

Development of English Reading Potential Using the Blended Teaching Techniques of SQ6R with Local Context Based Learning for Undergraduate Students

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Abstract

This research aimed to 1) create a set of learning activities using the blended teaching technique SQ6R with a local context-based learning 2) assess the learning management outcomes for the development of reading skills for better comprehension through a collaborative skill-building approach along with the SQ6R technique 3) compare students' English language reading abilities for pre-learning and post-learning comprehension. The research design was quantitative research. The research area was Rajamangala University of Technology Tawan-ok, Chanthaburi province. The sample group was undergraduate students who enrolled in English for Study Skills course in the first semester of the academic year 2023. The 55 samples were obtained using the purposive sampling method. The research tools were four sets of learning activity modules that employed the blended teaching technique SQ6R with a local context-based learning. Data analysis was conducted using a One-Way ANOVA statistical test to compare differences between the means of two dependent variables (T-test Dependent).

The research findings revealed that the researchers had developed a set of learning activity modules using the blended teaching technique SQ6R with a local context-based approach. There were four sets of modules: 1. Local Food for Life ($\bar{X} = 4.24$) 2: Seasons Change ($\bar{X} = 4.31$) 3: Chanthaburi Only ($\bar{X} = 4.33$) and 4: Christmas in Chanthaburi ($\bar{X} = 4.39$). The overall average score was 4.32 ($\bar{X} = 4.32$, $SD = 0.08$). 2. The assessment results of the learning activity modules using the blended teaching technique SQ6R with a local context-based approach, both pre-learning (E1) and post-learning (E2) equal 83.43/85.71, which was higher than the set criteria. 3. The mean

score of the pre-test for students at Rajamangala University of Technology Tawan-ok, Chanthaburi Campus was 8.77 (29.23%). After receiving instruction using the learning activity modules, the post-teaching test yielded a mean score of 24.41 (81.34%). Furthermore, the comparing of reading abilities of the students before and after receiving instruction using the learning activity modules, it was found that the students' reading abilities were significantly higher after instruction at a statistical significance level of 0.05.

Keywords: Development of Potential; English Reading; Blended teaching technique SQ6R; Local context-based learning

Introduction

The main policy on reforming learning and developing the potential of people of all ages in Thailand and the urgent policy for preparing the Thai people for the 21st century expects that learners of all ages will be developed in every dimension, becoming virtuous, skilled, high-quality individuals, ready to contribute to the country's development towards stability, prosperity, and sustainability (Ministry of Education Announcement, 2021). The education system in the digital age has undergone changes in the way teaching and learning are organized to align with the context of digital information technology in the 21st century. The rapid changes in this context have led to the emergence of new knowledge and sciences, which play a significant role in driving changes in lifestyles and the environment to adapt to the future changes in the world (Winithasathitkul & Yaemkhwanyuen, 2022). Education management is considered essential to prepare learners for life in the 21st century, equipping them with international skills. In addition to the Thai language, which serves as the primary language, the English language is highly important because it is a global language used for communication worldwide and widely recognized (Pachontarapak et al., 2021). The problem with English language in undergraduate students is that, despite students having studied English in general education for over six years in secondary education, most students are unable to apply their knowledge and language skills effectively in real-life situations (Janghol et al., 2021) also supported that English reading skills a challenging issue for the development of Thai learners' skills. The reasons for the difficulty in developing English language skills can be divided into two factors: external factors such as the content of the lesson and the level of difficulty of language and vocabulary, etc. and internal factors include learners' anxiety, prior knowledge, and various experiences that should be integrated to develop English reading skills in the digital age.

The use of the SQ6R learning technique is one of the instructional strategies employed to develop English reading skills, focusing on comprehension in all eight stages of learning such as survey, question, read, record, recite, review, reflect and reshape (Sangkhalak, 2021) conducted research and found that the use of the SQ6R learning technique helps in developing reading skills and strengthens the habit of reading very well. Furthermore, flexibility in learning is a crucial factor in the digital age education system and is a reform in 21st century skill development. An example of flexible learning management, such as collaborative work, problem-solving, critical thinking, learner-centered data usage, and stimulating learning (Mika Mononen, Sari Havu-Nuutinen, Minna Haring, 2023; Haug & Mork, 2021). Moreover, flexible learning in the context of Local Context Based Learning can be integrated collaboratively to serve as an educational approach that emphasizes the revitalization of learning through the study of local environments and communities while connecting with the culture and experiences of learners.

The rapidly changing context of the 21st century and the challenges in developing English reading skills for undergraduate students have led the researcher to establish the research objectives. These objectives aim to create and evaluate the learning outcomes of a set of learning activities that combine the SQ6R teaching technique with a local context-based approach to develop the English reading potential of undergraduate students in Rajamangala University of Technology Tawan-ok. As it's found that learners still lack reading skills and are unable to summarize main ideas when reading, the SQ6R teaching process helps students develop a step-by-step thinking process. Furthermore, Local Context-Based Learning enables learners to understand familiar contexts and fosters the development of reading skills for comprehension. This research presents a process of integrating learning through a set of activities that combine the SQ6R teaching technique with local context-based learning. This creates research value and develops a learning process that is valuable for the development of teaching and learning strategies that is useful in both teachers and students. It helps learners enhance critical thinking and systematic analysis skills more effectively.

Research objectives

1. To create a set of learning activities using the blended teaching technique SQ6R with a local context-based learning process to develop the English reading capabilities of undergraduate students.

2. To assess the results of learning management for the development of reading comprehension skills using a combined approach of skill training and the SQ6R technique by undergraduate students.

3. To compare English reading comprehension abilities before and after learning among students.

Research hypothesis

The reading comprehension abilities of students improved significantly after learning using the SQ6R technique with a Local Context-Based Learning process, compared to their performance before instruction.

Literature Review

1. Developing Learner Capacities

As the world enters the 21st century, significant changes have occurred in almost every dimension. The ability to communicate and connect with people from around the globe has become rapid and seamless. Today, we incorporate technology into our daily lives, with mobile phones serving as the hub for everything we need. Robots play an increasingly significant role in collaboration with humans, and as children grow up, many aspects of life undergo substantial transformations (British Council, 2023).

Therefore, the important and essential components for learners' skills in the 21st century that Kru Chiang Rai (2020) mentioned are as follow: 1) Communication Skills is ability to express oneself, exchange information, negotiation, conflict resolution, rational decision-making about accepting or rejecting information. 2) Critical Thinking is ability to analyze, synthesize, create, systematize, and think reasonably to build knowledge or information for making appropriate decisions for oneself and society. 3) Problem-Solving Skills is ability to solve problems and obstacles based on reason, ethics, and information. 4) Life Skills is ability to adapt to social and environmental changes and avoid unwanted behavior that affects oneself and others. 5) Technology Use is ability to choose appropriate technology along with various process skills for personal and social development.

2. English Reading

2.1 The meaning of reading: Coopun & others 2021 indicated reading is a complex language process, and for readers to understand the meaning of what they read correctly, they must rely on connecting their prior experiences and knowledge with the information they are reading.

Additionally, reading skills, such as vocabulary knowledge, language structure, sentence structure, and interpretation, play a crucial role in aiding comprehension.

2.2 The importance of reading: Reading English in the current era can help enhance critical thinking. English language proficiency leads to a natural fluency in using English, eliminating the need for translation and assisting in the memorization of vocabulary and sentence patterns used in daily life. If learners excel in English reading, it not only puts them ahead of others in education and the workforce but also opens up opportunities for further education and employment (Rangsi, 2022).

2.3 Levels of Reading Comprehension: The processes of categorizing comprehension levels in reading is similar, involving a progression from easy to difficult, allowing readers to comprehend various reading activities for understanding, as summarized by Rangsi (2022). 1) Literal comprehension level is the level where readers understand the text as written, grasp the meaning, and recognize the important points presented by the author in the literal statements. 2) Interpretative comprehension level is the level at which readers have the ability to interpret and analyze cause and effect, draw conclusions, and form opinions based on information that is not explicitly stated in the reading material. 3) Applied comprehension level is the level at which readers can apply their knowledge in relation to their existing knowledge or connect it with knowledge from various subjects and use it in new situations.

2.4 Assessment of Reading Comprehension

Measuring and assessing reading comprehension can be done in various ways, tailored to the content and objectives, and aligned with the established standards. Assessment should cover comprehension from the sentence level to the understanding of the entire passage. The format of the assessment depends on the teacher's specific goals in measuring reading behavior. To effectively assess reading comprehension, it should be a multi-step process that includes assessment before reading, during reading, and after reading. This approach aims to enhance reading comprehension levels. Assessors should choose appropriate methods for evaluation (Prasertsilp, 2022).

3. Organizing Learning Activities in SQ6R Method

SQ6R is a reading and study technique that helps in understanding and efficient retention of information, which is derived from the following steps:

Survey (S): A quick review of content to get an overview and make predictions about the data. Questions (Ask): Ask questions about the content to guide the learner in reading and serve as an objective. Read (R1): Thoroughly examine the content and answer questions that arise in the questioning process. Record (R2): Write down important information obtained during reading details

and answers to questions. Reciting (R3): Understand and remember necessary information, vocabulary, and answers, perhaps by taking short notes. Underline important points or try reading aloud to help with memory. Review (R4): Review the reading material again, focusing on areas not fully understood. Reflection (R5): Consider questions that conflict with recorded information. Reshape (R6): Use information gained from reading to create summaries, self-assessment tests, or creative writing based on what has been learned (Chiewphasa, 2020).

4. Local context base learning

Context-Based Learning is an approach to education that supports learners in learning from real-life situations, which promotes and develops their learning from the context and real-life events that occur in their daily lives. Learning through Context-Based Learning also helps learners connect learning to their daily lives, as it involves learning from things that are close to them, making it easy to understand. Therefore, organizing learning based on context is essential and can develop learners to become effective learners (Kongchai, 2020). The research of Noor & Purnamasari (2019) indicates context-based Learning also stimulates interest in the lesson and awareness of the context environment which helps to develop the learner's abilities effectively. In addition, to use context-based Learning as a tool help learner to develop problem-solving skills in various contexts related to their study as well (Hayati & others, 2020).

The research framework

This research is quantitative and follows the research framework based on the SQ6R concept by William (2005), which consists of 8 steps: Survey, Question, Read, Record, Recite, Review, Reflect, and Reshape. The study also incorporates concepts and theories related to teaching and learning using the Local Context-Based Learning approach. The details are as follows Figure 1:

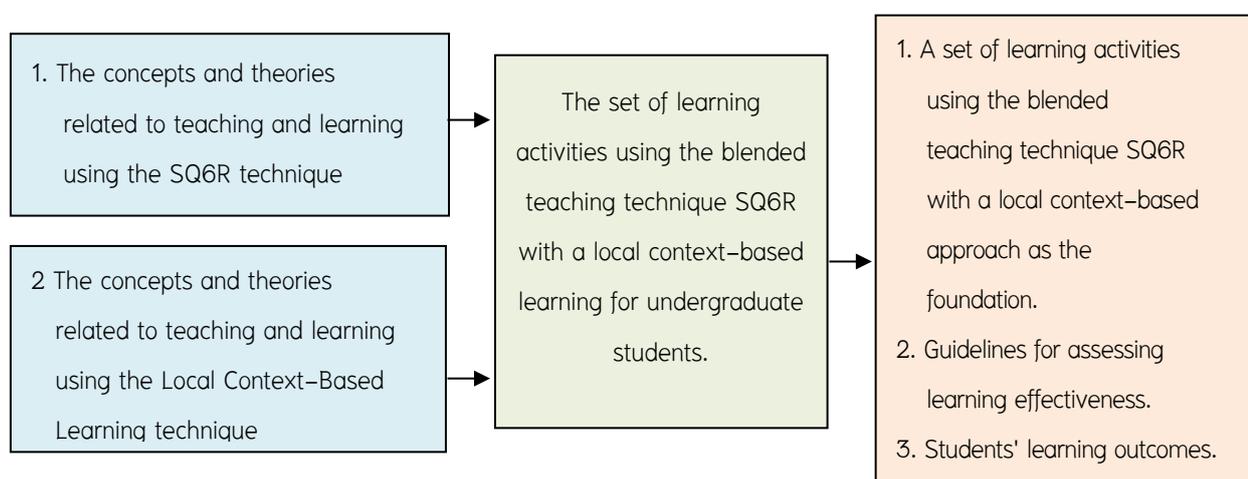


Figure 1 Research framework

Research methodology

1. Population and sample: This research specifies the research area, which is Rajamangala University of Technology Tawan-ok Chanthaburi Campus. The population consists of 136 undergraduate students. The sample group comprises 55 undergraduate students who enrolled in English for Study Skills course during the first semester of the academic year 2023.

2. Research plan: In this research, the researcher employed a One-Group Pretest-Posttest Design (Panaraj, 2022), which was obtained through purposive sampling. Classrooms were used as units for sampling, resulting in three groups: Group 1 with 29 students, Group 2 with 25 students, and Group 3 with 1 student. The data collection occurred between July and September of the year 2023. The research measurements involved using a pretest and posttest to assess learning outcomes (Charunroj, 2017).

3. Research Instrument: The research tools used in the study are a set of learning activities using the blended teaching technique SQ6R with a local context-based learning. The creation of the learning activity set involves a process to ensure quality as follows:

3.1) To study the details and course descriptions of Rajamangala University of Technology Tawan-ok and to review theoretical documents and research work

3.2) Creating a research tool involves developing a set of learning activities that combine the blended teaching technique SQ6R with local context-based learning. This approach integrates the content components with the learners' local context, including their environment, culture, and interests. It aims to connect English language reading materials with real-life experiences of the learners through the use of examples, stories, or situations from the local context to illustrate concepts or vocabulary in the reading materials. This approach makes the content more accessible and engaging for the learners. The developed set of activities consists of 4 sets, with each set containing 15 questions, totaling 60 questions. Each set of teaching and learning activities requires approximately 3 hours to complete, resulting in a total duration of 12 hours, following the sequence as follows.

Set of learning activities 1: "Local Food for Life"

Set of learning activities 2: "Seasons Change"

Set of learning activities 3: "Chanthaburi Only"

Set of learning activities 4: "Christmas in Chanthaburi"

Each plan consists of the following steps for SQ6R-based learning activities: Begin by having students discuss the local context of the reading material in relation to the context in each activity set from their experiences, the teaching staff is responsible for encouraging students to ask questions that are connected to the vocabulary of the local community. During the reading activities,

there will be an emphasis on helping the students comprehend the content they read through writing and speaking activities related to the lesson content. This is for establish connections with the local environment and the students' experiences. Then, the students will summarize the content using their own words, focusing on the connection with their local context.

3.3) To assess the effectiveness of the English reading activities and test their congruence with the learning objectives, a set of English reading activities and a multiple-choice test with four options was presented to three English teaching experts for evaluation. They were asked to assess the Index of Item Objective Congruence (IOC). The evaluation was conducted using a 5-level Likert scale with the following criteria: Level 5 points indicate "Highly congruent" Level 4 points indicate "Highly congruent" Level 3 points indicate "Moderately congruent" Level 2 points indicate "Slightly congruent" Level 1 point indicates "Not congruent"

3.4) the evaluations from the three experts were calculated to find the mean (\bar{x}) and standard deviation (SD) using the following criteria:

A mean score of 4.51–5.00 indicates the learning activity set is highly suitable.

A mean score of 3.51–4.50 indicates the learning activity set is very suitable.

A mean score of 2.61–3.40 indicates the learning activity set is moderately suitable.

A mean score of 1.81–2.60 indicates the learning activity set is somewhat suitable.

A mean score of 1.00–1.80 indicates the learning activity set is not very suitable.

The assessment results of the English reading learning activity sets are as follows: Set 1 has a mean score of 4.24, Set 2 has a mean score of 4.31, Set 3 has a mean score of 4.33, and Set 4 has a mean score of 4.39, resulting in a combined mean score of 4.32 ($\bar{x} = 4.32$, $SD = 0.08$). These assessment results fall within the category of highly suitable.

The assessment results of the English for Study Skills test, which consisted of 60 items, revealed an item objective congruence (IOC) with an average of 0.98. Subsequently, the difficulty level of the test items fell within the range of 0.57 to 0.97. The discrimination index ranged from 0.31 to 0.82, and the reliability coefficient was 0.62, calculated using the KR-20 formula (Phaenthong, 2019).

3.5) The learning activities were revised and improved based on feedback and evaluation by experts. These refined activities were then tested with students who were enrolled in the English for Study Skills course in the first semester of the academic year 2023, which didn't include the sample group in order to identify the deficiencies in the activities and the suitable timing for learning, these will be revised before being tested with the sample group.

4. Data collection

4.1) To explain the details of the steps and learning management practices using a combination of SQ6R teaching techniques and local context-based learning to increase students' English reading potential. 4.2) To assess students' English reading proficiency before utilize the blended teaching technique SQ6R and local context-based learning by a pre-test, consisting of 60 questions, and it took 120 minutes to complete. 4.3) To conduct learning management by using a combination of SQ6R teaching techniques and local context-based learning according to the designed steps for the set of learning activities, each set consists of 3 hours. 4.4) To conduct post-tests to assess students' English reading abilities, with a test consisting of 60 questions, taking 120 minutes to complete. 4.5) To analyzing the data obtained from the experiments using statistical methods according to the research objectives.

5. Data analysis

the data was analyzed for testing the research hypotheses as follows: 5.1) To assess the effectiveness of the English for Study Skills tests, the data was analyzed by comparing the average scores between the learning activities and the post-learning reading comprehension test to calculate the effectiveness (E1/E2) based on the 80/80 standard. 5.2) The comparison of scores obtained from the pre-learning reading comprehension test (Pre-test) with those from the post-learning test (Post-test) involved calculating the mean (\bar{x}) and standard deviation (S.D.) and conducting a dependent t-test to compare the differences between two means that are not independent of each other.

Results

In objective 1, a set of learning activities using the SQ6R teaching technique, based on a local context-based learning technique, was developed to enhance the English reading skills of undergraduate students. Subsequently, it was evaluated by three language experts, and the assessment results showed the highest level of suitability (\bar{X} = 4.70, S.D. = 0.35). This set of learning activities is a blend of environmental, cultural, and student interest factors, aiming to connect English reading materials with the real-life experiences of the learners to connect English reading materials to learners' real-life experiences through the use of local examples, stories, or situations to illustrate concepts or vocabulary in the reading materials, making the content more accessible and engaging. The developed set of learning activities consists of four sets, namely: "Local Food for Life" "Seasons Change" "Chanthaburi Only" and "Christmas in Chanthaburi" The assessment results

for these English reading learning activity sets are as follows: Set 1 has an average score of 4.24. Set 2 has an average score of 4.31. Set 3 has an average score of 4.33 and set 4 has an average score of 4.39. The overall average score for all sets is 4.32 ($\bar{X} = 4.32$, $SD = 0.08$), indicating that the assessment results fall within a high level of suitability.

Objective 2 aimed to assess the effectiveness of learning activities for developing reading comprehension skills through a combination of cooperative skills and the SQ6R technique for undergraduate students. The results of the evaluation of the academic achievement test with 60 questions in the subject English for study skills to find the consistency index, the average value was 0.98. Then to find the difficulty resulted between 0.57 – 0.97, the Index of discrimination was from 0.31 – 0.82 and the confidence value equaled to 0.62 using the KR-20 formula (Phaenthong, 2019).

The assessment results for the set of learning activities that incorporate the SQ6R teaching technique, based on a local context-based learning, were obtained through an experimental study involving undergraduate students. The study included three sample groups, consisting of: Group 1: 29 students, Group 2: 25 students and Group 3: 1 student. In total, there were 55 students in the study. The sample groups were selected by using purposive sampling. The assessment criteria were set at E1/E2 (80/80), as indicated in Table 1

Table 1 Showing the results of the evaluation of the learning activity set.

Students	Score during study (E1)			Post test score (E2)			Criterion 80/80
	Full score	Total Score	M	Full score	Total Score	M	
55	60	17.54	83.43	60	48.82	85.71	Above criterion
Assessment Results of Learning Activities E1/E2 equal 83.43/85.71							

From Table 1, it is evident that the assessment results of the learning activities, using the blended teaching technique SQ6R with a local context-based learning for both – during learning (E1) and post-learning (E2) scored 83.43/85.71, which is higher than the criterion. These results indicate that the data obtained from the experiment have been used to improve and enhance the learning activity sets.

Objective 3: To compare the English language reading comprehension abilities of students before and after learning by administering pre- and post-teaching assessments using the learning activity sets that utilize the blended teaching technique SQ6R with a local context-based learning. The research findings indicate that the average score of students at Rajamangala University of

Technology Tawan-ok, before being taught by using the blended teaching technique SQ6R with a local context-based learning approach is 8.77 with a standard deviation of 3.89. The average score of student test performance after receiving instruction through the learning activity sets that utilize the blended teaching technique SQ6R with a local context-based learning is 24.41 with a standard deviation of 2.68.

The average score after receiving instruction using the learning activity sets that utilize the blended teaching technique SQ6R with a local context-based learning is higher than the average score before receiving instruction.

Based on the data analysis, it is evident that after students were taught using the learning activity sets that utilize the blended teaching technique SQ6R with a local context-based learning, they were able to achieve higher test scores. When examining the difference in means using a t-test, the calculated t-value was 14.723, with a statistically significant difference at the level of 0.05.

This indicates that teaching with the learning activity sets that incorporate the blended teaching technique SQ6R with a local context-based learning had a positive impact on students' ability to score higher on tests, as illustrated in Table 2.

Table 2 The results of the students' test at Rajamangala University of Technology Tawan-ok before and after being taught using the SQ6R technique to enhance their English reading proficiency.

Test	N	Full score	\bar{X}	SD	t	df	p-value
Pre-test	55	60	17.54	3.89	14.723	21	0.000*
Post-test	55	60	48.82	2.68			

* Statistically significant at the level of 0.05

The research findings indicate that, when applied to the target group, the learning activity sets that use the blended teaching technique SQ6R with a local context-based learning can enhance English reading proficiency effectively for undergraduate students. The research results showed that the mean score of students at Rajamangala University of Technology Tawan-ok, before being taught using the learning activity sets that incorporate the SQ6R technique to enhance their English reading proficiency was 8.77 (29.23%) of the total score. In addition, the mean score in the post-teaching test after being instructed using the SQ6R technique to enhance English reading proficiency was 24.41 (81.34%). When comparing the mean and percentages of the test scores of students before and after instruction using

the SQ6R technique to enhance English reading proficiency, there was a difference of 15.64 in the mean and a difference of 52.14 in the percentages.

Discussion

From this research, it revealed that by developing English reading proficiency using the blended teaching technique SQ6R with a local context-based learning for undergraduate students, the researchers were able to address the following key points:

1. The creation of four learning activity sets using the blended teaching technique SQ6R with a local context-based learning were as follows: 1: "Local Food for Life" (Mean = 4.24), Set 2: "Seasons Change" (Mean = 4.31), Set 3: "Chanthaburi Only" (Mean = 4.33) and Set 4: "Christmas in Chanthaburi" (Mean = 4.39) The overall average evaluation score for these sets was 4.32 (\bar{X} = 4.32, SD = 0.08). The assessment results are at a highly suitable level. These learning activity sets were designed following the concept of (Williams, S, 2005) and were systematically developed. They were deemed suitable for learning activities and were confirmed by experts in the English language, with the evaluation scores being the highest level of appropriateness. Consequently, these learning activity sets were tested with actual students. These learning activity sets can be used appropriately for actual learning activities, as they have been thoroughly checked and confirmed by English language experts. The assessment results indicate the highest level of suitability. Therefore, the researchers have proceeded to implement these learning activity sets with students.

2. The assessment of the learning management for the development of reading skills with the combination of cooperative skills and the SQ6R technique equal a score of 83.43/85.71, which is higher than the set criteria. The assessment results from the 60-question test show an average consistency index of 0.98, and the difficulty index falls within the range of 0.57 – 0.97. The index of discrimination ranges from 0.31 to 0.82, and the reliability coefficient is 0.62, calculated using the KR-20 formula (Phaenthong, 2019). Since the SQ6R blended teaching technique is a step-by-step reading approach that helps learners gradually develop their reading skills, it resembles a step that guides learners through various stages towards their reading goals. This approach enhances reading skills progressively and consists of eight steps: Survey (S), Question (Q), Read (R1), Record (R2), Recite (R3), Review (R4), Reflect (R5), and Reshape (R6). The results are consistent with the results of (Chiewphasa and Kongarun, 2022) who studied competency-based learning management with SQ6R reading technique to develop critical reading skill for students of the faculty of education of Phetchabun Rajabhat University. This research found a learning plan based on competency along with

the SQ6R reading technique to enhance critical reading skills for students from the Faculty of Education, Phetchaburi Rajabhat University. It had an efficiency of 83.90/84.90, which was higher than the 80/80 criteria. Moreover, it has an efficiency of 83.90/84.90, which is higher than the 80/80 threshold. Moreover, (Sangkalak & Ketpan 2021) who investigated the development of reading for main idea skills by skill practice with SQ6R reading techniques for Mathayomsuksa 3 students disclosed that the efficiency was in the criteria of 89.15/86.44, which is higher than the specified criteria of 80/80. Furthermore, (Rusmiati & others, 2022) mentioned using SQ6R method in increasing EFL students' reading comprehension could help to improve students' competency statistically significant at a level of 0.05.

3. The comparison of the English reading comprehension abilities of undergraduate students using the blended teaching technique SQ6R with a local context-based learning, it was found that the mean scores of Rajamangala University of Technology Tawan-ok students before receiving instruction using the learning activities was 8.77 (29.23%) and after being taught using the learning activities, their scores increased to an average of 24.41 (81.34%). When comparing the reading abilities of the students before and after being taught using the learning activities, it was found that the reading abilities of the students improved significantly after the instruction, as indicated by a statistically significant difference at the level of 0.05. This demonstrates that the implementation of the blended teaching technique SQ6R with a local context-based learning helps students develop their reading skills systematically, progressing step by step towards their goals, resulting in enhanced reading abilities. Similar to the findings in the study conducted by Prasertsilp (2022) on the effects of using SQ6R technique and authentic materials for improving grade six students' reading comprehension skills, it was found that students' reading skills in English for comprehension improved significantly after learning using the SQ6R technique and authentic materials, with a statistically significant difference at the level of 0.05. Likewise, in the study by Rangsi (2022) on the development of English reading comprehension through the SQ6R technique of the 10th-grade students at Ratanaratbumrung school, it was found that the effectiveness in English reading comprehension among 10th-grade students improved significantly after learning using the SQ6R technique, with a statistically significant difference at the 0.05 significance level.

New knowledge from research

This research delivers a valuable contribution to the field of language education by providing evidence of the efficacy of a blended instructional approach that integrates the SQ6R technique with

context-relevant learning materials. Figure 2 depicts the conceptual framework that showcases the interconnected modules of the SQ6R technique, which is combined with local context-based learning. The present study incorporates a blended teaching approach that encompasses many learning activities, taking into account the learners' environment, culture, and interests. This approach establishes connections between English language reading materials and the learners' real-life experiences. This study employs the utilization of examples, narratives, or contextual scenarios to elucidate concepts or terminology found within the reading materials, hence enhancing the accessibility and appeal of the content. This study presents a series of instructional modules aimed at improving reading abilities, encouraging reading comprehension, and motivating students to establish connections between their acquired knowledge and their immediate surroundings. The framework additionally offers pedagogical approaches and procedures that educators can employ to enhance reading proficiency among various groups of students within the same educational setting. Further, this blended instructional approach can accommodate the student-centered context as a comprehensive methodology for learners in various locations.

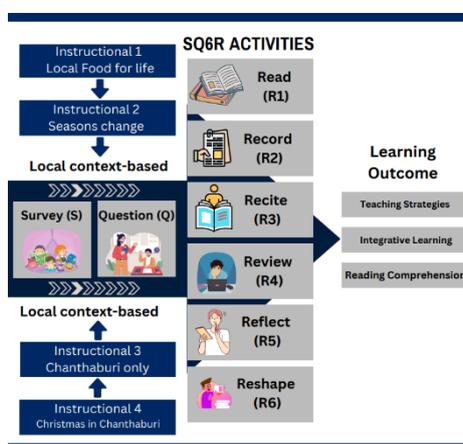


Figure 2 Conceptual framework of blended teaching technique using SQ6R with local context-based learning

Suggestions

From the research results, the researcher has the following suggestions:

1. Implications of the Study

1.1) Teaching with the blended teaching technique SQ6R and local context-based learning is a method of developing teaching techniques to help learners become more familiar with their local context through reading. It enables learners to adapt to their local context and use it to enjoy learning. This approach fosters relationships and familiarity with peers, leading to greater interaction and improvement in reading skills.

1.2) Teachers should study the fundamental principles, methods, and techniques, understand them thoroughly, and comprehend their students. They need to explain the steps, learning objectives, and assessment criteria to ensure that all students understand and can successfully engage in the activities, both individually and as a group. This is essential for organizing effective and truly beneficial teaching and learning activities.

2. Suggestions for future research

2.1) It is advisable to take the blended teaching technique SQ6R with a local context-based learning and apply it to teaching in other subjects. Adjust the teaching process to make it suitable for each specific subject. Because using the SQ6R technique can increase comprehension, not just language learning. There are other learning areas that this technique can help students understand effectively, such as how to improve reading comprehension of algorithm on basic programming subjects by SQ6R technique that showed the SQ6R learning model can improve students' reading comprehension algorithms (Wiyana, Basori & Efendi, 2019).

2.2) It is recommended to assess the satisfaction of the students with the teaching process that employs the blended teaching technique SQ6R with a local context-based learning. This assessment can serve as a guideline for further enhancing the effectiveness of the teaching approach.

2.3) It is advisable to study and compare the teaching approach that utilizes the blended teaching technique SQ6R with a local context-based learning to other teaching methods. This comparison can help identify the most suitable teaching techniques that are most effective for the students.

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