



## Improving German Reading Comprehension Skill through Applying of SQ3R Teaching Strategy

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### ABSTRACT

Reading comprehension is still considered as a part of new literacy required to encounter in the Smart Society era. In addition to students ability to understand readings and can get used to utilize the internet access to read information. The SQ3R teaching Strategy is an excellent strategy for both understanding and remembering information. The purpose of this research is to improving of reading comprehension through applying SQ3R (Survey, Question, Read, Recite, Review). The type of this research is a Classroom Action Research (CAR), it contains of 2 cycles and each cycles was held in one times learning. Each cycles consists of four phases, they are planning, acting, observing, and reflecting. Research subject are lecturer and 4th semester students on german language education at the Jakarta State University. Source of data are derived from lecturer and students. Data collection techniques that used are interview, observation, test, and documentation. Data validity techniques is tested by using data content. Based on the results of this study that student learning outcomes increased from the average in cycle I 65.85 and cycle II was 87.15. Students who completed the KKM in the first cycle were 56% and the second cycle reached 96%. The conclusion of the research is the applying of SQ3R teaching strategy can improve reading comprehension skill among 4th semester students on german language education at the Jakarta state University.

*Keywords: German reading, comprehension skill, SQ3R, teaching strategy*

## Peningkatan Keterampilan Membaca Bahasa Jerman melalui Penerapan Strategi Pembelajaran SQ3R

### ABSTRAK

Pemahaman membaca masih dianggap sebagai bagian dari literasi baru yang diperlukan untuk menghadapi era Smart Society. Selain kemampuan mahasiswa untuk memahami bacaan, mereka juga perlu terbiasa memanfaatkan akses internet untuk membaca informasi. Strategi pembelajaran SQ3R merupakan strategi yang sangat baik untuk memahami dan mengingat informasi. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan pemahaman membaca melalui penerapan SQ3R (Survey, Question, Read, Recite, Review). Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK), yang terdiri dari 2 siklus dan setiap siklus dilaksanakan dalam satu kali pertemuan pembelajaran. Setiap siklus terdiri dari empat tahap, yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah dosen dan mahasiswa semester 4 pada program studi Pendidikan Bahasa Jerman di Universitas Negeri Jakarta. Sumber data diperoleh dari dosen dan mahasiswa. Teknik pengumpulan data yang digunakan meliputi wawancara, observasi, tes, dan dokumentasi. Teknik validitas data diuji dengan menggunakan uji isi data. Berdasarkan hasil penelitian ini, hasil belajar mahasiswa meningkat dari rata-rata pada siklus I sebesar 65,85 menjadi 87,15 pada siklus II. Mahasiswa yang mencapai KKM pada siklus I sebesar 56% dan pada siklus II mencapai 96%. Kesimpulan dari penelitian ini adalah penerapan strategi pembelajaran SQ3R dapat meningkatkan kemampuan pemahaman membaca pada mahasiswa semester 4 program studi Pendidikan Bahasa Jerman di Universitas Negeri Jakarta.

*Kata Kunci : keterampilan membaca, bahasa Jerman, strategi pembelajara, SQ3R*

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## INTRODUCTION

Language is a tool to communicate, interact, and express ideas and thoughts in everyday life, both in spoken and written forms. Language mastery cannot be separated from four skill elements: writing, speaking, reading, and listening. Mastery of grammar and vocabulary support these language skills. One of the skills that must be mastered well is reading comprehension. Reading is a cognitive activity carried out to obtain information from written media. For students, whose main task is to learn, reading is an essential activity.

Reading is a process carried out by readers to obtain messages conveyed by the author through written words (Harjasujana & Damaianti, 2014; Tarigan, 2008). According to Ehlers (1992), reading is a selective and purposeful process through which readers can collect certain integrated (thematic) information. Reading is also an abstract process of education. As Ehlers (1992) emphasizes in German: *“Das Lesen und Verstehen ist ein dialogischer Vorgang zwischen Text und Leser. Ein Vorgang, bei dem der Leser sehr viel von sich, seinen Neigungen, Interessen, Vorstellungen und seinem Wissen hineingibt. Doch ist das, was der Leser hineingibt, um zu verstehen nicht beliebig, sondern erfolgt stets in Austausch mit den Angeboten und den Aufforderungen des Textes.”* This means that reading and comprehension are dialogic processes between the text and the reader, where the reader contributes personal interests, ideas, and knowledge without distorting the meaning of the text.

In German language learning, reading is also a skill that students must master. However, not all students can easily understand German reading texts. This is the case in the German Language Education Study Program at the State University of Jakarta, where students often have difficulty understanding vocabulary and comprehending texts as a whole, leading to misinterpretation.

Reading requires strategies so that information and messages can be properly understood. One such strategy is the SQ3R method (*Survey, Question, Read, Recite, and Review*), which uses

systematic steps to help learners understand texts more effectively. According to Dalman (2014), reading interest is the urge to understand words and content in texts, so that readers comprehend outlined ideas. To foster reading interest, teachers can use strategies that make reading enjoyable, such as SQ3R.

SQ3R consists of five steps: Survey, Question, Read, Recite/Recall, and Review (Sobur, 2013; Luginawati, 2019). The stages include: (1) Survey : previewing the text to recognize its structure; (2) Question : formulating questions from headings and subheadings; (3) Read : reading critically to find answers; (4) Recite/Recall: retelling the content; and (5) Review : repeating the process to reinforce comprehension (Hairori, 2023). Studies show that SQ3R improves students' engagement and comprehension across contexts (Fisher & Frey, 2014; Thomas & Collier, 2002).

Based on these problems and supported by evidence on the effectiveness of SQ3R, this study aims to improve the activeness and learning outcomes of German text reading comprehension among students in the German Language Education Study Program at UNJ.

Several relevant articles are published in online journals. These articles include:

- 1) Dewi, A. A., Apriliya, S., & Nur, L. (2025). A Qualitative Need Analysis of SQ3R-Based Digital Learning Worksheet in Primary School Reading Activities. *Jurnal Cakrawala Pendas*, 11(3), 531–542. <https://doi.org/10.31949/jcp.v11i3.13448>
- 2) Apiri, E. (2025). Penerapan Metode Pembelajaran SQ3R (Survey, Question, Read, Recite, Review) untuk Meningkatkan Kemampuan Membaca dan Menulis. *DIADIK: Jurnal Ilmiah Teknologi Pendidikan*, 15(1), 46–56. <https://www.city.kawasaki.jp/500/page/0000174493.html>
- 3) Amiruddin, A. (2022). The Influence of SQ3R Technique and Students' Reading Interest towards Students' Reading Comprehension Achievement. February



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- 4) Amelia, B. (2018). The Use of SQ3r Technique in Improving Students' Reading Comprehension. *ELS Journal on Interdisciplinary Studies on Humanities*, 1(2), 218-225
- 5) Nur, A. I. (2020). Implementation of SQ3R Method In Improving The Students' Basic Reading Skill. *EDUCATIO: Journal Of Education*, 5(1), 97-106.

## METHOD

This study employed a Classroom Action Research (CAR) design. Classroom Action Research is a form of reflective inquiry carried out collaboratively by teachers and researchers to improve the teaching and learning process in the classroom (Kemmis & McTaggart, 1988; Arikunto, 2010; Razak, 2017).

The research was conducted in the German Language Education Study Program at the State University of Jakarta with 4th-semester students in the 2022/2023 academic year. The subjects of this study were 22 students. The research was carried out in two cycles to observe improvements in students' reading comprehension outcomes and learning activeness through the implementation of SQ3R. Each cycle followed the four stages of CAR: planning, acting, observing, and reflecting (Kemmis & McTaggart, 1988). Each cycle was conducted in one class meeting.

Data were collected through interviews, observations, tests, and documentation. To ensure validity, data triangulation was applied by comparing information from multiple sources.

## RESULTS

Based on the results of German language learning research in the pre-cycle, there are several problems in reading comprehension learning outcomes for 4th semester students of the German language education study program at UNJ, one of

which is that students find it difficult to understand the contents of reading texts. Likewise, learning tends to be teacher centered, the learning methods used are less varied and only lecture, as a result many students feel bored and tired in the learning process. Students are not active during class learning, especially when carrying out group discussions.

Likewise, student learning outcomes show that there are still many students who score below the KKM. The number of students who reached the KKM only reached 5 people, while the rest were below the KKM. The number of students who scored below the KKM when percented reached 72%. The learning completeness achieved was 28% of all students. The average student score obtained was 62.8. These results are certainly an evaluation for lecturers who teach language courses in semester 4. With these conditions, it provides an initial picture for lecturers to conduct further evaluations and strategies so that learning activities carried out in the future have a positive impact on student learning outcomes. It is expected that the SQ3R can improve student learning outcomes on reading comprehension of German reading texts.

To get maximum results, a second test or cycle 2 was carried out. The test results in cycle 2 showed that the number of students who were complete reached 96%, while those who were not complete reached 4%. The total number of students who completed compared to the test results in the first cycle has increased significantly. The number of students who completed as many as 20 people with a percentage of 96%. The number of students who did not complete was 2 people with a percentage of 4%. The percentage of the number of students who completed was in the low category in this cycle 2 test, but there was a very large increase compared to the test results in cycle 1. Likewise, the average student test score was 87.15. Based on the test results in the 2nd cycle, it is known that there is an increase in learning outcomes between the 2nd cycle test compared to the 1st cycle test results. Based on data analysis, it can be seen that

the percentage of students who are complete is higher than students who are not complete. Student learning completeness in the cycle 2 test reached, 96% or as many as 20 students who had reached the KKM. The percentage of students who did not complete reached 2%, or as many as 2 students who did not complete.

Based on the observation of learning activities of German text reading comprehension using SQ3R, it shows that there is an increase in the activeness of student learning activities in the second cycle compared to the first cycle. The observation results showed that in the second cycle the percentage of activeness reached 96%. The results of learning observations in the second cycle showed that each aspect of observation received a score with a percentage of 96%. The percentage of learning activities is included in category A (very active). Student learning activeness in cycle 2 also increased compared to activeness in cycle 1. The value of the increase in learning activeness between cycle 1 compared to cycle 2 was 14%.

## DISCUSSION

Based on the research findings, it can be seen that learning German on comprehension of German reading texts using SQ3R can improve learning outcomes and learning activeness of 4th semester students of the German language education study program at UNJ in 2022/2023. This is because SQ3R provides opportunities for students to be more independent in solving learning problems. The learning process makes students feel very happy and not bored during the learning process. The feelings of pleasure that arise in students make them have the desire to study the subject continuously, and do not have a sense of boredom when the learning process takes place. A student who has a feeling of pleasure or likes the subject, then he will accept the lesson with pleasure, continue to study it, do not feel forced to learn and do not feel bored with the lesson. In addition, the existence of group discussions in the application of SQ3R can convey opinions or ideas to solve a

problem. In addition, through group discussions students can develop an attitude of mutual respect for other people's opinions and learn to deliberate. One thing that the researcher noted when conducting the SQ3R strategy was the limited learning time. One meeting with a duration of 100 minutes is very little and is considered narrow for teachers in providing and implementing SQ3R on student reading text comprehension. The 5 stages of SQ3R learning certainly require a very long time. Plus there are stages of discussion and expressing opinions about the understanding obtained and it takes a long time. For teachers who want to use SQ3R, it is certainly expected to pay attention to time. For example, a time limit is given for each stage in SQ3R so that it can be more effective in its implementation in the classroom.

The results obtained show that learning German text reading comprehension with SQ3R can improve learning outcomes and affect student learning activities by directing students to learn student centered. This SQ3R can encourage students to focus on learning, cooperate, and establish interaction between students in the group. students become more active and can also increase their motivation in following the learning process, so that learning outcomes are increasing. The results of this study also show that variations in learning strategies for reading comprehension of German texts used affect students' cognitive learning outcomes. This learning model can improve student learning outcomes compared to learning using conventional learning strategies.

## CONCLUSION

Based on the results of this study that student learning outcomes increased from the average in cycle I 65.85 and cycle II was 87.15. Students who completed the KKM in the first cycle were 56% and the second cycle reached 96%. Things that must be considered by a lecturer when applying SQ3R to learning reading comprehension of German reading texts are the time and discussion



process. During the discussion process, the lecturer is expected to supervise the discussion in each group. The goal is to monitor the activeness of students in each discussion group and can help if there are obstacles during the discussion process. In addition, lecturers must also be able to divide and manage time effectively. There are 5 stages in the SQ3R strategy that must be arranged appropriately so that learning remains effective and efficient.

The conclusion of the research is the applying of SQ3R teaching strategy can improve German reading comprehension skill among 4th semester students on german language education at the Jakarta state University.

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