Development of English Reading Skill by Using SQ6R Technique for the 5th Primary School Students, Wat Srisuk School, Bangkok

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Abstract

This research aimed to: (1) investigate the needs and problems in English reading comprehension skills of Grade 5 students at Wat Srisuk School, Khlong Sam Wa, Bangkok; (2) develop English reading comprehension skills by applying the SQ6R technique; and (3) assess the students' satisfaction with the learning management system using the SQ6R technique. The sample group consisted of 20 Grade 5 students from Wat Srisuk School, selected through purposive sampling. The research employed a Pre-Experimental one-group pre-test and post-test design. The instruments used included a needs analysis questionnaire, lesson plans based on the SQ6R technique, English reading comprehension pre-test and post-test, and a student satisfaction questionnaire. Data were analyzed using descriptive statistics: percentage, mean, and standard deviation. The results showed that:

1. Students had a low level of reading comprehension skills before the intervention, indicating the need for instructional improvement.

2. After the implementation of the SQ6R technique, students' post-test scores significantly improved to a good level.

3. Students demonstrated high satisfaction with the learning process using the SQ6R technique, with an average satisfaction score of 4.34 out of 5 and an overall satisfaction rate of 86.80%.

Keywords: SQ6R technique; English reading comprehension; student satisfaction; Grade 5; Thailand

Introduction

English reading comprehension is vital for academic success in non-native English-speaking countries like Thailand. However, many Thai primary school students struggle with reading comprehension due to outdated teaching methods and limited resources. Previous research (e.g., Thomas & Robinson, 2020; Nation, 2020) has shown the importance of strategic reading instruction in enhancing comprehension. Yet, current practices often focus on rote learning rather than interactive engagement.

The present study focuses on Grade 5 students at Wat Srisuk School in Bangkok, where many students display low reading proficiency. The researcher, having teaching experience in this context, identified the potential benefit of using structured techniques like SQ6R (Survey, Question, Read, Recite, Review, Reflect, Restructure) to improve reading outcomes.

This research was conducted from May to November 2024. It aims to investigate whether SQ6R can address reading difficulties and enhance student satisfaction. The article includes a review of related literature, explanation of methodology, findings, discussion, and conclusions that will benefit educators, administrators, and policymakers.

Research Objectives

1. To study the needs and problems in English reading comprehension of Grade 5 students at Wat Srisuk School, Bangkok.

2. To compare the English reading comprehension skills before and after using the SQ6R technique.

3. To study students' satisfaction with the SQ6R-based learning management process.

Literature Review

1. Reading Comprehension Challenges in Thai Primary Education

Studies have highlighted the persistent struggles Thai primary school students face in English reading comprehension. According to Wongsothorn and Hiranburana (2020), many students lack sufficient exposure to English reading strategies in classrooms that are often dominated by grammar translation methods. Similarly, The Office of the Basic Education Commission (OBEC, 2021) reported that Thai Grade 5 students score significantly below average in English literacy compared to their ASEAN peers. These findings suggest a pressing need to explore learner-centered approaches that address comprehension issues more directly and actively.

2. The Role of Reading Strategies in Enhancing Comprehension

Reading strategies such as SQ3R, reciprocal teaching, and metacognitive strategies have been proven to enhance reading comprehension. Grabe and Stoller (2019) emphasized that strategy instruction supports learners in monitoring and regulating their understanding during reading. However, traditional models lack elements of reflection and restructuring, which are found in the expanded SQ6R model. Although Anderson (2022) found that active reading strategies improve retention, the specific impact of SQ6R in Asian primary school contexts remains underexplored, leaving a gap in localized evidence.

3. Effectiveness of the SQ6R Technique

The SQ6R technique (Survey, Question, Read, Recite, Review, Reflect, and Restructure) has been recognized for promoting deeper engagement with texts. Pressley (2021) argued that SQ6R enhances comprehension by encouraging critical thinking and reflection. Meanwhile, Sweller's (2020) cognitive load theory supports the step-by-step nature of SQ6R as a way to prevent overload in young learners. However, current literature focuses largely on its application in secondary and higher education. Very few studies have tested its effectiveness among primary school students in non-native English environments like Thailand.

The reviewed literature identifies a clear knowledge gap in the application of the SQ6R technique among primary school students in the Thai context. While general reading strategy instruction has been explored, the full potential of SQ6R—especially its reflection and restructuring components—has not been widely studied in younger learners. This research builds upon theories of metacognition (Flavell, 1979), cognitive engagement (Sweller, 2020), and strategic reading (Grabe & Stoller, 2019) to design, implement, and evaluate SQ6R-based learning activities. The goal is to address gaps in comprehension outcomes and learner satisfaction, using SQ6R as both an instructional framework and intervention.

Conceptual Framework

The conceptual framework of this study is grounded in cognitive reading theories and active learning strategies, emphasizing the importance of structured engagement and learner autonomy in developing reading comprehension (Sweller, 2020; Pressley, 2021). The independent variable is the SQ6R technique, a systematic approach designed to enhance learners' interaction with texts through steps such as Survey, Question, Read, Recite, Review, Reflect, and Restructure. The process involves the use of SQ6R-based lesson plans and assessments specifically developed for the research. The target group consists of Grade 5 students at Wat Srisuk School, Khlong Sam Wa, Bangkok. The dependent variables include students' English reading comprehension skills and their satisfaction with the learning management process, both of which are expected to improve as a result of the SQ6R technique implementation.
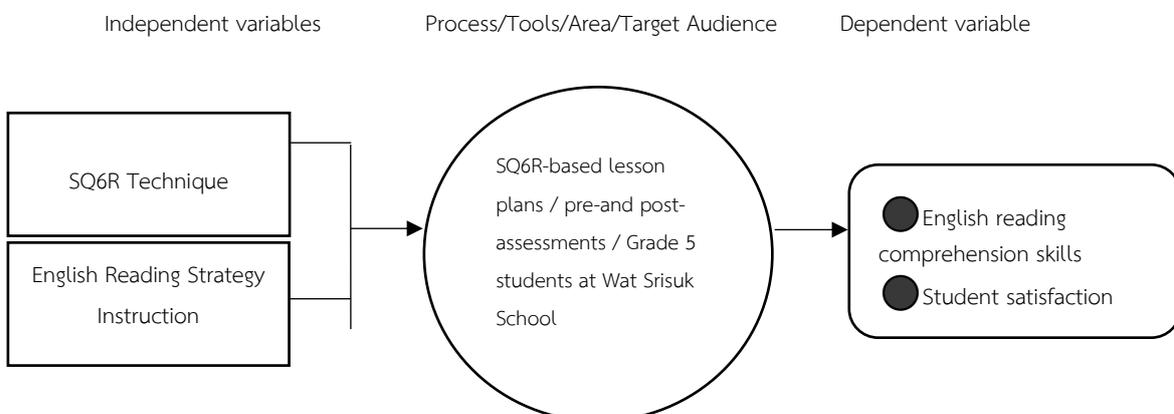
Independent variables   Process/Tools/Area/Target Audience   Dependent variable

SQ6R Technique

English Reading Strategy Instruction

SQ6R-based lesson plans / pre-and post-assessments / Grade 5 students at Wat Srisuk School

● English reading comprehension skills
● Student satisfaction

Fig.1 Conceptual Framework

Research Methodology

This study employed a pre-experimental research design using a one-group pre-test and post-test model to examine the effects of the SQ6R technique on English reading comprehension. The sample group comprised 20 Grade 5 students from Wat Srisuk School, selected through purposive sampling based on accessibility and relevance to the study objectives. Four key instruments were used to collect data: a needs analysis questionnaire to identify students' initial reading challenges, a pre-test and post-test to measure changes in reading comprehension skills, a series of SQ6R-based lesson plans to guide instruction, and a satisfaction questionnaire to assess learners' perceptions of the technique. The collected data were analyzed using descriptive statistics, including percentage, mean, and standard deviation.

Research Results

Objective 1. The results showed that prior to the implementation of the SQ6R technique, Grade 5 students at Wat Srisuk School exhibited low proficiency in English reading comprehension. This was reflected in the analysis of the needs assessment questionnaire and pre-test scores, which indicated that students had difficulty identifying main ideas, understanding vocabulary in context, and making inferences from reading passages. The data revealed that the majority of students were unable to engage with English texts meaningfully, confirming a significant gap in their reading comprehension skills. This finding highlights the urgent need for an instructional strategy that promotes active reading and comprehension development.

Table 1 Pre-test Scores and Analysis of Students' Needs in English Reading Comprehension

No.	Part	Percentage (%)
1	General Information and Attitudes	77.20
2	Problems in English Reading Comprehension	57.80
3	Needs in English Reading Comprehension Development	80.70

Objective 2. The results showed that students' English reading comprehension skills significantly improved after using the SQ6R technique. The post-test scores were notably higher than the pre-test scores, indicating a positive impact from the instructional strategy. This improvement reflected students' enhanced ability to identify main ideas, interpret supporting details, and make inferences from texts. The structured steps of the SQ6R method-Survey, Question, Read, Recite, Review, Reflect, and Restructure—helped guide students through an active reading process that reinforced understanding and retention. The comparison of pre-test and post-test results revealed a marked increase in comprehension performance, confirming the effectiveness of the SQ6R technique in improving reading skills among Grade 5 students.

Table 2 The students' pre-test and post-test in the development of English reading skills by using the SQ6R technique for 5th Primary School Students at Wat Srisuk School, Bangkok

(n=20)

Reading Skills Development	Full score	$\bar{x}$	S.D.	T-Test	Sig.
Pre-test	30	11.10	1.92	*25.90	0.00
Post-test	30	23.05	2.16	*47.64	0.00

*P<.05

Objective 3. The results showed that students expressed a high level of satisfaction toward the learning management using the SQ6R technique. The satisfaction questionnaire results indicated that students found the learning activities engaging, clear, and helpful in improving their understanding of English reading materials. The average satisfaction score was 4.34 out of 5, with an overall satisfaction rate of 86.80%, reflecting strong approval across various aspects such as content clarity, enjoyment of the reading process, and confidence in comprehension. These findings suggest that the SQ6R technique not only enhanced academic performance but also fostered a more positive learning experience, increasing student motivation and participation in reading activities.

Discussions

The findings align with previous studies that show structured techniques like SQ6R enhance comprehension and motivation. Students benefited from the active nature of the SQ6R steps, which promoted metacognitive awareness and improved reading habits. The improvement in post-test scores and high satisfaction levels confirm the effectiveness of the strategy in primary education.

Knowledge from Research

This study demonstrates that the SQ6R technique fosters better comprehension and engagement among primary school students. It provides a practical framework for enhancing reading skills in EFL classrooms and supports student-centered learning.

Conclusion

The SQ6R technique significantly improves English reading comprehension among Grade 5 students. The structured approach helps students engage actively with texts, while the high satisfaction levels reflect increased motivation. SQ6R is a promising tool for educators seeking to enhance literacy outcomes.

Suggestions

1. Educators should consider implementing SQ6R in reading instruction.
2. Further studies could apply the technique across different grade levels or subject areas.
3. Training programs for teachers on SQ6R integration are recommended.

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