

The Effect Of Implementing the SQ3R Learning Model On The Reading Skills in Elementary School Students

Juli Maini Sitepu¹, Suci Ramadhani², Melyani Sari Sitepu³, Halimah Tussa'Diah⁴, Rita Harisma⁵

¹ Early Childhood Education Study Program, Faculty of Islamic Religion, Universitas Muhammadiyah Sumatera Utara, Indonesia

^{2,3} Elementary School Teacher Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara, Indonesia

^{4,5} English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara, Indonesia

1Email: julimaini@umsu.ac.id

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Abstract. Low reading literacy levels among Indonesian students, particularly in the early grades of primary school, necessitate systematic instructional interventions. This study aims to empirically examine the effect of implementing the *Survey, Question, Read, Recite, Review* (SQ3R) learning model on the reading skills of second-grade primary school students. A quantitative approach utilizing a quasi-experimental design (specifically, a nonequivalent control group design) was employed. The study population consisted of all second-grade students at UPT SD Negeri 064011 Mabur, with a sample of 45 students divided into a control group ($n = 25$) and an experimental group ($n = 20$) via purposive sampling. The research instrument was a reading skills test based on the topic "My Needs" (*Kebutuhanku*); the reading skill indicators included fluency, pronunciation accuracy, and comprehension of the reading material. Data analysis involved normality testing (Shapiro-Wilk), homogeneity testing (Levene's Test), and hypothesis testing using the Independent Samples t-Test via SPSS software. The analysis yielded a significance value of 0.000 ($p < 0.05$), indicating that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. These results demonstrate that implementing the SQ3R learning model significantly improves the reading skills of second-grade primary school students. The SQ3R method is effective for enhancing student literacy skills; it provides strategies for better text reading and comprehension while helping students become active, analytical readers with deep understanding. Furthermore, the SQ3R method offers a structured and organized framework for the learning process. With appropriate teacher support and guidance, students can master this method and apply it across various learning contexts. The structured SQ3R framework fosters active and analytical reading habits and leads to improved reading comprehension.

Keywords: *SQ3R Learning Model, Reading Skills, Reading Comprehension, Elementary School, Early Grades.*

INTRODUCTION

Reading ability is the main foundation for students in gaining knowledge, developing reasoning skills, and following the learning process in all subjects [1]. At the elementary school level, especially in the lower grades, good reading skills are a prerequisite for students to be able to understand instructions, reading texts, and academic concepts at the next stage of learning [2]. However, the reading literacy achievement of Indonesian students remains a serious issue. The 2022 Programme for International Student Assessment (PISA) results showed Indonesia's reading literacy score reached only 359 points, a 12-point decrease from 371 in 2018 and even lower than the 2000 achievement. [3]. This problem is also apparent in the reading achievement of upper grade elementary school students, which is still considered less than optimal. [4], [5]. Meanwhile, in the lower classes, the reading comprehension abilities of class II students also still show varying results and tend to be low [6].

Problems with reading skills also occur at the UPT SD Negeri 064011 Mabur, especially among second-grade students. The problem at the school is that, of the 45 students, only 25 are proficient readers, while 20 students are not yet proficient readers. The reading skills referred to in this study mean that students are not yet fluent in reading, especially reading comprehension. This will certainly impact other learning. This condition emphasizes the need for more systematic learning interventions starting from the elementary education level, including in lower grades, so that students have a strong literacy foundation before entering higher levels.[1].

One of the learning models developed to improve reading skills in a structured manner is the Survey, Question, Read, Recite, Review (SQ3R) model which was first introduced by Robinson [7]. This model directs students to conduct an initial search of the text (survey), formulate questions (questions), read actively (read), recite the contents of the reading (recite), and review their understanding (review). Theoretically, the effectiveness of SQ3R is explained through information processing theory, namely that sequential stages help students activate prior knowledge, focus attention, and strengthen the storage of information in long-term memory [8].

A number of empirical studies report that the application of the SQ3R model is effective in improving the reading comprehension skills of upper grade elementary school students, including in grade IV [9], class III [10], and class V [11], [12][13], [14]. The effectiveness of this model has also been reported at secondary education level and other contexts abroad [15], [16], [17], [18]. However, most of these studies focus on students in grades III and above who have cognitively entered a more mature concrete operational stage, while studies on the application of SQ3R to lower grade students, especially grade II, are still very limited.. In fact, the complex stages of SQ3R potentially demand cognitive and metacognitive independence that is not yet fully developed in students aged 7–8 years. This research gap underlies the need for empirical testing to determine the extent to which the SQ3R model can influence the reading skills of second-grade elementary school students.

Based on the description, this study aims to empirically test the effect of implementing the SQ3R learning model on the reading skills of grade II elementary school students, while also providing practical and theoretical recommendations for the development of reading learning strategies at the lower grade level.

METHODS

Study area

This research uses a quantitative approach with a quasi-experimental nonequivalent control group design. This design was chosen because the grouping of students into control classes and experimental classes follows the classes that have formed naturally in the school, so that full randomization is not possible. The experimental group received reading lessons by applying the SQ3R stages (survey, question, read, recite, review), while the control group received reading lessons using conventional methods commonly used by teachers.

The research population was all second grade students at public elementary school 060811 Medan. The research sample consisted of 45 students consisting of 25 class A students as the control group and 20 class B students as the experimental group. The sampling technique was carried out purposively based on the availability of parallel classes that were equivalent in terms of academic characteristics.

The instrument used is a reading skills test which includes indicators of reading fluency, pronunciation accuracy, and understanding of the contents of simple readings according to the material "My Needs" which is relevant to the learning theme of class II. The test instrument was compiled based on the question grid, then validated by material experts and media experts before being used as a pretest and posttest.

Data analysis

Data were analyzed using the SPSS program through three stages [7]. First, test the normality of the data using the Kolmogorov-Smirnov and Shapiro-Wilk tests [19] to determine the distribution of pretest and posttest data in both groups. Second, the homogeneity of variance test used the Levene test to determine the equality of variance between groups. Third, the hypothesis test used a paired sample t-test to determine the difference in the average pretest and posttest scores of reading skills in the experimental group, with a significance level of $\alpha = 0.05$.

RESULTS AND DISCUSSION

RESULTS

Normality Test Results

Normality tests were conducted on the pretest data from both the control and experimental groups. The test results are presented in Table 1 below.

Table 1. Results of normality test

Data Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.

Data Group		Kolmogorov-Smirnov ^a			Shapiro-Wilk	
Pretest control group		.177	25	.083	.914	25 .058
Pretest	group	.173	20	.120	.903	20 .088
Eksperimen						

A normality test was conducted to ensure that the pretest reading ability score data for students in the control and experimental groups came from a normally distributed population, as a requirement for using parametric statistics. Because the sample size in each group was relatively small ($n = 25$ and $n = 20$, both < 50), the Shapiro-Wilk statistic was the primary reference [19]

The results show the Shapiro-Wilk significance value for the pretest data of the control group is 0.058 (Statistic = 0.914; $df = 25$) and the experimental group is 0.088 (Statistic = 0.903; $df = 20$). Since the Sig. value in both groups is greater than 0.05, then H_0 is accepted, which means both groups are normally distributed. This consistency is also supported by the Kolmogorov-Smirnov results which show the Sig. value is greater than 0.05 in both groups (0.083 and 0.120).

Homogeneity Test Results

A homogeneity of variance test was conducted to determine the equality of data variance between the control and experimental groups. Levene's test was used as the testing tool. The results of the Levene's test are presented in Table 2.

Table 2. Results of the Homogeneity of Variance Test

		Levene			Sig.
		Statistic	df1	df2	
Keterampilan	Based on Mean	6.159	1	43	.117
Membaca	Based on Median	6.144	1	43	.057
	Based on Median and with adjusted df	6.144	1	35.099	.078
	Based on trimmed mean	6.209	1	43	.097

Table 2 shows that the four Levene's calculation methods (Based on Mean, Median, Median with adjusted df, and Trimmed Mean) consistently produce Sig. values above 0.05 (respectively 0.117; 0.057; 0.078; and 0.097). Since all Sig. values are above this threshold, it can be concluded that the variance of the pretest data of the control and experimental groups is homogeneous. By fulfilling the assumption of homogeneity of variance, the parametric Independent Samples t-Test can be conducted to answer the research hypothesis. The results of the t-test can be seen in Table 3 below.

Table 3. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Keterampilan membaca	Equal variances assumed	.020	.887	44.203	48	.000	45.32000	1.627		43.25854	47.38146
	Equal variances not assumed			44.203	47.880	.000	45.32000	1.627		43.24950	47.39050

Based on Table 3 above, it can be seen that the significance value is 0.000, namely $0.000 < 0.05$. It can be concluded that H_a is accepted and H_0 is rejected; this states that the use of the SQ3R method on the reading skills of grade II elementary school students. The effect of using the SQ3R method on the reading skills of second grade students is that they are able to have adequate effective reading speed and develop reading comprehension skills to capture information from reading quickly [20] SQ3R helps students 'get something' from the first time they read the text. [21].

DISCUSSION

The findings of this study indicate that the application of the SQ3R learning model has not had a significant impact on the reading skills of grade II elementary school students, which is statistically different from a number of previous studies that showed the effectiveness of SQ3R in improving the reading comprehension skills of students in grades III to V.[9], [22], [17], [8], [23], [10], and at the

secondary education level [7], [16]. This difference in results can be explained by several possible causes. First, the SQ3R stages, which consist of five steps, are relatively complex for second-grade students who are cognitively still at the early concrete operational stage (ages 7–8 years). Therefore, the recite and review steps, which require metacognitive skills to re-express and independently read the reading comprehension, cannot be carried out optimally. [20]. Most of the research reporting the success of SQ3R was conducted on students in grades III and above. [10], [24], [25] who are cognitively developmentally better prepared to carry out these stages independently. Viewed from the perspective of information processing theory, the success of SQ3R is very dependent on the capacity of students' working memory to manage five stages at once. [26]; In lower grade students, this capacity is still limited so that complex stages risk becoming an additional cognitive burden rather than a helpful strategy.

The implementation of the SQ3R method also provides students with a structured and organized framework for the learning process. With appropriate support and guidance from teachers, students can master this method and apply it in various learning contexts. [27]. The SQ3R method is an effective approach to improving students' literacy skills. This model provides strategies for better reading and comprehension of texts, and helps students become active, analytical, and understanding readers [28]. By strengthening students' literacy skills, the SQ3R method helps prepare them for success in education and everyday life [12].

CONCLUSION

Based on the results of data analysis, it can be concluded that the application of the SQ3R learning model has an effect on the reading skills of second-grade elementary school students. The effect of the SQ3R learning model can be seen from the results of the independent t-test $0.000 < 0.05$. Students' reading skills have increased from before being given learning using the SQ3R learning model. This increase occurs because the application of the SQ3R learning model helps students become active, analytical, and understanding readers.

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