

**AN ANALYSIS ON TEACHER'S PRACTICAL SQ3R STRATEGY FOR
READING COMPERHENSION AT SMP AL HUDA**

THESIS



BY

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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SYEKH WASIL

KEDIRI

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TITLE PAGE

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I hereby state that the thesis I wrote with the title “AN ANALYSIS ON TEACHER’S PRACTICAL SQ3R STRATEGY FOR READING COMPERHENSION AT SMP AL HUDA” is completely my own work. All the sources of references used in this thesis have been fully acknowledged and properly cited. I understand that any form of plagiarism is a serious academic offense and I take full responsibility for the content of this work.

This thesis is to fulfill the requirements for the degree of Sarjana (S1) in English Education Study Program, State Islamic University of Syekh Wasil Kediri.

Kediri, 21 may 2026

The Researcher,


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APPROVAL PAGE

This to certify the bachelor thesis of Mayriza Putri Delia Samsuri has been approved by advisors for further approval by the board of examiners.

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MOTTO

“Allah tidak pernah berkata semuanya selalu mudah tetapi dua kali Allah menegaskan bahwa sesungguhnya beserta kesulitan ada kemudahan”

(Q.S Al-Insyirah : 5-6)

“ Semua jatuh bangunmu hal yang biasa, angan dan pertanyaan waktu menjawabnya, berikan tenggat waktu bersedihlah secukupnya, rayakan perasaanmu sebagai manusia ”

(Bagaskara Putra – Hindia)

DEDICATION

All praise and gratitude I offer to Allah SWT and the Prophet Muhammad SAW for the extraordinary opportunities and experiences given to me, which have allowed me to gain more knowledge and granted me the strength to complete this thesis. This thesis is wholeheartedly dedicated to:

1. To Mr. Sugeng Suwito, thank you for all your sacrifices and sincere love. He has cared for me since I was a child. He is my harbor and home. He is not only an uncle but I consider him like my own father. He has always strived for every step and dream I have made with all his heart. His endless love, support, and sacrifice have brought me to this point. Without his prayers and support, I probably wouldn't have been able to come this far.
2. To my parents, Mr. Samsuri and Mrs. Yuliana Susilowati. Although we are not a family accustomed to heart-to-heart conversations, I know that behind the silence lies unceasing prayers and hopes for me. I understand and feel that your love and support have come in different forms. Every step and achievement I have achieved is part of your prayers and hopes. Thank you for all the sacrifices, blessings, and happiness you have given me.
3. To all Lecturers at the Islamic University of Syekh Wasil Kediri, especially my advisor, Mohammad Muhyidin, M.Pd., and Ria Fakhurriana, S.Pd.I., M.Pd., who have provided me with invaluable guidance, advice, and encouragement in completing this thesis.
4. To my beloved sisters, Yessica Putri Herliana Samsuri, S.Pd., Devandre Kresna Putra Samsuri, and my brother-in-law, Tristiano, S.M. Thank you for your continued support, attention, prayers, and encouragement, both morally and materially, which have encouraged me to complete my studies and complete my education to the best of my ability.

5. To someone whose presence is no less important, Agung Setiawan, who has accompanied me since 2016. Thank you for accompanying me through times of sorrow and joy, and for being a source of inspiration that never fades. Your patience is truly never ending in accompanying, helping, devoting time, energy, and thoughts, as well as providing support and motivation for ten years until finally I managed to complete this thesis at this university. And the author does not forget to thank Agung Setiawan's family who always prayed for, supported, motivated and considered the author as their own child..
6. The author also wishes to thank Ariska Putri Ramadhani, Nadira Putri Aaliyah S, and Naura Shafa Ramadhani. Your presence, with laughter, joy, and innocence, has often been a source of comfort during the process of writing this thesis. May you grow into good individuals and have a strong passion for learning. As the lyrics of Nina-Feast song say: *"Tumbuh lebih baik, cari panggilanmu, Jadi lebih baik, dibanding diriku"*.
7. To my two beloved friends, Nazhira Maulida and Siti Dela Ernawati, who have accompanied me throughout my studies. Your companionship, support, and laughter, especially during the challenging times, are unforgettable moments. Thank you for being a place to confide in and for providing extraordinary encouragement, enabling me to complete this thesis.
8. To my friends Jofa Eka Aprilla, Binti Nurlela, and Muhammad Nashuhan, who provided assistance, motivation, and encouragement to complete this thesis.
9. Lastly, to myself, Mayriza Putri Delia Samsuri. Thank you for persevering this far and continuing through all the challenges the universe has presented. My deepest appreciation for struggling to complete what I have started. Every tear, prayer, and effort has been a testament to the value of this process.

ACKNOWLEDGEMENT

Alhamdulillah rabbil'alam, all praises to Allah who has given guidance and blessings for me to finish this thesis. Peace and salutation are always given to the last Prophet Muhammad SAW. Subsequently, express my great appreciation and thank you for those who have big contributions in helping me to finish this thesis and sincerest gratitude to:

1. Prof. Dr. H. Wahidul Anam, M.Ag., Rector of the State Islamic University (UIN) of Syekh Wasil Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd., Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) of Syekh Wasil Kediri.
3. H. Burhanudin Syaifulloh, M.Ed., Ph.D., Head of the English Department, State Islamic University (UIN) of Syekh Wasil Kediri.
4. Mohammad Muhyidin, M.P.d. and Ria Fakhurriana, S.Pd.I. M.Pd., my respectable advisors who guided me throughout my thesis. They made invaluable contributions and supported me during this study.
5. All lecturers in the English Language Education Department, Faculty of Tarbiyah, who taught and guided me during my studies at Syekh Wasil State Islamic University in Kediri, 2026.
6. Dian Kartika Fajarini, S.Pd, English teacher who served as participants and an important part of this research
7. All staff at the major office, the Academic Office, and library of UIN Syekh Wasil Kediri,

The researcher realizes that this thesis is far from perfect. The researcher is open to criticism and suggestions that can improve the quality of this research

Kediri, 21 may 2026

The Researcher



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ABSTRACT

Samsuri, Mayriza P. D. (2026). *An Analysis on Teacher's Practical SQ3R Strategy for Reading Comprehension at SMP Al Huda*. Department of English Language Education, Faculty of Tarbiyah and Teacher Training. State Islamic University of Syekh Wasil Kediri. Advisors. (I) Mohammad Muhyidin, M.Pd. and (II) Ria Fakhurriana, S.Pd.I, M.Pd.

Keyword : *SQ3R strategy, Reading comprehension, Teacher's practical strategy*

Reading comprehension is an important skill in English learning because it helps students understand written texts, identify main ideas, find supporting details, and interpret information accurately. However, many students still struggle to comprehend English texts due to limited vocabulary, passive reading habits, and a lack of appropriate reading strategies. Therefore, teachers use the SQ3R strategy, which consists of Survey, Question, Read, Recite, and Review. Based on the research background, this study aims to describe how English teachers implement the SQ3R strategy in teaching reading comprehension at SMP Al Huda and to identify the challenges teachers face during its implementation.

This study uses a descriptive qualitative research design because it focuses on describing the actual process of implementing the SQ3R strategy in teaching reading comprehension, rather than on statistical measurements of student scores. This research was conducted at SMP Al Huda, with a seventh-grade English teacher experienced in implementing the SQ3R strategy as a participant. Data were collected through classroom observations, semi-structured interviews, and documentation. The data collected consisted of observation notes on the implementation of each SQ3R stage in the classroom, teacher interview responses regarding experiences, strategies, and challenges during the learning process, and supporting documents related to the teaching implementation. The data were analyzed through data reduction, data presentation, and conclusion drawing.

The findings show that teachers systematically implement the SQ3R strategy through five stages. The findings also reveal several challenges faced by teachers, such as in the Question stage, students do not ask many questions due to difficulty in constructing interrogative sentences, limited mastery of comprehension, time constraints due to inappropriate text selection or students having difficulty reading, diverse motivations, and classroom management issues. This study shows that the SQ3R strategy is useful for teaching reading comprehension because it helps students become more active and focused readers, although its success depends on teacher guidance, student readiness, and effective classroom management.

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