PREFACE

This research thesis, entitled "Improving Students' Reading Comprehension by Using the SQ3R Strategy in Junior High School" is submitted as a partial fulfillment of the requirements for attaining a Bachelor's Degree in Education at the English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya.

The structure of this thesis includes background information, a literature review, and a description of the research methodology. The background outlines the context of the study, the rationale for selecting the SQ3R strategy, the research gap, the formulation of the problem, the objectives, and the significance of the study. The literature review provides an overview of key concepts related to reading, reading comprehension, and the SQ3R strategy. The methodology section describes the CAR approach, the data collection techniques, namely tests and observations, and the data analysis process involving data condensation, data display, and conclusion drawing using an interactive analysis model. The research findings show that using the SQ3R strategy significantly improved students' reading comprehension, as evidenced by their test scores and increased participation in classroom activities.

As the writer of this thesis, I know that it may still have shortcomings and limitations due to my knowledge and experience constraints. Therefore, I sincerely welcome constructive feedback and suggestions to improve this work. I hope this thesis can offer meaningful insights and benefit readers and fellow researchers interested in reading instruction and classroom-based research.

Tasikmalaya, July 2025

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