

Improve Reading Comprehension Skills Fourth Grade Elementary School with SQ3R Method

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Abstract: This study aims to improve the ability to read comprehension of fourth grade students of Sdn Besuk 1 through the application of SQ3R method (Survey, Question, Read, Recite, Review). This study uses the approach of classroom Action Research (CAR) which is carried out in two cycles, with each cycle consisting of the stages of planning, implementation of action, observation, and reflection. The subjects of this study were 13 fourth grade students. Data collection techniques are done through observation, formative tests, interviews, and documentation. Data were analyzed descriptively quantitatively and qualitatively to measure the improvement of learning outcomes in reading comprehension. The results showed an increase in the average value of students from pre-cycle by 40% to 69.2% in cycle I and increased to 92.3% in Cycle II. In addition, the percentage of learning completeness increased from 30.7% in pre-cycle to 76.9% in cycle I, and reached 100% in Cycle II. Thus, the application of the SQ3R method proved to be effective in improving reading comprehension skills of learners.

Keywords: SQ3R Method, Reading Comprehension, Learning Outcomes, CAR.

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How to Cite :

Introduction

Primary education has a strategic role in shaping the foundation of learners' literacy, particularly in reading comprehension skills. The importance of reading comprehension in basic education requires significant contributions from both teachers and students in terms of skill and active engagement. Reading comprehension is not merely about recognizing words or sentences, but involves the ability to interpret both explicit and implicit meanings within a text. Therefore, the development of reading comprehension must be supported by effective instructional strategies and the enhancement of students' critical and analytical thinking skills from an early stage (Snow, 2002). Therefore, the development of these skills needs to start from the basic level of education so that learners are able to actively participate in learning and social life. However, there is still a significant gap between curriculum expectations and the achievement of students' reading skills in the field. The results of observations conducted by researchers in the fourth grade of Sdn Besuk 1 showed that most students have difficulty in understanding the content of reading, especially in identifying the main idea, capturing the implied meaning, and summing up the contents of the text as a whole. This gap is exacerbated by a learning approach that tends to be mechanical, without a structured and reflective Reading Strategy (Marlina, Pratiwi, & Sukardi, 2022). This phenomenon is in line with the

results of the PIRLS international study (2021), which shows that the reading literacy ability of students in Indonesia is still relatively low in a global comparison.

One approach that has proven effective in developing reading comprehension is the *Survey, Question, Read, Recite, Review* (SQ3R) method. This method emphasizes active reading through five systematic stages: surveying the structure of the text, formulating questions, reading actively, reciting information in one's own words, and reviewing the material read (Robinson, 1970). Unlike conventional approaches that are often passive and teacher-centered, SQ3R actively engages learners in the reading process, thereby enhancing information retention, learning motivation, and critical thinking skills (Wahyuni, 2021).

Several empirical studies have demonstrated the effectiveness of the SQ3R method. A quasi-experimental research conducted by Arifin (2020) on fifth-grade elementary school students in Yogyakarta revealed a significant improvement in text comprehension among students taught using SQ3R, compared to those taught using traditional lecture methods. Similarly, an experimental study by Wahyuni (2021) involving junior high school students in Surabaya found that students in the SQ3R treatment group consistently achieved higher reading comprehension scores than those in the control group. Furthermore, a classroom action research by Subekti and Mendrofa (2020), involving fourth-grade elementary school students in Nias, reported increased levels of active participation, reading motivation, and academic achievement after the application of the SQ3R method. These findings indicate that the SQ3R method contributes not only to cognitive development but also supports affective dimensions, fostering a more holistic learning process. With this background, the researchers hope that the ability to read comprehension of fourth grade students of Sdn Besuk 1 through the application of the SQ3R method in the Class Action Research model (PTK) can be even better in the future. This strategy is expected to be able to answer the challenge of low reading comprehension by presenting an active, reflective, and contextual approach. The results of this study are expected to make a real contribution to teachers in developing Indonesian language learning to be more effective and provide a theoretical basis for the development of relevant reading literacy strategies at the basic education level.

Methodology

This class action research (PTK) was carried out at Sdn Besuk 1, Gurah District, Kediri Regency in the even semester of the 2025/2026 academic year. The subjects of this study were 13 fourth grade students, consisting of 6 male students and 7 female students. This study focuses on the results of learning to read comprehension in Indonesian subjects with folklore material through the application of SQ3R method (Survey, Question, Read, Recite, Review). This study was conducted in two cycles, in the first cycle, there was little development compared to the initial condition of the students before using the SQ3R method (Survey, Question, Read, Recite, Review), the percentage of students who achieve completeness is still below the minimum limit set in the success indicator, which is 40%. After reflection on the implementation in the first cycle, the researchers made a number of improvements and adjustments in the second cycle, both in terms of learning strategies and approaches to learners. Improvements made include the provision of SQ3R guidance that is more structured, the use of reading texts that are more in accordance with the level of student ability, as well as increasing the intensity of assistance during the reading process. In addition, researchers also encourage small group discussions to assist learners in formulating questions and conveying the results of understanding orally before writing them down. This more communicative approach helps students be more active in

implementing each stage of SQ3R appropriately. The impact is clearly visible in the improvement of learners' ability to understand the content of reading, which is reflected in the results of learning evaluations. In the second cycle, more than 90% of learners had achieved learning completeness, indicating that improved learning strategies provided significant results towards improving reading comprehension.

This class action research is carried out each consists of four stages: planning, implementation, observation, and reflection (Kemmis & McTaggart, 1992). At the planning stage, the researcher prepares teaching modules, prepares Learning media, and prepares observation and evaluation instruments. The implementation of actions is carried out according to learning scenarios based on the SQ3R method. Observations were made on the activities of teachers and learners using structured observation sheets. Reflection is carried out after each cycle implemented to analyze successes and shortcomings, as well as draw up improvements.

Data collection instruments consist of: (1) teaching modules as a guide to the implementation of learning, (2) observation sheets of teacher and learner activities, and (3) formative tests in the form of multiple choice to measure the understanding of learners based on learning indicators. These tests are administered at the end of each cycle to evaluate learning outcomes. The result Data of each cycle will be analyzed in a quantitative descriptive manner to see the development of learners' learning outcomes. The average formative test score is calculated to assess class performance, while learning completeness is measured individually and classically. Completeness of the individual value of students is set at least 65, and classical completeness is achieved if 85% of students obtain a value of ≥ 65 (Sudjana, 2005). The research schedule consists of pre-cycle on February 19, 2025, cycle I on February 20, 2025, and Cycle II on February 25, 2025.

Result and Discussion

Results

Pre-cycle

In the pre-cycle stage, the results of observations show that Indonesian language learning is still teacher-centered, with a predominance of lecture-based or conventional methods. As a result, many students are less active in the learning process, and there is minimal interaction and engagement between teachers and students. The initial test results revealed that only 40% of the minimum completeness standard of 75 was achieved, with just 4 out of 13 students (30.7%) meeting the standard. The test data showed inequality of ability among learners. Most have difficulty understanding the content of the text because the learning approach does not adapt their learning style. Observations showed low motivation to learn and involvement in the learning process caused their learning outcomes do not reach the expected criteria. The initial reflection with the Guardian Teacher emphasized the need for a more active and responsive approach to the needs of students, so the SQ3R method was chosen to be applied in the next cycle to improve the reading comprehension ability of fourth grade students. Cycle I was held on February 20, 2025. In planning, the researchers developed teaching modules based on SQ3R and LKPD methods.

The learning activities are divided into several stages: Survey, Question, Read, Recite, and Review. Learners are divided into small groups and facilitated to discuss and express opinions. Despite the increase in participation, some learners are still passive and lack confidence during discussions. At this stage, the initial test was given to 13 fourth grade students of Sdn Besuk 1 to measure their initial understanding of the Indonesian

language material before the application of the SQ3R method. This test is designed based on basic material that is in accordance with learning achievement, for the learning goal achievement criteria (KKTP) is set at 75. This assessment is based on learners' answers to multiple choice questions, short fill-ins, and short essays.

No.	Code Name Learners	Multiple Choice (5)	Short Subject (3)	Short Essays (2)	Total Score
1	M.F.L.	2	2	2	6
2	A.E.W.	5	3	2	10
3	A.G.M.	1	3	2	6
4	A.D.S.	5	2	2	9
5	A.N.S.	2	3	2	7
6	I.D.A.	2	3	2	7
7	M.F.A.	2	3	2	7
8	N.Z.	2	3	2	7
9	N.U.Z.	3	3	2	8
10	S.V.A.	3	3	2	8
11	U.A.F.	1	3	2	6
12	Z.S.A.	1	3	2	6
13	A.N.D.A.	3	2	2	7

The test results showed that of the 13 learners, most have shown a fairly good understanding of the reading material. A total of 2 students (15.38%) obtained a maximum score of 10, and 4 students (30.77%) obtained a score of ③ 9, which indicates high mastery of the material.

Meanwhile, the majority of learners (7 people or 53.85%) obtained a score between 6 to 8, indicating sufficient understanding but still requiring reinforcement, especially in the multiple choice aspect. Only 4 students received a score of 6, indicating that there are students who have difficulty in answering reading comprehension questions, especially on multiple choice questions. In general, the grade point average is 7.23, this gives a temporary conclusion that the reading comprehension ability of learners is in the category of less good either. So, learning strategies still need to be adjusted to ensure that all learners can achieve an optimal level of understanding, especially in multiple-choice questions that seem easy but many find it difficult to determine the appropriate answer.

Cycle 1

Chart 2. Cycle 1 Results

No	Code Name Learners	Survey (2)	Question (2)	Read (2)	Recite (2)	Review (2)	Total Skor (10)	Description
1	M.F.L.	2	1.5	1.5	1.5	1.5	8.0	Good
2	A.E.W.	2	2	2	2	1.5	9.5	Verry Good
3	A.G.M.	2	1.5	2	1.5	1.5	8.5	Good
4	A.D.S.	1.5	1.5	2	1.5	1.5	8.0	Good
5	A.N.S.	2	1.5	1.5	1.5	1.5	8.0	Good
6	I.D.A.	2	2	2	1.5	1.5	9.0	Verry Good
7	M.F.A.	1.5	1.5	1.5	1.5	1.5	7.5	Good

8	N.Z.	2	2	2	1.5	1.5	9.0	Verry Good
9	N.U.Z.	2	1.5	1.5	2	1.5	8.5	Good
10	S.V.A.	2	2	2	2	1.5	9.5	Verry Good
11	U.A.F.	2	1.5	2	2	1.5	9.0	Verry Good
12	Z.S.A.	1.5	1.5	1.5	1.5	1.5	7.5	Good
13	A.N.D.A.	2	2	2	2	1.5	9.5	Verry Good

The table above shows that 38.46% of students managed to achieve a very good score, while the majority of others (61.54%) obtained a good score. This shows that the application of SQ3R method is able to improve the learning outcomes of reading comprehension learners in Grade IV. However, some of these learners still require advanced guidance in several stages, especially at the Recite and Review stages, which require critical thinking skills and depth of reading. The results of Cycle 1 of this study showed that most of the students achieved good scores.

Cycle 2

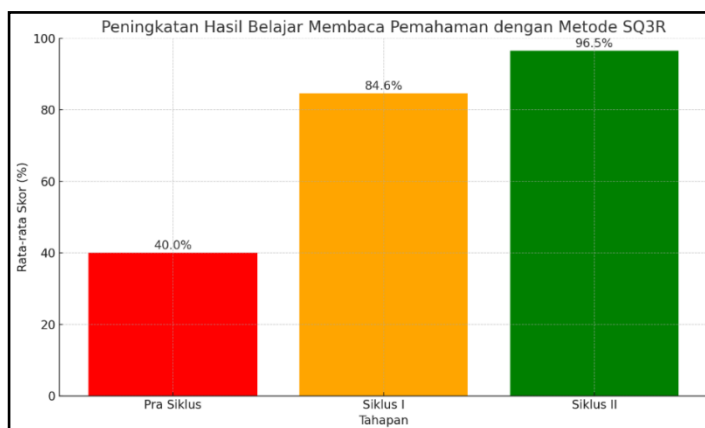
Chart 3. Cycle 1 Results

No	Code Name Learners	Skor Siklus 2 (10)	Description
1	M.F.L.	9.0	Verry Good
2	A.E.W.	10.0	Verry Good
3	A.G.M.	10.0	Verry Good
4	A.D.S.	9.5	Verry Good
5	A.N.S.	9.5	Verry Good
6	I.D.A.	10.0	Verry Good
7	M.F.A.	9.0	Verry Good
8	N.Z.	10.0	Verry Good
9	N.U.Z.	9.5	Verry Good
10	S.V.A.	10.0	Verry Good
11	U.A.F.	9.5	Verry Good
12	Z.S.A.	9.0	Verry Good
13	A.N.D.A.	10.0	Verry Good

In Cycle 2, The teacher also plays an active role as a moderator in group discussions, and provides space for all learners to conclude the material. The final result of all students achieve completeness with the category of "very good" is 100%. The average value increased to 96.5%. All learners were able to apply the SQ3R measures as a whole, demonstrate good reading comprehension skills, formulate critical questions, and relay the contents of the text in a coherent and reflective manner. Teachers also help students to be active in Group demonstrations, discussions, and presentations of results, as well as ensuring the involvement of students as a whole. Reflection Cycle II shows that the research objectives have been

achieved to the maximum. SQ3R method-based learning strategies are proven to be able to answer the challenges of learning reading comprehension in the classroom. Learners show high enthusiasm, critical thinking skills, and an increase in learning outcomes that are evenly distributed so that learning becomes more lively, collaborative, and meaningful.

Diagram 1. Overall Cycle Results



Discussion

This study was motivated by the fourth grade students of Sdn Besuk 1 in understanding the reading in Indonesian subjects that are less effective results. In the pre-cycle stage, learning is still dominated by the lecture method which causes the involvement of learners is very low. Only 4 out of 13 students achieved the learning goal achievement criteria (KKTP) with an average value of 40%. The low participation of students shows that conventional learning methods have not been able to accommodate diverse learning needs (Sugiyanto, 2020).

To overcome these problems, the researchers tried to apply the SQ3R method in learning that aims to improve learning outcomes reading comprehension actively and strategically. In the first cycle, learning is carried out through group work, interactive discussions, and the use of SQ3R-based LKPD. The results showed an increase in the average value to 84.6% and the level of completeness reached 100%. This is in line with research that proves the SQ3R method is proven to encourage learners to actively formulate questions and re-convey the content of reading in their own language. (Sari & Yani, 2021).

Although the achievement of learning outcomes in the first cycle is quite satisfactory, there are still obstacles in the management of groups and the involvement of students with low ability. To overcome this, in the second cycle, strategies were improved, such as the formation of heterogeneous groups, intensive assistance by teachers, and the use of more varied learning media. The average score increased to 96.5% and all students achieved completeness. This improvement is in line with research that states that an active and collaborative approach in the SQ3R method is effective in improving reading comprehension (Hidayati, 2022). The effectiveness of the SQ3R method is not only seen from the improvement of cognitive aspects, but also from the affective and psychomotor aspects of learners. Learners become more confident in discussions, show enthusiasm,

and are able to convey understanding independently. Active participation during learning increases significantly, especially when learners are given space to submit questions and answers based on their understanding. This is in line with the findings of the Putri & Ahmad (2020) study, that the SQ3R method can foster a positive attitude towards reading activities.

The successful application of SQ3R method in this study is also influenced by its flexibility in accommodating differentiated learning. Teachers can adjust learning activities based on the level of ability of learners, provide assistance to those in need, and challenges to the more capable. In accordance with research conducted by (Wulandari & Nurdin, 2021), this learning approach supports inclusive practices that allow all learners to develop optimally according to their individual learning styles. Overall, this class action study proves that the SQ3R method is an effective strategy to improve the ability to read comprehension of fourth grade students of Sdn Besuk 1.

A significant increase from pre-cycle to Cycle II shows the importance of an active, reflective, and structured approach to reading learning. These results are in line with various previous studies that confirmed the effectiveness of the SQ3R method to improve Indonesian learning outcomes at the elementary school level (Kusumawati & Raharjo, 2020). According to the researcher, SQ3R method is expected to be used continuously in learning to read. The final result of class action research conducted in Class IV SDN Besuk 1, the researchers concluded that the application of the method SQ3R (Survey, Question, Read, Recite, Review) significantly improve reading comprehension skills of learners. It can be proven because of the increase in average learning outcomes from 40% in the pre cycle to 84.6% in cycle I, and increased again to 96.5% in Cycle II, with a level of completeness of 100% in the last two cycles. In addition to improving cognitive aspects, this method also has a positive effect on affective and psychomotor aspects, such as learning motivation, self-confidence and active participation in the learning process.

The SQ3R method is proven to be able to accommodate diverse learning needs through an active, reflective, and differentiated approach. Based on the findings of this study, it is expected that teachers in elementary schools, especially in Indonesian learning, can adopt the SQ3R method as an alternative learning strategy that encourages active involvement of learners. Teachers also need to provide intensive assistance and create a conducive learning atmosphere so that all learners, including those with low abilities, can develop optimally. For further implementation, it is also important for schools and educators to conduct training on SQ3R-based learning strategies, so that their implementation can run optimally and sustainably at various levels of classes and subjects.

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