Reading is very important in daily life; therefore it is very important to learn. For the students, reading is needed as a means of learning variety of sciences. So success in reading is very important to the students. In line with the importance of reading for the students, in Indonesia, reading skill is taught from elementary up to university level of education. However, the result of preliminary study conducted at MAN 2 Madiun, it was found that the students’ ability to comprehend the text was not satisfactory yet. Their achievement was still under the minimum standard of learning success. Thus, this action research was done as one of the solutions to overcome the students’ problem in reading comprehension. For that reason, the teaching and learning of reading comprehension through SQ3R (Survey, Question, Read, Recite, and Review) strategy was developed to improve students’ reading comprehension.

This research employed collaborative classroom action research in which the researcher and her collaborator worked together on designing the lesson plans, implementing the actions, observing the effect of action, and reflecting the results of the actions. In conducting the research, the researcher was the practitioner while the collaborator became the observer. The subjects of the research were 30 students of the eleventh grade of language program of MAN 2 Madiun in the 2008/2009 academic year. The research was carried out in two Cycles by following the action research procedure, i.e., planning, implementing, observing, and reflecting. Each Cycle was carried out three meetings. The data of the research were gathered using observation checklist, interview guide, field note, and reading comprehension tests.

The findings of the research revealed that the appropriate model of SQ3R strategy in teaching reading consisted of these procedures: (1) activating the background knowledge before reading, (2) providing some pictures or real objects (3) finding the meaning of the unfamiliar words, (4) formulating list of questions as the prediction, (5) reading the introductory and concluding paragraphs, (6) answering the previously formulated questions, (7) keeping the information in the long term memory, (8) recalling the kept information, (9) doing report, (10) doing verification to the report by rereading the text, (11) writing the verification result. Furthermore, the finding also indicated that SQ3R strategy improved students’ reading comprehension ability. The improvement can be seen from the students’ reading scores which fulfilled the minimum standard of learning success. The mean score were 59.1 in the pre-test, 64.5 in test 1 and 78.7 in test 2. In other words, there were merely 33.3% of students who were considered successful in pre-test, 50% who were successful in Cycle 1, and 86.7% who succeeded in Cycle 2. Besides, the finding indicated that SQ3R strategy was successful to empower students’ motivation to be actively involved in the instructional process. The improvement on the students’ participation were 59% in Cycle 1 and 79% in Cycle 2.

Based on the findings above, some suggestions for the English teachers and future researchers are made as follows: for the English teachers who have similar problem, it is suggested that they implement SQ3R strategy as one of the alternatives for improving students’ reading comprehension ability. For future researchers, it is suggested that they conduct a similar study deeply in other level of study with different setting, subject, and other text types to see whether SQ3R strategy is also applicable and effective for improving their students’ reading comprehension achievement.