



THE EFFECTIVENESS OF SQ4R MODEL ON ARABIC READING SKILLS: A QUASI-EXPERIMENTAL STUDY AT AN INDONESIAN ISLAMIC HIGH SCHOOL

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Abstract

This study aims to determine the effectiveness of using the SQ4R learning model on the reading skills of students at MAN 2 Ponorogo. This study uses a Quasi Experimental Design with a Non-equivalent Control Group Design. The total sample consisted of 54 students and divided into two groups: an experimental group and a control group, each consisting of 27 students. Data collection was conducted through pretests and posttests. The results showed that the average pretest and posttest scores for the control group were 51.11 and 64.44, respectively, while those for the experimental group were 48.88 and 77.40. The experimental group's N-Gain score of 60.6% (classified as moderately effective) was higher than the control group's score of 27.4% (classified as ineffective). The results of the Independent Sample T-Test showed a significance value of 0.000 (< 0.05), indicating a significant difference between the two groups. The study concludes that the SQ4R learning model proved to be more effective than conventional learning in improving the Arabic reading skills of 11th-grade students at MAN 2 Ponorogo.

Keywords: Learning Model, SQ4R, Reading Skills, Arabic Language

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INTRODUCTION

مقدمة

Reading plays a crucial role in the learning process because it helps students understand the content of a text more easily (Arisandy & Wahyuni, 2024). Reading is an activity that requires students to easily understand the content of the reading material and be able to easily obtain accurate information (Sari & Sari, 2024). According to (Musthofa, 2017), a person can be said to have good maharah al-qiraah skills if they have achieved several indicators. These indicators are that the reader is able to read Arabic texts correctly, is able to understand the reading correctly, is able to translate the reading correctly, knows the position of each word in the reading, and can retell the story using their own language.

The skill of reading Arabic has specific characteristics that distinguish it from reading Indonesian or English, namely the presence of a robust morphological (sharf) and syntactic (nahwu) system (Susiawati et al., 2022). Students are required to understand the lexical meaning of words, word inflection, grammatical functions, derivation patterns, and the relationships between words in a sentence (Defnaldi, 2022). Therefore, learning to read Arabic requires strategies that help students analyze language structure while also understanding the content of the text.

Although reading can help students understand a text, many of them still have difficulty grasping the meaning of what they read (U. M. Saepudin & Samsudin, 2022). This is in line with the results of interviews with Arabic teachers at MAN 2 Ponorogo, who stated that many students are still unable to understand Arabic texts correctly. Students have difficulty translating the entire text correctly. Because of these reasons, students are unable to retell the text they have read in their own words. Based on this, it can be concluded that the maharah qiroah skills of students at MAN 2 Ponorogo do not yet meet the expected standards. Therefore, more effective and innovative learning methods are needed to overcome this problem. Without an appropriate learning model to help students improve their reading skills more effectively, the Arabic language learning objectives at this madrasah will be difficult to achieve optimally.

One method that can help students overcome difficulties in understanding Arabic texts is the SQ4R learning model (Survey, Question, Read, Reflect, Recite, and Review). This learning model requires students to follow a series of steps in the process of reading texts that aim to improve their understanding of the text (Pangestu, 2023). The first step, Survey, involves students reading carefully at a glance, such as pictures, graphs, and important points. The second step, Question, involves students answering questions given by the teacher. Read is a step of reading deeply to find the right answers to the teacher's questions in the previous stage, while Reflect invites students to understand relevant examples in everyday life. Recite emphasizes the importance of discussing the text together, and the final step, Review, serves to review the material that has been read (Fadly, 2022). SQ4R provides a systematic framework that helps students organize, understand, and remember information through structured steps (Sulikhah et al., 2020).

Research (Jantabudsri & Prasansaph, 2023) entitled "The Effects of Learning Management Using the SQ4R Technique to Improve English Reading Comprehension Abilities of Eighth Graders" states that the use of the SQ4R technique significantly improved the English reading comprehension skills of eighth-grade students. The results of the study also show that students responded very positively to the application of this method in learning. Therefore, the researchers recommend that teachers use the SQ4R technique as an alternative learning strategy to improve students' reading comprehension skills.

Furthermore, research (Dewi et al., 2024) entitled "The Effect of the SQ4R Learning Model on Poetry Reading Skills in Grade X Students at SMK Mahakarya Cikupa" states that the hypothesis test using the separate model T-test, namely the post-test t-test, shows a t-count of $3.80 \geq t\text{-table } 2.00$. The posttest t-test results showed that there was an effect on poetry reading skills with the use of the SQ4R learning model compared to students who only used the conventional learning model.

Research (Bangkhadara et al., 2024) entitled "Impact of SQ4R on reading comprehension of university students in an English for specific purposes (ESP) Course" states that these findings underscore a significant shift to a more effective and student-engaging learning model. The t-test results show a significant increase in pre-test and post-test scores, confirming the effectiveness of the SQ4R model. Positive feedback from students further reinforces the benefits of this model in improving active reading practices. The implications of this study suggest that the SQ4R model can be an effective tool in improving reading comprehension and engagement in ESP courses, with potential applications in other educational contexts.

Based on several studies that have examined the application of the SQ4R learning model in language learning, most of these studies focus more on English language learning and do not

explore its application in Arabic, especially in Arabic reading skills at the madrasah aliyah level. This condition indicates a significant research gap that needs to be further explored in order to test the application of the SQ4R learning model in improving reading skills at MAN 2 Ponorogo.

This study is important as an effort to provide a solution to the problem of students' low Arabic reading skills. The application of the SQ4R learning model is expected to improve students' ability to understand Arabic texts more effectively. Therefore, the research hypothesis in this study is formulated operationally as follows:

Ha: The SQ4R learning model is effective in improving the Arabic reading skills of students at MAN 2 Ponorogo.

Ho: The SQ4R learning model is not effective in improving the Arabic reading skills of students at MAN 2 Ponorogo.

The objectives of this study are to determine the extent to which the SQ4R learning model is effective in improving students' Arabic text reading skills and to provide recommendations for the development of a more effective learning model to improve the quality of Arabic language learning. This study is expected to contribute theoretically to the development of language learning theory and practically by providing recommendations for the development of Arabic language learning policies in madrasah.

METHOD

منهج

This study is a quantitative study using a Quasi Experimental Design of the Nonequivalent Control Group Design type. The researcher involved two groups, namely the experimental group and the control group. The experimental group received treatment in the form of the application of the SQ4R learning model, while the control group used the conventional learning model. This design was used because it allowed the researcher to compare the learning outcomes between the group that received treatment and the group that did not receive treatment.

The study population comprised all students at MAN 2 Ponorogo for the 2025/2026 academic year. The researcher selected the sample using purposive sampling based on specific considerations and subject teachers' recommendations, as the classes had already been formed (intact classes). The study sample consisted of two groups, each comprising 27 students.

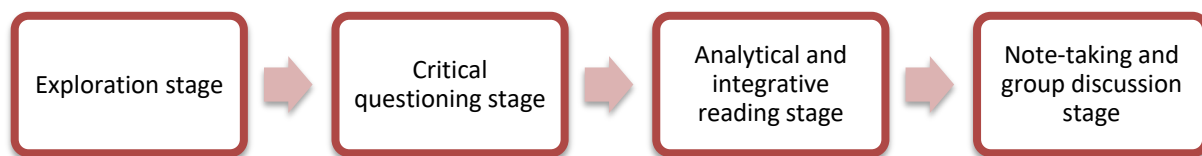
Research data were collected through initial observations and a test consisting of 10 items. The test instrument was developed based on the indicator grid for reading skills, namely: (1) reading Arabic texts with correct pronunciation, (2) understanding the meaning of vocabulary in context, (3) identifying the main ideas and detailed information in the text, (4) understanding the structure of simple sentences, (5) accurately translating the content of the reading, and (6) retelling the text's content in one's own words. Primary data consisted of pretest and posttest results, while secondary data was obtained from various sources, including books, journals, and documents relevant to the SQ4R learning model. Before use, the research instruments underwent validity and reliability testing to ensure their suitability.

Data analysis in this study was conducted in stages, beginning with a normality test to verify the data distribution, followed by a homogeneity test. Subsequently, the researcher tested the hypothesis using an independent samples t-test to compare differences in students' reading skills before and after the implementation of the learning model in both groups.

RESULT | نتائج

This study was conducted at MAN 2 Ponorogo for one month, starting from July 16, 2025, to August 13, 2025. Two classes were used in this study, each with 27 students. Class XI-5 was the experimental group, which was given the SQ4R learning model treatment, while class XI-3 was the control group, which was not given any treatment.

Before the treatment was administered, both groups took a pretest to obtain initial data on the students' qiro'ah skills. This pretest aimed to ensure that the initial abilities of both groups were relatively comparable so that any differences in results after the treatment could be attributed to the use of the SQ4R learning model. After the treatment was administered over several meetings, the researcher conducted a posttest to measure the development of reading skills in both groups. The results of the pretest and posttest were then analyzed to determine the effectiveness of the SQ4R learning model in improving students' reading skills.



In implementing this learning model, the researcher divided it into four stages. The first stage was the exploration stage. The researcher began by developing a learning plan that included determining objectives, selecting reading topics, and preparing the instruments to be used during the learning process. The researcher selected reading texts that were relevant to the students' daily lives so that the learning would feel more contextual and interesting. After that, the researcher conducted a reading identification activity or reading text survey with the theme of "travel," in which students were directed to review the text in general, paying attention to the title, pictures, and several parts that were considered important. This activity aimed to give students a general idea of the text's content and foster curiosity about the material to be studied. Through this stage, students began to build focus and mental readiness for in-depth reading.

The second stage is the critical questioning stage. Researchers guide students to formulate questions based on the results of identifying readings related to the content of the text. Then students answer these questions enthusiastically using their own language. Researchers ensure that each student actively participates in the question formulation process so that a collaborative and interactive learning atmosphere is created.

The third stage is the analytical and integrative reading stage. Students are asked to read the text carefully with the aim of finding answers to the questions that have been prepared beforehand. Researchers provide guidance in understanding sentence structure, the meaning of new vocabulary, and the meaning contained in the text. After the reading process, the activity continues by relating the content of the reading to the students' personal experiences and real-life contexts. The researcher facilitates reflective discussions so that students are able to interpret the meaning of the text more deeply.

The final stage is a combined note-taking and discussion stage. At this stage, the researcher asks students to take notes on the important points from the reading, then discuss them together to deepen their understanding. The researcher acts as a facilitator who guides the discussion, provides feedback, and helps students correct any misunderstandings of the text. Through this activity, students not only review the content of the reading, but also learn to

express their opinions and conclude the meaning of the text together. This stage plays an important role in strengthening students' memory of Arabic learning material.

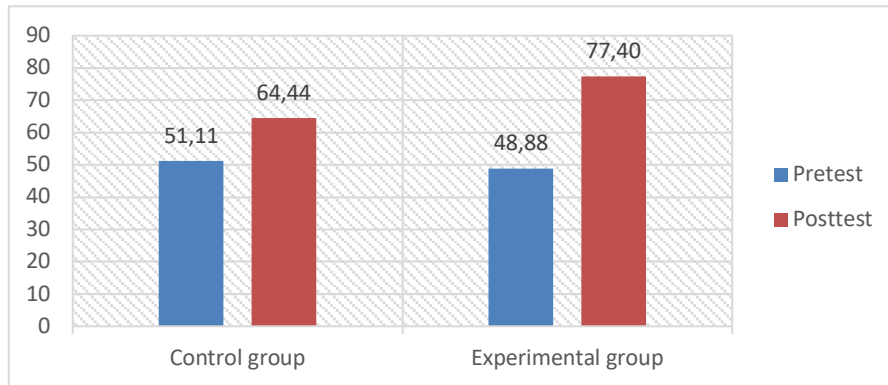


Figure 1. Students' pretest and posttest average scores

The control group's pretest results showed a total score of 1380 with an average of 51.11 (category <60, rating: very weak). The posttest increased to 1740 with an average of 64.44 (category 60–70, rating: weak). As for the experimental group, the pretest score was 1320 with an average of 48.88 (category <60, rating: very weak). After the treatment, the posttest increased to 2090 with an average of 77.40 (category 71–80, rating: sufficient).

The researcher conducted a normality test to ensure that the data was normally distributed as a prerequisite for inferential statistical analysis. The researcher used Shapiro-Wilk because the sample size for each group was only 27 students. The following are the results of the normality test.

Table 1. Normality Test

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Results Pretest Control	.159	27	.079	.959	27	.348
Posttest Control	.146	27	.146	.947	27	.179
Pretest Experimental	.136	27	.200*	.944	27	.150
Posttest Experimental	.157	27	.087	.937	27	.101

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the significance criterion > 0.05, all pretest and posttest data in both the control and experimental groups were normally distributed. The researchers also conducted a homogeneity test. This was done to ensure that the variance between the experimental and control groups was homogeneous. The following are the results of the homogeneity test.

Table 2. Homogeneity Test

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Results Based on Mean	1.071	3	104	.365
Based on Median	.965	3	104	.412
Based on Median and with adjusted df	.965	3	102.656	.412
Based on trimmed mean	1.072	3	104	.364

The test results above show that the mean-based value (sig) is 0.365, which is greater than the standard significance level of 0.05. Therefore, the data is declared homogeneous. Thus, both groups have comparable variances and meet the requirements for further parametric statistical analysis. The researcher then conducted a hypothesis test using the Independent Samples T-Test formula.

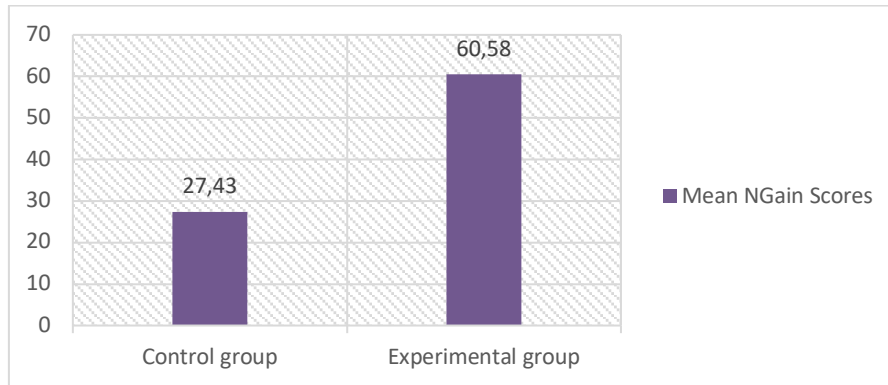


Figure 2. NGain Scores

Based on the diagram 2, the mean NGain_Percentage for the control group is 27.43, or 27.4%. It can therefore be concluded that the use of the conventional learning model is not effective in improving the Arabic reading skills of 11th-grade students at MAN 2 Ponorogo for the 2025/2026 academic year. Furthermore, the mean NGain_Persen value for the experimental group was 60.58, or 60.6%. It can therefore be concluded that the use of the SQ4R learning model was quite effective in improving the Arabic reading skills of 11th-grade students at MAN 2 Ponorogo during the 2025/2026 academic year. Descriptively, it can be said that there is a difference in the effectiveness of applying the SQ4R learning model and the conventional learning model in improving students' reading skills. To determine whether the difference between the two is significant or not, an Independent Samples Test was conducted as follows.

Table 3. Independent Sample Test

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
NGain_Persen	Equal variances assumed	2.718	.105	5.523	52	.000	33.153	6.003	21.107	45.198	
	Equal variances not assumed			5.523	48.810	.000	33.153	6.003	21.088	45.217	

Based on the table 3, the Sig. (2-tailed) value is 0.000 < 0.05; therefore, it can be concluded that there is a significant difference in effectiveness between the use of the SQ4R learning model and the conventional learning model in improving Arabic reading skills among 11th-grade students at MAN 2 Ponorogo during the 2025/2026 academic year.

DISCUSSION | مناقشة

This study shows that the implementation of the SQ4R learning model has an effect on improving the reading skills of 11th-grade students at MAN 2 Ponorogo. Based on the results of the descriptive analysis, the initial abilities of the two groups were relatively balanced, with the control group's pretest average at 51.11 and the experimental group's at 48.89. After the treatment, both groups showed improvement; however, the improvement in the experimental group was higher, reaching an average of 77.41 compared to the control group's 64.44. The N-

Gain analysis also showed that the experimental group achieved a score of 60.6% (sufficiently effective category), while the control group scored 27.4% (ineffective category). These findings indicate that the SQ4R model provides a more optimal improvement in reading skills compared to conventional learning.

Inferentially, the research data met the statistical assumptions through the Shapiro-Wilk normality test, which indicated a normal distribution, and the Levene's test of homogeneity, which indicated equal variances across groups. With these prerequisites met, hypothesis testing was conducted using an Independent Samples T-Test to compare learning outcomes between the experimental and control groups. The test results showed a significance value of < 0.05 , indicating a significant difference between the two groups. It can be concluded that the SQ4R learning model is more effective than the conventional learning model in improving the Arabic reading skills of 11th-grade students at MAN 2 Ponorogo.

The effectiveness of the SQ4R model in this study is directly related to the specific characteristics of Arabic texts, which require understanding not only of lexical meaning but also of the morphological (*sharf*) and syntactic (*nahwu*) systems. In Arabic, a single word can undergo various morphological changes that affect its meaning, so students often struggle to accurately identify a word's meaning within a sentence context (Issa, 2023). The Survey stage helps students recognize the general structure of the text, such as word patterns (*wazan*) and basic sentence structures, thereby providing an initial framework for understanding the reading material (Sagala, 2023). The Question stage guides students to focus on key elements within the text, such as the meaning of keywords and inter-sentence relationships, which are essential for comprehending dense and complex Arabic texts (Aliyu et al., 2024).

The Read and Reflect stages play a crucial role in Arabic reading instruction. During the Read stage, students engage in deep reading by observing word inflections and their grammatical functions within sentences (S. Saepudin et al., 2024). Subsequently, in the Reflect stage, students connect vocabulary meanings to sentence context and linguistic structure, thereby aiding in understanding words with multiple meanings depending on their contextual usage (Safrodin et al., 2024). This process is highly relevant in Arabic, a language rich in derived meanings and inter-word relationships within a single sentence.

The Recite stage, meanwhile, focuses on developing pronunciation skills and fluency in reading Arabic texts (Algamal & Altairi, 2024). When students verbally restate the content of the reading, they reinforce their understanding and practice reading while paying attention to the articulation points of letters and correct pronunciation rules (Alshehri, 2021). This is important because pronunciation errors in Arabic can alter meaning. The application of SQ4R enhances comprehension of the text's content and strengthens specific linguistic aspects of Arabic reading skills, including vocabulary comprehension, sentence structure, and accurate pronunciation.

This learning model has a positive effect on learning. This is in line with research findings (Ramadhani & Halidjah, 2023) which states that the average post-test score for the experimental group was 81.75, while the average post-test score for the control group was 76.37. Based on the t-test calculation results, the result was 2.036, so H_a was accepted. Based on the effect size calculation, a result of 0.5873 was obtained, which is in the moderate range. Therefore, it can be concluded that the application of the SQ4R (survey, question, read, reflect, recite, review) learning model has a positive effect on the reading comprehension skills of fourth-grade students at SD Muhammadiyah 2 Pontianak. Research (Rahmi, 2021) also shows a positive effect before and after using the SQ4R method on the reading comprehension skills of ninth-grade students at

MTsN 4 Pesisir Selatan, namely $t_{count} > t_{table}$ ($4.85 > 1.67$). The average reading comprehension skills of ninth-grade students at MTsN 4 Pesisir Selatan after using the SQ4R method were higher than before using the SQ4R method ($92.31 > 48.72$). The study concludes that the SQ4R method has a significant effect on the reading comprehension skills of ninth-grade students at MTsN 4 Pesisir Selatan.

These findings indicate that the SQ4R learning model is effective in improving students' reading skills, particularly in understanding reading material. This is in line with research (Fadillah et al., 2022) which states that the application of the SQ4R learning model can improve students' understanding of reading material. Research (Zakiya, 2023) also states that the use of SQ4R in reading makes it easier for students to understand the content of the reading material. The SQ4R method can have a greater impact on reading comprehension learning outcomes; therefore, learning using the SQ4R method is suitable for use. With six systematic steps, this strategy encourages students to be active, think critically, and reflect on what they read. Integrating this method into the learning curriculum, especially in literacy and language learning, is highly recommended.

Table 4. Comparison of the SQ4R models

No	Aspect	Implementation of SQ4R by Researchers at MAN 2 Ponorogo	The SQ4R Model According to Fadly Wirawan	Difference	Theory Interrelationship
1	Learning Stages	Researchers simplified the six stages into four core stages: exploration, critical questioning, analytical-integrative reading and joint note-taking and discussion.	Fadly Wirawan divides it into six complete stages: Survey, Question, Read, Reflect, Recite and Review..	Researchers combined several stages for efficiency and student monitoring.	According to the cognitive-behavioral theory proposed by Fadly, the learning process is modified according to the classroom context without eliminating the basic principles of student learning control.
2	Student Activity Focus	Emphasis is placed on active participation and collaboration through reflective discussions and question-and-answer sessions.	The main focus is on developing self-directed learning control and strengthening memory through structured repetition.	The researchers' approach is more contextual and interactive, emphasizing cooperation and social reflection.	In line with Fadly's view that SQ4R improves self-regulated learning, researchers have expanded it to include social-constructivist aspects.
3	Media and Reading Materials	Using short reading texts with a travel theme	Using storybooks or complete narrative texts as the main material.	The research material is simpler and more relevant to the context of madrasah students.	This reinforces Fadly's theory that understanding is more optimal when students read meaningful and structured material according to their abilities.
4	The Role of Teachers	Teachers act as facilitators and moderators of discussions, providing feedback on students' reflections.	The role of teachers as facilitators of structured learning and providers of key questions.	Researchers added the function of teachers as providers of reflective and evaluative space, not just guides.	This supports Vygotsky's social constructivism theory, which posits social interaction as the key to learning.

Based on a comparison between the implementation of the SQ4R model by researchers at MAN 2 Ponorogo and the concept proposed by Fadly Wirawan, it can be concluded that the learning process carried out by the researchers was in accordance with the steps outlined by (Fadly, 2022). It can be concluded that researchers made contextual modifications to the model without changing its theoretical essence. The adaptations made included simplifying the stages into four core stages to make it easier to monitor and evaluate student engagement and progress during learning, using simpler and more relevant reading texts, and emphasizing collaboration and joint reflection. These differences show that the application of SQ4R can be adapted to the characteristics of students and the learning environment, in line with Fadly's cognitive-behavioral theory which emphasizes independent learning control. This research also reinforces the social-constructivist approach in Arabic language learning.

This learning model is quite enjoyable to use for reviewing previously taught material (Fadila et al., 2022). This is consistent with the researcher's observations during the learning process that students were actively involved in the learning process. This is relevant to cognitive theory, which emphasizes that learning is an active process that involves the organization of knowledge in the minds of students (Ekawati, 2019). Effective learning occurs when students can connect new knowledge with what they already know. The SQ4R model helps students build a focused cognitive structure, facilitating a deeper understanding.

In SQ4R, students are encouraged to analyze, respond, critique, express opinions, and convey their reasoning. By practicing thinking and acting until they truly understand the material, students will form reading habits or learning styles that are easy to remember. They become able to draw conclusions, comment on the material studied, appreciate the benefits of learning, and summarize it into personal concepts. This enables them to transfer knowledge accurately to others (Wiangkham & Buaraphan, 2023).

SQ4R helps students understand reading material in a more focused manner, starting from observing the text as a whole, formulating questions, reading with focus, reflecting, summarizing the content, and reviewing the material thoroughly. The learning process becomes more active, structured, and encourages student engagement. Thus, learning not only requires students to read passively but also trains them to think critically, connect information with prior knowledge, and strengthen their memory.

The findings of this study should be interpreted contextually and cannot be broadly generalized, given the limited sample size (27 students per group) and the fact that the study was conducted at only one school, namely MAN 2 Ponorogo. Therefore, the results of this study are more relevant as a reference in learning contexts with similar characteristics.

This study has several limitations, including a relatively short duration of implementation, which means it does not yet represent the long-term impact of applying the SQ4R model. Additionally, the study's scope, limited to a single madrasah, means that variations in learning conditions have not been fully accommodated. This study also focuses on reading skills without examining other Arabic language skills.

Considering these findings and limitations, the SQ4R learning model can be recommended as an effective alternative learning model to improve reading skills, particularly for Arabic texts with linguistic complexity. However, further research is needed with a broader sample size, a longer duration, and varied learning contexts to strengthen the validity of the findings.

CONCLUSION

خاتمة

Based on the results of the study, it can be concluded that the implementation of the SQ4R learning model significantly improved the reading skills of 11th-grade students at MAN 2 Ponorogo. This was demonstrated by the results of the Independent Samples T-Test, which showed a p-value of 0.000 (< 0.05), indicating a significant difference between the experimental and control groups. The SQ4R model is effective in helping students understand Arabic texts more deeply through systematic, interactive, and reflective learning stages, as well as supporting the development of critical thinking skills and memory. Furthermore, the application of this model encourages students' active engagement in the learning process through activities such as asking questions, guided reading, reflecting, and reviewing the content of the text. Thus, the SQ4R learning model can serve as an effective alternative strategy for improving Arabic reading skills, particularly within the context of madrasah education.

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