

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of theories and previous studies relevant to the topic of this research. It provides the theoretical foundation and conceptual framework that support the investigation of An Analysis on Teacher's Practical SQ3R Strategy for Reading Comprehension at SMP AL HUDA.

A. Reading

This section presents the definition of Reading, The Purpose of Reading, Types of Reading, and Strategy in Reading.

1. The Definition of Reading

Reading is widely acknowledged as one of the most essential skills in language learning, particularly in English as a Foreign Language (EFL) contexts. It is not merely the activity of pronouncing written words, but a complex cognitive and linguistic process that enables learners to access knowledge, broaden their perspectives, and develop academic competence. Through reading, students gain exposure to vocabulary, grammar, and ideas that help them improve overall language proficiency. In educational settings, most information is delivered through written texts; therefore, reading becomes a primary tool for learning across subjects.

Reading involves the process of constructing meaning from written language. Grabe and Stoller (2013) state that reading is the ability to draw meaning from printed text and interpret it appropriately. This definition emphasizes that the ultimate goal of reading is comprehension. In other words, reading is successful only when readers understand the message

conveyed in the text. This perspective highlights that reading is not a passive activity; instead, readers must actively engage with the text to create meaning.

Furthermore, reading is an interactive process between the reader and the text. Snow (2002) explains that reading is the process of extracting and constructing meaning through interaction and involvement with written language. This means that readers do not simply receive information from the text. Instead, they use their prior knowledge, experiences, and language skills to interpret the message. Each reader may interpret the same text differently because their background knowledge and experiences are different. Therefore, reading comprehension is influenced by both the text and the reader.

Reading also involves prediction and active thinking. Goodman (1976) describes reading as a psycholinguistic guessing game in which readers predict meaning using linguistic and contextual clues. Readers do not read every word carefully; instead, they make predictions about the content of the text and confirm these predictions while reading. This process shows that reading is dynamic and requires continuous mental activity. Readers constantly generate hypotheses, evaluate information, and adjust their understanding as they interact with the text.

In addition, reading involves the integration of multiple cognitive processes. Rumelhart (1977) introduced the interactive model of reading, which combines bottom-up and top-down processing. Bottom-up processing focuses on recognizing letters, words, and sentence structures,

while top-down processing involves using background knowledge and predictions to understand the text. Skilled readers combine these two processes simultaneously, allowing them to comprehend texts more effectively. This model demonstrates that reading requires both linguistic knowledge and cognitive skills.

Reading also plays a crucial role in language learning because it provides rich exposure to authentic language. Harmer (2007) explains that reading allows students to encounter vocabulary, grammar, and discourse patterns that may not appear in everyday conversation. Through reading, students learn how language is used in real contexts, which supports the development of writing and speaking skills. In EFL environments where students have limited exposure to English outside the classroom, reading becomes an essential source of language input.

Moreover, reading is considered a strategic skill that must be taught explicitly. Brown (2004) states that skilled readers use strategies before, during, and after reading. Before reading, they activate background knowledge and make predictions. During reading, they monitor comprehension and identify important information. After reading, they summarize and evaluate the text. These strategies help readers understand texts more effectively and become independent learners.

Reading comprehension is the ultimate purpose of reading. Anderson (2003) explains that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction with written language. This definition highlights that comprehension

requires active thinking and interpretation. Without comprehension, reading becomes meaningless word recognition.

In the context of junior high school education, reading plays a vital role in students' academic development. Students transition from learning to read toward reading to learn, meaning that reading becomes a tool for gaining knowledge in various subjects. However, many students face difficulties in reading, such as limited vocabulary, lack of background knowledge, and insufficient reading strategies. Paris, Wasik, and Turner (1991) emphasize that reading is a strategic skill that must be taught systematically so that students can become active and independent readers.

Based on the explanations above, reading can be concluded as a complex, interactive, and strategic process that involves decoding, interpreting, and constructing meaning from written texts. It requires linguistic knowledge, cognitive skills, background knowledge, and effective strategies. Therefore, improving students' reading ability is a fundamental goal in English language teaching.

2. Definition of Reading Comprehension

Reading comprehension can be understood as the ability of readers to truly understand, interpret, and make meaning from written texts in a thoughtful and meaningful way. It is not simply the act of reading words aloud or recognizing vocabulary, but a deeper mental process in which readers actively engage with the ideas presented in a text. Snow (2002) explains that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement

with written language. This means that when students read, they do not only receive information passively; instead, they connect the text with their prior knowledge, experiences, feelings, and thinking processes. In other words, reading becomes a dialogue between the reader and the text.

Furthermore, Grabe and Stoller (2013) emphasize that reading comprehension involves a series of complex cognitive activities such as understanding vocabulary in context, identifying main ideas, recognizing supporting details, making inferences, predicting information, and evaluating the message of the text. These processes show that comprehension requires both linguistic knowledge and critical thinking skills. For students learning English as a foreign language, reading comprehension becomes even more important because reading often serves as a primary source of language input and knowledge development. Through reading, students are exposed to new vocabulary, sentence structures, and ideas that help them improve their overall language ability.

3. The Purpose of Reading

Reading is an activity that is always driven by a purpose. People read not only to pronounce words but to achieve certain goals, such as gaining information, understanding ideas, or enjoying stories. In educational contexts, reading becomes a purposeful activity that supports learning, thinking, and personal development. Understanding the purpose of reading is important because it influences how readers approach texts, what strategies they use, and how deeply they engage with the material.

The primary purpose of reading is to gain information and knowledge.

Grabe and Stoller (2013) explain that reading is a key source of information in academic and real-life contexts. Students read textbooks, articles, instructions, and digital materials to learn new concepts and expand their understanding of the world. In modern society, access to knowledge is strongly connected to reading ability. Individuals who read effectively can gather information quickly and use it to solve problems, make decisions, and develop new ideas.

Another important purpose of reading is to support academic learning. Snow (2002) states that reading plays a central role in education because it allows learners to access subject content and build academic knowledge. Students are required to read in almost every subject, including science, social studies, and mathematics. Therefore, reading is not only a language skill but also a learning tool that helps students succeed academically. When students develop strong reading skills, they can understand textbooks, follow instructions, and complete assignments more effectively.

Reading is also conducted to improve language proficiency. Harmer (2007) explains that reading exposes learners to vocabulary, grammar, and sentence structures in authentic contexts. Through reading, students encounter words and expressions that may not appear in everyday conversation. This exposure helps them expand their vocabulary and understand how language is used naturally. As a result, reading contributes to the development of writing and speaking skills.

In addition to gaining knowledge and improving language skills, reading serves the purpose of developing critical thinking. Anderson

(2003) explains that reading comprehension requires readers to analyze, evaluate, and interpret information. Readers must identify main ideas, distinguish facts from opinions, and make inferences based on the text. These activities encourage higher-order thinking skills that are essential for academic success and lifelong learning. Reading helps students become critical and reflective thinkers who can evaluate information and form their own opinions.

Another important purpose of reading is for pleasure and enjoyment. Brown (2004) states that reading can provide entertainment and relaxation. Many people read novels, short stories, and magazines because they enjoy the experience. Reading for pleasure helps develop a positive attitude toward reading and increases motivation. When students enjoy reading, they are more likely to read frequently, which improves their reading fluency and comprehension over time.

Reading also helps readers develop imagination and creativity. When individuals read stories, they visualize characters, settings, and events in their minds. This process stimulates imagination and encourages creative thinking. Through reading, students can explore different cultures, experiences, and perspectives that they may never encounter in real life. This exposure broadens their understanding of the world and fosters empathy and cultural awareness.

Furthermore, reading helps readers develop problem-solving skills. Many texts present problems, arguments, or complex ideas that require careful analysis. Readers must interpret information, connect ideas, and

draw conclusions. These skills are essential in both academic and real-life situations. By practicing reading regularly, students learn how to think logically and make informed decisions.

Reading also supports lifelong learning. In the modern world, knowledge continues to grow and change rapidly. Individuals must continue learning throughout their lives to stay informed and competitive. Reading provides a flexible and accessible way to learn new information at any time. Therefore, developing strong reading skills helps individuals become independent learners who can adapt to new challenges.

In the context of junior high school students, reading has several specific purposes. Students read to understand different text types, such as narrative, descriptive, recount, and procedure texts. They also read to complete assignments, prepare for examinations, and improve language skills. However, many students still face challenges in reading, such as limited vocabulary, lack of motivation, and difficulty identifying main ideas. Teachers play an important role in guiding students to understand the purpose of reading and teaching them how to read effectively.

In conclusion, reading has multiple purposes, including gaining knowledge, supporting academic learning, improving language proficiency, developing critical thinking, providing enjoyment, enhancing creativity, and promoting lifelong learning. Understanding the purpose of reading helps students become more motivated and strategic readers. Therefore, teaching students to read effectively is an essential goal in English language education.

4. Types of Reading

Reading can be classified into several types based on the purpose, level of comprehension, and reading strategies used by readers. Understanding the types of reading is important because different reading purposes require different approaches and techniques. Students need to develop various reading skills so they can adapt their reading strategies according to the type of text and the purpose of reading.

One of the most commonly discussed classifications of reading is proposed by Brown (2004), who divides reading into several types according to classroom practice and reading goals. These types include intensive reading, extensive reading, skimming, and scanning. Each type has its own characteristics and plays an important role in developing reading comprehension.

Intensive reading refers to reading short texts carefully and in detail to achieve full understanding. Brown (2004) explains that intensive reading is usually conducted in classroom settings where students focus on vocabulary, grammar, and comprehension questions. This type of reading requires close attention to the text because students analyze sentence structures, identify main ideas, and understand specific details. Intensive reading is often used when students read passages from textbooks, worksheets, or examination materials. Through intensive reading, students develop their ability to understand complex texts and improve their language accuracy.

In intensive reading activities, teachers often guide students step by

step. Students may be asked to identify unfamiliar vocabulary, answer comprehension questions, summarize paragraphs, or analyze the structure of the text. This process helps students build a deeper understanding of the language and the content. Intensive reading is particularly useful for beginner and intermediate learners because it provides structured practice and support.

Extensive reading, on the other hand, involves reading large amounts of text for general understanding and enjoyment. Harmer (2007) explains that extensive reading encourages students to read freely without focusing too much on detailed analysis. Examples of extensive reading materials include novels, magazines, short stories, and online articles. The main goal of extensive reading is to improve reading fluency, increase vocabulary, and develop a positive attitude toward reading.

Extensive reading allows students to choose materials that interest them, which increases motivation and engagement. When students read for pleasure, they are more likely to develop reading habits and become independent readers. Over time, extensive reading helps students read faster and understand texts more easily.

Reading aloud can be understood as an effective way to introduce learners to the enjoyment of reading and the world of books. Barrentine (1996) explains that reading aloud helps students become more engaged with texts and encourages them to participate actively in the learning process. This activity can stimulate students' thinking because they not only listen to the teacher but also learn from their peers. When students

listen to others reading, they gain access to additional sources of information beyond the teacher's explanation. Reading aloud also helps students discover unfamiliar vocabulary, which often raises curiosity and motivates them to ask questions. As a result, this activity can support the development of critical thinking and classroom interaction.

In contrast, silent reading refers to the ability to read quietly with sustained attention, comfort, and concentration. Taylor (2001) states that silent reading involves reading at an appropriate speed while maintaining good comprehension. This type of reading requires readers to focus deeply on the text and process information independently. Silent reading encourages students to develop concentration and self-directed learning, leading to better understanding of the material. Consequently, factors such as attention, comfort, and reading fluency play an important role in supporting effective silent reading.

5. Strategy in Reading

As students move to higher levels of education, they are required to read texts that become increasingly complex, including informational and visual materials. Their ability to understand and apply the information contained in these texts plays a crucial role in academic success. Learners who achieve well usually possess a range of reading strategies and understand how to apply them appropriately in different situations. On the other hand, students who struggle with reading often need explicit instruction and guidance in using these strategies so that they can improve their comprehension skills. From a psychological perspective, reading is

seen as an interactive process that connects language with thinking, where readers actively construct meaning while engaging with a text.

Shea and Roberts (2016) describe reading comprehension as a process that involves several stages, beginning with pre-reading activities. These activities take place before students engage directly with the text. At this stage, teachers typically introduce the topic, provide background information, and explain the purpose of reading. The goal is to prepare students and activate their prior knowledge so that they can understand the text more easily. Pre-reading activities therefore function as preparation that helps students connect what they already know with the new information they are about to read.

The next stage is during-reading activities, which occur while students are interacting with the text. In this stage, readers focus on understanding the content by identifying the main idea, locating important details, drawing conclusions, and recognizing the structure of the text. These activities guide students to stay engaged with the material and monitor their comprehension as they read. During-reading activities are essential because they help students process information step by step and ensure that understanding takes place throughout the reading process.

After students finish reading, post-reading activities are conducted. These activities are designed to evaluate and reinforce comprehension. Teachers often provide feedback, encourage discussion, and organize group work to help students reflect on what they have read. The main purpose of post-reading activities is to assess how well students

understand the text and to strengthen their ability to interpret information. Through these activities, students can clarify misunderstandings and deepen their comprehension.

There are also various strategies that readers can apply to improve their comprehension. One commonly used strategy is skimming. Brown (2004) explains that skimming helps readers quickly identify the topic, purpose, organization, and author's perspective of a text. Mikulecky and Jeffries (2004) add that skimming aims to gain a general understanding rather than detailed information. Harmer (2001) further states that skimming is useful for obtaining the overall idea or gist of a text in a short time. In practice, skimming involves reading rapidly and focusing on key elements such as titles, headings, and opening sentences.

Another important strategy is scanning. According to Brown (2001), scanning involves reading quickly to locate specific information without reading the entire text. Brown (2003) also notes that scanning allows readers to search for particular facts or details efficiently. This strategy is particularly useful when readers need to find names, numbers, dates, or other specific information within a text.

Guessing and making inferences are also essential reading strategies. Oxford (1990) explains that readers can use linguistic and contextual clues to guess meanings when they encounter unfamiliar words. This strategy allows readers to continue understanding the text even if they do not know every word. By using context and prior knowledge, readers can overcome vocabulary limitations and grasp the general meaning of the passage.

Summarizing is another valuable strategy in reading comprehension. Jones (2012) defines summarizing as the process of condensing a large amount of information into its main ideas and essential points. This strategy helps students focus on the most important information and improves their ability to remember and understand what they have read. Jones also emphasizes that summarizing supports lifelong learning because it trains students to identify key ideas and organize information effectively.

Finally, identifying the main idea and supporting details is a crucial skill in reading comprehension. Barnes, Brown, and Burgdorf (1980) explain that the main idea represents the central concept of a paragraph, while supporting details provide additional information that explains or develops the main idea. Recognizing this relationship helps students understand how ideas are organized and enables them to grasp the overall message of a text more effectively.

B. Teachers Strategy in Teaching Reading

In the process of teaching reading, teachers play a significant role in selecting and applying appropriate strategies so that students can understand texts effectively. There is no single strategy that fits all learners because students have different abilities, needs, and learning styles. Therefore, teachers are expected to master a variety of reading strategies and adapt them to the characteristics of their students.

One strategy that can be implemented is SQ3R (Survey, Question, Read, Recite, Review). This strategy is designed to help students comprehend

texts in a systematic way. In the survey stage, students preview the text to gain a general overview. In the question stage, they generate questions based on the information they have observed. During the read stage, students read actively to find answers to the questions they created. In the recite stage, they recall important information without looking at the text, which strengthens memory and understanding. Finally, in the review stage, students revisit the entire text to reinforce comprehension and ensure long-term retention.

Another strategy is Think Aloud, which helps students understand the thinking process involved in reading. Through this strategy, teachers model how to think while reading so students can imitate the process. A common implementation of this strategy is Thinking Aloud Pair Problem Solving (TAPPS). In this approach, students work in pairs with two roles: a problem solver and a listener. The problem solver verbalizes their thinking process, while the listener pays attention and provides feedback. After completing the task, students switch roles so both can practice the strategy.

The Reciprocal Teaching strategy encourages collaboration through small-group discussions. This strategy includes four main activities: predicting, clarifying, questioning, and summarizing. Initially, the teacher demonstrates the strategies, and gradually the responsibility shifts to students so they can apply them independently. This approach is particularly effective for improving comprehension of informational texts.

Another useful strategy is Question–Answer Relationship (QAR), which helps students understand the relationship between questions and information in a text. Through QAR, students learn to identify the types of

questions and determine whether the answers are explicitly stated in the text or require deeper thinking. This strategy promotes critical thinking and helps students locate relevant information.

The clarifying strategy focuses on overcoming comprehension difficulties. Students learn to identify parts of the text that are difficult to understand and apply techniques to clarify the meaning. These difficulties may arise from limited vocabulary, lack of background knowledge, or complex text structures. Therefore, students are trained to use strategies that help them repair their understanding.

Another strategy is Click and Clunk, which helps students monitor their comprehension while reading. In this strategy, students mark parts of the text they understand as click and parts they do not understand as clunk. This encourages students to become more aware of their reading process and to address comprehension problems immediately.

The predicting strategy trains students to anticipate the content of a text before and during reading. Students use clues such as titles, images, or prior knowledge to make predictions and then confirm or revise them after reading. This process increases engagement and active participation in reading.

Teachers may also use role play to enhance reading comprehension. In this activity, students work in groups to act out situations based on the text they have read. This strategy not only strengthens comprehension but also develops communication skills, creativity, and collaboration.

The summarizing strategy involves condensing the key information

from a text into a shorter version using students' own words. Through summarizing, students learn to identify main ideas and important details, which helps deepen their understanding of the text.

Finally, the Think Pair Share strategy allows students to think individually, discuss their ideas with a partner, and then share their responses with the class. This strategy increases participation and gives students time to organize their thoughts before speaking.

Overall, the use of various strategies demonstrates that successful reading instruction depends on teachers' ability to select and combine appropriate techniques. When effective strategies are applied, students can become more active, critical, and independent readers.

C. SQ3R Strategy

This section presents the definition of SQ3R and Steps of SQ3R Strategy.

1. Definition of SQ3R Strategy

The SQ3R strategy is a structured reading comprehension strategy developed by Francis P. Robinson in 2019. SQ3R stands for Survey, Question, Read, Recite, and Review, which are five sequential steps designed to help students read actively, understand texts deeply, and retain information for a longer period of time.

Robinson (2019) explains that SQ3R is a systematic study-reading method that trains learners to become active, strategic, and purposeful readers. The strategy guides students to interact with a text before, during, and after reading. Through this process, reading is transformed from a passive activity into an active learning process in which students preview

the text, generate questions, search for answers, restate information, and review their understanding.

In this method, reading is not merely recognizing words or sentences; rather, it is a thinking process that involves comprehension, memory, concentration, and reflection. Robinson emphasizes that effective reading requires clear goals, focused attention on important information, and continuous monitoring of understanding. Therefore, SQ3R helps students develop independent learning habits and stronger comprehension skills..

2. Steps of SQ3R Strategy

According to Robinson (2019), SQ3R consists of five systematic steps that guide students to read actively and comprehend texts more effectively. Each step supports comprehension before, during, and after reading.

A. Survey

The first step is Surveying the text. Students preview the reading material by examining the title, headings, subheadings, pictures, charts, and summaries. The purpose of this step is to activate prior knowledge and provide a general overview of the text. By surveying, students can predict the content and prepare their minds for deeper read.

B. Question

The second step is questioning. After surveying the text, students create questions based on the headings or main topics. These questions guide students to focus on important information while reading. Robinson (2019) highlights that questioning

increases curiosity and gives students a clear purpose for reading.

C. Read

The third step is Reading. Students read the text carefully to find answers to their questions. They are encouraged to read actively, highlight important points, and identify key ideas. This step helps learners concentrate and understand the material in detail..

D. Recite

The fourth step is Reciting. After reading, students restate the main ideas in their own words, either orally or in written form. This process helps students check their understanding and strengthen memory. Robinson emphasizes that explaining ideas using one's own language is essential for deep comprehension.

E. Review

The final step is Reviewing. Students revisit the text and their notes to summarize the information and confirm their understanding. This step reinforces learning, strengthens retention, and helps students connect new knowledge with prior learning.

D. Challenges in Implementing SQ3R Strategy

Although the SQ3R strategy developed by Francis P. Robinson (2019) is designed to improve reading comprehension through a structured and active learning process, its implementation in real classroom practice is not always smooth. Robinson explains that SQ3R encourages learners to become active, strategic, and independent readers by guiding them through systematic stages

of surveying, questioning, reading, reciting, and reviewing the text. Through these stages, students are expected to interact with the text critically rather than read passively.

However, in many classroom contexts, particularly in EFL (English as a Foreign Language) settings, the application of SQ3R often faces practical challenges. Robinson (2019) notes that the effectiveness of SQ3R depends greatly on students' readiness, motivation, vocabulary knowledge, and the teacher's ability to manage time and guide each step of the process. In real classrooms, limitations such as students' low reading habits, difficulty in generating questions, limited instructional time, and the suitability of reading materials may reduce the optimal implementation of the strategy. Therefore, investigating the challenges of implementing SQ3R in classroom practice becomes essential to understand how the strategy works in real educational settings.

1. Students' Passive Learning Habits

One of the most significant challenges in implementing SQ3R is students' tendency to use passive reading habits. According to Robinson, SQ3R requires learners to actively engage with the text through questioning, summarizing, and reviewing. However, many students are not accustomed to this type of learning.

When SQ3R is introduced, students are required to change their reading behavior completely. They must preview the text, generate questions, and actively search for answers. This shift often causes difficulties because students do not understand how to start each step, feel

unfamiliar with independent learning ,depend heavily on teacher guidance, become passive during discussion activities

2. Limited Vocabulary and Language Proficiency

Another major challenge is students' limited vocabulary mastery, which directly affects their reading comprehension. In the SQ3R strategy, especially during the read stage, students are expected to understand the text independently in order to answer their questions.

According to Robinson principle of purposeful reading comprehension depends on the ability to connect ideas within then text. If vocabulary knowledge is weak, students cannot fully process the information, making the SQ3R steps less effective.

3. Difficulty in the Questioning stage

The Question stage is a critical component of SQ3R because it determines the direction of the students' reading. However , this stage often becomes a challenge because students are not trained to create meaningful questions.

This problem occurs because questioning requires higher order thinking skills, such as analysis and prediction. Robinson emphasizes that questions should guide reading, but in practice, students often struggle to generate questions independently.

4. Time limitation in classroom implementation

SQ3R consists of five structured steps, and each step requires sufficient time to be implemented properly. However, in real classroom settings, teachers often face limited instructional time due to curriculum

demands and tight lesson schedules.

When SQ3R is not implemented fully, its effectiveness in improving comprehension and retention may decrease significantly.

5. Low Student Motivation and Engagement

SQ3R strategy requires students to be active participants throughout the learning process. However, not all students have high motivation to engage in reading activities.

This situation often occurs when students find English reading difficult or boring. If students are not motivated, they will not fully engage in each SQ3R stage, which reduces the overall effectiveness of the strategy.

6. Teacher's role and classroom management challenges

In SQ3R implementation, the teacher is no longer the main source of knowledge but acts as a facilitator and guide. This shift in role can be challenging, especially for teachers who are more familiar with traditional teaching methods.

In large classes, these challenges become even more complex because not all students can be monitored individually. Without strong classroom management skills, the implementation of SQ3R may not run smoothly

E. Previous Studies

To strengthen this research entitled “An Analysis on Teachers’ Practical Strategy for Enhancing Students’ Reading Comprehension at SMP Al Huda,” several recent studies are presented. These studies provide updated empirical support related to the SQ3R strategy and reading comprehension.

The first recent study was conducted by Fa’izah, Salimi, & Wahyudi

(2024) entitled “Penerapan Metode SQ3R untuk Meningkatkan Keterampilan Membaca Pemahaman.” This classroom action research aimed to describe the implementation of SQ3R and improve students’ reading comprehension skills. The results showed a consistent increase in students’ ability to make guiding questions and retell the text content across three cycles, reaching more than 93% improvement. The study concluded that the SQ3R method effectively enhances reading comprehension and supports active learning.

The second study was conducted by Sulastrri & Suhandoko (2024) entitled “The Positive Impact of SQ3R Strategy on Elementary Students’ Reading Comprehension.” Using an experimental design, this research found that students’ reading comprehension significantly improved after being taught using the SQ3R strategy. The study emphasized that structured reading stages help students become more focused and actively engaged in understanding texts.

The third study was conducted by Pratama et al. (2024) entitled “The Use of SQ3R Technique to Improve Reading Ability.” This pre-experimental research measured students’ reading skills before and after the implementation of SQ3R. The findings indicated a significant improvement in students’ reading ability after applying the strategy. The research confirms that SQ3R is an effective technique to enhance reading performance in secondary school students.

The fourth study was conducted by Saputra, Febianti, & Rohani (2025) entitled “SQ3R Method Improves Reading Comprehension of Descriptive Texts.” This study highlighted that structured reading strategies like SQ3R

help students understand descriptive texts more effectively. The results showed that the method improved students' comprehension and strengthened their engagement in reading activities.

The fifth study was conducted by Milasari, Subyantoro, & Suminar (2024) which compared the effectiveness of the SQ3R method with the CIRC method in improving reading comprehension. The findings showed that SQ3R contributes significantly to the improvement of students' reading comprehension skills and supports literacy development.

Based on the recent studies above, it can be concluded that the SQ3R strategy consistently shows positive results in improving students' reading comprehension, engagement, and learning outcomes across different educational levels. However, most recent studies mainly focus on the effectiveness of the strategy in experimental or action research settings. Therefore, this research aims to *"An Analysis on Teacher's Practical SQ3R Strategy For Reading Comprehension at SMP AL HUDA."*. This study is expected to provide new insights into how teacher apply reading strategy in authentic teaching contexts.