

IMPROVING READING COMPREHENSION BY APPLYING SQ3R LEARNING MODEL ASSISTED BY WATTPAD APPLICATION MEDIA AT KLATEN VOCATIONAL SCHOOL IN ACADEMIC YEAR 2024/2025

Purwo Haryono^{1*}, Umi Sholihah², Margaret Onggo³

^{1,2,3}English Departement Education, Universitas Widya Dharma Klaten

*E-mail: pwharyono@gmail.com

Abstrak

Penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang bertujuan untuk meningkatkan kemampuan membaca pemahaman siswa kelas X di SMK Petrus Kanisius di Klaten pada tahun ajaran 2024/2025. Masalah yang dihadapi adalah rendahnya kemampuan membaca pemahaman, strategi membaca yang kurang efektif serta terbatasnya media pembelajaran yang menarik, sehingga menurunkan motivasi belajar siswa. Untuk mengatasi hal tersebut, penelitian ini mengintegrasikan model pembelajaran SQ3R yang dibantu oleh aplikasi Wattpad sebagai media pembelajaran digital yang disesuaikan dengan kebutuhan dan minat siswa. Penelitian ini menggunakan pendekatan kualitatif dan kuantitatif. Teknik pengumpulan data meliputi observasi, wawancara, dokumentasi, dan tes. Data dianalisis melalui tahapan pengumpulan data, kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan peningkatan skor pemahaman membaca yang signifikan, yaitu dari rata-rata 67 pada pra-siklus menjadi 74,33 pada siklus pertama, dan meningkat menjadi 80,33 pada siklus kedua. Temuan ini menunjukkan bahwa integrasi model SQ3R dengan media Wattpad dapat meningkatkan kemampuan membaca pemahaman siswa serta membuat proses pembelajaran menjadi lebih terstruktur dan menarik.

Kata Kunci: *membaca; pemahaman membaca; SQ3R; WATTPAD*

Abstract

This study is a Classroom Action Research (CAR) aimed at improving the reading comprehension skills of tenth-grade students at SMK Petrus Kanisius in Klaten in the 2024/2025 academic year. The problem addressed is the students' low reading comprehension, ineffective reading strategies and the lack of engaging learning media, resulting in decreased learning motivation. To overcome this issue, the study integrates the SQ3R learning model assisted by the WATTPAD application as a digital learning media tailored to students' needs and interests. This research uses both qualitative and quantitative approaches. Data were collected through observation, interviews, documentation, and tests. The data were analyzed through data collection, condensation, display, and conclusion drawing. The results show a significant improvement in reading comprehension scores, increasing from an average of 67 in the pre-cycle to 74.33 in the first cycle, and rising to 80.33 in the second cycle. These findings indicate that the integration of the SQ3R model with WATTPAD media can enhance students' reading comprehension and make the learning process more structured and engaging.

Keywords: *reading; reading comprehension; SQ3R; WATTPAD*

INTRODUCTION

Reading is the process of constructing and understanding meaning from written words, involving not only the recognition of words but also the integration of background knowledge, vocabulary, inference, and comprehension monitoring. The process refers constructing a mental model of the meaning of a text through the integration of cognitive elements (Kintsch, 1998). Reading is not only about recognizing letters or words but also about how readers process information to comprehend the meaning of the text they read. Reading involves the use of words to convey meaning, emphasizing the crucial roles of "creating" and "meaning." (Johnson, 2008). To truly comprehend the text, readers must be able to interpret and connect the information in the text with the knowledge they already possess. Reading comprehension means a complex cognitive activity that requires early and sustained development of several skills, including background knowledge, vocabulary, inference, and comprehension monitoring (Elleman & Oslund, 2019). This emphasizes the active cognitive effort required to create meaning and understand the significance of the text.

Reading is crucial skill for students to master as it enables them to effectively communicate and understand written content across various subjects, particularly in English. Understanding written texts is essential for improving other language-related abilities such as speaking, listening, and writing (Graham & Hebert, 2010; Haryadi, 2020; Wolf et al., 2019).

To achieve effective reading skills, an appropriate approach in English language teaching and learning is essential. One of the efforts that can be made is by paying attention to the Merdeka curriculum established by the

Ministry of Education and Culture. In the Merdeka Curriculum, it is stipulated that English language teaching for 10th-grade vocational school students, who are in Phase E, focuses on genre-based approach that strengthening oral and written language skills with the target of B1 proficiency. According to the Minister of Education Decree No. 008/H/KR/2022 dated February 15, 2022, this phase emphasizes understanding and communication, writing simple texts, using English, and handling communication situations that are not too complicated. Students use spoken, written, and visual texts in English to communicate according to the situation, purpose, and audience/reader. Various types of texts, such as narrative, descriptive, procedural, exposition, recount, report, and authentic texts, are the main references in learning English at this phase (Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 56/M/2022 Tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini Jenjang Pendidikan Dasar & Jenjang Pendidikan Menengah Pada Kurikulum Merdeka, 2022). In addition, the emphasis of English lesson materials in Vocational High Schools (SMK) shifts to a more contextual exploration of information aligned with the speciality in each study program. This is based on the primary goal of SMK students, which is to be job-ready immediately after graduation. In the workforce, English proficiency has become a highly essential skill in today's increasingly competitive labor market. Employees who are fluent in English are in high demand and have a greater chance of being employed by various companies and organizations (Lee et al., 2017).

Therefore, English language mastery especially in reading as the one of vital skill has grown increasingly in the contemporary day, since all the technology and knowledge

have advanced at a rapid pace. Reading comprehension abilities have become vital and important. Students' reading habits in English have a significant positive relationship with their speaking ability in English (Haryono, 2021). The practice of reading in English has a good influence on students' speaking ability. In addition, habits and understanding can be used to motivate students to create a positive environment. In general, reading ability leads each individuals to succeed in a globalized environment. Almost every aspects of technology and working area now uses English as the primary language. As a result, they should prepare themselves to read and comprehend the material since they were in vocational school. Sumarsono et al (2020) categorize reading comprehension into 4 levels; namely literal, interpretive, critical, and creative comprehension. For vocational high school students, practical reading skills emphasize until critical reading, as students often encounter complex information requiring deep thinking and analysis (Snow, 2002). Reading for vocational students should be practical and problem-solving-oriented so they can apply their learning to real-life situations (Gee, 2004). Vocational students must go beyond basic comprehension—they must be able to interpret, analyze, and evaluate what they read. Whether studying manuals, analyzing data, or assessing industry trends, inferential and critical reading skills will support their academic and professional success (Prabowo & Sihaloho, 2023; Siregar et al., 2023; Safira & Azzahra, 2022).

To achieve a result above, an ideal learning environment is necessary—one where students possess a solid understanding of reading comprehension and are actively engaged in the learning process (Ismawati, 2011). This ideal situation includes students who are motivated, eager, and capable of

interpreting written materials efficiently. It also requires that the instructional techniques and materials employed are relevant, interesting, and customized to the students' needs and skills (Ismawati & Umayya, 2017).

In general, vocational high schools (SMK) face challenges with students' reading comprehension skills. Many students in these schools encounter difficulties in understanding and interpreting written materials, which can negatively impact their academic performance and motivation. The lack of effective teaching strategies and relevant learning resources often exacerbates these challenges. As students in SMK are typically preparing for the workforce, their education should prioritize practical and context-specific language skills, but reading comprehension often takes a backseat in the face of these practical demands (Yasa & Numertayasa, 2023). Based on the teachers information, many students in Klaten struggle with reading comprehension. They frequently struggle to comprehend and interpret written materials, which can lead to poor academic performance and low motivation. The factual condition is distinguished by students who are disengaged, unexcited, and struggling to understand written information. This is frequently due to a lack of appropriate teaching techniques and resources that address their different learning requirements (Duke & Pearson ., 2004).

After conducting an interview with the students, the writer found that the students' low reading comprehension was due to a lack of interest with their lesson since it was monotonous and solely based on the textbook only. To increase students' interest in reading and provide an engaging learning experience while improving their reading comprehension, it is essential to utilize digital media platforms that offer various types of texts (Setiyadi & Hersulastuti, 2020).

Media is essential in the learning process to support teaching and learning activities, making it easier and more effective for educators to deliver material and for students to comprehend it (Diyana et al., 2023). In selecting learning media, teachers have the freedom to independently choose the most suitable media for the teaching and learning process for students. In the context of education, independent freedom refers to an individual's physical and mental autonomy, allowing them to grow and acquire the knowledge they need based on their own interests and preferences, without limitations or coercion from others (Anisa et al., 2024). To address this need, the writer recommends integrating the SQ3R learning paradigm with the WATTPAD application as a media for students.

The SQ3R learning model is a popular and successful way to improve reading comprehension, and including WATTPAD application may make the learning experience more interesting and meaningful rather than depending on text book only. The study uses WATTPAD application to enhance students' drive and excitement for reading, thereby enhancing their reading comprehension skills (Ramadhanti et al., 2021). The SQ3R learning model was introduced by Francis P. Robinson, an educational psychologist (Robinson, 1946) that consists of five stages: Survey, Question, Read, Recite, and Review. SQ3R aligns with the PAIKEM model as it encourages active learning by engaging students directly in text comprehension, introduces innovative reading strategies, facilitates creative thinking in processing information, enhances reading and comprehension skills, and can be made enjoyable through various techniques and media (Nisa et al., 2023; Sudarsono & Astutik, 2024).

The application of SQ3R learning model on the study showed substantial

improvements in scores on reading tests and positive student perceptions, indicating increased reading motivation (Sudarsono & Astutik, 2024). These findings highlight SQ3R has the potential to improve reading proficiency and engagement in English language learning, offering valuable insights for educators and curriculum development. The SQ3R learning model improved reading abilities (Daulay & Amin, 2023). The results showed an improvement in students' scores from the pre-test to the post-test. The experimental class's average pre-test score was 67.65, which increased to 85.50 in the post-test. This statement is further strengthened by studies conducted by Sinulingga et al (2023) that there is an increase in students' activities in absorbing teaching materials by applying the SQ3R method.

Inline with the several studies above, conduct by Nabilla & Hadi Asmara (2022) the SQ3R learning method for class VIII students of SMP Muhammadiyah 4 Kebomas Gresik, with an average increase of 61.90 to 78.81. They stated that SQ3R is effective in identifying reading text information. More over Wulandari (2023), completed the statement that using the SQ3R technique to teach reading comprehension to students is very useful and help students' reading comprehension. Based on the success of these all studies, confidence the writer to use this SQ3R learning method.

Today's modern technology has increased the availability of media for improving reading skills in a variety of areas. One of them is WATTPAD. WATTPAD, a social reading site, has emerged as a potentially useful tool for improving reading comprehension (Utomo et al., 2022). It provides a diverse assortment of reading materials across genres, making it an appealing choice for students. The platform's

interactive elements, such as the ability to share and discuss tales, can help students develop a sense of community and actively engage in the learning process.

The study conducted by Arimbi & Daulay (2024) mentions that students reading skills is increasing while they reading WATTPAD, due WATTPAD contain interesting and entertaining reading materials than educational books. In align with Arimbi's study , Nurdiana et al (2023) stated that the students enjoyed the reading class and their reading abilities had improved. She said that the kids thought the WATTPAD platform was extremely useful, with 48 students responding (A) very positively. The kids' attention, determination, sincerity, and replies were rated good, with steady progress in self-confidence and reading ability. The educational exercises were judged to be fascinating, indicating that using the WATTPAD platform as an instructional medium can help students improve their reading abilities.

Moreover the study of Adnan et al (2023) showed that using the WATTPAD application can help students improve their reading skills. It was evident from the classifying kids' scores in both the pre-test and post-test. The mean score in the pre-test was 54.34, but in the post-test it was 78.47. It may be concluded that reading test scores were higher in the post-test than in the pre-test.

Furthermore the writer positively to used the WATTPAD as media with the statement of Wahidah et al (2022) that The WATTPAD program allows students to better grasp and assess the meaning of the reading content. Reading on WATTPAD also enhances the readers' grasp of all the abilities they may obtain, such as writing, speaking, listening.

Since this application is available on Android, students can access learning

materials anywhere, not just in the classroom. This allows them to continue learning through their smartphones or Android devices. As a result, students have more opportunities to improve their reading comprehension, because frequent reading practice regularly helps enhance their reading comprehension skills. With easy access and features that support reading and writing activities, WATTPAD becomes an effective media for improving students' reading comprehension. The combination of accessibility, community interaction, and features that support learning makes the writer confince to choose WATTPAD for learning media (Purbasari et al., 2025; Nurkhodijah et al., 2020; Pianzola et al., 2020; Coelho et al., 2019; Farias et al., 2009).

Based on several studies above can be summaries that the SQ3R learning model has proven to be effective in enhancing students' reading skills by helping them systematically understand and identify information in texts. Various studies have shown significant improvements in reading test scores, motivation, and learning engagement, making it a successful method for teaching reading. Meanwhile, WATTPAD as a learning medium offers engaging and interactive reading materials, boosting students' motivation, comprehension, and confidence in reading. Compared to traditional textbooks, WATTPAD provides a more enjoyable learning experience, with significant improvements in pre-test and post-test scores, while also supporting the development of writing, speaking, and listening skills.

The aim of this study is to determine whether the implementation of the SQ3R learning model, combined with the use of the WATTPAD application as a media, can improve the reading comprehension of the tenth-grade students in Klaten Vocational School of the academic year 2024/2025.

RESEARCH METHOD

The study employed a Classroom Action Research (CAR) design using qualitative and quantitative approaches (Burns, 2010). The data sources included 15 tenth-grade vocational high school students (2 females and 13 males), learning events, informants, and documents. Data were collected through observations, interviews, documentation, and reading comprehension tests. The analysis involved data collection, condensation, display, and final step, summary. Qualitative data provided insights into students' engagement and responses, while quantitative data from test scores measured their reading comprehension improvement. Data validity was ensured through data and methodological triangulation.

RESULT AND DISCUSSION

The CAR (Classroom Action Research) results of the study showed a gradual improvement over time, starting from the pre-cycle, then cycle 1, and continuing to cycle 2. The detailed findings of the study are explained as follows.

1. Pre-Cycle

Before implementing the SQ3R learning model using the WATTPAD application, the researcher conducted an initial observation of the English teaching and learning process in class X. The observation was carried out with the teacher and involved 15 students. The learning process occurred without any specific model or media, resulting in low student enthusiasm, with many students more focused on their Android devices. The teacher reviewed exposition text material and the use of the simple present tense. At the end of the session, students were given a pre-cycle reading comprehension test and were asked to download the WATTPAD application in preparation for the next lesson.

Interviews with both the teacher and students revealed that the lack of student attention was due to boring teaching methods, low motivation, and a general dislike for English.

In addition, in observations and interviews, the researcher also documented the pre-cycle phase through photographs and classroom notes, including transcripts of the interviews. The initial reading comprehension test consisted of 20 multiple-choice questions prepared in collaboration with the teacher. Based on the pre-cycle test results, the total score from all students was 1010, with 15 students participating, resulting in an average score of **67**. These findings indicated the need for a more interactive and structured approach to improve student engagement and reading comprehension.

Table 1. Students Score of Pre-Cycle

Interval	Category	Frequency
81-100	A	0
71-80	B	1
61-70	C	10
0-60	D	4
Total Students		15

To address this, the writer and the teacher collaborated to enhance reading comprehension by implementing the SQ3R learning model with WATTPAD as a learning media.

2. Cycle I

In the first cycle, the teacher and the writer collaborated through four stages: planning, action, observation, and reflection. During the planning phase, they designed a lesson plan using the SQ3R learning model assisted by the WATTPAD application to improve students' reading comprehension. The teacher selected suitable exposition texts, created a 20-item multiple-choice test, and uploaded all materials to WATTPAD. All tests were conducted online, with students submitting their answers via WhatsApp. The first meeting introduced students to the SQ3R method (Survey, Question, Read, Recite,

Review) and WATTPAD. Students created accounts, explored text structures, and practiced identifying main ideas while reading an exposition text.

In the second meeting, students continued with the SQ3R stages. They exchanged and retold their WATTPAD-written exposition texts with peers (Recite), followed by answering comprehension questions based on the reading (Review). The teacher and writer observed students' performance and provided guidance. Feedback and encouragement were given both verbally and via WATTPAD comments. Each meeting began with greetings, motivation, and brief reviews, and ended with a collaborative summary. At the end of the cycle, a comprehension test was held to evaluate students' understanding and the effectiveness of the method.

In the observation phase of Cycle 1, the teaching and learning process showed significant improvement compared to the pre-cycle. The 10th-grade students responded enthusiastically to the SQ3R learning model combined with the WATTPAD application. Although initially shy, they became more interactive after encouragement, asking questions about the method and the app—such as whether SQ3R could apply to other languages and whether WATTPAD could work offline. The teacher explained the flexibility of SQ3R and the online-only access of WATTPAD. By the end of the cycle, students could navigate WATTPAD and apply SQ3R effectively, following all classroom activities during the opening, main, and closing sessions.

The results of the reading comprehension test showed a notable improvement, with the class average reaching **74.33**, falling into category **B**. The detailed results are presented below.

Table 2. Students Score of Cycle 1

Interval	Category	Frequency
81-100	A	0
71-80	B	12
61-70	C	3
0-60	D	0
Total Students		15

Based on table no. 2, it can be concluded that the majority of students (12 out of 15) achieved scores in the 71–80 range, which falls into category B. This indicates that most students demonstrated a moderate level of reading comprehension during Cycle 1. No students achieved scores in the highest category (A: 81–100) or the lowest category (D: 0–60), however a few students (3 out of 15) scored in the 61–70 range (Category C), indicating a need for further improvement.

In the reflection phase of Cycle 1, the supervising teacher and the writer reviewed and discussed the students' performance results. Although there was some improvement, the students' average scores had not yet met the minimum passing grade (KKM), which was set at ≥ 75 . Based on the supervising teacher's observations, several students had difficulty memorizing the steps of the SQ3R strategy, as it was still relatively new to them. Furthermore, some students occasionally forgot to include a proper conclusion at the end of their exposition texts. Many students expressed that they were not fully satisfied with their results and showed strong enthusiasm to continue learning using the SQ3R method assisted by the WATTPAD application. Based on this outcome, the supervising teacher recommended continuing to the next cycle.

Several challenges were identified during Cycle 1. Some students experienced technical difficulties due to unstable Wi-Fi signals in the classroom, which caused delays on their devices. Others were unable to install the WATTPAD application because their

phone storage was full. Considering both the insufficient score achievement and the obstacles encountered, the writer decided to continue the research into Cycle 2.

3. Cycle 2

In the second cycle, the teacher and writer continued using the SQ3R learning model assisted by WATTPAD to address students' reading comprehension problems. The planning stage involved preparing lesson plans, selecting and uploading texts, designing 20 multiple-choice questions, and sharing test links via WhatsApp. In the first meeting, students reviewed feedback from their previously published exposition texts on WATTPAD, then revised them using the SQ3R stages. They reflected on their thesis, arguments, and conclusions, and rewrote their texts for clarity, structure, and accuracy. The teacher gave supportive comments to encourage improvement, and students were assigned to finalize and republish their texts on WATTPAD.

In the second meeting, students evaluated their revised texts by applying SQ3R once again. They reread their writing, reflected on structure and coherence, and discussed the improvements made. Through guided self-assessment, students shared revision experiences and participated in peer reflections. The teacher then provided brief feedback and conducted a final evaluation test to measure their comprehension. The lesson ended with students uploading their final texts and commenting on two peers' works on WATTPAD, fostering both collaboration and deeper understanding.

In observation step, the students showed increased confidence and active participation in the teaching and learning process. Having become familiar with the SQ3R learning model and the WATTPAD application, they engaged more effectively in reading activities. Their understanding of

exposition texts improved, and they collaborated with classmates while completing tasks. When asked by the teacher, students could confidently answer questions about the material and how to use WATTPAD. This indicated a stronger grasp of both content and learning tools. The average student score also improved significantly, reaching **80.33**, surpassing the Minimum Passing Grade (KKM) of ≥ 75 . The results of reading comprehension in Cycle 2 are presented in the following table:

Table 3. Students Score of Cycle 2

Interval	Category	Frequency
81-100	A	4
71-80	B	11
61-70	C	0
0-60	D	0
Total Students		15

Based on Table No. 3, it can be concluded that there was a significant improvement in students' reading comprehension scores in Cycle 2. A total of 4 students (26.7%) achieved scores in the highest category (A: 81–100), and the remaining 11 students (73.3%) scored in category B (71–80). No students scored in the lower categories (C or D), indicating that all students reached at least a moderate to high level of reading comprehension.

This showed that the learning intervention implemented between Cycle 1 and Cycle 2 was effective in enhancing students' reading comprehension.

At the end of Cycle 2, during the reflection phase, the writer and the supervising teacher evaluated the students' performance. The results showed that the students had successfully met and even exceeded the minimum passing grade (KKM) of ≥ 75 (Mean **80.33**).

During the reflection, the writer and supervising teacher observed that students were more motivated and confident in applying the SQ3R model and using

WATTPAD. They could identify the structure of exposition texts and no longer showed confusion as in the earlier cycle. Technical problems from Cycle 1 were resolved by improving the Wi-Fi and assisting students in freeing up phone storage. Given the successful outcomes, the teacher and the writer agreed the research objectives were achieved, and further cycles were unnecessary.

Having analyzed the data taken from the research, the writer found key findings to answer the problem of the study. The finding is that **the SQ3R learning model with WATTPAD as a media can improve students' reading comprehension**. This method also made it easier for students to identify main ideas and implicit information. After applying the learning model, they were able to handle long texts more efficiently. The students' engagement with the SQ3R technique, combined with the interactive nature of WATTPAD, significantly enhanced their ability to understand, analyze, and retain the content they read. Moreover, the use of WATTPAD as a platform allowed them to work collaboratively, exchange ideas, and reflect on their comprehension through peer feedback. This collaborative learning environment further motivated them to participate actively and improved their overall learning experience. The findings suggest that integrating technology with a structured reading approach like SQ3R can contribute positively to improving students' reading skills, especially in terms of comprehension and critical thinking.

The finding is supported by the results stated in pre-cycle, cycle 1, and cycle 2. In obtaining the improvement of students' reading comprehension, the writer calculated the mean of the class in the pre-cycle, cycle 1, and cycle 2. **The mean of the pre-cycle was 67, the mean of cycle 1 was 74.33, and cycle**

2 was 80.33. The comparison of students of reading comprehension can be seen in the figure no. 1 below.

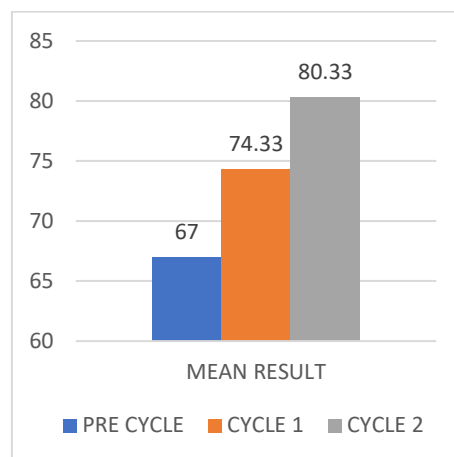


Figure 1. The Mean Comparison

The results from the three stages of the study—pre-cycle, cycle 1, and cycle 2—demonstrated a consistent and progressive improvement in students' reading comprehension scores. In the pre-cycle stage, the average score of students was 67. This increased to 74.33 in cycle 1, reflecting a 10.94% improvement. The upward trend continued in cycle 2, with the average score rising to 80.33, which marked an additional 8.07% increase from cycle 1. Overall, from the pre-cycle to the final cycle, students' reading comprehension scores improved by 19.89%, indicating a significant enhancement in their ability to understand and analyze texts. This steady growth showed that the implementation of the SQ3R model, supported by the WATTPAD application, effectively contributed to the development of students' reading skills over the course of the study.

CONCLUSION

Based on the research conducted, it can be concluded that the implementation of

the SQ3R learning model assisted by the WATTPAD application can improved students' reading comprehension. The findings indicated that students showed a significant improvement in their ability to understand and analyze texts.

The results from the three stages of the study—pre-cycle, cycle 1, and cycle 2—demonstrated progressive enhancement in students' reading comprehension scores. The average score of students in the pre-cycle was 67, in cycle 1 it increased to 74.33, and in cycle 2 it further improved to 80.33. This indicates that the SQ3R learning model, combined with WATTPAD as a digital learning platform, successfully enhanced students' reading comprehension skills.

Several factors contributed to this improvement. First, the structured approach of SQ3R helped students systematically process information from the texts. Second, the use of WATTPAD as a learning media increased student engagement and motivation, as it provided an interactive and enjoyable reading experience.

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