



## SQ3R Method as A Solution To Improve Reading Comprehension Skills in Elementary School

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### Abstract

*The Scientific Work (KTI) is entitled "SQ3R methods as a solution to better reading skills in elementary school students." One important aspect of Indonesian learning is reading, by reading it can know things that are not yet known. Observations show that students occur in class IV SDN Jakasampurna V, reading skills of low comprehension: 1) Students have difficulty locating points of thought on text, 2) Students have difficulty capturing implied meanings and letters on text, 3) Students have difficulty making a summary on the reading text, and 4) Students have difficulty explaining the text text again. One contributing factor is that teachers continue to use traditional methods or read in moderation so that the learning process is ineffective, and the teacher and student interaction is lacking. One method for improving the learning skills of reading understanding is the SQ3R method which is a strategy for actively studying the text and leads directly to the essence or content of the underlying material. The step-by-step of the SQ3R method is the introductory (surveys), the raised question (question), the reading stage (reading), the answering of the question (slight), the reviewing of the review. The expected that students are able to: 1) To determine the point of thought correctly, 2) To grasp the corresponding meaning and implied meaning found in the reading text, 3) To summarize the reading text correctly, 4) To restate the reading text in its own sentences correctly. The step-by-step of the SQ3R method is the introductory (surveys), the raised question (question), the reading stage (reading), the answering of the question (slight), the reviewing of the review. The expected that students are able to: 1) To determine the point of thought correctly, 2) To grasp the corresponding meaning and implied meaning found in the reading text, 3) To summarize the reading text correctly, 4) To restate the reading text in its own sentences correctly. The step-by-step of the SQ3R method is the introductory (surveys), the raised question (question), the reading stage (reading), the answering of the question (slight), the reviewing of the review. The expected that students are able to: 1) To determine the point of thought correctly, 2) To grasp the corresponding meaning and implied meaning found in the reading text, 3) To summarize the reading text correctly, 4) To restate the reading text in its own sentences correctly.*

**Keywords:** Reading Comprehension Skills, SQ3R Method, Elementary School Student

### Abstract

This Scientific Writing (KTI) is entitled "SQ3R Method as a Solution in Improving Reading Comprehension Skills of Elementary School Students". One of the important aspects in learning Indonesian is reading, by reading you can find out things that are not yet known. The low reading comprehension skills of students occurred in class IV of SDN Jakasampurna V, information was obtained that there were low students' reading comprehension skills such as: 1) Students had difficulty determining the main ideas in the text, 2) Students had difficulty understanding implied and explicit meanings in the text, 3) Students difficulty in making a summary of the reading text, and 4) Students have difficulty explaining the contents of the text. One of the contributing factors is that the teacher still uses traditional methods or reads as it is, the teacher only gives the text and directs students to read, after finishing reading the teacher asks a little about the text but some students are unable to answer the teacher's questions, after that the teacher directs students to fill in the questions on the package book. The learning process is not effective, and the lack of teacher-student interaction. One method to improve reading comprehension learning skills is the SQ3R method, this method is specifically designed to understand the content of texts contained in books, scientific articles and research reports. This SQ3R learning model is a strategy to study the text actively and leads directly to the essence or main contents that are implied and expressed in the text of a material. There are several stages in the SQ3R method, namely the stage of skimming (survey), the stage of compiling questions (question), the stage of reading (reading), the stage of answering questions (recite), the stage of reviewing (review). So it is expected that students are able to: 1) determine the main idea correctly, 2) catch the explicit meaning and implied meaning contained in the reading text,

**Keywords:** Reading Comprehension Skills, SQ3R Method, Elementary School Students

## PRELIMINARY

Indonesian language skills properly and correctly have a very important role as a communication tool in socializing or relating to other people as the language of instruction, as emphasized in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 33 paragraph (1) that " Indonesian as the state language is the language of instruction in national education."K. Supriyoko (in Retha Paombonan 2019: 42).

Hodgson explains (in Rini Agustina 2018: 70) that reading is a process carried out and used by readers to get the message that the author wants to convey through the medium of words or written language. The same opinion from Alek and Achmad (in Nur Hidayat et al 2014: 2) explains the same thing "reading is the process of understanding written messages using a certain language conveyed by the author to his readers".

In line with that, Tarigan (in Aulia Rahmawati 2016: 128) explains that reading comprehension is an activity or process to obtain meaning or messages that have been conveyed by the author through words or writing. Meanwhile, according to Dalman (2017: 153) reading skills are one of the language skills, in addition to writing, speaking, and listening skills, which need to be mastered by language users. By mastering reading skills, a person can dig up as much information as desired from the reading. Therefore, a person's ability to understand the content of reading is closely related to the way or technique of a person in reading.

Reading in high grade requires a higher reading ability than just reading aloud because the information needed by students will be more in-depth and more complex. This is in line with Syafi'ie (in Catur Agustina Candra Dewi and Sri Hariani 2013: 2) which states that the process of understanding the meaning of a reading is more emphasized in high school grades. However, the facts on the ground show that the reading comprehension skills of high school students in elementary schools are currently inadequate.

The low reading comprehension skills of students occurred in class IV of SDN

Jakasampurna V, information was obtained that there were low students' reading comprehension skills such as: 1) Students had difficulty determining the main ideas in the text, 2) Students had difficulty understanding implied and explicit meanings in the text, 3) Students difficulty in making a summary of the reading text, and 4) Students have difficulty explaining the contents of the text. One of the contributing factors is that the teacher still uses traditional methods or reads as it is, the teacher only gives the text and directs students to read, after finishing reading the teacher asks a little about the text but some students are unable to answer the teacher's questions, after that the teacher directs students to fill in the questions on the package book. The learning process is not effective,

Based on these problems, a method is needed that can improve students' reading comprehension skills, one of the appropriate learning models to improve reading comprehension skills is the SQ3R method (Survey, Question, Read, Recite, Review). Abidin, Mulyati, & Yunansah (in Frian Restika 2019: 1.059) said that the main purpose of implementing SQ3R is to improve understanding of the reading content and maintain that understanding in the longer term.

## PURPOSE AND BENEFITS OF IDEAS

### Idea Goal

1. To improve students' reading comprehension skills.
2. To implement the SQ3R method in the student learning process.

### Benefits of Ideas

1. Helping students to improve students' reading comprehension skills.
2. Assist in creating interesting and fun learning activities.

## IDEA

### The Current Condition of the Originator of Ideas

From the results of the Program for International Student Assessment (PISA) survey or the 2018 International Learning Assessment Program, Indonesia's average score decreased in three areas of competence with the largest decline in reading, namely 371 in position 74. The average reading ability of countries that joined The Organization for Economic Cooperation and Development (OECD) has a score of 487. The better the students' reading ability, the better their ability to absorb information. The ability to absorb this information is very important to keep up with the pace of development in today's era, so the ability to read and understand absolutely must be mastered. In addition, the success of a student's learning outcomes is largely determined by the mastery of his reading comprehension skills,

Reading comprehension itself is a form of reading activity with the main aim of understanding the content of the message contained in the reading. Thus, this reading comprehension skill emphasizes the mastery of the reader to understand the content of the reading he reads, Officialni and Djuanda (in Iis Atikah et al 2017:32).

In line with that according to Lado (in Andi Halimah 2015: 205-206) reading comprehension activity is an activity that aims to get in-depth information and understanding of what is read. Reading comprehension is understanding the meaning or intent in a reading through writing. This definition places great emphasis on two main things in reading, namely the language itself and written graphic symbols that present information in the form of reading. To be able to understand the contents of a reading material well, it is necessary to have good reading comprehension skills. Comprehension is one of the important aspects in reading activities, because in essence understanding a reading material can improve reading skills itself and for certain goals to be achieved.

This skill involves the ability to obtain meaning from written texts as stated by Silliman and Wilkinson (in Herlina 2016:30) "Reading comprehension is generally defined as the ability to acquire meaning from written text". Through the process of reading

comprehension, readers gain an understanding of the text they are reading that relates to new information or vocabulary.

almost some of the students only rewrote the title of the reading text and only wrote a few words from the text of the discourse and, (4) students had difficulty re-explaining the contents of the reading text using their own sentences, some students only wrote a few sentences from certain paragraphs and only write one main idea in the discourse text. In the following, the researchers present a table of students' reading comprehension test results:

**Table 1**  
**Data Value of Indonesian Language Subjects Class IV SD Jakasampurna V**

No.	Class	Complete	Not Complete
1.	Class A	10 students	20 students
2.	Class B	7 students	23 students

*Source: homeroom IV*

Based on the table above, it is involved that class B has more students who have not finished. Students who completed 7 people with a percentage of 23.33%. 23 students who did not complete with a percentage of 76.67%. It can be seen that the reading comprehension skills of class B students are lacking.

Based on these problems, an effective, innovative learning method is needed, and has the potential to improve reading comprehension learning, thereby increasing students' interest, motivation, and attitudes towards reading learning which results in increased student achievement. The method is the SQ3R method, Robinson (in the journal Muhaji, 2013:3) states that the SQ3R reading method can increase the acquisition of reading scores because this method leads students to investigate; title and subtitle, asking questions, reading, stating the main ideas that have been read and repeating the reading. The SQ3R method can be viewed from the aspect of the process in carrying out reading activities it looks very systematic so it is assumed that the application of the SQ3R method can improve students' reading comprehension skills.

## Solutions Ever Offered

Learning to read comprehension at SDN Jakasampurna V does not involve students actively. Teaching and learning activities carried out by teachers are as follows:

1. The teacher instructs the students to open the textbook with a certain page,
2. Then the teacher asks students to read the text on the page,
3. After reading the text, the teacher asked the students about the text but some of the students could not answer the questions the teacher asked,
4. The teacher instructs students to fill in the questions in the package book, which relates to the text that has been read,
5. When finished, the teacher instructs students to collect the textbooks that have been filled out with questions.

The implementation of the learning is less effective because students only become passive objects that do not get the opportunity to develop themselves and correct errors in understanding the subject matter. The lack of interaction between students and teachers also causes the learning atmosphere to feel boring. In the selection of teaching materials, the teacher only refers to the textbook and does not choose appropriate teaching materials and does not pay attention to the wishes of students. Therefore, it is necessary to plan strategic steps in learning to read so that the understanding obtained is satisfactory, one of which is the SQ3R method.

## Proposed Ideas

As an effort to improve reading comprehension skills, efforts are made to improve the quality of learning through learning methods that can support the achievement of Indonesian language learning objectives. The learning method in question is

the SQ3R method, namely: Survey (investigate), Question (ask), Read (read), Recite (recite), and Review (repeat).

SQ3R is an excellent reading method for reading comprehension purposes. This reading method is quite good for learning purposes. This method of reading for learning was recommended by a professor of psychology from Ohio State University, namely Prof. Francis P. Robinson, 1941. SQ3R is an abbreviation of Survey (scan), Question (ask), Reading (read), Recite (answer), and Review (review).

The SQ3R method has several advantages according to Soedarso (in the journal Wening Nadzifah 2016: 2.724) including making students active in reading activities, because by using the steps of the SQ3R method students are directly involved in reading. Students find it easy to understand and master the content of the reading, because in the SQ3R method before reading the students conduct a survey of the reading to get a general idea about the reading, then ask various questions based on the reading, and then the answer is obtained when reading the entire reading material, in this way students it will be easier to understand the reading, and then with the last step, which is to express in their own words the important points of reading students can remember longer.

Miftahul Huda (in Annisa Azhar Riyadi et al 2019: 188) explains that SQ3R is an understanding strategy that helps students think about the text they are reading. Often categorized as a learning strategy, SQ3R helps students 'get something' the first time they read a text. For teachers, SQ3R helps them in guiding students how to read and think like effective readers. Meanwhile, according to Saksono (in Dissa Nurul Ilmi 2017: 91) one of the appropriate methods used in learning to read is SQ3R, with consideration as an alternative problem

solving in students' reading comprehension skills.

Syah (in Fahriyah Fahmawati et al 2017:55-56) explains the SQ3R learning model developed by Francis P. Robinson which is specifically designed to understand the content of texts contained in books, scientific articles and research reports. This SQ3R learning model is a strategy to study the text actively and leads directly to the essence or main contents that are implied and expressed in the text of a material. According to psychologists, the SQ3R learning model is an efficient way to help students understand a concept or writing that is being read. This is because the SQ3R learning model includes mastery of vocabulary, organizing reading materials, and linking facts to one another and can improve students' critical thinking skills.

It is strengthened by several studies which show that the SQ3R method can improve students' reading comprehension results.

- a. Research conducted by Wening Nadzifah showed that the results showed that the reading comprehension skills of the fourth graders of SD N Katongan I had increased through the use of the SQ3R method. This can be seen from the increase in the learning process and the increase in reading comprehension test results. The test results show the average value of the pre-action results is 61.11 with the percentage of students' completeness at the time of pre-action by 16.67% increasing to 68.36 with the percentage of completeness 55.56% or 10 students at the end of the first cycle. The average value students in the second cycle to 77.33 with a percentage of 100% completeness or 18 students.
- b. Research conducted by Retha Paombonan showed that students' reading comprehension skills increased by using the SQ3R method. The results in the first cycle, from 32 students there were

56.25% who did not complete their studies so that only 43.75% or 14 people completed their studies. In the second cycle there was an increase from 32 students, there were 93.75% or 30 people who completed their studies so that only 6.25% did not complete their studies.

- c. Research conducted by Annisa Azhar Riyadi et al. showed that students' reading comprehension skills increased by using the SQ3R method in students' reading comprehension learning. In the first cycle the percentage of students who achieved the KKM was 58% or 14 students. Meanwhile, in the second cycle, it increased by 87% or 21 students. The percentage of students who achieved the KKM increased by 29%.

#### **How far can the present state of the originator of ideas be improved?**

Based on the method used by the teacher, learning is less effective, there is less interaction between teachers and students. If learning is carried out in the traditional way, namely reading as it is, without using effective methods for reading comprehension activities, the results that will be achieved will not be maximal. Therefore it is necessary to plan strategic steps in learning to read so that the understanding obtained is satisfactory, the method is the SQ3R method. By using systematic steps in the SQ3R method, which is not carried out on the method that the teacher uses during the students' reading process. Like before reading, the SQ3R method has stages to survey the contents of the text first in order to get an initial picture of students, after that the stage of compiling questions can improve reading comprehension, then students read as a whole to answer the questions they have compiled, these questions can increase students' concentration in reading to find the information they want quickly, and write

down the main idea or other important information, the last stage is the review stage, at this stage it will help power remember students and clarify understanding also get important things missed or important things to remember. So with these systematic stages, an increase in students' reading comprehension skills will be obtained. the last stage is the review stage, at this stage it will help students' memory and clarify understanding as well as get important things that have been missed or important things to remember. So with these systematic stages, an increase in students' reading comprehension skills will be obtained. the last stage is the review stage, at this stage it will help students' memory and clarify understanding as well as get important things that have been missed or important things to remember. So with these systematic stages, an increase in students' reading comprehension skills will be obtained.

The purpose of the SQ3R method itself is to increase reader engagement with the reading material they are reading. It can also make the reader search for all the information to answer questions about the content of the reading. This method can also help readers to create a frame of mind so that they can understand whatever they are reading.

The advantages of the SQ3R method according to Huda (in Annisa Azhar Riyadi et al 2019:189):

- a. Help students understand and think about the texts they read,
- b. Helping students to practice high concentration,
- c. Help students understand reading quickly and strengthen memory through small notes made,
- d. Assisting teachers in guiding students how to read and think like effective readers,

- e. Generating student curiosity about the material to be studied so as to increase student motivation in learning,
- f. Encourage students to think critically, be active in meaningful learning,
- g. Gaining complete and thorough mastery of reading through the review stage,
- h. The material learned by students can stick longer.

By implementing the SQ3R method in reading comprehension learning activities, the predicted results that can be obtained from the application of the SQ3R method are: 1) Students are able to determine the main idea correctly, 2) Students are able to capture the explicit meaning and implied meaning contained in the reading text, 3) Students are able to make a summary of the reading text correctly, 4) Students are able to re-explain the reading text in their own sentences. correctly. Then the results of the fourth grade students' reading comprehension skills at SDN Jakasampurna V will increase. Class A of 30 students, when the pre-test was carried out only 10 students had completed with a percentage of 33.33%, and after the implementation of the SQ3R method in the learning process reading comprehension would increase to 100% or 30 students who completed. While class B of 30 students, when the pre-test was carried out only 7 students had completed with a percentage of 23.33%,

### **Parties Considered Can Help Implement Ideas**

1. The teacher's role in the process of learning to read includes creating experiences that introduce, maintain or expand students' ability to understand texts. This requires teachers to carry out direct learning, modeling, helping to improve, facilitating and involving in

learning, McLaughlin & Allen (in Catur Agustina Candra Dewi 2013:2). In the application of the SQ3R method, the teacher becomes a facilitator / directs students, so that students play an active role and are involved in the application of this method. learning is not centered on the teacher so it will not be monotonous and boring for students, because students are involved and there is interaction between students and teachers.

2. The role of parents in this case is to provide motivation and support for children, especially in reading activities. The role of the environment, especially the family, in this case parents must be able to direct and be an example that reading is important to increase knowledge. Students will like to read with home environment activities that like to read too, by facilitating children with books at home.
3. The role of the principal is also very influential, by providing facilities for the needs of students in the learning process, one of which is reading activities. Such as providing a library room with comfortable room facilities for students and, providing interesting and varied science books so that students are interested in visiting the library. Or by providing rules for reading activities for each class at certain hours, with these activities will be able to help students get used to reading and then become like reading to understand.

### Strategic Steps for Implementing Ideas

The strategic steps that will be carried out in conducting observations include:

#### 1. Planning Stage

At the planning stage, the teacher designs the making of a Learning Implementation Plan (RPP) using the stages of the SQ3R method, preparing the

discourse that will be given to students. To determine learning achievement, the teacher formulates learning objectives that will be used as indicators of success.

#### 2. Implementation Stage

The SQ3R strategy adapted from the book *Teaching In Today's Elementary School* by Burns et al (Khaerunnisa et al 2018: 14-15) is as follows:

- a. The skimming stage (Survey),  
At this stage the teacher distributes the discourse text and directs students to read the text at a glance, to get to know the details of important information and outlines in the discourse text before reading it in full.
- b. Stage of compiling questions (Question),  
After skimming, the teacher directs students to close their books to make questions according to what they have obtained in the previous stage using 5W+1H.
- c. Stage of reading (Reading),  
At this stage, the teacher directs students to read carefully while paying attention to the questions that have been made. The time given is relatively longer than at the survey stage. The teacher directs the students to close the book again.
- d. The stage of answering questions (Recite),  
At this stage, the teacher directs students to answer the questions they have made. Questions whose answers are not perfect are not immediately discussed thoroughly by the teacher, but are given the opportunity at a later stage to be perfected by students through teacher guidance. The teacher directs students to make the main idea in each paragraph.
- e. Stage review (Review).

At this stage, the teacher directs students to review or refine answers that have not been completed in the previous stage, and the teacher directs students to conclude the discourse text.

### 3. Observation Stage

This stage is the stage of collecting data, such as the value of student evaluation results after learning takes place. The assessment carried out in the reading comprehension process is divided into two. The first is process assessment, namely observations made by the teacher about the course of the learning process from beginning to end in each learning activity, to see the development of students' reading comprehension skills. Outcome assessment, namely, the final assessment to assess the development of students' skills in understanding the content of the reading.

### CONCLUSION

SQ3R is an excellent reading method for reading comprehension purposes. This reading method is quite good for learning purposes. SQ3R is an abbreviation of Survey (reading at a glance), Question (asking), Reading (reading), Recite (answering), and Review (reviewing again). The purpose of the SQ3R method itself is to increase reader engagement with the reading material they are reading. It can also make the reader search for all the information to answer questions about the content of the reading. This method can also help readers to create a frame of mind so that they can understand whatever they are reading.

By using the SQ3R method in learning reading comprehension, it is expected that: 1) Students are able to determine the main idea correctly, 2) Students are able to capture the explicit meaning and implied meaning contained in the reading text correctly, 3)

Students are able to make a summary of the reading text correctly, 4) Students are able to explain the reading text again with sentences. the sentence itself correctly. Then the results of the fourth grade students' reading comprehension skills at SDN Jakasampurna V will increase. Class A of 30 students, when the pre-test was carried out only 10 students had completed with a percentage of 33.33%, and after the implementation of the SQ3R method in the learning process reading comprehension would increase to 100% or 30 students who completed. While class B of 30 students, when the pre-test was carried out only 7 students had completed with a percentage of 23.33%,

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