



SNAP TO READ

IMPROVING STUDENT'S READING COMPREHENSION THROUGH SQ5R METHODS: A DISTANCE LEARNING DURING A PANDEMIC COVID-19

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Abstract:

The entry of the Covid-19 virus in Indonesia has had a major impact on the education sector. The teacher could use several strategies during the learning process to be able to achieve the learning objectives. This study aimed to optimize the use of the Survey, Question, Read, Recite, Record, Review, Reflect (SQ5R) method in teaching reading during online learning at SMPN 3 Lamongan. The researcher used action research with direct observation during the learning process. The results showed that the SQ5R method could improve students' reading comprehension. The minimum score obtained by students in the initial test was 45. This value increased up to 65 in the final test, which indicated that all students had reached the minimum passing criteria standard that had been set. Meanwhile, the observations showed that students were able to analyze visual information, predict content and improve their notes. Overall, it was evident that the SQ5R approach has a positive impact on students' reading comprehension.

Keywords: *Online Learning, Covid-19, Reading Comprehension, SQ5R*

INTRODUCTION

Corona virus (Covid-19) which caused the Covid-19 pandemic around the world has a huge influence on government structures, including of education. The corona outbreak has hit many nations, including Indonesia. It makes social distancing and physical distancing a policy of limiting social distancing for the entire community, including the learning process at school. The entire learning process must be done remotely via daring or online learning. It should be done to continue the learning process amid the outbreak of the Covid-19 epidemic (Rizaldi & Fatimah, 2020).

The reality shows that The Covid-19 outbreak is currently disrupting learning dynamics in Indonesia, with the following consequences: 1) schools are moved to homes through daring or educational technology processes; 2) the use of Wathshap Community, Zoom, Google Classroom, and Youtube has transformed mobile learning media, and 3) learning methods have been adjusted; 4) adjusting the learning assessment to assess the criteria for class progression and graduation; and 5) requests for student-parent cooperation at home as a replacement for teachers in monitoring learning (Hamid et al., 2020).

The transition to distance learning during the pandemic has been a problem for teachers. One of the subjects that is difficult to control during online learning is reading. Teaching reading during a pandemic has become an important experience for future situations. Since comprehension is characterized as learners' thought, it is the main objective of reading. Everyone recognizes that reading comprehension is more than only knowing individual words, or even comprehending each individual word while our eyes skip over it (Wlotko & Federmeier, 2015).

Reading is not just saying words. Reading must be followed by a process of finding meaning because reading is not only saying a written sentence but also a process of finding meaning in what we

read (Spiro et al., 2017; Willingham, 2017). So the main purpose of reading is understanding the contents of a reading. If someone cannot understand the meaning or content of what is written, then the reader can be said to have not succeeded in reading. So that a good process is needed in order to be able to understand the contents of a reading. The message in a reading will be easily conveyed to the reader if there is a good process in reading. The brain interprets and comprehend the components of something authored is also known as reading comprehension. At its core, reading is a system of expression between the reader and the author, carried out over the text he created (Rosenblatt, 2018). Reading is a related practice in which you try to make sense of what is written in a document. A reader must activate their cognitive mental processes system for this reason, in addition to mastering the language used (Goldman et al., 2016).

Reading is a process that is carried out and used by readers to get messages, which the author wants to convey through written language media. Thus, understanding is the product of reading that can be measured, not the physical behavior of sitting for hours in the study room holding a book. One method that can be applied to improve reading skills is the SQ5R method (Survey, Question, Read, Recite, Record, Review, Reflect). The SQ5R method in this study is a reading text method which consists of five activities as well as several additional activities consisting of discussing questions, discussing answers, determining main sentences, explanatory sentences, main ideas and explanatory ideas (Herlin, 2012; Hikmawati, 2017; Kamali et al., 2018; Naely & Irmawati, 2017).

SQ5R was as a learning tool that combines comprehension of reading content with writing ability (Herlin, 2012; Naely & Irmawati, 2017; Sangcharoon, 2010). SQ5R helps students to focus more attention and read comprehensively and selectively, reviewing answers to questions asked and helping students to identify what they think

is important or not. Initially, this learning method was widely known as the SQ3R (Survey, Question, Read, Recite, and Review) method then changed to SQ4R (Survey, Question, Read, Recite, Record, and Review) with the addition of a record stage initiated by Thomas and Robinson as stated in (Khusniyah et al., 2020). This method consists of six steps, each of which has the benefit of supporting each other. After this method is used by educators, there is a change to SQ5R which is commonly used in teaching language subjects because each step of learning includes skills in language teaching (Lu et al., 2022). In its development, subjects other than language have often used this method because it is considered effective to provide learning motivation for students.

The researchers chose the SQ5R method because it is very suitable to be applied to classes that focus on practical skills. SQ5R is a reading method that is used to improve students' metacognitive abilities in understanding a reading. Students can review text if they cannot remember what they read (Joseph et al., 2016). Therefore, this research will examine the implementation of Survey, Question, Read, Recite, Record, Review, Reflect (SQ5R) method to increase student's reading comprehension during online learning at SMPN 3 Lamongan.

Review of literature

SQ5R is a reading comprehension method designed to read textbooks or exercises for various learners (Herwanis et al., 2021). It develops a dynamic and intrusive attitude towards learning and doubles the cognitive processes of successful learners. Giving assignment is essential to strengthen and stabilize students' understanding of the lesson which is taught (Halim, 2018). The SQ5R method provides a strategy that begins with building an overview of the reading material to be discussed, raises questions from the title/subtitle of a reading and continues with reading to find answers to questions. The SQ5R method includes seven stages of activities, which are as follows:

Survey

In this stage, the student begins to search, review, explore at a glance to find chapter titles, sub-chapters, and picture descriptions thus they are more familiar with the reading material that will be read in detail and according to needs. By conducting a survey, the information needed to focus attention while reading can be collected (Herwanis et al., 2021). In conducting a survey, it is recommended to prepare pencils, paper, markers, or highlighters as markers to mark certain parts. Important parts will be used as material for questions that need to be marked to facilitate the process of compiling a list of questions that will be carried out in the second step.

Questioning

After conducting a survey, students will find several questions. The list of questions can be used as a guide in reading so that it is concentrated and directed. The number of questions depends on the length of the text, and the ability to understand the text being studied. If the text being studied contains things that are already known, it may only be necessary to make a few questions. On the other hand, if the background knowledge is unrelated and inadequate to the content of the text, it is necessary to arrange as many questions as possible. The method of understanding the unknown is known as questioning. The more questions they pose, the more information they can gain (Miqawati & Sulistyono, 2014).

Read

The third stage is reading, in which students attempt to find answers to the questions they posed earlier. SQ5R reading section is an active search for answers. On perusing, the reader will find that each paragraph develops one main idea. If the main ideas are combined into a single unit, then the main ideas from a series of paragraphs in one discourse are reflected. If reading carefully feels difficult, then this reading step is minimal to answer the questions formulated in the

question step (Harida, 2016). This section can run efficiently if the reader really takes advantage of the list of questions, namely reading with the intention of finding answers to the questions that have been made in the list.

Recite

At this stage, students are asked to review the notes in the question stage that have been made and recall the main ideas that have been recorded. Another way to do Recite is to look at the questions that we have made before reading the sub-chapter by answering the questions orally (Kamali et al., 2018). The teacher can ask students to mention the answers of the questions that have been prepared. Teachers can train students with various questions and not open books or notes that have been made. If the question is not answered, students continue to the next question. The teacher can ask students to repeat the work until all questions have been completed.

Record

After going through the recite with verbal answers. students can write down the answers to questions on a piece of paper without looking back at the book or text. Basically, Record aims to rephrase various information in the form of answers to questions, as well as other information that we consider important, summarize it, and conclude what has been read according to the reader's written version (Kamali et al., 2018).

Review

In this stage, students are expected not to repeat reading but to pay close attention to the titles, pictures, and to review the questions, to ensure that the complete picture of the discourse has been understood. This stage will be very helpful in remembering reading so that students will easily recall it because it is stored in the long-term memory of the brain. Briefly, in the Review stage, a test or review is carried out on

the completeness of the restatement that has been carried out at the Recite stage (Kamali et al., 2018). Thus, if there are deficiencies, they should be completed, if there are errors, they should be corrected. In the end, a complete information structure will be arranged.

Reflect

At this reflect stage, students pour their understanding into written form and connect their understanding of the contents of the reading independently based on their own experience. Reflecting what the learners read is the way of improving reading comprehension (Kamali et al., 2018; Khusniyah et al., 2020).

Strengths and weaknesses of the SQ5R Learning Method

Each teaching style has strengths and weaknesses, so the teacher's consistency in selecting a learning strategy is critical so that it would not become such an impediment to engaged in learning and accomplish learning purpose. The profit of SQ5R Learning methods include 1) With the survey stage at the early of learning, this arouses students' curiosity about the material to be learned so as to work up student passion in learning, 2) Students have the chance to make comments and attempt to address them by reading. As a result, students will be inspired to critically think, contribute positively in their study, and participate in critical learning, among other things. 3) The student's analysis of the subject is linked to a longer time. While the SQ5R learning method has some flaws, the first being that it cannot be extended to all sciences subjects because understanding science content is not always easy to understand by reading itself, and there is also a need for practicum, and the second is that the instructor would have trouble designing reading literature for each student if not all students have reading literature (Herwanis et al., 2021; Kamali et al., 2018; Lu et al., 2022).

METHOD

This research used classroom action research design with mix method both qualitative and quantitative data. This research consists of two cycles. Before doing the first cycle, the researcher gave preliminary test to see the students' basic ability in reading English texts, and in the last stage the researcher gave final test to see the results of the implementation of the SQ5R method in teaching reading (Latief, 2018). The data gotten from student's observation and students' interview were described in qualitative. While, the result of student's reading comprehension test from preliminary test and final test were analyzed through quantitative.

The study's subject was eighth grades students of SMPN 3 Lamongan from class A to D with a total of 120 students. The researcher used non-random sampling method to choose the subject of the study. The subjects consisted of 46 male students and 74 female students. Because of the teachers' incompetence, students may become bored throughout the learning phase. They also get difficult to comprehend the content of the text. Therefore, their reading achievement were quite low.

Table 1. Demographic information of student's class

No	Total of learners	Gender		Class
		M	F	
1	30 Students	13	17	A class
2	30 Students	11	19	B class
3	30 Students	12	18	C class
4	30 Students	10	20	D class
Total	120 Students	46	84	

The data collection techniques used by researcher were student's observation, students' interview, and reading comprehension test. The reserarcher used triangulation for observation, interview, quantitative

data to get research credibility (Bekhet & Zauszniewski, 2012; Guion et al., 2011). While objective-based questions about the texts were administered twice. A preliminary test was administered at the beginning of this program and at the conclusion of the program, a final test was given. The test consists of twenty questions which every single question is compiled with “Student Observation Form” and also “Student Interview Form”. Furthermore, the idea of developing the strategy was video documented, allowing for the collection of a great deal of reliable data.

This study was split into two sections. The students were given a preliminary test by the researcher at the start of the study. It was carried out to determine the students’ early English abilities, especially in terms of reading comprehension (Halim, 2019). The researcher then made planning related to the strategy used during this program either the materials used or the test given. We chose eight texts that were suitable for the students’ stage. These texts and activities were created specifically for SQ5R. These activities were enforced for three hours each day and four days per week throughout a nine-week amount. Finally, the final test was administered. It was to measure students’ reading comprehension. After conducting the final test, the researcher did observation related to the result of the test. It was done to know the student’s increase in reading comprehension level through SQ5R methods. Because the reflection was not achieved the researcher’s target, then the second cycle was administered such as the first cycle steps.

FINDINGS AND DISCUSSION

The qualitative data from this research was analyzed using qualitative content analysis, and the quantitative data was statistically analyzed using SPSS 20. The finding of this research was presented in each stage.

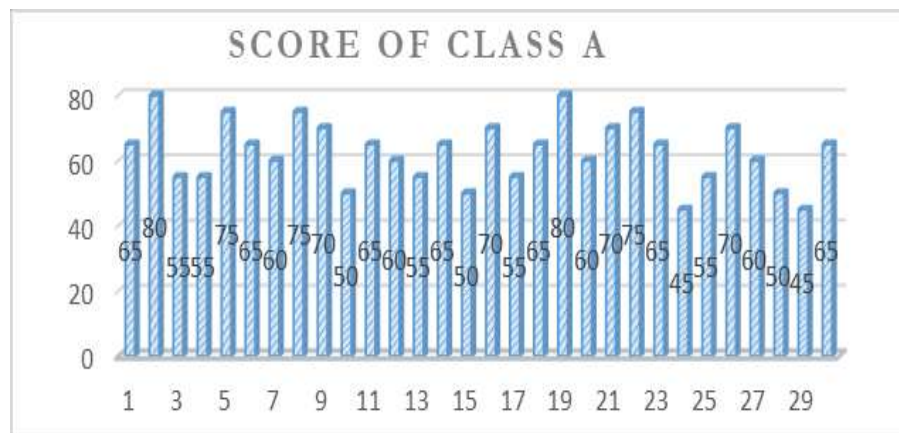
Preliminary Test Score

Table 2. Students' reading comprehension test score of preliminary test

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
class A	30	45	80	1875	62.50	9.716
class B	30	50	80	1910	63.67	9.371
class C	30	45	80	1915	63.83	10.396
class D	30	45	80	1890	63.00	10.052
Valid N (listwise)	30					

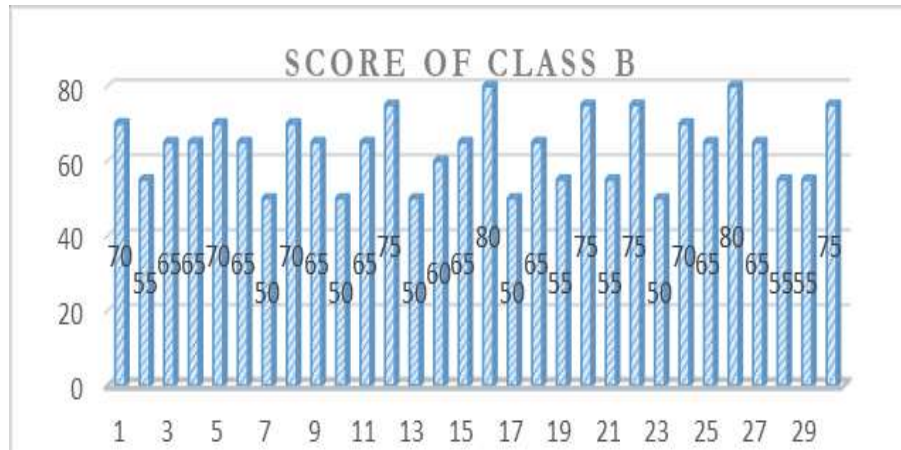
Based on descriptive statistics above, it showed that every class's mean score was below 65 as the competency standards of students reading test. The data also showed that there were still 52 students from 120 students get score below 65. The figure below provides additional information.

Figure 1. Students' score of class A in preliminary test



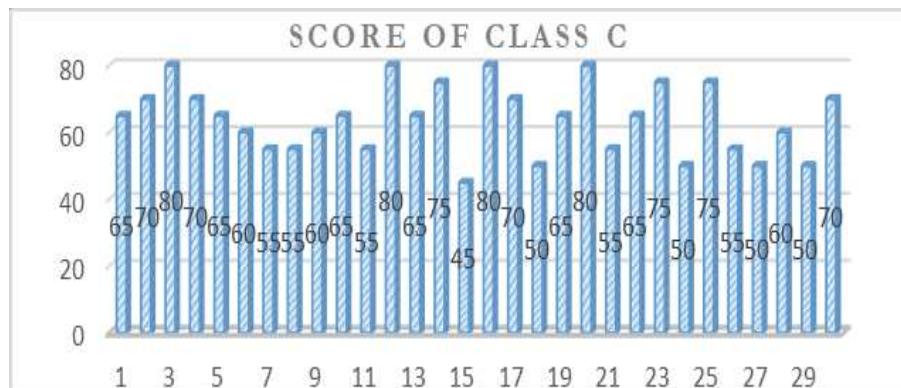
Note : Score 100-65 = 16 students
 Score 64-0 = 14 students

Figure 2. Students' score of class B in preliminary test



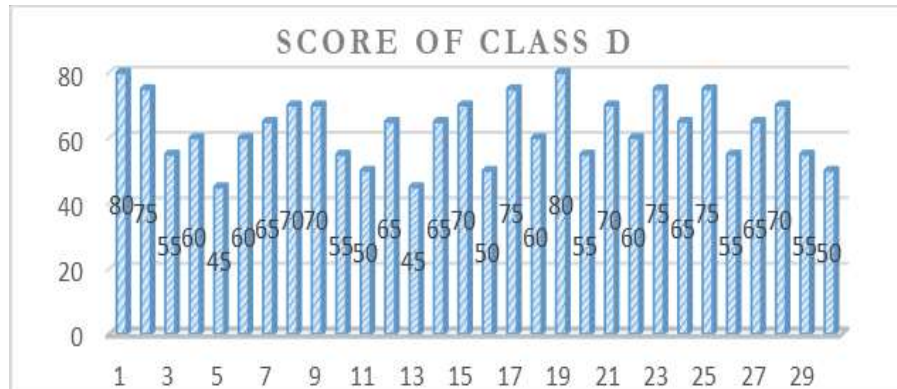
Note : Score 100-65 = 19 students
 Score 64-0 = 11 students

Figure 3. Students' score of class C in preliminary test



Note : Score 100-65 = 17 students
 Score 64-0 = 13 students

Figure 4. Students' score of class D in preliminary test



Note : Score 100-65 = 16 students
 Score 64-0 = 14 students

Finding in cycle 1

Table 3. Descriptive statistics of students' score in cycle 1

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
class A	30	60	85	2095	69.83	8.457
class B	30	60	85	2170	72.33	8.380
class C	30	55	85	2205	73.50	9.111
class D	30	60	85	2155	71.83	9.330
Valid N (listwise)	30					

After completing an action in cycle 1, reading comprehension test was administered. From the table above, it could be seen that the average score on reading comprehension tests increased significantly. The average score for class A was raised from 62.50 to 69.83, followed by a rise in the average score for class B from 63.67 to 72.33, a rise in the average score for class C from 63.83 to 73.50, and a rise in the average score for class D from 63.00 to 71.83. Seen from these results, all the average score of every classes were above 65. Thus, it could

be said that SQ5R reading methods helps students on increasing their reading comprehension although there were still students got score below 65 as the competency standards of students reading test. The illustration of students' tests in cycle 1 could be seen in figure below:

Figure 5. Students' score of class A in cycle 1

Note : Score 100-65 = 21 students
 Score 64-0 = 9 students

Figure 6. Students' score of class B in cycle 1

Figure 7. Students' score of class C in cycle 1



Note : Score 100-65 = 26 students
 Score 64-0 = 4 students

Figure 8. Students' score of class D in cycle 1



Note : Score 100-65 = 24 students
 Score 64-0 = 6 students

After having observing and reflecting, the researcher did revise on the steps of implementing SQ5R reading methods that will be implemented in next cycle.

Finding in cycle 2

Table 4. Descriptive statistics of students' score in cycle 2

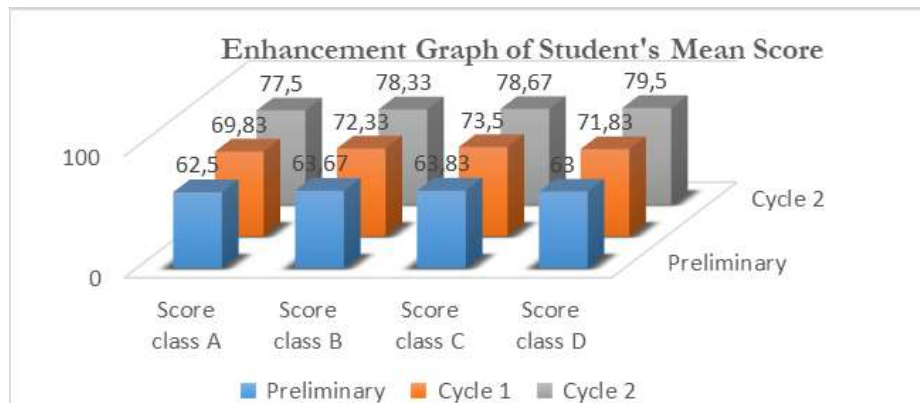
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
class A	30	65	90	2325	77.50	7.740
class B	30	65	90	2350	78.33	6.609
class C	30	70	95	2360	78.67	7.063
class D	30	65	95	2385	79.50	8.645
Valid N (listwise)	30					

The result of students' score analysis in cycle 2 above, it showed that all the minimum score of all classes were 65 and the mean score was increased significantly from the preliminary test. It meant that all the students have passed competency standards of reading test. Thus, the researcher concluded that SQ5R reading methods was the innovative strategy to increase students' reading comprehension. For more details it could be illustrated in table below:

Table 5. Descriptive statistics of students' test from preliminary to final test in

	N	Mean of Preliminary Test	Mean of Students' Test in Cycle 1	Mean of Students' Test in Cycle 2	Mean	Std. Deviation
class A	30	62.50	69.83	77.50	77.50	7.740
class B	30	63.67	72.33	78.33	78.33	6.609
class C	30	63.83	73.50	78.67	78.67	7.063
class D	30	63.00	71.83	79.50	79.50	8.645
Valid N (listwise)	30					

Figure 9. Improvement Graph of Students' Test from preliminary to final test



DISCUSSION

The SQ5R method is operationally defined as a reading method that is used to improve students' metacognitive abilities in understanding a reading. The procedures in this method include 1) survey: paying attention to titles, pictures, terms in italics or bold; 2) question: make written questions related to the content of the reading; 3) read: students read the article in its entirety to get information about the correct answers to the questions they have asked; 4) recite: students repeat the answers to their questions; 5) record: write down the important points contained in the reading and the answers to the questions that have been made; 6) reflect: give examples, evaluate and provide feedback; 7) review: re-read all the answers to the questions in the previous step, re-check important parts of the reading such as titles, pictures, diagrams and other details.

The results of this study consisted of an overview of students' reading comprehension before applying the SQ5R method and after applying the SQ5R method. The preliminary test was carried out to determine students' reading comprehension before applying the SQ5R method. The preliminary test was carried out at the beginning of the meeting and was attended by 120 students from four different

classes as the research sample. The preliminary test results showed values that vary according to the value conversion. Based on the results of the preliminary test, most students' reading comprehension were still relatively low and did not pass competency standards, in the classification (0-64) as many as 52 students or as much as 43% of all students. It gave an indication that students did not apply effective methods in reading English texts which consist of various topics in the academic field. While the students who had pass competency standards in the classification (65-100) are 68 students or as much as 57% of the total sample.

Some students had not pass competency standards due to the low interest of students in reading. The low interest of students' reading was revealed from the results of interviews which showed that most students thought reading was not a pleasant activity. Learning with the SQ5R method means implementing strategic reading steps to absorb information from reading, students who did not have an interest in reading will certainly not be motivated, feel bored and even unenthusiastic during learning. As a result of the low interest in reading students had an impact on the low score of students' mastery of concepts. Students at this level already had a pattern of reading habits that have been formed from previous learning experiences. Patterns of reading habits that had been formed for a long time allow students to experience difficulties when faced with the relatively new SQ5R reading method. The systematic and continuous organization of the stages of the SQ5R reading method according to students' cognitive levels could be an obstacle for some students.

It was shown from the results obtained after implementing the cycle 1 stage which showed that there were still some students who still could not fully understand the information from the reading given using the SQ5R method. The test results after the cycle 1 stage showed that the average score of the reading comprehension test showed an

increase. The mean score of class A increased from 62.50 to 69.83, followed by an increase in the mean score of class B from 63.67 to 72.33, an increase in the mean score of class C from 63.83 to 73.50, and increase in the mean score for class D from 63.00 to 71.83. Judging from these results, all the mean score for each class was above 65. Thus, it could be said that the SQ5R reading method could help students improve their reading comprehension even though there were still some students who did not pass competency standards, as many as 24 students or around 20 % of the total samples.

These results indicated that there were still some students who still needed new adaptations from the implementation of the entire SQ5R stage. The formation of a pattern and habit could not occur in a short time but requires a development process that could take a relatively long time. Students who were accustomed to carrying out the stages according to the SQ5R method did not experience difficulties when faced with reading thus each stage was carried out efficiently. Whereas, students who were not used to do the SQ5R stages need more adjustments because they were not in accordance with their patterns and habits so far. This was evidenced by the student test results after carrying out the cycle 2 stages which showed that the minimum score obtained by students in each class was 65 with an average score of 77-79 which means that 100% of students have pass the established competency standards. Therefore, the researcher concludes that the SQ5R reading method was an innovative strategy that could be used to improve students' reading comprehension.

These findings were supported by student responses through interview results which stated that the SQ5R was very helpful in fully understanding information from the reading. As (Anderson, 2018) confirms that understanding material by reading well can help in remembering reading material longer. In this case good reading is by applying the right reading techniques. As a reading method,

SQ5R involves three phases, namely before, during and after reading. The phases before and during reading emphasize the process of obtaining information while the after-reading phase aims to strengthen understanding and retention of knowledge that has been obtained from the results of integrating information in reading with previous knowledge that students already have from previous experiences both from learning activities and from the information they obtain. from reading or listening activities outside of formal teaching and learning activities at school.

CONCLUSION

This research showed that SQ5R strategy could increase students' reading comprehension. From the observation, learners were able to analyze the visual information, predict the content and improve their take a note. In addition, their word-recognition percentages and number of words read per minute also increased dramatically. Overall, it was evident that the SQ5R approach had a positive impact on students' reading comprehension. Previous research on the SQ5R strategy has reached similar results, according to some researchers. Meanwhile, the students' reactions to the intervention were positive and it was able to claim that SQ5R could increase students' reading comprehension in level of junior high school.

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