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# Application of The SQ3R Method to Improve The Effective Reading Skills of PGSD Students in Understanding Scientific Articles

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**SUBJECT**

Education

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## Abstract

This study aims to explore the effectiveness of the SQ3R (Survey, Question, Read, Recite, Review) method in improving the practical reading skills of Elementary School Teacher Education (PGSD) students in understanding scientific articles. Using a qualitative descriptive approach, this study involved 25 students in the fourth semester of PGSD at Sarjanawiyata Tamansiswa University as subjects. Data is collected through observation, interviews, and documentation studies, then analysed through data reduction, data presentation, and a conclusion is drawn. The study results show that the SQ3R method is implemented according to the stages to understand scientific articles and has positive implications for improving practical reading skills, primarily through *the Survey* and *Question stages* that build a focused and critical reading orientation. However, there are still obstacles at the *Read*, *Recite*, and *Review* stages related to the absorption and articulation of information orally. Students responded positively to this method, although pedagogical assistance was needed to optimise its implementation, especially in strengthening academic communication.

## 1. Introduction

The demands of the complex academic environment encourage students to have practical reading skills, especially in understanding scientific articles. Through practical and critical understanding, it is hoped that students will be better able to deduce information from readings accurately to support the learning process in higher education (Zahroh & Kirani, 2024). In addition, teaching reading in higher education is different from the level of education below it, which aims to support students in seeking and exploring knowledge to foster scientific attitudes (Ristianti, 2022).

Although the urgency of reading has been widely recognised, the literacy and reading engagement level among students still tends to be low. The research results by Hidayat et al. (2024) revealed that most students allocate less than 60 minutes of reading time daily. Even more concerning, most are unaware of the low literacy level, which has implications for their weak ability to understand and analyse academic texts deeply. Findings of Febrian et al. (2020) show that only 30% of college students engage in reading activities, and most are solely to complete their coursework.

The SQ3R (Survey, Question, Read, Recite, Review) method is an effective reading strategy to improve reading comprehension. This method can increase reading engagement and motivation (Doviani et al., 2025). Readers must be active in every reading process, making the information obtained easier to remember and understand (Ramadhan et al., 2024). Applying the SQ3R method has also improved understanding, better information retention, supporting the development of critical thinking, improving learning independence skills and preparing to become lifelong learners (Arifatin et al., 2025).

This research presents a new perspective on strengthening academic reading skills by exploring the effectiveness of the SQ3R method in students' reading of scientific articles. In contrast to previous research that focused more on narrative texts or textbooks, as done by Salam & Wa Ode Irawati (2024), applying the SQ3R method to students to retell the content of narrative texts, and Yanti's research (2022), applying the SQ3R method to improve narrative text reading skills in English subjects. This study explores the effectiveness of the SQ3R method in helping PGSD students understand complex scientific articles, thus offering a new perspective on strengthening academic reading skills in higher education. This study examines three main aspects: (1) the application of the SQ3R method in understanding scientific articles, (2) its implications on students' practical reading skills, and (3) students' perceptions of the effectiveness of the method.

Theoretically, this study enriches the literature on reading strategies by showing that the SQ3R method effectively reads scientific articles in higher education. Practically, the findings of this study provide a strong empirical basis for lecturers and educators to integrate the SQ3R method in learning design, especially in courses that require high academic literacy skills. Thus, the contribution of this research is significant in bridging the gap between theory and practice in developing practical reading skills in college.

## 2. Methods

This study uses a qualitative descriptive approach to reveal in depth how applying the SQ3R (Survey, Question, Read, Recite, Review) method can improve the practical reading skills of PGSD students in understanding scientific articles. We choose the qualitative approach because the primary focus of this study is an in-depth exploration of students' processes, learning experiences, and interpretations in the context of authentic learning, rather than statistical measurements or relationships between variables. Rubrics and visual representations in diagrams strengthen the interpretation of qualitative findings.

The subjects in this study are students in the fourth semester of the Elementary School Teacher Education Study Program (PGSD) of Sarjanawiyata Tamansiswa University, which totals 25 people. The selection of subjects used purposive sampling, with inclusion criteria. These active students participated in the full lectures of the Indonesian Elementary School Learning course, and were willing to participate in the

entire series of learning using the SQ3R method. The exclusion criteria include students who do not follow all stages of learning. This study does not aim to generalise widely, but to provide a contextual understanding of applying the SQ3R method to specific groups of PGSD students.

We collected data through three main techniques: observation, documentation, and semi-structured interviews. The observation instrument is a structured observation sheet containing aspects of student involvement at each stage of SQ3R, such as research activities, question preparation, reciting, and review. The instrument was validated through expert judgment by two expert lecturers in the field of reading literacy and qualitative research methods.

Documentation includes scholarly articles selected by students, citations and summaries written during the recite stage, and videos or presentation notes during the review stage. The entire document is collected in a Google Drive folder for analysis.

Interviews were conducted with five students using a purposive sampling approach, representing high, medium, and low performance categories based on the results of recites and reviews. Due to time constraints and scattered student domiciles, interviews were conducted via voice message and text via WhatsApp. Even though it uses online media, the data obtained is quite in-depth because it is supported by interview guidelines consisting of five open-ended questions that explore experiences, constraints, and perceptions of the effectiveness of the SQ3R method.

The steps to implement the SQ3R method start from the *survey* stage, when students are directed to search and select scientific articles relevant to reading learning in elementary school through various platforms such as Google Scholar, ResearchGate, and ERIC. After finding a suitable article, students check the completeness of the structure and discuss it with the lecturer. In the *question* stage, students compile initial questions based on the selected article title to build curiosity about the article's content. Furthermore, in the *read* and *recite* stage, students read thoroughly and take note of important quotes or summaries of the main information from the article read. In the last stage, namely *the review*, students are asked to present the results of their understanding without bringing notes. The results *of the recite* and *review* of all students are collected in one *Google Drive* folder as documentation.

The data analysis is carried out through three stages: data reduction, data presentation, and conclusion drawing (Miles et al., 2014). The analysis was carried out by grouping findings from observations, documentation, and interviews into key themes related to practical reading skills. Assessment of results, *recitation* and *Reviews* using rubrics that include indicators of completeness of content, accuracy of information, and clarity of writing. Each aspect is assessed using good, adequate, and poor. The data obtained from this assessment is then presented as diagrams to facilitate interpretation and visual delivery of results.

## 3. Results and discussion

### *Implementation of the SQ3R Method in Understanding Scientific Articles*

Implementing the SQ3R method in PGSD students shows varying dynamics at each stage. At this stage, the *Survey* requires the reader to briefly review the text by paying attention to the title, subheadings, keywords, and summaries to get a general overview before reading in depth (Stahl & Armstrong, 2020). The findings show that some students choose the same scientific articles as their peers. Hence, it needs to be directed to look for other articles to enrich the diversity of perspectives in the study. In addition, a few

students also choose articles irrelevant to the agreed theme, namely, reading learning in elementary school. A total of 8 students (32%) chose articles that were irrelevant or had an incomplete structure (without abstracts/summary of methods). These selection errors are more common in students with low initial academic reading ability, based on the initial results of previous individual assignment assessments.

This phenomenon shows the limitations of students in critically recognising the structure of scientific articles. According to Pujiastuti & Dwidarti (2021), PGSD students' understanding of the structure and content of scientific articles is still limited, with only around 51% of students able to understand the text. These limitations can impact the difficulty in choosing an article that fits the specified topic. Intensive lecturer guidance is needed at this stage to form *Academic Literacy Awareness*. In contrast to these findings, Damariswara (2022) found that 81% of students could recognise the structure of articles, and 19% could not. Therefore, the ability to choose the right article depends not only on knowledge of formatting, but also on skills in analysing the suitability of content with the learning topic. Assistance from lecturers is still needed so that students can be more critical and selective in the process of identifying and selecting scientific literature. The following is a diagram of the suitability of the article after going through the revision stage with the lecturer.

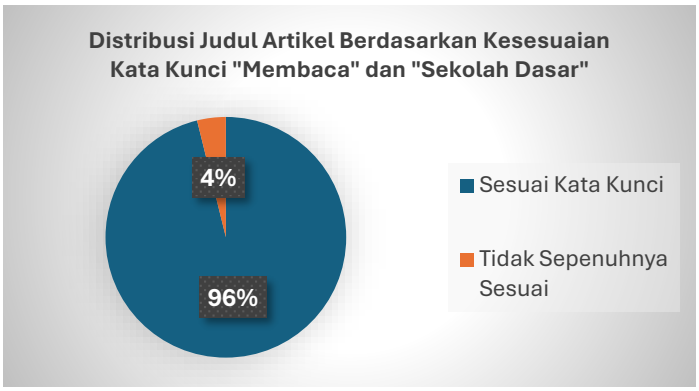


**Figure 1.** Distribution of Article Titles by Theme

Meanwhile, at the *Question*, most students can compile 2–4 questions, with more complex question characteristics found in high-ability students. Low-performing college students tend to ask literal questions such as *"What is the purpose of this article?"*. In contrast, high-performing students compile analytical questions such as "*How are the findings of this study relevant to reading practices in elementary school grades?"*. This shows that the ability to ask questions is an early indicator of students' cognitive engagement with the text. Generally, the submission of questions related to the content of the reading is done after reading thoroughly (Irhamna & Hindun, 2024). This method encourages students to arouse curiosity just from reading the title so that they can be actively involved in the reading process (Saputra & Haddar, 2024). In addition, this stage also instils critical thinking habits that are useful for deepening understanding (Asih et al., 2025).

Phase *read* and *recite*. It requires a relatively long duration of time. Students need about 30 minutes to read the article thoroughly and take note of important citations related to the answers to the questions they have created before. This activity demands concentration and analytical critical thinking skills at the core of compelling reading, as

Afflerbach et al. (2008) explain. That is, choosing relevant information and independently constructing the meaning of reading. Long duration indicates a lack of efficiency of reading strategies (Meldawati & Hamid, 2023). Results of the analysis of documents *recite* shows that most students can convey the article's content in full, but are still weak in information accuracy.

**Table 1.** Student *Recite* Result

| Indicators | Good | Enough | Less |
|---|---|---|---|
| Completeness of Contents | 21 students (70%) | 4 students (13.3%) | 0 |
| Completeness of Information | 19 students (63.3%) | 6 students (20%) | 0 |
| Writing Completeness | 21 students | 4 students (13.3 %) | 0 |

From this distribution, the difference in achievement between indicators indicates that students tend to be able to understand the content thoroughly, but are not optimal in sorting out the most essential information or conveying it accurately. For example, four students write a complete summary but mix up the results and discussion of the article so that it obscures the author's main intention. This is emphasised by a quote from Informant 1 (medium performance category):

"*Sometimes I can understand the meaning of the article, but when I summarise it, it seems like I rewrote most of the content, not the point.*"

These findings suggest the need for directional reading training (*Purposeful Reading*) so students can select important information efficiently. These findings also emphasise the need for explicit reading strategy training, especially in directional reading and recording important and systematic information. According to research by Li et al. (2022), such training successfully improves students' reading comprehension. One of the findings that reflects the challenges faced by students is shown by the following statement from Informant 1:

"*My experience when reading scientific articles was that I found it a little difficult to understand the content because of the large number of texts, so it took more time and energy to understand the content.*"

At the *review* stage, only about 40% of students dared to present without text or notes, and most of this group came from the high-performance category. Low-ability students have difficulty arranging the content and logic of explanations sequentially. An excerpt from Informant 5 (low category) reveals:

"*I know what I am reading, but when I was told to talk without text, I was confused about where to start*".

These findings suggest that the *Reviews* is not entirely optimal, as research has shown that Mangasi's (2019) implementation of SQ3R at the *Reviews* is often not optimal if it is not sufficiently facilitated, even though this phase is critical to building students' confidence and reflective thinking. In addition, some students still lack confidence when conveying their understanding without taking notes. These findings align with research by Pratiwi et al. (2024) that states that students often face challenges in *public speaking*, affecting the performance of less effective presentations. One way to increase student confidence in oral presentations is to assign video recording assignments (Binti Md.

Ngadiran et al., 2024). These efforts are made so that students can identify and review aspects that need improvement before the live presentation. The spontaneous presentation became an opportunity to hone students' academic speaking skills, although the results showed that they still needed further training to convey ideas concisely and clearly. Studies conducted by Pratiwi et al. (2024) suggest using scripts in training *for Public Speaking* to reduce anxiety when speaking in public.

***Analysis of Student's Effective Reading Skills***

The results of the *Recite* stage assessment showed that most PGSD students could resubmit the full content of the scientific article. Of the total 30 students, as many as 21 students (70%) obtained the "Good" category in terms of completeness of content, while four students (13.3%) were in the "Sufficient" category, and no students were rated "Less". These findings indicate that most students can identify and re-reveal key information from the article they read in their entirety.

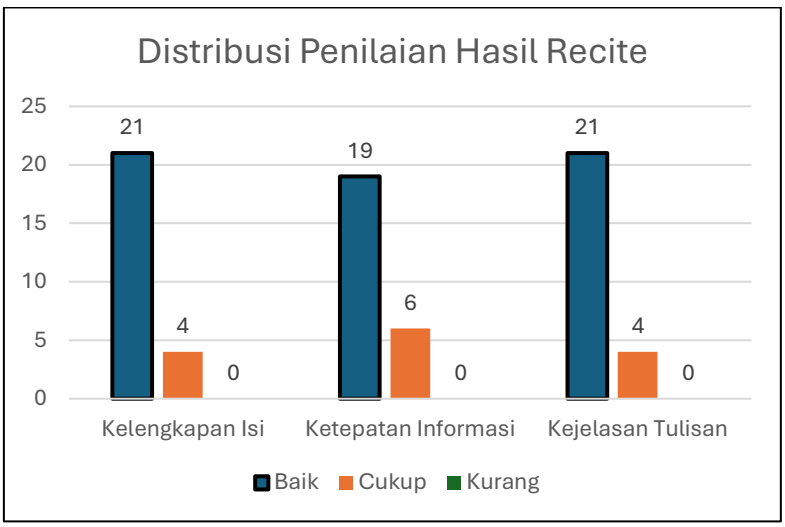


**Figure 2.** Distribution of *Recite Result Assessment*

In the information accuracy indicator, student performance decreased slightly compared to the completeness of content and clarity of writing. A total of 19 students (63.3%) received a "Good" rating, and six students (20%) were rated "Sufficient", with none classified as "Less". This shows that even though the content has been described in its entirety, some students still need to improve their accuracy in capturing and conveying important information according to the article's content. This aspect is crucial in developing critical thinking skills and academic reading.

Meanwhile, in the writing clarity indicator, as many as 21 students (70%) obtained a "Good" rating, and four students (13.3%) were rated "Sufficient". For example, in the content completeness indicator, no students performed poorly in this aspect. This data shows that students' ability to write and recite results with a clear and understandable sentence structure is relatively high.

Cross-stage analysis showed that: students who composed complex questions in the *Question* stage tended to obtain precise and systematic recites; students who chose the wrong article in the *Survey* stage had a low level of information accuracy during *the*

*Recite*; academic presentation ability (*Review*) It is not always aligned with the comprehension of the content, but is more influenced by communication skills**.** These findings reinforce that practical reading skills depend on understanding content, structuring, and conveying information.

The assessment data showed that applying the SQ3R method, especially at the *Recite*, is quite effective in helping students understand and convey the content of the scientific articles they read. The aspect of information accuracy is an area that needs more attention in improving academic reading activities in the future. Research Anjuni & Cahyadi (2019) emphasises the success of the *Recite*. It depends on how a person remembers and conveys information accurately. Difficulties are found in conveying accurate information at this stage, so continuous training is needed (Sudarsono & Astutik, 2024). One of the efforts suggested by Sulastri & Suhandoko (2024) is habituation to using interesting media and strategies to help readers remember and convey information appropriately.

In the *Review* stage, students are asked to present the results of their understanding of scientific articles that have been read and analyzed through the previous stage. Based on observations and comments from the lecturers, most students were able to master the main content of the article well. They can explain important information that fits the content of the article, as well as be able to relate it to the initial questions they have formulated themselves in the *Question stage*. This reflects that the SQ3R method successfully stimulates reflective thinking skills and a deep understanding of the content of the reading.

In addition, students also show the ability to respond to questions from lecturers with relevant answers based on the information they read. This ability shows that there is an internalization of understanding of reading materials that is not only superficial, but has reached deeper interpretive aspects.

However, there are important notes that need to be paid attention to, especially related to the aspect of academic speaking skills. Even though the content presented has reflected good understanding, most students still seem to lack confidence in delivering the material orally. Their delivery seemed stammered, poorly structured, and in some parts tended to confuse the audience.

This shows that aspects of rhetoric and oral communication skills still need to be intensively trained to strengthen academic skills. Thus, the *Review stage* in the application of the SQ3R method is effective in honing students' understanding of the scientific articles read. However, it must still be equipped with strengthened speaking competence so students can convey this understanding more effectively and convincingly in academic forums.

***Students' Perception of the Effectiveness of the SQ3R Method***

In the context of students of the Elementary School Teacher Education Study Program (PGSD), the SQ3R method positively contributes to developing academic reading skills. This was conveyed by Informant 2, who assessed that this method not only improves comprehension, but also offers a more systematic and efficient approach to reading:

*"I think the SQ3R method is very suitable for PGSD students because it is beneficial in reading more structured, efficient and improving understanding of complex material."*

The application of the SQ3R method in this study shows that at the *Survey* and *Question*, most students show initiative in finding scientific articles and formulating relevant questions. The SQ3R method can help them find a reading focus that leads to a

better understanding of the material being studied, as well as contribute significantly to improving the ability to understand the main ideas, important details, and inferences of the text compared to conventional reading methods (Inggriyani & Aisyatun, 2023). Finding and making questions that they ask about scientific articles before reading further can help them more easily understand and predict the article's content. In addition, formulating questions before reading encourages them to read more critically and reflectively (Maulidya, 2025). Some informants expressed the positive impact of the implementation of this strategy on their reading comprehension, as conveyed by Informant 3:

"*After trying the SQ3R method yesterday, I felt a change. With this method, it is easier for me to know and understand the article's content because the method has stages that can make it easier to know the article's content.*"

In line with Informant 3's statement, Informant 4's statement highlights the specific benefits of the two initial stages in the SQ3R method:

"*I think the most helpful part of the SQ3R method is the Survey and Question steps, because with the initial survey and making questions, I can build curiosity and focus on reading with a clear goal so that comprehension becomes more effective.*"

Students can read and record important information at the reading and reciting stage, representing an understanding of the article. However, the information is still inaccurate. This shows that the SQ3R method helps students remember and understand relevant information to improve reading skills. Research by Pangestu et al. (2023) corroborates these findings by stating that the SQ3R method is more effective in summarising information after reading. However, the accuracy of the information that has not been optimal in this study shows that there is still room for further strengthening in the critical analytical aspect of the text read.

Phase *Reviews* in SQ3R are important in improving students' academic speaking skills. This research shows that most students have difficulty in conveying their understanding orally. This indicates the need to strengthen academic communication skills in SQ3R learning so that students not only understand the text, but also can convey understanding effectively (Putri et al., 2023).

Overall, this study shows that SQ3R is important in helping students develop practical reading skills. However, several aspects need to be strengthened, such as information accuracy in recitation stages and academic speaking skills. This supports the results of the research of Riyadi et al. (2019), which emphasises the importance of integrated academic speaking training in reading learning among students. The aspect of information accuracy and academic speaking skills is a focus that needs to be considered in further implementing the SQ3R method in higher education.

Although no formal pre-post test was conducted, the observations and assessments of lecturers showed the following developments: students who were previously unable to summarise the content of the article are now able to rewrite the core of the article in its entirety; students who were initially passive in reading began to be actively involved in compiling questions and discussing the content of the article; Academic speaking skills have not shown significant improvement, but some students are starting to show increased courage to appear in public.

Some of the main challenges in the implementation of the SQ3R method, along with the alleged root causes:

**Table 2.** Challenges and Suspected Problems

| Challenge | Alleged Root of the Problem |
|---|---|
| Selection of articles is not appropriate | Lack of digital literacy and understanding of article structure |
| Inaccuracies in *recite* | Absence of critical reading strategies and information selection |
| Difficulties with presentations without text | Lack of academic speaking practice and performative anxiety |

The SQ3R method has a flexibility that allows its implementation not to be limited to the text of scientific articles such as this study. The application of this method has the potential to be widely applied to various types of texts, including narrative, explanatory texts, and learning textbooks. English & Aisyatu (2023) note that this flexibility makes the SQ3R method relevant for improving reading comprehension skills in various learning contexts.

## 4. Conclusion

This study shows that the SQ3R method improves students' practical reading skills of scientific articles. However, its success depends on the consistency of students in carrying out each stage consciously and reflectively. Phase *Survey* and *Question* have proven crucial in building a focused, critical reading orientation. However, there is still a lack of consistency in absorbing information during reading and reciting. In addition, in the *Reviews,* most students have difficulty articulating their understanding orally. This indicates the need to strengthen critical reading skills and academic communication in SQ3R learning so that students understand the text and can convey understanding effectively. Thus, the SQ3R is part of a strategic approach that demands advanced pedagogical interventions in higher education.

## 5. Limitation

The weakness of this study lies in its limited scope, which only involves one group of students from one study program in a relatively short time, so the results do not reflect the variation in student experiences across institutions or levels. Therefore, further research is recommended to involve a more diverse sample and use a mixed-method to get a more comprehensive picture of the effectiveness of SQ3R.

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