



The Effectiveness of The SQ3R Method in Learning to Improve Reading Comprehension of Grade IV Elementary School Students

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Abstract. This research is a Literature Research that aims to review the extent of the effectiveness and impact of the use of the Survey, Question, Read, Recite/Recall, and Review (SQ3R) learning method as a solution in overcoming reading comprehension problems in grade IV elementary school students. The problem encountered in this study is the low ability to read comprehension in elementary school students due to several influencing factors, such as the learning methods used by teachers are less varied. The SQ3R learning method is used as an alternative solution, because this method has stages that can help students understand the content of a reading better. The method used in this research is the literature study method. The data used were obtained from the results of relevant research that had been carried out by previous researchers. The results of this literature research show that the use of the SQ3R learning method to improve the reading comprehension of elementary school students is effective as evidenced by the improvement of results in every action in previous studies conducted even though the results were mixed. Among the causes is found that there are several factors that influence the improvement of reading comprehension, such as internal and external factors, cognitive, affective, psychomotor aspects are also interconnected and contribute to better reading comprehension through the SQ3R method.

Keywords: Learning Method, SQ3R, Reading Comprehension Ability

1. Introduction

Reading is a language skill that must be mastered by every student [1]. In Indonesia, generally the ability to read is learned early when a person enters the realm of basic education. The ability to read is part of basic literacy skills which is a top priority in the world of education, especially in elementary school education [2]. Through reading ability and skills, students will more easily adjust to the changes and progress that have been achieved. This can happen because through reading students can absorb various information and insights so that student knowledge will be wider [3].

Reading skills are certainly something that must be achieved. In order to achieve reading skills, a person needs an understanding of what is read. This is in line with the reference opinion [4] which says that comprehension is at the heart of meaningful reading, because reading without comprehension produces only superficial information, while deep comprehension opens the door to greater knowledge and insight. Mastering reading comprehension skills is one way to grow and practice critical reading skills, so that since in basic education reading comprehension skills began to be introduced and taught to students. Elementary education is an important

time to teach reading comprehension skills to students. This helps them develop a solid foundation for future analytical and reflective thinking [5]. Critical thinking involves developing a variety of additional skills, such as observation, reasoning, decision making, judgment analysis and persuasion [6]. According to reference [7], the thinking type is distinguished from the thinking method. Therefore, thinking methods stimulate various types of thinking writing, discussion, debate, mind mapping and other methods improve thinking skills.

Reading comprehension is an activity to understand the meaning or intent of a reading. This is in line with the opinion of reference [8], that reading comprehension is a reading activity carried out by someone to understand the content of the reading as a whole. In fact, the real product of reading is to understand the content or message that the author expresses in the reading [9].

According to the results of an initial survey conducted at SDN Cijambe Girang, Sukabumi Regency, it shows that there are several problems in the school. One of the problems is in the realm of student reading, precisely in terms of reading comprehension which is part of advanced reading found in high grades, namely grade IV elementary schools. This is evident from students' attitudes toward taking part in language study that is less enthusiastic and the attitude of students when reading books with attitudes that should not be done, such as reading while sticking their heads to the table and even rushing when doing questions without reading the reading carefully, so that students have difficulty finding the intention or information that the author wants to convey. Meanwhile, the learning method in reading comprehension material applied by the teacher concerned has not been able to optimize students' reading comprehension skills, so that students' reading comprehension skills are relatively low. In learning, teachers often still use a monotonous method, namely the lecture method by doing the following things, such as: (1) the teacher tells students to read the text, (2) students do practice questions and (3) student answers are corrected by the way the teacher gives the correct answer.

Launching from the Program for International Student Assessment (PISA) organized by the OECD, Indonesia is part of 10 countries that have low literacy rates in 2019 which is shown by Indonesia being in position 62 out of 70 countries surveyed. This is due to the low interest in reading Indonesian people, one of which occurs because there is no habituation of reading behavior, especially for students or students. Meanwhile, according to the Head of the Regional Library and Archives Office of West Java Province, Ahmad Hadadi, said that currently there is a decrease in the reading index in West Java. Currently, West Java's reading index is 61, a far decrease when compared to the reading index in 2016 which had reached 68. This decline was influenced by several things such as the construction of infrastructure facilities and methods provided by teachers that were less varied.

The relationship between the explanation above and the problems encountered is that there are problems where students' reading skills are still very low, especially in understanding the reading read even though it is very important for a student to master. One of the causes encountered is because there are still less varied learning methods used by teachers. So, in this case there is one solution that can be offered to

overcome these problems, namely the use of the SQ3R learning method. The SQ3R learning method is a learning comprehension strategy that can help students think about the text they are reading while reading. The SQ3R learning method provides the possibility to help students learn methodically, effectively and efficiently while utilizing a variety of teaching materials[10]. The SQ3R method makes students active readers and is directed directly to the essence or main content implied and contained in the text [11]. Based on the description above, the researcher in this case wants to analyze the relevant research results from various sources with the aim of reviewing the extent of the effectiveness and impact of the application of SQ3R learning method in overcoming reading comprehension problems of grade IV elementary school students which are expected to improve and improve reading comprehension.

2. Research Methods

Literature study was the research methodology employed in this research, so this research is a type of literature research which is a type of qualitative research method where the research is conducted in libraries, records, archives, and other places. According to reference [12] literature studies are theoretical studies, references and other scientific literature related to culture, values and norms that develop in the social situation studied. Data for literature studies can be obtained from various sources of written works, be it scientific books, scientific articles or journals, documentation, the internet or research results both that have and have not been published.

The data used for the literature study in this study were obtained from the results of relevant research that had been carried out by previous researchers on students' reading comprehension problems. The research taken is research that has been successfully published, both in national and international journals. The data that has been obtained is then analyzed and processed to be able to draw conclusions about the results to be discussed in the study.

3. Research Results and Discussion

Problems in terms of reading skills, especially reading comprehension experienced by elementary school students in Indonesia are indeed problems that need attention. Various solutions need to be done so that the problem can be resolved, so that the reading comprehension ability of the students themselves can increase. As stated by Krismanto and Halik earlier that the SQ3R learning method provides the possibility to help students learn methodically, effectively and efficiently while utilizing a variety of teaching materials, because the SQ3R learning method is a learning comprehension strategy that can help students think about the text they read while reading. This directly makes this method one of the various possible solutions that can be done to overcome reading comprehension issues among students.

The findings of this research literature study show that quite a number of researchers have tested this in the field directly using classroom action research with mixed results obtained. Some of these findings are research conducted by Fithri Ana Nur Afifah, Esti Swatika Sari and Samson in 2023 which tested the SQ3R method

to improve reading comprehension skills of Grade IV Students of SD 2 Petir which showed an increase from each cycle. In the pre-action conducted at the beginning of the study, data were obtained that the average reading comprehension skills of students were at a value of 70.71, then increased in cycle I to 74.06 and again increased in cycle II to 78.26. The classical completeness of students' reading comprehension also improved. In the pre-classical completion of reading comprehension, students were at a score of 28.57% (8 students) to 42.86% (12 students) in cycle I and to 78.57% (22 students) in cycle II [13].

Another similar study was also conducted by Rina Sari Hasibuan, Fitriani Harahap, Sartika Rati Asmara Nasution in 2022 who tested the SQ3R method in improving reading comprehension of grade IV short story content at SD Negeri 157019 Pinangsori 12. The research produced results where in the first cycle the application of the SQ3R model still did not achieve the expected results, which percentage was only 62.5%. However, in the second cycle the application of the SQ3R model became better with the percentage value obtained reaching 82.81%. Reviewing these results, it can be concluded that the SQ3R model can improve reading comprehension of short story content in grade IV students of SD Negeri 157019 Pinangsori 12 [14].

Other findings were obtained from research conducted by Sari Selmedani, Vini Wela Septiana, Yufi Latmini Lasari in 2021 which seeks to improve reading comprehension learning outcomes using the SQ3R method in grade IV elementary school students. The results of these studies in cycle I and cycle II obtained improvements that were assessed on the cognitive, affective and psychomotor aspects of students. In cycle I the average cognitive aspect was 66% and in cycle II it increased to 85.58%. The average affective aspect in cycle I was 77% and in cycle II it increased to 81%. The average psychomotor aspect in cycle I was 75% and in cycle II it increased to 82%. Judging from the average of these three aspects in cycle I is 73% and in cycle II it increases to 82%. This indicates that indeed the SQ3R method is able to improve students' reading comprehension learning outcomes [15]. In the previous year, namely 2020, Amanda Fadila also conducted research to improve reading comprehension skills in Class V SDN 03 Wirotaman Malang Regency through the SQ3R method. In the study, the average value of student learning outcomes in pre-action was 66.42, cycle I average score 71.66 and cycle II 84.28. The percentage of students who achieved the specified completeness indicator ≥ 75 in the pre-action was 33.33%, cycle I 47.61%, and cycle II 85.71%. These results show that reading comprehension learning using the SQ3R method has met predetermined success indicators to reach above 80%, so this study can be said to be successful [16]. Prior to Amanda's research above, Indah Nurtista Apriliani, Ruswandi Hermawan, Dwi Heryanto in 2019 had also conducted the same research on the elementary school students in grade IV's ability for comprehension of reading. There is an increase in the ability of the problem under study. This is evidenced by the improvement in each indicator, the average of students, and the completeness of learning in each cycle. The achievement of cycle I obtained an average score of 68.08 with a percentage of 52.12%, achievement in cycle II obtained an average score of 84.43 with a percentage of 81.25% and in cycle III obtained an average score of 93.94 with learning completeness of 93.75% [17].

The research findings above are research conducted directly in the field with a classroom action research approach. These studies both involve two variables, namely the SQ3R learning method and reading comprehension ability in the learning process in elementary schools. As the results obtained from these findings, it can be seen and concluded that over all the study's findings revealed that the typical completeness of learning outcomes after using the SQ3R method reached more than 80%.

Based on the analysis of the relevant studies above, it was found that each resulted in varying improvements. This is as stated by reference [18] that the success of the learning process can be influenced by internal and external factors that affect learning outcomes. Similarly, the use of the SQ3R learning approach also has an effect on increasing the results of students' learning. The authors analyze that the differences and improvements in reading comprehension observed by researchers can be attributed to various factors that influence academic success, including the application of the Survey, Question, Read, Recite, Review (SQ3R) learning method chosen by the researchers in their study. The variety of where the search is performed also affects the search results. In addition, students' ability levels, different physical and mental factors also play a role and influence in determining student learning outcomes. Bettencourt (in reference [19]) writes that learning outcomes through methods are affected by how students interact with their physical world and their surroundings. Meanwhile, according to reference [20] the results of a person's learning are influenced by what he already knows, such as concepts, objectives, and motives that influence how he interacts with the content being studied. Based on these viewpoints, it may be inferred that the learning method's success depends on more than just the presenting of good materials, but also involves aspects such as student motivation, social interaction and deep understanding formed through active interaction with the learning material.

SQ3R method helps readers improve their understanding of reading, including when applied to short stories. This method is intended to encourage readers to actively participate in the reading process and improve their understanding of the text they are reading. By applying this method to short stories, readers learn the critical steps necessary for active learning. Since students not only read passively, but also process, analyze and remember information, this can certainly improve their comprehension. It also teaches techniques such as summarizing information and creating questions that can help students understand reading. However, keep in mind that the effectiveness of the SQ3R method may differ based on the student's learning context, the type of texts read and their characteristics.

The ability to read comprehension can also be affected by various cognitive, affective and psychomotor aspects. The SQ3R method combines various cognitive, affective and psychomotor aspects to improve overall reading comprehension. By using the SQ3R method, each element can contribute to reading comprehension. Here are ways in which each aspect can contribute to reading comprehension through the SQ3R method: 1) Cognitive Aspects; The SQ3R method helps readers process and understand the text better. Readers are directed to reformulate and repeat the information they have read, so that this can increase their understanding. The "Question" step can encourage readers to think analytically and reasoning as they try

to create questions that require a deep understanding of the text. This can help improve their cognitive ability to analyze information, 2) Spective Aspects; When readers are motivated and emotionally engaged in learning using the SQ3R method, they are more likely to focus and be more eager to understand the reading. These positive feelings can help the reader better. In the "Survey" step the reader can direct them to see the general picture, this can help them understand and relate the information in a broader context, 3) Psychomotor Aspects; Physical skills that involve actions such as identifying important information, taking notes and formulating questions activate the reader in the learning process. These steps ensure that the reader not only "reads", but also engages actively in the comprehension of the text. The previously learned information is repeated in the "Review" step. Such physical actions help strengthen memory and improve long-term understanding. Therefore, these three components are interconnected and contribute to better reading comprehension through the SQ3R method. When readers are actively engaged physically, emotionally and cognitively, they are more likely to gain a deeper and sustained understanding of what they are reading.

The application of the Survey, Question, Read, Recite, Review (SQ3R) learning method has the potential to help readers determine the relevance of the material being studied. This is in line with the reference view [21] which reveals that the utilization of the SQ3R learning method can make students easily predict and limit topics to be discussed or informed in the text after they have read and answered questions. This approach gives readers the opportunity to adapt existing content. This method also encourages students to think critically about reading material, giving rise to questioning skills and actively engage in learning. The advantage of using the Survey, Question, Read, Recite, Review (SQ3R) learning method itself is that it gives students a more active and positive role in the classroom, allows them to explore their own abilities and encourages students to give each other feedback on what they have learned about reading. Although the Survey, Question, Read, Recite, Review (SQ3R) method may be similar to conventional learning, it will produce more positive learning outcomes. This is because this method encourages students to become active readers who focus on explicit and implicit as well as the meaning of the text. Due to its systematic approach, it can increase student motivation, encourage active participation in the learning process and encourage interaction between educators and students, resulting in a more meaningful learning environment and improved learning results for students.

4. Conclusion

According to the analysis that the author has done from the data sources obtained, the application of the Survey, Question, Read, Recite, Review (SQ3R) learning method to improve students' reading comprehension skills can be said to be effective. This is evidenced by the outcomes of previous relevant research conducted in the field using classroom action research which continues to show improvement in each cycle although with different improvement results. This is a natural thing, because many other factors also affect student learning outcomes, such as the level of self-ability, physical and mental factors of the students themselves. However, judging from the results obtained on average, almost all of them show the final results reaching 80% or

even more. These results show that learning reading comprehension skills using the SQ3R method can improve student learning outcomes.

Internal and external factors also affect student learning outcomes in using the SQ3R method. This is because the SQ3R method allows teachers and students to interact and build better reading comprehension, which has an effect on raising learning outcomes. The SQ3R method is effectively applied also to the presentation of short story reading material, this method is intended to encourage readers to actively participate in the reading process and increase their understanding of the text they read. By applying the SQ3R method to short stories, readers learn the critical steps necessary for active learning. Because students not only passively read, but also process, analyze, and remember information, this improves their comprehension. In addition, cognitive, affective and psychomotor aspects are also interconnected and contribute to better reading comprehension skills through the SQ3R method. Because, when readers are actively engaged physically, emotionally and cognitively, they are more likely to gain a deeper and sustained understanding of what they are reading. The Survey, Question, Read, Recite/Recall, and Review (SQ3R) learning method is a reading technique to understand reading content using steps designed to learn systematically and efficiently. The SQ3R method is very appropriate for use, especially in the primary school grades, because this method can provide encouragement for students in the learning process.

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