THE USE OF THE SQ3R TECHNIQUE TO TEACH STUDENTS' READING COMPREHENSION IN DISCUSSION TEXT

(A Pre-Experimental Research on the Tenth Grade Students of SMA Swasta Mujahidin Pontianak in the Academic Year of 2026/2027)

A THESIS

Submitted to fulfill one of the requirements for Bachelor Degree Examination at English Language Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty, Universitas Tanjungpura, Pontianak.

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ABSTRACT

Aulia, N (2026), The Use of the SQ3R Technique to Teach Students' Reading Comprehension in Discussion Text (A Pre-Experimental Research on the Tenth Grade Students of SMA Swasta Mujahidin Pontianak in the Academic Year of 2026/2027).

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This research aimed to determine the effectiveness of the SQ3R (Survey, Question, Read, Recite, Review) technique in teaching students' reading comprehension of discussion texts and to examine the extent of its effect. This study used a quantitative pre-experimental method with a one-group pretest-posttest design. The participants were tenth-grade students of SMA Swasta Mujahidin Pontianak in the academic year 2026/2027. Data were collected through a reading comprehension test and teacher's field notes and analyzed using descriptive statistics, a normality test, a paired-sample t-test, and effect size analysis. The findings showed that students' reading comprehension increase after the implementation of the SQ3R technique. The statistical analysis indicated a significant difference between students' performance before and after the treatment, with a very large effect. The field notes also showed that the SQ3R technique encouraged students to become more active readers and helped them understand discussion texts more effectively. Therefore, it can be concluded that the SQ3R technique is highly effective in teaching reading comprehension of discussion texts.

Keywords: SQ3R technique, reading comprehension, discussion text.

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CHAPTER I

INTRODUCTION

1.1 Research Background

Reading is one of the most important skills in learning English, as it enables students to obtain information, expand their knowledge, and develop their critical thinking skills (Grabe & Stoller, 2020). Reading skills are not only about understanding the meaning of words, but also about understanding the content, the author's intent, and drawing conclusions from the text being read. In the context of education, good reading skills are closely related to students' critical thinking skills (Fisher et al., 2012). However, the results of the 2022 Programme for International Student Assessment (PISA) survey indicate that Indonesian students' reading skills remain relatively low compared to those of other countries. This indicates that many students still have difficulty understanding texts in depth. Based on the researchers' observations, one of the reasons for this low reading ability is that students have not yet used systematic reading strategies. Therefore, more focused efforts are needed to help students improve their reading comprehension.

One type of text that is quite challenging for students is a discussion text. A discussion text is a text that presents an issue from two different perspectives, namely supporting and opposing opinions (Gorlach, 2008). This text has a clear structure, namely the issue, arguments for, arguments against, and conclusion. To understand discussion texts well, students are required to be able to identify the main issue, find arguments from both sides, compare different opinions, and draw

logical conclusions. In addition, this text also requires critical thinking skills because students must understand the reasons and evidence supporting each argument. Compared to other texts, discussion texts are more complex because they require more in-depth analysis. Therefore, understanding discussion texts requires more focused and active reading strategies.

Based on observations made during the *Pengenalan Lapangan Persekolahan* (PLP) II activity at SMA Swasta Mujahidin Pontianak, it was found that many students still have difficulty understanding discussion texts. Students are often unable to distinguish between arguments that support and oppose an issue. They also have difficulty finding the main ideas and drawing conclusions from the texts they read. The reading learning process in the classroom still tends to use unclear and unsystematic techniques, such as reading together and answering questions without clear techniques. This makes students less active and less involved in the critical thinking process. As a result, students only read superficially without really understanding the content of the text in depth. This condition shows that reading techniques are needed to help students understand discussion texts more systematically.

Given the complexity of discussion texts, a reading technique is needed to help students understand texts in a structured and active manner. This technique must be able to guide students to recognize the structure of the text, identify arguments from both sides, and draw logical conclusions. In addition, an effective reading technique should encourage students to think critically and not just read passively (Fisher et al., 2012). One technique that is considered to have these characteristics is the SQ3R

technique created by Francis P. Robinson. Robinson says that this technique has systematic steps that can help students read with clear and focused objectives. Each stage in SQ3R allows students to focus more on the content of the text and understand the relationships between ideas. Therefore, the SQ3R technique is considered to have the potential to be applied in discussion text learning to improve students' reading comprehension.

Through the survey stage, students can preview the structure of the discussion text and recognize the issue as well as the organization of arguments. In the question stage, students are encouraged to formulate questions about the issue, the supporting arguments, and the opposing arguments, which helps them focus on both perspectives presented in the text. During the read stage, students read more carefully to find explanations and evidence that support each side. The recite stage helps students restate the arguments in their own words so they can clearly distinguish between supporting and opposing viewpoints. Finally, the review stage allows students to reconsider the two sides of the issue and draw a logical conclusion based on the information they have understood. In this way, each stage of SQ3R directly supports the demands of understanding discussion texts. Therefore, SQ3R is considered relevant for improving students' reading comprehension in discussion texts.

Previous studies have shown that the SQ3R technique is effective in improving students' reading skills. A study conducted by Sulastri et al. (2024) found that elementary school students who learned using SQ3R achieved better reading scores compared to those who used conventional methods. In addition, research by

Cataraja (2022) also showed an increase in the average reading scores of junior high school students after applying the SQ3R technique. Another study conducted by (Sudarsono & Astutik, 2024) proved that students taught using the SQ3R technique obtained significantly higher results compared to students who used conventional