagement during the reading process. The active participation and guidance of the instructor, as previously mentioned, provide invaluable support, enabling students to maintain focus and resolve any queries or challenges that may arise. The combination of active reading during the "Read" stage, teacher participation, and post-reading review emerge as key factors that contribute to the enhanced reading comprehension achieved through the implementation of the SQ3R method.

The study has identified a range of effective reading strategies that learners use for reading comprehension. These strategies include summarizing, instructional conversations, considering text factors, visualization, making conclusions, asking questions, synthesizing information, and making connections. Among these, visualization, making conclusions, and

asking questions were found to be the most frequently used strategies in the survey conducted among students. These strategies are effective in facilitating deeper engagement with the text and enhancing comprehension. However, it is noteworthy that instructional conversations were reported as the least used strategy by students. This may be attributed to the limited involvement of teachers in actively facilitating discussions and guiding learners during the reading process, thereby delegating the responsibility solely to the students. The lack of teacher commitment and guidance may contribute to the underutilization of instructional conversations as a reading strategy. Overall, the findings highlight the significance of employing diverse reading strategies for comprehension, with visualization, making conclusions, and asking questions being particularly effective in promoting deeper understanding.

The SQ3R method has been extensively researched and shown to significantly improve reading comprehension to a good extent. It offers numerous benefits, including increased confidence, active reading, improved comprehension, efficient identification of the main idea, and better information retention. By following this structured approach, individuals gain confidence, engage actively with the text, and achieve a deeper understanding. Although the SQ3R method was not directly applied in the study, students expressed a preference for the advantages of the SQ3R method, emphasizing their desire to experience the benefits of efficient main idea identification, improved information retention, and increased confidence through its implementation. Thus, the SQ3R method stands as a valuable tool for enhancing reading comprehension, providing readers with a structured approach to optimize their engagement and understanding of the text.

4.2 Recommendations

It is recommended to conduct experimental research with a sufficiently large sample size to truly determine the impact of the SQ3R method on reading comprehension. Also, assign

participants into two groups: one group will be exposed to the SQ3R method, while the other group will use a traditional reading approach as a control, In this type of research the author can administer pre-test assessments to both groups to measure their initial reading comprehension levels. After the intervention (using the SQ3R method for the experimental group), the author can conduct post-test assessments to measure the changes in reading comprehension.

It is recommended to design reading comprehension tasks that vary in complexity and content. This will enable the author to observe how learners adapt their reading strategies based on different texts and difficulty levels.

It is highly recommended to compare the effectiveness of the SQ3R method with other reading comprehension strategies or traditional reading approaches. This comparative analysis will help establish the extent and the unique advantages of the SQ3R method over other methods.

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ANNEXES

Annex 1: Commitment letter

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 4 de abril de 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "SQ3R METHOD AND READING COMPREHENSION." propuesto por el estudiante Juan Carlos Meza López portador de la Cédula de Ciudadanía N° 1850118926, estudiante de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Lcda. Sarah Jacqueline Iza Pazmiño Mg.
05017411960
2801345
0984060528
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Annex 2: Survey

-Survey available upon request

Annex 3: Cronbach's alfa validation

Reliability Statistics	
Cronbach's Alpha	Number of Items
0.845	23

Note: Reliability statistics with Cronbach's Alfa of the 23 questions with Likert scale of the survey.

Annex 4: Urkund report

Document Information

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Analysis address	elsamchimbo.uta@analysis.orkund.com

Annex 5: Consent agreement

*

Dear students:

The information from the following survey will be used for the study called "The SQ3R method and the reading comprehension". The data obtained in this instrument will be treated with strict confidentiality. (La información de la siguiente encuesta se utilizará para el estudio denominado "El método de SQ3R y la comprensión lectora". Los datos obtenidos en este instrumento serán tratados con estricta confidencialidad.)

Thank you for your free and voluntary participation. (Gracias por su participación libre y voluntaria.)

I have read the previous paragraph and I am willing to participate in the survey voluntarily. (He leído el párrafo anterior y estoy dispuesto a participar en la encuesta voluntariamente.)

Yes

No