## REFERENCES

- A'yun, Q., & Yunus, M. (2017). The efficacy of the reciprocal teaching method in teaching reading comprehension to EFL students. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*. https://doi.org/10.24235/eltecho.v2i2.2174
- Adila, N., & Weganofa, D. (2019). The effectiveness of SQ3R in improving students' reading comprehension. *Journal of English Language Education*, 5(2), 123–131.
- Almeina Loebis, I. (2019). The effect of the SQ3R method on students' reading comprehension. *Jurnal Pena Edukasi*, 6(2), 88.
- Altalhab, S. (2019). The use of reading strategies amongst Saudi university EFL students. *Journal of Education and Learning*, 8(3), 234. <a href="https://doi.org/10.5539/jel.v8n3p234">https://doi.org/10.5539/jel.v8n3p234</a>
- Amiruddin, A. (2022). The influence of the SQ3R technique and students' reading interest on students' reading comprehension achievement. *Journal of Social Work and Science Education*, 3(1), 60–66. <a href="https://doi.org/10.52690/jswse.v3i1.273">https://doi.org/10.52690/jswse.v3i1.273</a>
- Anderson, R. C. (1984). Role of the reader's schema in comprehension, learning, and memory. In R. C.
- Anjuni, F. Y., & Cahyadi, A. (2019). The influence of SQ3R on students' reading comprehension achievement. *JETLEE* (*Journal of English Language Teaching, Linguistics, and Literature, 1*(1), 10–20.
- Baier, K. (2011). The effects of SQ3R on fifth grade students' comprehension levels (Master's thesis). Bowling Green State University.
- Baker, L., & Brown, A. L. (1984). Metacognitive skills and reading. In P. D. Pearson (Ed.), *Handbook of reading research* (pp. 353–394). Longman.
- Baker, W., & Boonkit, K. (2004). Learning strategies in reading and writing: EAP contexts. *RELC Journal*, 35(3), 299–328. https://doi.org/10.1177/0033688205052143

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Allyn & Bacon.
- Burns, P., Roe, B., & Ross, E. (1984). *Teaching reading in today's elementary school* (3rd ed.). Houghton Mifflin.
- Damanik, A. S., & Herman, H. (2021). Improving students' reading comprehension through Question Answer Relationship Strategy (QARS). *Inovish Journal*, 6(1), 84. <a href="https://doi.org/10.35314/inovish.v6i1.1949">https://doi.org/10.35314/inovish.v6i1.1949</a>
- Duffy, G. G. (2009). Explaining reading: A resource for teaching concepts, skills, and strategies. The Guilford Press.
- Fahriany. (2015). Reading comprehension. *Proceedings of the 2nd International Conference on Education in Muslim Society*, 14.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive—developmental inquiry. *American Psychologist*, *34*(10), 906–911. https://doi.org/10.1037/0003-066X.34.10.906
- Fitria, T. N. (2024). Question types on reading comprehension in TOEFL test: An implication in teaching reading TOEFL to students. *Deleted Journal*, 41–54. <a href="https://doi.org/10.20885/jee.v10i1.33363">https://doi.org/10.20885/jee.v10i1.33363</a>
- Gurning, B., & Siregar, A. (2017). The effect of teaching strategies and curiosity on students' achievement in reading comprehension. *English Language Teaching*, 10(11), 191. <a href="https://doi.org/10.5539/elt.v10n11p191">https://doi.org/10.5539/elt.v10n11p191</a>
- Hamra, A., & Syatriana, E. (2015). Developing a model of teaching reading comprehension for EFL students. *TEFLIN Journal*, 21(1), 27–40. <a href="https://doi.org/10.15639/teflinjournal.v21i1/27-40">https://doi.org/10.15639/teflinjournal.v21i1/27-40</a>
- Harmer, J. (2012). How to teach English (2nd ed.). Pearson Education Limited.
- Herlina. (2019). The effect of using SQ3R strategy on students' reading comprehension. *Journal of English Language Teaching and Education*, 7(2), 123–134.
- Herwanis, D., Zakaria, R., Renaldi, A., & Sari, I. (2021). The comparison between SQ3R and FIX–UP strategy in reading comprehension for EFL secondary level learners. *JOLLT Journal of Languages and Language Teaching*, 9(3).

- Israel, S. E., Block, C. C., Bauserman, K. L., & Kinnucan-Welsch, K. (2006).

  Metacognition in literacy learning. Routledge.

  https://doi.org/10.4324/9781410613301
- Ivankova, N. V. (2015). Mixed methods applications in action research: From methods to community action. <a href="https://doi.org/10.4135/9781071909843">https://doi.org/10.4135/9781071909843</a>
- Kasmawati, K., & Sakkir, G. (2020). Improving students' reading comprehension through "Survey, Question, Reading, Recite, Review (SQ3R)" strategy.

  Interference: Journal of Language, Literature, and Linguistics. https://doi.org/10.26858/interference.v1i2.14695
- Kendeou, P., McMaster, K. L., & Christ, T. J. (2016). Cognitive views of reading comprehension: Implications for assessment and instruction. *School Psychology Review*, 45(3), 274–290.
- Khakim, L., & Anwar, C. (2020). Improving students' vocabulary mastery through Total Physical Response learning method.
- King, C., & Stanley, N. (1989). *Building skills for the TOEFL*. Thomas Nelson and Sons Ltd.
- Kintsch, W. (1998). *Comprehension: A paradigm for cognition*. Cambridge University Press.
- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. Theory into Practice, 41(4), 212–218. https://doi.org/10.1207/s15430421tip4104\_2
- Kurniasih, D., & Suryanto, S. (2020). The implementation of SQ3R method to improve reading comprehension. *Jurnal Pendidikan Bahasa Inggris*, 9(1), 1–7.
- Kusumayanti, S., & Maulidi, S. M. (2019). The implementation of SQ3R technique in teaching reading comprehension. *JELA: Journal of English Language Teaching, Literature, and Applied Linguistic, 1*(2), 74–79.
- Maharani, N. D. (2020). Improving students' reading comprehension through SQ3R strategy. *JELLT: Journal of English Language and Language Teaching*, 4(1), 40–48.
- Mangasi, P. L. (2019). Implementation of SQ3R to increase reading interest, critical thinking skills, and ability to understand Indonesian language reading of 6th

- grade Indonesia A students. *International Journal of Theory and Application in Elementary and Secondary School Education*, 1(1), 79–90. https://doi.org/10.31098/ijtaese.v1i1.26
- Mart, C. T. (2012). Developing speaking skills through reading. *International Journal of English Linguistics*, 2(6). <a href="https://doi.org/10.5539/ijel.v2n6p91">https://doi.org/10.5539/ijel.v2n6p91</a>
- Marzuki, A. G. (2019). The implementation of SQ3R method to develop students' reading skill on Islamic texts in EFL class in Indonesia. *Register Journal*, 12(1), 49–61. <a href="https://doi.org/10.18326/rgt.v12i1.49-61">https://doi.org/10.18326/rgt.v12i1.49-61</a>
- McNamara, D. S. (2004). SERT: Self-explanation reading training. *Discourse Processes*, 38(1), 1–30. https://doi.org/10.1207/s15326950dp3801\_1
- Mikulecky, B. S., & Jeffries, L. (1964). Reading power. Addison-Wesley.
- Molotja, T. W., & Themane, M. (2018). Enhancing learners' reading habits through reading bags at secondary schools. *Reading & Writing*, 9(1). https://doi.org/10.4102/rw.v9i1.185
- Nasrollahi, M. A., Krishnasamy, P. K. N., & Noor, N. M. (2014). Process of implementing critical reading strategies in an Iranian EFL classroom: An action research. *International Education Studies*, 8(1). <a href="https://doi.org/10.5539/ies.v8n1p9">https://doi.org/10.5539/ies.v8n1p9</a>
- Nur, A. I. (2020). Implementation of SQ3R method in improving the students' basic reading skill. *Educatio: Journal of Education*, *5*(1), 97–106.
- Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. Routledge.
- Par, L. (2020). The relationship between reading strategies and reading achievement of the EFL students. *International Journal of Instruction*, 13(2), 223–238. <a href="https://doi.org/10.29333/iji.2020.13216">https://doi.org/10.29333/iji.2020.13216</a>
- Piaget, J. (1970). Science of education and the psychology of the child. Viking Press.
- Pilten, G. (2016). The evaluation of effectiveness of reciprocal teaching strategies on comprehension of expository texts. *Journal of Education and Training Studies*, 4(10). <a href="https://doi.org/10.11114/jets.v4i10.1791">https://doi.org/10.11114/jets.v4i10.1791</a>

- Roediger, H. L., & Butler, A. C. (2011). The critical role of retrieval practice in long-term retention. *Trends in Cognitive Sciences*, 15(1), 20–27. <a href="https://doi.org/10.1016/j.tics.2010.09.003">https://doi.org/10.1016/j.tics.2010.09.003</a>
- Sakinah, S., Muslem, A., & Sari, D. F. (2017). Teaching reading comprehension through Survey, Question, Read, Recite, Review (SQ3R) strategy. *Research in English and Education (READ)*, 2(4).
- Sari, D. R., & Putra, A. (2021). The impact of using SQ3R on students' reading comprehension in descriptive texts. *Journal of Language Teaching and Research*, 12(3), 475–482. <a href="https://doi.org/10.17507/jltr.1203.06">https://doi.org/10.17507/jltr.1203.06</a>
- Masruuroh, S. M. (2015). SQ3R implementation in teaching reading comprehension: A case study of eighth grade students at one state MTs in Sumedang. *Journal of English and Education*, 3(1).
- Stringer, E. T., & Aragón, A. O. (2020). *Action research* (5th ed.). Sage Publications.
- Tearney, R. J., Readence, J., & Dishner, E. (1990). *Reading strategies and practices: A compendium*. Allyn and Bacon.
- Wright, J., & Jacobs, B. (2003). Teaching phonological awareness and metacognitive strategies to children with reading difficulties: A comparison of two instructional methods. *Educational Psychology*, 23(1), 17–47.