

# The Effectiveness of SQ4R Model on Reading Comprehension Skill Of Grade 5th Elementary Students

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## Abstract

The ability to read comprehension is very important where the more skillful a person is in understanding a reading, the easier it is for him to receive the information contained and the meaning in a reading. The reality of reading comprehension problems in Indonesia shows that the reading skills of elementary school students are low. As a form of improving the quality of students in reading comprehension, it is necessary to have special treatment to further hone students' skills. Efforts that can be made include providing the right learning model. One of the learning models that is considered to improve students' reading comprehension skills is the SQ4R (Survey, Question, Read, Recite, Review, Reflect) learning model. This study aims to examine the effectiveness of using the SQ4R learning model in improving students' reading comprehension skills. The type of research used is pre-experiment using one-group pretest posttest design. The results showed that the use of the SQ4R learning model was considered effective in improving reading comprehension skills by obtaining a significance of  $0.001 < 0.05$  or smaller than 0.05.

**Keywords:** reading comprehension; SQ4R learning model

## 1. Introduction

Reading is a process of recognizing letter forms and grammar as well as the ability to obtain and understand the content of ideas / ideas explicitly, implied or highlighted in a reading. Reading itself is a receptive language skill, so reading is an archetypal process or behavior to produce a product (Mahmud & Pratiwi, 2019). Reading is an important need in life because it will always be related to our daily activities. Reading itself results from several skills such as observing, understanding, and thinking, so that in these activities there are activities for capturing and understanding ideas accompanied by appreciation in reading a reading (Nuramalina & Febrina, 2023). Reading activities themselves have their own principles, namely understanding the essence of a reading or finding the content contained in reading. This is in line with one of the learning components at every level of education, namely reading comprehension. Reading comprehension ability itself can be interpreted where students are able to understand reading in terms of word meaning, sentence meaning, paragraph content and reading content (Riyanti, 2021). In summary, reading comprehension can be defined as the skill or ability to capture knowledge from information presented in written form.

The reality of reading comprehension problems in Indonesia in recent years shows that the reading ability of elementary school students still has a reading comprehension level below the average. Based on PISA (program for international student assessment) data in 2022, it is known that the reading level of elementary school students in Indonesia has a reading score

of 359 points, which means it is far from the country's average of 472-480 points (OECD, 2022). With this score, it is classified that the average student's reading ability only reaches the ability to understand text literally from a sentence or short paragraph. With this data, it is clear that reading comprehension skills in elementary schools need to be improved. Data in the field also shows that many students do not have good reading comprehension skills and need to get special attention. Despite the efforts of the government and various stakeholders to improve the quality of education, this challenge becomes even more serious in underdeveloped areas. Educational development in underdeveloped areas is still hampered by limited infrastructure, lack of qualified human resources, and minimal access to educational technology (Isma, 2023).

As a form of improving the quality of students in reading comprehension, it is necessary to have special treatment to further hone reading comprehension skills. One of the efforts that can be made is by providing the right learning model by taking into account the characteristics of students and also the school situation. With the application of a new learning model that is more supportive of student activity and activeness, it is hoped that it can form changes in behavior so that it can increase motivation in the learning process (Ponidi & Ayu, 2021). One of the learning models that is considered to be able to improve students' reading comprehension skills is the SQ4R learning model (Survey, Question, Read, Recite, Review, Reflect), the learning process using the SQ4R model is one of the models in cognitive learning which is expected that students can have a new perspective on a problem (Muhsyanur, 2021) and can construct in the personal understanding that each student has. The application of the SQ4R model in reading comprehension activities is expected to enable students to think critically and support students' mastery of reading. In the process of applying the SQ4R model, students will become active and directed readers by focusing on the main content of a reading.

## 2. Method

This type of research is quantitative with the method used is pre-experiment research. The research design used is One Group Pre Test Post Test Design. According to (Saputra, 2017) the experimental method with a pre-experiment method design type one-group pretest posttest design is an experimental method carried out in one treatment to one group without a comparison group. The population in the study were all fifth grade students of SD Negeri Tebul 1 in the 2023/2024 school year, totaling 30 students. The research was conducted at UPT SD Negeri Tebul 1 in class 5th. UPT SD Negeri Tebul 1 is located on Jl. Raya Sukolilo, Dsn. Sumber Jalang, Kel. Tebul, Kec. Kwanyar, Bangkalan Regency, East Java 69163. SD Negeri Tebul 1 was chosen as a research site for several reasons, namely, first, the condition of the school which requires special attention in developing students' learning abilities, second, the lack of teacher skills in using learning models, third, the location of the school is affordable by researchers.

**Table 1. Research Desain**

Group	Pretest	Treatment	Posttest
Eksperimen	O1	X	O2

Researchers collected data through several instruments, namely: tests, observations, interviews, documentation. Data sources in this study were obtained directly from informants through interviews with homeroom teacher class 5th and observations regarding the application of learning models implemented at school, other data sources came from documentation, and researcher notes while on site. Furthermore, the data that has been obtained will be analyzed and focused in depth on the running of the SQ4R learning model. Quantitative data analysis techniques used are descriptive statistical tests and inferential statistical analysis with the help of JASP 0.17.2.1 software.

### 3. Results and Discussion

#### 3.1 Result

The research data that will be presented in this section are related to the SQ4R learning model as variable (X) and students' reading comprehension ability as variable (Y). Having good reading skills can support students in finding ideas, content, main ideas in a writing, so that students more easily understand the meaning of reading (Bila, 2020). For this reason, students are required to be able to read in order to understand the content of reading. By implication, the SQR4 learning model can help students to actively participate in learning activities. Social relationships between fellow students will be established because they are focused on helping each other (Fadly, 2022). The teacher as a facilitator can then become a guide in guiding the understanding that arises from students to match the desired learning objectives. The impact of the SQR4 model helps participants to imagine and be more creative after having a good understanding of the reading that has been studied with the SQR4 model. Researchers analyzed the type of data information collected in descriptive form by analyzing the data obtained based on the information obtained through the combination of several research instruments that have been carried out. The following is the presentation of the results in this study:

**Table 2. Descriptive Statistical Results**

	PRETES	POSTES
Valid	30	30
Missing	0	0
Median	6.450	8.300
Mean	6.523	8.053
Std. Deviation	1.030	1.060
Minimum	3.600	4.000
Maximum	8.000	9.300

Through table 2 above, it can be seen that the average score at the time of the pretest reached 6.5, and reached a good increase in the post-test results, which reached 8.0 at the time of the post-test. The number of students who reached the applied KKM score can be seen from the following table of student completeness achievements:

**Table 3. Student Pretest Results**

Perolehan	Kategori	Frekuensi	Presentase
>7	Tuntas	11	36,7
<7	Tidak Tuntas	19	63,3

Based on the table above, it is known that the frequency and percentage of pretest scores of students' reading comprehension skills in grade 5th students of SDN Tebul 1 are 11 students getting scores above 7 with a percentage of 36.7%. Meanwhile, with a score of less than 7, or those declared incomplete were 19 students with a percentage of 63.3%. It can be concluded that the number of students who do not meet the KKM (Minimum Completeness Criteria) is more than students who can reach the specified KKM value.

**Table 4. Student Posttest Results**

Perolehan	Kategori	Frekuensi	Presentase
>7	Tuntas	28	93,3
<7	Tidak Tuntas	2	6,7

Based on the table above, it can be seen that the frequency and percentage of test scores are students who get more than 7 with a complete category of 28 students with a percentage of 93.3%. While the number of students who have not reached the KKM (Minimum Completeness Criteria) is 2 people with a percentage value of 6.7%. It can be concluded that the number of students who obtained completeness by meeting the specified KKM almost reached all students, namely 28 out of 30 existing students.

**Table 5. Hypothesis Test Paired Sample t test**

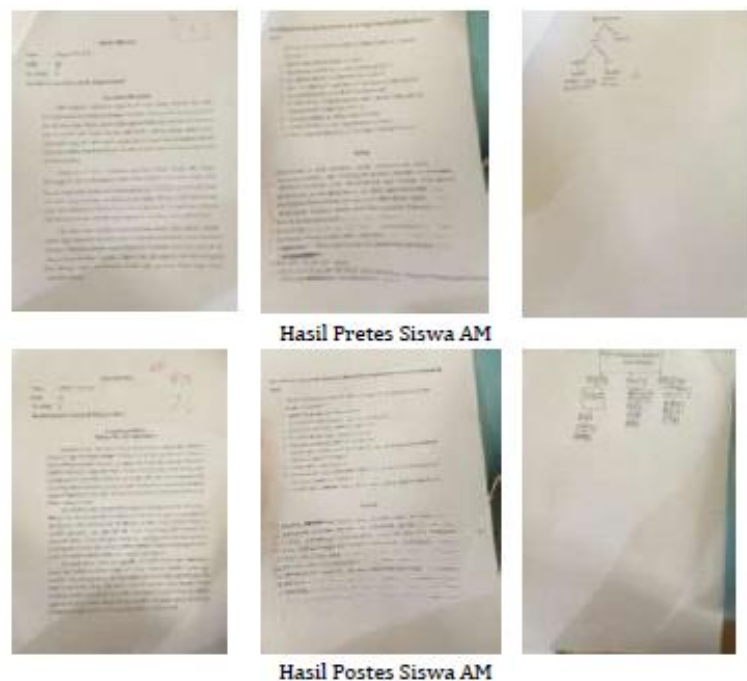
Measure 1	Measure 2	t	df	p
PRETES	- POSTES	-9.058	29	<.001

Based on the "Paired Samples Test" output table above, it is known that the Sig value. (2-tailed) is  $0.001 < 0.05$ , then  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded that there is an average difference between the Pre Test and Post Test learning outcomes, which means that there is an effect of using the SQ4R learning model on the reading comprehension skills of grade 5th students of SDN Tebul 1 in the 2023-2024 school year.

**Table 6. N-Gain Test Result**

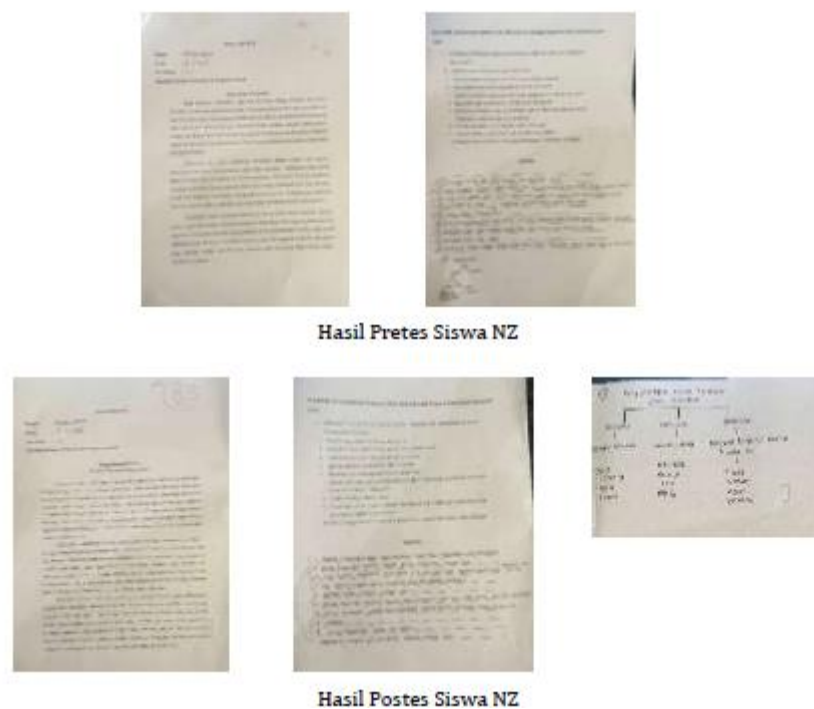
N	30
Presentase	0,41
Kategori	Sedang

Based on the table above, it is known that the average N-Gain percentage value is 0.41, which means that the value is included in the moderate effectiveness category. It can be concluded that the research data tested with the N-Gain Test has a good level of effectiveness.



**Figure 1. Comparison of Pretest and Posttest Results for AM Student Code**

The effectiveness of using the SQ4R learning model in improving reading comprehension skills can also be observed from the picture above which shows the work of AM students in carrying out pretest questions before treatment and post-test after treatment. It can be seen that in the post-test activities AM students answered many questions incompletely, incorrectly or there was no connection between the answers and the questions. Meanwhile, it can be seen that the post-test results have improved with students better understanding the answers related to the reading material, and can also present charts well when compared to the previous pretests. It can be concluded that AM students after receiving treatment can explore information well, can interpret a reading well, and can understand the concept of the information provided so that they can draw conclusions between the new knowledge obtained and the knowledge / experience that has been obtained before. In addition, seen from the chart that has been made, it is presented more structurally and more clearly so that it can be concluded that AM students are better able to construct their understanding better.



**Figure 2. Comparison of Pretest and Posttest Results for NZ Student Code**

In addition, looking at the difference between the pretest and post-test of NZ students presented in the figure above, it can be seen that NZ students when doing the pretest have not been able to receive the information presented in the reading well, which can be seen in the answers presented that have not been able to convey information correctly and continuously with each other. In addition, NZ students have also not been able to construct their understanding completely and well as seen from the charts that are less clear and less informative for readers. Compared to the pretest results, the post-test results of NZ students were much better, namely NZ students were able to provide answers in the form of information in the reading material more fully and continuously. In addition, NZ students have been able to provide reasons for the choice of answers which can be interpreted that NZ students can connect the newly given information with the information that has been obtained previously. In addition, NZ students' understanding is found to be better with the presentation of charts that look more structural and also continuous with each other, and can mention examples better and more complete.

### 3.2 Discussion

Based on the research results that have been collected in the form of pre-test and posttest scores, a good increase in scores is obtained, assisted by the development factor of students' abilities who have been able to construct charts well. Some factors as well as changes for the better include the speed of the reader in formulating the contents of the reading and processing some things that are not understood into a question. Notes on what is read help to understand things quickly and facilitate memory (Nadya & Afnita, 2021). Each revision or repetition ensures complete and thorough mastery of the material read. Through the application of the SQ4R learning model on students' reading comprehension skills,

students are made more active during the learning process by making readers more active and directed to the core of the reading or the main problem contained in a reading (Suardani, Ardana, & Putra, 2013). This is because in the SQ4R learning situation students will be directed to develop a careful and thorough way of reading to develop the student's metacognitive level so that students will easily understand the contents of the reading if they are accustomed to these conditions. It can be concluded that, the application of reading comprehension learning with the SQ4R model can improve the ability rather than using conventional learning models.



**Figure 3. Implementation of the SQ4R learning model**

This can also be seen from the results of observations, including the enthusiasm of students in participating in learning with the SQ4R learning model, students better understand the content of the material because in the delivery of the model students can observe images as material to construct an initial picture of reading, students also show seriousness in taking tests so that the results of the scores obtained also show a significant increase. In connection with this description, it can be concluded that the SQ4R learning model has a positive influence on the reading comprehension skills of fifth grade students of SDN Tebul 1. This goes hand in hand with what was found by (Halik & Ilmi, 2022) in his research where it was proven that the syntax or steps contained in the SQ4R learning model succeeded in making learning more directed and systematic. Students will be more actively involved and concentrated in the learning process, easier to understand reading, and students are helped in thinking critically and brave in expressing their opinions when learning to read comprehension applying the SQ4R learning model.

The ability to read comprehension is not only being able to read the text fluently, but also being able to understand and interpret the content of the text. The reading comprehension process involves several stages, namely reading, understanding, analyzing, evaluating, and synthesizing information obtained from the text read (Khasanah & Cahyani, 2016). There are several factors that determine students' reading comprehension ability, including the ability to read word by word, vocabulary understanding, sentence understanding, paragraph understanding, and the ability to connect information from various parts of the text (Nugraha & et al, 2023). The level of reading comprehension can also be influenced by other factors such as learning motivation, cognitive abilities, and students' learning environment. One way to obtain good reading comprehension skills is to equip students with effective reading strategies. In addition, students also need to be trained to identify the main idea and important details of the text they read, so that they can understand the content of the text as a whole (Sasti & Timothea, 2021). Teachers as learning facilitators also have a very important role in helping students develop their reading comprehension skills.

The effect of the SQ4R Learning Model on reading skills can also be seen from student learning outcomes. By using this model, students tend to have a better understanding of the material they read. They also find it easier to remember important information and apply it in their daily lives. In addition, this model also helps students to develop good reading skills, such as the ability to understand text, identify important information, and make effective summaries. SQ4R is a learning method that supports more systematic, active, and comprehension-oriented learning techniques. This theory was proposed by Gagne (1972) and applied in contextual learning with SQ4R technique (Fadly, 2022). The SQ4R model is a learning strategy that understands text actively and directs direct attention to the essence and main content implied or expressed in the subject matter (Riadi, 2023) thus students will quickly easily understand all the information contained in the reading and can store it well in the reader's memory. According to (Yudiati, 2022) Reading-based questions stimulate reading curiosity to find important answers.

In the context of modern education, good reading skills are essential for students' academic success. By using the SQ4R Learning Model, students can acquire good reading skills and improve their learning outcomes. Therefore, it is important for educators to consider using this model in their learning process. Thus, students can develop good reading skills and be ready to face future challenges. According to Sudrajat (2001:16) the use of the SQ4R learning model can encourage readers to be more active, critical, systematic and go into the subject matter so that it will help readers remember longer a main idea. In the application of the SQ4R learning model, it is found to have shortcomings in terms of effectiveness and can cause difficulties for students who have low learning abilities (Apfani, 2019). However, this model also has significant advantages in improving students' reading skills. The use of the SQ4R model must be adjusted to the needs and abilities of the students concerned. In connection with this description, it can be concluded that the SQ4R learning model has a good effect on the progress of reading comprehension skills of grade 5th students of SDN Tebul 1.

#### **4. Conclusion**

Based on the results of the research on the use of the SQ4R learning model on the reading comprehension skills of fifth grade students of SDN Tebul 1, it is concluded that the reading comprehension skills of students when the SQ4R learning model is applied are fairly improved. The use of the SQ4R learning model allows students to be active in participating in learning activities. In addition, the orientation of the SQ4R learning model which is systematic, active, and comprehension-oriented supports students to think in a directed manner and interpret the reading better and structured. Based on data analysis using JASP calculation, it is concluded that there is an effect of using the SQ4R learning model on students' reading comprehension skills. This is based on the post-test acquisition of 8.0 which has a higher value compared to the pre-test average value of 6.5. These results are reinforced based on the result of the paired sample t-test hypothesis test which shows the sig.  $0.001 < 0.05$  or smaller than  $0.05$  so that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. This proves that the SQ4R learning model has an influence in improving the reading comprehension skills of grade 5th students at SDN Tebul 1. Based on the calculation of the ngain score test, it is known that the average n-gain value is 0.41. Based on the interpretation of effectiveness, the value of 0.41 is included in the interpretation of moderate. Thus it can be concluded that the SQ4R learning model is quite effective in the development of reading comprehension skills of grade 5th students at SDN Tebul 1.

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