

IMPROVING STUDENTS' READING COMPREHENSION ABILITY THROUGH THE SQ3R METHOD (SURVEY, QUESTION, READ, RECITE, AND REVIEW) IN INDONESIAN LANGUAGE LESSONS FOR FOURTH GRADE AT SDN 1 LIMBOTO, GORONTALO REGENCY

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ABSTRACT

This study aims to improve students' reading comprehension skills through the application of Survey, Question, Read, Recite, and Review (SQ3R) method in the Indonesian language class for fourth-grade students at SDN 1 LIMBOTO, GORONTALO REGENCY. This study was motivated by students' low reading comprehension skills, as evidenced by their difficulty in understanding the content of the text, identifying the main idea, answering questions based on the text, and summarizing the reading. The research design used was Classroom Action Research (CAR) based on the Kemmis and McTaggart model, conducted over two cycles. The research subjects consisted of 29 fourth-grade students at SDN 1 LIMBOTO. Data collection techniques included observation, testing, and documentation. The results showed that the application of the SQ3R method was able to improve students' reading comprehension skills. This was evident from the improvement in student learning outcomes in each cycle as well as the increased activity of both teachers and students in the learning process. The SQ3R method helps students become more active in understanding reading materials through activities such as analyzing, formulating questions, active reading, restating the content of the text, and reviewing the material. Thus, the SQ3R method is effective for improving students' reading comprehension skills in Indonesian Language classes at elementary school level.

Informasi Artikel

Kata Kunci:

Kemampuan membaca pemahaman, Metode SQ3R, Bahasa Indonesia, Penelitian Tindakan Kelas, Sekolah Dasar.

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan membaca pemahaman siswa melalui penerapan Survey, Question, Read, Recite and Review (SQ3R) pada mata pelajaran Bahasa Indonesia kelas IV di SDN 1 LIMBOTO, KABUPATEN GORONTALO. Penelitian ini dilatarbelakangi oleh rendahnya kemampuan membaca pemahaman siswa yang ditunjukkan melalui kesulitan memahami isi bacaan, menentukan ide pokok, menjawab pertanyaan berdasarkan teks, serta menyimpulkan bacaan. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus. Subjek penelitian berjumlah 29 siswa kelas IV SDN 1 LIMBOTO. Teknik pengumpulan data dilakukan melalui observasi, tes, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan metode SQ3R mampu meningkatkan kemampuan membaca pemahaman siswa. Hal ini terlihat dari peningkatan hasil belajar siswa pada setiap siklus serta meningkatnya aktivitas guru dan siswa dalam proses pembelajaran. Metode SQ3R membantu siswa lebih aktif dalam memahami bacaan melalui kegiatan menelaah, menyusun pertanyaan, membaca aktif, mengungkapkan kembali isi bacaan, dan meninjau ulang materi. Dengan demikian, metode SQ3R efektif digunakan untuk meningkatkan kemampuan membaca pemahaman siswa pada mata pelajaran Bahasa Indonesia di Sekolah Dasar.

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1. Introduction

The quality of education is a multidimensional and complex construct influenced by the interaction of various interconnected elements. Based on data and facts from the 2024-2025 report by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and the Central Statistics Agency (BPS), the factors causing the low quality of education in Indonesia include: 1) The number of teachers in Indonesia reaches 4.21 million, but some have not yet met full competency standards due to limited training and professional development; 2) Education digitalization, which has reached more than 285,000 schools, has increased access, but there are still limitations in infrastructure and human resource readiness in certain areas.

Teachers are one of the most important aspects in building a nation. Teachers are individuals responsible for the intelligence of the nation's children. Poor teacher quality will affect the quality of a country's education. Historically, when Japan was bombed by the Allies in Hiroshima and Nagasaki, the first thing the Japanese government did was gather the surviving teachers. This shows that the position of teachers is very important for building the civilization of a nation. However, teacher performance must be supported with good facilities that meet standards in order to achieve the desired goals. (Kurniawati, F. N. A., 2022).

In addition, other factors that cause low education quality are the lack of availability and quality of infrastructure as well as adequate and evenly distributed educational facilities, a curriculum that is relevant to the times and the needs of learners, a comprehensive and accountable evaluation system, as well as effective, transparent, and participatory education governance at all levels of administration.

Based on a survey conducted by the Ministry of Communication and Information Technology (Kominfo) in 2020, the level of digital literacy among the Indonesian population is still in the moderate category, with an average score of 3.47. When examined more closely based on sub-indices such as data and information literacy, communication and collaboration, digital security, and technological understanding, each score is still below 4 (Leni Suciati et al., 2025).

In Indonesia, the results of the 2022 National Assessment (AN) revealed that 58% of students have reading literacy skills below the minimum competency level (Ministry of Education and Culture, 2022). This is caused by several factors, such as the lack of variety in teaching methods, low interest in reading, and the ineffectiveness of reading techniques used. Therefore, a systematic learning approach is needed to improve students' reading comprehension. Learning is a core process in the field of education that plays an important role in shaping students' competencies and character. In recent years, learning in Indonesia has undergone a significant transformation in

response to technological developments and social changes. The learning paradigm has shifted towards a more flexible model centered on students' needs, as promoted by the Merdeka Belajar policy, which emphasizes creativity, innovation, and the empowerment of teachers and students in the teaching and learning process. The use of digital technology and interactive media has become one of the main pillars in enriching the learning experience, thereby improving the quality and effectiveness of classroom learning.

Reading comprehension ability becomes a crucial aspect in the learning process because reading is the main gateway to acquiring knowledge and skills. Students who have good reading comprehension ability tend to be able to absorb learning materials more effectively and apply that knowledge in various contexts. However, the level of students' reading comprehension skills in Indonesia still needs to be improved, especially in terms of understanding main ideas, explicit and implicit information, as well as drawing conclusions from the text being read. Reading comprehension skills are also an important foundation in the learning process, especially at the elementary school level. Reading comprehension is not just about understanding the text literally, but also involves skills in analysis, interpretation, and evaluation of content. However, data shows that many students still experience difficulties in understanding academic texts, which impacts their low academic achievement.

Based on the observation conducted on April 17, 2026, at SDN 1 Limboto, it was found that there are problems in Indonesian language learning, especially in reading material. Based on observations and interviews in the fourth-grade class, it was found that students' reading comprehension abilities are considered low, as indicated by students' learning outcomes, which are still below the minimum criteria of mastery (KKM). In reading learning activities, students experience difficulties in understanding the content of the reading, answering questions from the text, having difficulty when asked to retell what they have read, and students also have difficulty in identifying the main sentence and the main idea of a paragraph. This is supported by data on the learning outcomes of fourth-grade students in the 2024/2025 academic year, which shows that the results of daily Indonesian language tests in the reading aspect have not reached the Minimum Mastery Criteria (KKM). The daily test data shows that out of a total of 29 students, 62.91% or 18 students received scores below the KKM, and 37.09% or 11 students reached the KKM. The Minimum Mastery Criteria for the Indonesian language subject at SDN 1 Limboto is 70. Based on the problems occurring in the field, it is necessary to find solutions to these problems. The solution is expected to be able to improve students' reading comprehension skills. One solution to this problem is to use an appropriate learning method. Based on this background, this study is formulated to answer how the SQ3R method can improve the reading comprehension skills of fourth-grade students in the Indonesian language subject at SDN 1 LIMBOTO.

2. Research Method

This study uses the type of Classroom Action Research

(CAR). Classroom Action Research (CAR) is an effort used to improve or enhance the quality of learning. The design that the researcher uses in this study is the design of Kemmis and McTaggart, which is carried out in two cycles. This design or model has four stages, namely a) Planning; b) Implementation; c) Observation; and d) Reflection (Yunisa, 2024).

This research was conducted at SDN 1 LIMBOTO in the 2025/2026 academic year. The subjects of this study consisted of 29 fourth-grade students. The variables in this study consisted of two variables, namely the independent variable and the dependent variable. The independent variable in this study was the SQ3R Method, while the dependent variable was the students' reading comprehension ability in the Indonesian language subject. Data collection techniques were carried out through observation, tests, interviews, and documentation to obtain data on learning activities and the improvement of students' reading comprehension ability.

Data analysis was conducted descriptively, both quantitatively and qualitatively. Observation data of teacher and student activities were analyzed using percentages to determine the level of implementation of learning. Meanwhile, the data from reading comprehension ability tests were analyzed based on average scores and the percentage of students who met the learning completion criteria, referring to the Minimum Completion Criteria. The results of the analysis in each cycle were used as reflective material to improve the learning process in the following cycle, thereby increasing students' reading comprehension skills through the application of the SQ3R method.

3. Results And Discussion

Before carrying out the classroom actions, the researcher conducted an initial observation for two days (April 21-22, 2026) on 29 fourth-grade students of SDN 1 LIMBOTO. This observation aimed to identify reading comprehension problems, which became the basis for the intervention of the story-based SQ3R method in accordance with the Merdeka Curriculum.

Based on the results of the initial observation, students' reading comprehension ability is still considered low. Out of 29 students, only 11 students (37.09%) fall into the capable category, while 18 students (62.91%) are still in the not capable category. Students have difficulty understanding the content of the reading, determining the main idea, answering questions based on the text, and retelling the content of the reading that has been read.

After the implementation of the SQ3R method in cycle I, students' reading comprehension abilities began to improve. In cycle I, meeting I, the number of students who achieved mastery was still 11 students (37.09%). Although it had not yet met the success indicator, students began to show involvement in the learning process through activities such as reading, asking questions, and explaining the content of the reading. In cycle I, meeting II, the percentage of mastery increased to 44.3%, then

increased again in meeting III to 58.6%. A significant improvement in learning outcomes was observed in cycle II after learning improvements based on reflections from cycle I. The teacher began to use more engaging learning media, guided students more intensively at each stage of SQ3R, and increased discussion and question-and-answer activities in the classroom. In cycle II, meeting I, the percentage of students achieving mastery increased to 75.86%, with 22 students reaching the capable category. Furthermore, in cycle II, meeting II, the percentage of mastery increased to 82.75%, with 24 students scoring ≥ 70 according to the Minimum Completeness Criteria (KKM). These results indicate that the research success indicators have been achieved.

The improvement in students' reading comprehension skills can be seen in Table 1 below:

Tahapan	Jumlah Siswa Mampu	Persentase Ketuntasan
Observasi Awal	11 Siswa	37,09%
Siklus I Pertemuan I	11 Siswa	37,09%
Siklus I Pertemuan II	13 Siswa	44,3%
Siklus I Pertemuan III	17 Siswa	58,6%
Siklus II Pertemuan I	22 Siswa	75,86%
Siklus II Pertemuan II	24 Siswa	82,75%

In addition to student evaluation results, improvements are also seen in the activities of teachers and students during the learning process. Teacher activities increased from 44% in cycle I meeting I to 88% in cycle II meeting II. Student activities also increased from 35% to 85%. This shows that learning using the SQ3R method is able to create a learning atmosphere that is more active, interactive, and directed.

The research results show that the application of the SQ3R method has a positive effect on improving the reading comprehension skills of fourth-grade students at SDN 1 LIMBOTO. The SQ3R method helps students understand the content of reading materials in a more structured way because students not only read directly but are also guided to think actively through systematic learning stages.

In the early stages of the research, the low reading comprehension skills of students were caused by the students' lack of ability to understand the meaning of the text in depth. Most students only read the text without being able to identify the main idea, answer questions, or retell the content of the reading in their own words. This condition resulted in the initial

observation showing a learning completeness level that was still low.

The implementation of the SQ3R method in Cycle I has begun to bring changes to students' learning activities. The Survey stage helps students recognize a general overview of the reading material before reading it in detail. The Question stage trains students to formulate questions, helping them focus more on important information in the text. Next, the Read stage helps students understand the reading material in depth, while the Recite stage trains them to restate the information they have learned in their own words. The Review stage helps students recall the material they have studied, thereby strengthening their understanding.

Although in the first cycle the results of the reading comprehension ability evaluation did not reach the success indicators, the learning process showed an increase in student activity and engagement. Students began to actively discuss, answer questions, and confidently explain the content of readings in front of the class. However, some obstacles were still found, such as students' lack of concentration and the not yet optimal self-confidence of students in presenting their understanding results.

In cycle II, learning improvements were carried out by enhancing teacher guidance, using interactive learning media, and managing the classroom more effectively. As a result, teacher and student activities increased significantly. Students became more active in reading, asking questions, discussing, and retelling the content of the reading. This condition had a direct impact on improving students' reading comprehension skills, reaching a classical completeness of 82.75%.

The results of this study show that the SQ3R method is effective in teaching Indonesian, particularly for improving the reading comprehension skills of elementary school students. This method can help students understand the content of the text gradually, increase learning concentration, and build critical thinking skills through questioning activities and retelling the content of the reading. Thus, the application of the SQ3R method can be used as an alternative teaching strategy that is effective in improving students' reading comprehension skills.

4. Conclusion

The research results on fourth-grade students at SDN 1 LIMBOTO show that the implementation of the SQ3R learning strategy (Survey, Question, Read, Recite, and Review) has a significant positive impact on improving students' reading comprehension skills. Through the stages of SQ3R, students are directed to actively interact with the text, from mapping the structure of the reading, formulating critical questions, to reviewing the information that has been absorbed. The

implementation of this method has been proven to train analytical sharpness, memory, as well as students' ability to grasp the essence of reading deeply. The achievement of classical completeness that has been successfully attained indicates an increase in students' activeness and skills in processing written information into a complete understanding. Therefore, the SQ3R (Survey, Question, Read, Recite and Review) learning strategy is considered very effective and recommended as one of the leading alternatives in efforts to develop literacy and reading comprehension at the elementary school level. Thus, it can be concluded that the application of the SQ3R (Survey, Question, Reading, Recite and Review) method is effective in improving the reading comprehension skills of fourth-grade students at SDN 1 LIMBOTO, Gorontalo Regency.

This study recommends that schools, especially teachers, be encouraged to continuously innovate in implementing systematic literacy strategies, one of which is through the SQ3R method (Survey, Question, Read, Recite, and Review). Teachers need to guide students gradually in surveying the text and formulating independent questions before reading in depth. In addition, teachers are advised to provide varied and interesting reading materials so that students' motivation and analytical sharpness in understanding the content of the text can develop optimally.

For students, it is expected that they actively participate and follow each stage of the SQ3R method with discipline, especially in practicing the ability to formulate points using their own language (Recite). Students also need to get used to being critical of the texts they read and utilize the review session (Review) to ensure complete understanding, so that reading literacy does not just become a mechanical activity, but becomes a meaningful comprehension process.

For researchers, this study is expected to serve as a means of reflection as well as a valuable academic experience for researchers in improving the competence of literacy learning management in the classroom. For future researchers, it is recommended to explore the use of SQ3R integrated with digital learning media or multimodal texts to see its effectiveness in enhancing students' reading comprehension skills more comprehensively across a broader range of materials.

For Universitas Muhammadiyah Gorontalo, the results of this research are expected to serve as an additional academic reference and enrich the scientific literature within Universitas Muhammadiyah Gorontalo, particularly in the Primary School Teacher Education (PGSD) study program. In addition, this research is capable of encouraging the emergence of studies focusing on literacy learning innovations to address the challenges of low reading comprehension skills at the elementary school level.

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