THE USE OF SQ3R ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION WITH THEIR LEARNING STYLE AT LP3I POLYTECHNIC

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ABSTRACT

This study is prompted by the reality that students' success rate in understanding the reading remains low, necessitating innovation in teaching strategies. The main objective of this study is to evaluate the impact of implementing the SQ3R method on students' reading comprehension. The study aims to analyze students' responses to the SQ3R technique, particularly in the context of their visual learning styles, and to explore students' participation in reading comprehension activities during the use of the SQ3R method. The study design is categorized as a pre-experimental study since it uses a one-group pre-test and post-test. The population under study comprises first-semester students in the Management Informatics program at LP3I Polytechnic, with a total of 33 individuals sampled through random sampling methods. Research instruments include test forms, questionnaires, and observations. Data analysis employs descriptive and inferential techniques. The findings reveal a significant improvement in the students' reading understanding scores from the pre-test (average 65.45) to the post-test (average77.87). Hypothesis analysis confirms that the computed t-value exceeds the critical t-value (8.37 > 2.03), indicating a positive impact of the SQ3R technique intervention on students' reading understanding. The study concludes that the SQ3R approach remarkably enhances students' reading understanding.

INTRODUCTION

English is among of the greatest important languages that each individual, nonetheless, pupils must acquire knowledge. According to (Ramnath* et al., 2019), reading is an incredible achievement given the number of levels and components that must be learned. However, a lot of kids are unaware of the value of reading in their lives. According to (Kristiawan, 2014), Indonesia's reading competency mark only achieved 396, whereas the global average is 500. It indicates that Indonesian students have little interest in reading.

Understanding is the core of reading, correspondingly to (Calfee et al., 2014), considering that written language's purpose is to convey conveyance. If kids are unable to understand the material, it suggests that they are not reading. The writer observed that many pupils believed reading to be a passive talent, especially when learning a particular type of material. According to (Hudaya, 2019), we are

less inclined to repeat an activity if we find it tedious, annoying, or pointless. It implies that the process of teaching reading becomes something that the pupils do not want to learn if they experience certain feelings when studying reading (Komala, 2023).

The main weakness of the current reading teaching methods is the lack of interaction between students and lecturers, or among the students themselves. The methods used are often not interactive, causing students to feel bored and less interested in actively engaging in the learning process. To address the weaknesses of the current teaching methods, several steps can be taken. First, increasing interaction through group discussions and cooperation among students to discuss the texts they read. Second, implementing a structured approach by providing clear, step-by-step guidelines for each method used, as in SQ3R, so that students can follow and understand the process well. Third, adding interactive elements by utilizing technology such as online learning platforms, interactive applications, and multimedia tools to make learning more engaging and dynamic.

Based on the data analysis and discussion regarding the impact of the SQ3R reading technique on reading comprehension among students of the Indonesian Language and Literature Education Department at FKIP Universitas Bung Hatta Padang, Consequently, it may be said that the application of the SQ3R reading technique in reading comprehension can significantly improve students' learning outcomes. This is evident from the improvement in learning outcomes observed after the implementation of this technique. The application of SQ3R, it helps students to understand the material more deeply and in a structured manner. Thus, the use of the SQ3R technique has proven to be effective in improving students' learning outcomes, as reflected in the higher scores achieved in post-implementation evaluations.

The distinction between this study and earlier studies are the research sample and research methods. The sample in this research is Polytechnic students, whereas the previous researches are conducted in University. The previous journal used mix method design, the researcher uses mix methods design. In this study, researchers not only examined the use of S3QR in reading comprehension but also its relationship with student learning styles.

LITERATURE REVIEW
Reading Comprehension

Understanding what you read is the capacity for reading comprehension. to understand, interpret, and evaluate written texts. Scientifically, reading comprehension involves complex cognitive processes where readers not only decode words but also connect the appropriate meaning from the text based on prior knowledge, context, and inferences made during reading. According to (rice et al., 2019), the constructivist theory of reading comprehension states that understanding occurs when readers actively construct meaning from the text by integrating new information with existing knowledge. Reading comprehension is not merely a mechanical process of word recognition; it also involves logical reasoning and critical analysis. (Aziz, 2020) emphasize that effective readers use various strategies to enhance their comprehension, such as making predictions, generating questions, summarizing information, and monitoring their own understanding.

They argue that the ability to monitor and adjust reading strategies is key to becoming a proficient reader.

According to other experts like (G et al., 2019), reading comprehension also hardly depends on the reader's motivation and purpose. She explains that motivated Reader engagement is higher deeply with the text and use more effective strategies to understand and remember information. Snow also highlights the importance of social and cultural contexts in reading comprehension, indicating that a reader's background and experiences can influence how they interpret texts.

From an educational perspective, reading comprehension is one of the primary goals of language instruction. Educators strive to develop this ability in students through various teaching methods and strategies designed to enhance student engagement and interaction with texts. According to (Komala, 2024), Techniques such as SQ3R (Survey, Question, Read, Recite, Review) are examples of efficient methods that help students develop better reading comprehension by providing clear structure and guidance the reading steps period. Overall, understanding the reading is an integral competency that encompasses various cognitive and affective aspects. It is the foundation for further learning and higher literacy skills, and therefore, it is essential to continually develop and refine teaching methods that can support the improvement of reading comprehension at all levels of education.

SQ3R

Definition of SQ3R

The method is called Survey, Question, Read, Recite, and Review. Compared to before, students now perceive SQ3R to be simpler to remember and use as a reference (Puteri, 2017). As mentioned by (Fitriyah & Arfani, 2022), SQ3R is a reading technique that directs the development of your study abilities. SQ3R is, in general, a text comprehension technique. Students benefit from thinking before and after reading. Following their reading activity, The pupils proactively look for the solutions to their inquiries. When the students have finished, they examine their work again to determine the amount of material they truly understand.

Implementation of SQ3R

According to (Stahl & Armstrong, 2020) the SQ3R processes are:

1. Survey: The first step in SQ3R is to review the content. Look over each page every other time, noting headings, subjects for paragraphs, bold text, pictures, diagrams, maps, and other cues about the information and organization.
2. Questions: As you read, begin to formulate questions for the survey that you hope to have answered. Make the title or any subheadings a question.
3. Read: As you come across ideas and information, read and consider these questions. Read the difficult sections slowly and again if necessary. Look up unfamiliar words or ideas, and use your senses to visualize the things, people, locations, and activities you are reading about. Think about getting in touch with the writer.
4. Recite: After finishing a page, section, or chapter, summarize its key points.
5. Review: Examine and confirm the questions you posed in the SQ3R "question" phase.

It is expected of students to pay close attention to boldface, titles, headings, and paragraph themes. The purpose of this step is to increase students' motivation to read and help them understand the primary subject of the content. Next, while you read, begin to formulate questions for yourself to respond. After reading the content, the students answer the previous questions. The students read aloud the solution on the fourth. Lastly, the students review the SQ3R "question" stage questions in order to assess the topic.

The advantages of SQ3R

There are numerous benefits for pupils using SQ3R. According to (DHARMA, 2013), the advantages of each SQ3R stage are:

1. Surveys help focus on the writer's message, determine its organization, and project the text's flow.
2. Posing questions promotes critical thinking about what you read and makes it easier to assimilate information.
3. Engaging with the material actively will help you become more completely engrossed in the author's world. You'll trigger recollections and find surprising connections.
4. Reciting tests your comprehension, aids in the retention of the material in your long-term memory, and helps you draw connections between the new and existing knowledge.
5. According to research, reviewing within a day greatly speeds up the process of transferring information through your short-term to long-term memory.

Other techniques to improve memory include establishing a network of connections with the data you wish to retain, relating two or more senses are involved in memory, and rearrange the material without sacrificing accuracy. SQ3R helps students mentally arrange the material in a course. After that, students can use it to help them highlight important details in the text and create study goals. Lastly, using SQ3R improves study time quality significantly (Putri et al., 2023).

Learning Style

Definition of learning style

All individuals, including students, have distinct ways of processing and assimilating new information. According to (Komala & Lilis Suharti, 2023) an individual's favoured approach to learning and studying is one that best suits their learning style. Examples of such approaches include working in groups as opposed to alone, using pictures instead of text, or adopting an organized learning process as opposed to an unstructured one. The way that students comprehend the material is influenced by their learning styles. Furthermore, according to (Komala & Lilis Suharti, 2023), a person's learning style is defined as their favoured or most effective method of thinking, processing information, and demonstrating learning. It can also refer to a person's preferred approach to learning new information and abilities, as well as routines, tactics, or mental behaviors associated with learning, especially intentional learning in the context of education. This means that listening, observing, reflecting, and interacting in various ways are the main ways that pupils take in and process knowledge. With their chosen learning style identified, the students apply it to their assignments to accelerate learning, improve their chances of passing, and become skilled problem solvers.

VARK learning style

The VARK style of learning is one kind of learning way. The acronym for visual, auditory, and kinesthetics learning styles is VARK. Based on (Marcy, 2001) state that People's reliance on visual, auditory, reading, and kinesthetic cues is measured using the V-A-R-K system. Picture, diagram, video, animation, flowchart, color, symbol, lecturer motions, and graphs are preferred by the visual learner. Auditory learners are drawn to lectures, group conversations, spoken explanations, audio recordings, jokes and anecdotes, and memory recall. Read favors headers, lists, textbooks, dictionaries, glossaries, and lecture notes. Kinesthetic learners are more interested in case studies, field visits, actual experiences, concrete examples, and active, physical laboratory investigations (Pourhosein Gilakjani, 2011).

Every learner uses a different learning style and learns in a unique way at a unique rate, To facilitate the process of teaching in the classroom, teachers should be aware of the learning styles of their pupils. Based on (Pourhosein Gilakjani, 2011). It is a widely held belief that matching teaching strategies one purpose of learning style recognition is to adapt to different learning styles. About twenty to thirty percent of school-age children appear to be auditory learners, forty percent to be visual learners, and thirty to forty percent to be tactile/kinesthetic or visual/tactile learners, according to (Putra, 2012). Thus, one of the learning styles that kids display is the visual learning style. In our regular activities, almost 40% of the pupils exhibit a visual learning style. For this reason, the author of this research has opted for a visual learning method.

RESEARCH METHOD

Because quantitative methods work well with data in the form of scores and numbers, the author specifically uses experimental research in this regard. According to (Fraenkel et al., 2018), experimental research is among the most productive study techniques that scientists may employ. The author selected experimental research in light of that assertion. Hopefully, it turns out to be the most efficient way to figure out the causes and consequences of a lot of different factors.

The author used the study's pre-experimental design, namely one-group pretest-posttest design. According to (Wallen & Fraenkel, 2013), A single group is measured or observed in the one-group pretest-posttest design both before and after being exposed to a treatment of some kind. This indicates that the researcher in this study measures the students' achievement both before and after the strategy is applied using a single group. The first research question can be satisfactorily addressed in this section. stated that a pretest measure was used in conjunction with In a specific pretest-posttest design, a treatment and a posttest for an individual group. The following illustrates the one-group pretest-posttest design:

Table 1. 2x3 Factorial Design in Table

Learning style	Pretest (O1)	Posttest (O2)
Visual	O1_G1	O2_G1
Auditory	O1_G2	O2_G2
Kinestetik	O1_G3	O2_G3

Explanation:
- O1_G1 = Pretest result for students with visual learning style.
- O2_G1 = Posttest result for students with visual learning style.
- O1_G2 = Pretest result for students with auditory learning style.
- O2_G2 = Posttest result for students with auditory learning style.
- O1_G3 = Pretest result for learners who prefer a kinesthetic learning approach.
- O2_G3 = Posttest result for learners who prefer a kinesthetic learning approach.

With this design, we can measure the improvement in learning outcomes (Y) from pretest (O1) to posttest (O2) for each learning style (G1, G2, G3). This allows us to compare the effect of the SQ3R method on each type of learning style.

The LP3I Polytechnic first graders were the subjects of this investigation. The author conducted pre-, treatment-, and post-tests on a single class as a sample. As a result, the author decides to use the MI 23 class as the research sample. The number of students in the Informatics Management 23 (MI 23) course is 33. The author went with basic random sampling. Because everyone in the By using basic random sampling, every member of the population has an equal chance of being included in the sample (Mujis et al., 2004).

The researcher employed questionnaires, tests, and observation as study instruments. The purpose of the test was to collect data on the reading comprehension of pupils both prior to and following utilizing SQ3R. In order to collect data regarding the impacts between students' scores after using the SQ3R and their learning style in the classroom, a questionnaire sheet employing a checklist technique was also given out. The observation's goal was to find out how the pupils were using SQ3R in the classroom to learn about descriptive texts.

This study's data are subjected to quantitative analysis. As stated by (Singh, 2006) A numerical record that contains quantitative data is comes from a gauge procedure and may be subjected to simple mathematical operations. For instance, values based on gender variables, male and female, can be represented like one and two, However, these quantities cannot be subjected to any mathematical process. Qualitative data uses words, drawings, or other visual representations to quantify activity that cannot be calculated using mathematical relations. Because they can be categorized by class, people, object, or process, qualitative data is also known as category data. The author employed quantitative data to address the first and third research questions in light of that assertion. However, the author employed qualitative data for the second study question. It prompted the author to employ SQ3R and a visual learning style to examine the impact of reading score.

In this study, the formula developed by (Hasnunidah, 2017) It is required in order to use the t-test to determine the treatment's success. The following is the t-test formula.

$$T = \frac{D}{\sum D2 \ - \ (\sum D)2NN(N-1)}$$

Where:

D	= The mean of difference for all parts of scores
$\sum D2$	= The sum of the squares of the differences
$\sum D2$	= The square of the sum of the differences
N	= The number of pairs of scores
N-1	= The degrees of freedom (one less than the number of pairs of scores)

Examining data from students score

A step-by-step description of the data analysis techniques is possible. First, ascertain the pre- and post-test means (X1 and X2). Next, determine the mean difference across all score segments. Next, calculate the total of the differences' squares. The fourth was replaced with the following t-test formula. The fifth involves using a formula to determine the degree of freedom. Find t-critical next. Lastly, determining whether to approve or disapprove the null hypothesis by comparing the t-table and t-observe. if t-observe surpasses t-table. If t-observe < t-table, the null hypothesis (Ho) is rejected and the hypothesis (Ha), or the null hypothesis, is approved.

Examining data of students learning style

Evaluating The questionnaire on visual learning styles that the students completed, taking into account their score, and explaining each section of their learning style. Next, add together the means for each category of learning styles.

Analyzing data of students' activity

Utilizing the percentage technique to analyse the pupils' work. Based on how often the pupils responded, the data was interpreted. The following formula was given (Mudjiyanto & Nur, 2013):

P = f x 100% N

Where:

P   = Percentage of Question
f   = The Frequency
N   = The quantity of participants.

FINDING AND DISCUSSION
Finding
The Examination Results of the Students

Through in-class pre- and post-tests, data was gathered. Thirty-three pupils are enrolled. The pre-test had a total of 2160 points. The pre-test yielded 80 as the maximum score and 40 as the minimum. Through in-class pre- and post-tests, data was gathered. The following table shows the results of the pre-test. Thirty-three pupils are present. The pre-test had a total of 2160 points. The pre-test yielded a maximum score of 80 and a minimum score of 40. The post-test scores came out to 25,70. The post-test result was scored between 60 and 100, with a maximum of 100.

Analysis of Students' Score
An examination of the pre- and post-test results of the pupils in the classroom.

During the pre-test session, the researcher gave each participant three different reading passages that contained descriptive text. Students were given twenty minutes to answer ten questions based on the book in this part. During the post-test session, the students finished the same tasks they had finished in the pre-test. A reading passage on descriptive text was presented to them; it contained the same text presented in a different sequence. The students were to use the book as a guide to answer the questions in this session. It was forbidden for students to help one another throughout the pre- and post-test periods. The pre-test was provided to the pupils right away, and they had to use what they already knew to answer questions based on the reading material. On the post-test, which they subsequently took, students were given the content from the learning process.

Tabulation and Calculation of the Students' differences Scores

The next phase was calculating the gain score following the computation of the pre- and post-test scores. Pre-test results indicated that certain pupils performed poorly in that session. Students displayed their improved score from the pre-test in the post-test. Thirty was the highest gain score. It indicates that there was a significant increase in the students' score from the pre-test to the post-test, but the lowest score, 0, indicated that there was little to no change in the students' score.

That assertion led the researcher to the following conclusion:

Sum Number of pupils (N)   is 33
Sum of Average of pre-test ($\sum$ pre-test) is 2160
Sum of Average of post-test ($\sum$ post-test) is 2570
Sum of the gains from pretest and posttest ($\sum$ D) is 420
The Square total of gain between of pre-test and post test (Gain $\sum D^2$) is 7800

The Calculation of the average

The author used the data mean to determine the average of the pre- and post-test scores. Calculating the simple arithmetic average of all the scores allowed us to determine the average data for the pre-test and post-test. In this instance, the author had to add the sum of the individual scores to the total scores. The mean formula is as follows, per (Fraenkel et al., 2018):

$$X = \frac{\sum X}{N}$$

The computed data presented that the pre-test and post-test means in the classroom were, respectively, 65.45 and 77.87. The post-test mean exceeded the pre-test average, as can be seen. The chart below shows a contrast of the pre- and post-test average scores.

Figure 1. The Calculation Average Score of Pre-test and Post-test Diagram
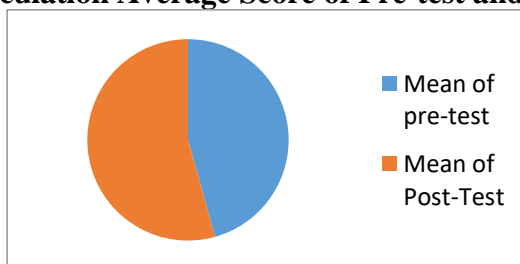
In the experimental class, the total increase among the pre- and post-tests was 420. Thus, the researcher obtained: 12.73 was the average gain among the pre- and post-test. The overall variations between the pre- and post-test in the experimental class are 176400.

Comparing t-test

After completing the calculation and looking over the table t, it is clear that the t-account score is 8,37, demonstrating that it surpasses the ttable value of 2,03. Critical value of (t) from ttable 2,03, taccount 8,37 at the 0.05 substantial level. The facts given above suggested that the pupils' performance mattered. In educational research, taccount functions as the post-test in the experimental class, whereas ttable denotes the results of the pre-test and significant level. Through a comparison between taccount and ttable, the author verified the theory. If taccount > ttable, the hypothesis was decided to be accepted. The outcome of the post-test for the

experimental class were superior than those of the pre-test. The author concluded that using SQ3R to analyse descriptive texts led to a notable improvement in student achievement.

The Result of Questionnaire

The studying styles of the students in the classroom were categorized using the questionnaire. The students were handed a questionnaire by the writer after she had taught the subject using SQ3R. The questions on the questionnaire corresponded to the content of the paper that the teacher provided. There were eighteen questions on the paper. There are three options for each topic, and the content of each question is delivered in three different ways: visually, aurally, and kinaesthetically.

Eleven of the students had a visual learning style. Nineteen pupils were identified as having an auditory learning style. Three pupils were identified as having a kinesthetics learning style. In this instance, the majority of LP3I Polytechnic students had an auditory learning style.

Pre- and post-test results are analyzed in relation to learning style.

Based on the questionnaire results, 11 students used a visual learning method when they were studying. The investigator explained that:

1. Some students completed their daily learning activities using the visual learning technique. S4, S6, S7, S8, S10, S11, S12, S16, S17, S21, and S3 were among them. Every pupil whose visual learning style was accommodated achieved a noteworthy score. First, S4, a visual learner, saw an improvement in his reading ability, particularly by SQ3R. The pre-test result was 70. Following therapy with SQ3R, S4's score climbed to 90.
2. S7, who has a visual learning style, enhanced her reading abilities, particularly as measured by SQ3R, with a score of 50 to 80.
3. S8, who has a visual learning style, increased her reading proficiency, particularly as measured by SQ3R, with a score of 60 to 80.
4. S10, who has a visual learning style, increased her reading proficiency, particularly in SQ3R, where she received a score of 60 to 80. Almost all of the students who reported having a visual learning style also saw an improvement in their post-test scores. However, three pupils' pre- and post-test scores were remained quite same. S6 and S16 were their names. The pre-test S6 score was 70, and the post-test result was 70 as well. The pre-test S16 score was 80, and the post-test result was 80 as well.

Since the mean disparity between pupils' pre- and post-test results with visual learning styles was 16.36, the researcher came to the conclusion that these students had improved their scores.

According to the researcher, some pupils integrated their auditory learning method into their regular learning activities. Three students received the same result on the pre- and post-tests, while sixteen individuals saw a rise in their score. The distinction among the pre- and post-test scores was 11.05% on average.

According to the researcher, some pupils integrated their kinesthetic learning style into their regular learning activities. One student received the same

score on the pre- and post-tests, while two students saw increases in their scores. The average score difference between the pre- and post-tests was 6,67.

Students' Activities in the Classroom

The author observed what was going on during the classroom method of instruction and learning. The following is a description of the students' observation results:

1. Survey: Students skim the text, identify key concepts, and pay close attention to headings, chapter titles, and images. All students completed the survey. Every student scans the content, highlights the key concepts, and pays attention to headings, chapter titles, and images.
2. question Using 5W+1H questions with headers or subheadings, the students create a query. Of the pupils, 60.70% completed the question task. The students used 5W+1H questions with headings or subheadings to create questions for this exercise. Over 50% of the kids performed well. While they were able to formulate questions using truth grammar, thirty-three percent of pupils were unable to do so.
3. Read: After reading the content, pupils are supposed to identify the solution in the question. All pupils completed their reading assignments. Every student read the material and anticipated that the question would contain the answer.
4. Recite: The pupils are able to read out loud the question's response. According to the results, 84.84% of students, or most students, did recite. This indicates that the kids were able to read aloud the passage they had written on their own.
5. Review: The students go over the questions from the SQ3R "question" stage one more time. According to the results, 84.84% of students, or most students, did recite. This indicates that the kids were able to read aloud the passage they had written on their own.

Hypothesis Testing

The study's hypothesis is as follows:
Ha 1: "There is a significant increase in students' achievement after implementing SQ3R in studying descriptive text at LP3I Polytechnic".
Ha 2: "Students with a visual learning style exhibit higher achievement in studying descriptive text at the seventh grade of LP3I Polytechnic compared to students with auditory and kinesthetic learning styles".

Prior to therapy, the pre-test had a total score of 2160; following treatment, the total score was 2570. When a test's post-test score exceeds its pre-test score, it indicates a noteworthy accomplishment. Nevertheless, the data analysis ttable and taccount revealed:

$t_{account}$ $= 8,37$
t_{table} $= 2,03$

In comparing t_{table} and $t_{account}$, the writer uses the criteria as follows:
If $t_{account} < t_{table} =$ the alternative hypothesis (Ha) is refused.
If $t_{account} > t_{table} =$ the alternative hypothesis (Ha) is received.

The comparison of the two hypotheses' results indicated that the value of the t account (8.37 t account > 2.03 t table) is greater than the ttable. This result

illustrates the research's positive influence. The alternative hypothesis (Ha) is acceptable, the author concluded.

Discussion

Based on the analysis of data and the rationale regarding the influence of implementing the SQ3R The impact of reading strategy on the understanding of students specializing in Indonesian language and literature Education at FKIP Universitas Bung Hatta Padang cited in (Gusnetti et al., 2019), it is evident that the application of the SQ3R reading technique enhances students' learning outcomes. This is demonstrated by the observed improvement in learning outcomes.

Supporting Theory and Previous Research:

The findings of this study align with the cognitive learning theory, which emphasizes active engagement and meaningful processing of information for effective learning. According to this theory, students construct their understanding by actively interacting with the text and employing cognitive strategies such as summarization, questioning, and self-monitoring. The SQ3R technique, with its systematic approach involving surveying, questioning, reading, reciting, and reviewing, encourages pupils to engage actively with the text and apply these cognitive strategies, leading to improved comprehension and retention.

Previous research conducted at FKIP Universitas Bung Hatta Padang has also highlighted the SQ3R technique's efficacy in improving pupils' reading comprehension. For example, a study by (Gusnetti et al., 2019) found that students who utilized the SQ3R technique showed significantly higher levels of comprehension compared to those who did not. This study corroborates the current findings and underscores the relevance of the SQ3R technique in improving reading comprehension among students majoring in Indonesian Language and Literature Education.

Furthermore, (Rambe & Yarni, 2019) conducted a meta-analysis of studies investigating reading comprehension strategies among university students. The meta-analysis revealed a consistent pattern of positive effects associated with the SQ3R technique across various contexts and populations, further supporting its efficacy as a reading comprehension strategy. In conclusion, the current study offers empirical proof of the SQ3R technique's efficacy in enhancing reading comprehension among students majoring in Indonesian Language and Literature Education at FKIP Universitas Bung Hatta Padang. These results align with the notion of cognitive learning and other earlier studies at the same institution, highlighting the importance of employing effective reading strategies in educational settings.

CONCLUSION AND SUGGESTION

SQ3R (Survey, Question, Read, Recite, and Review) could enhance comprehension of pupils while using descriptive literature to teach reading comprehension literature, according to the research findings and the discussion that followed. As the reading scores for the pre- and post-tests demonstrate, this study discovered that following therapy, reading scores in the post-test were higher than those at the pre-test.

The second goal of this study was to determine how the visual learning style of the students affected their responses when using the SQ3R approach. It is

appropriate for pupils with a visual learning style to study SQ3R through descriptive text. The mean of every score shows this. Students that learn best visually tend to score higher than other students. In addition to those, This study's goal was to ascertain how pupils used SQ3R to study descriptive texts in order to learn about reading comprehension. The SQ3R (survey, question, read, recite, and review) exercises were enthusiastically participated in by the pupils. The kids enjoy utilizing SQ3R since it gives them the chance to study on their own. It piqued the students' interest in learning and aided in their comprehension of
in descriptive text.

The author would like to recommend that before beginning the teaching process, a teacher should ascertain the studying preferences of their pupils. In order to make studying enjoyable for students, the data is used to create the learning process. Teaching with SQ3R is therefore an alternate method of instruction, based on the outcome. Since it piques students' curiosity and draws their attention to the teaching and learning process. Thus, the author recommends incorporating SQ3R into the educational process while imparting reading comprehension or other skills related to different genres.

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