



Improving Reading Comprehension Skills through the SQ3R Learning Method for Grade III Students at SDN No. 12 Pattene, Takalar Regency

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Abstract

This study aims to determine reading comprehension abilities through the SQ3R learning model in third-grade students at SDN No. 12 Pattene, Takalar Regency. The approach used is qualitative and quantitative, where each cycle is carried out in three meetings. The subjects in this study were 25 third-grade students at SDN No. 12 Pattene, Takalar Regency, consisting of 10 boys and 15 girls. The data collection technique used was documentation. The results of the study indicate that there was an improvement in reading comprehension skills among third-grade students at SDN No. 12 Pattene, Takalar Regency, using the SQ3R method. This was marked by an increase in the reading comprehension scores of students in cycle I from an average score of 69.6 to an average score of 86.24 in cycle II, or from a high category in cycle I to a very high category in cycle II.

Keywords: reading, method, SQ3R.

Introduction

In the teaching process in the classroom, particularly in Grade III at SDN 12 Pattene, Takalar teachers often encounter students who display an indifferent or inactive attitude and behaviour towards learning. As a result, students are unable to comprehend the material taught by the teacher, leading to low academic achievement, particularly in Indonesian language, where the average score is only 5.64.

One of the efforts that teachers can make to overcome this problem is to apply teaching methods and strategies that directly and actively involve students in the teaching and learning process. Therefore, when organising lesson material, it is essential to use methods that are appropriate to the objectives and circumstances of the children. For this reason, teachers must pay close attention to teaching methods as a means of achieving objectives.

The selection of teaching methods must follow the procedures in carrying out the teaching profession as a professional duty, as experts argue that the choice of method depends heavily on the learning objectives to be achieved.

One learning method that can activate students in the teaching and learning process is the SQ3R method (Survey, Question, Read, Recite, Review), starting with the first step of surveying, which is examining or researching the entire text. Second, question, which involves compiling a list of questions relevant to the text. Third, read, which involves actively reading the text to find answers to the questions that have been compiled. Fourth, recite, which involves memorising each answer that has been found. Fifth, review, which involves reviewing all the answers to the questions that have been compiled in the second and third steps.

Applying the SQ3R method to the teaching and learning process will benefit both teachers and students by making it easier to control the

class, involving students more directly and actively in the teaching and learning process, and strengthening students' memory. In addition, by applying this method, the learning outcomes of students are expected to be satisfactory because this method encourages students to become active readers and focus directly on the main content of the text. The SQ3R method is a reading method, so the material that can be presented is only reading material that involves memorisation and comprehension. Therefore, the SQ3R method is suitable for application in the teaching and learning process of Indonesian language subjects.

Based on the description above, the researcher attempted to apply the SQ3R (Survey Question Read Recite Review) method as an effort to improve the reading comprehension skills of third-grade students at Pattene Elementary School in Takalar Regency.

B. METHODS SQ3R

One important aspect of learning is reading textbooks containing subject material, whether in the form of course books or other books related to the subject.

One effective way of learning is to be able to read, which means being able to understand the content of the subject matter, read quickly (for some students, 1 page per minute), retain what has been read for a long time in one's memory, know what needs to be memorised and what does not, and read the whole text rather than just parts of it. (Sagala, 2005: 58).

Soedarso (2006: 59) states that 'SQ3R is a reading process consisting of five steps, namely Survey, Question, Read, Recite (or Recall) and Review'.

The SO3R method was proposed by Francisco P. Robinson (Muhibbin Syah, 2003: 140) at Ohio State University in the United States. This method is practical and can be applied in various learning approaches. The SQ3R method consists of the following steps for studying a text:

- a. Survey, which involves examining, researching, or identifying the entire text;
- b. Question, which involves compiling a list of questions relevant to the text;
- c. Read, which involves actively reading the text to find answers to the questions that have been compiled;

d. Recite, which involves memorising each answer that has been presented;

The first step in conducting a survey is for the teacher to help and assist students in briefly examining or researching the entire structure of the text. The aim is for students to understand the length of the text, section titles, sub-section titles, terms, keywords, and so on. When conducting a survey, students are encouraged to prepare pencils, paper, and tools such as highlighters to mark certain parts, important parts that will be used as questions, which need to be marked to facilitate the process of compiling a list of questions in the next step.

In the second step, the teacher gives instructions or examples to the students on how to compile a list of questions that are clear, concise, and relevant to the parts of the text that were marked in the first step. The number of questions depends on the length of the text and the students' ability to understand the text being studied.

In the third step, the teacher instructs the students to read actively in order to find answers to the questions that have been prepared. In this context, reading actively also means reading with a focus on paragraphs that are likely to contain answers relevant to the questions that have been prepared. Step four: the teacher asks the students to repeat the answers to the questions that have been prepared. The students are trained not to open their answer sheets. If a question is not answered, the students can be asked to answer the next question. This continues until all questions, including those that have not been answered, are completed properly.

The fifth step is the final step. In this step, a review is conducted where the teacher asks students to briefly review all questions and answers (Soedarso, 2006: 60-64).

Skill and ability in reading are not acquired naturally, but through a gradual and systematic learning process. Haryadi and Zamzami (1996: 303) state that 'reading is a deliberate and planned activity'. Engaging in the reading process means processing the meaning of words, understanding concepts, comprehending information, and grasping the ideas conveyed by the author, linking them to the reader's existing experiences and knowledge.

The ability to comprehend reading material requires competencies as stated by Billet and Temple (Wiryodijoyo, 1996: 34), namely:

"The process of comprehension in reading involves three main things, namely prior

knowledge, knowledge of text structure, and active search for information. The knowledge that readers already possess is a repository of knowledge stored in their schemata and psychological structures. Mastery of the structure of descriptive, expository, argumentative, narrative, and persuasive texts has its own characteristics. The activity of finding meaning is important because by finding meaning, one can understand the content of what is being read.

According to Burn, Reo and Ross (1996: 43), 'Literal reading comprehension is reading a text and understanding the content of what is stated in the text.'

Based on several opinions about reading comprehension, the researcher concludes that reading comprehension is the process of examining written and unwritten texts, then analysing and understanding them thoroughly.

Method

A. Research Approach and Type

The approach used in this study is a combination of qualitative and quantitative research methods. The type of research is classroom action research. This study was conducted using a procedure starting from planning, action, observation, and reflection.

The purpose of this classroom action research is to improve the quality of the teaching and learning process in the classroom, so that high-achieving students can perform well. The classroom action research model applied is the spiral model, in which activities are repeated until a level of completion is achieved.

B. Research Focus

For the sake of efficiency, this study needs to have the following limitations:

1. Application of the SQ3R method in the teaching and learning process Survey, which involves examining, researching or identifying the entire text. Question, which involves compiling a list of questions relevant to the text. Read, which involves actively reading the text to find answers to the questions that have been compiled. Recite, which involves memorising each answer that has been given. Review, which involves reviewing all the answers to the questions.

2. Reading comprehension skills, which is the ability of students to understand the reading material provided.

C. Research Location and Subject

This study was conducted at SDN No. 12 Pattene, Takalar Regency. The research subjects were 25 third-grade students at SDN No. 12 Pattene, Takalar Regency, in the 2010-2011 academic year, consisting of 10 boys and 15 girls.

D. Data Collection Techniques

The data collection techniques used in this study were documentation and observation.

1. Documentation technique

This technique was carried out by collecting secondary data, including an overview of the research location, which covered the number of students and their achievement levels through daily tests and report cards.

2. Observation technique

The observation technique involves direct observation in the field to identify phenomena related to the research objectives, as well as to obtain data that can be used in data analysis using observation sheets.

3. Test technique

The test technique was used to measure student achievement levels. The test in this study consisted of 10 essay questions.

E. Data Analysis Techniques and Success Indicators

Student activity data was obtained using observation sheets and analysed using the following steps:

1. Analysing data and describing student activities through learning observation sheets for each cycle by applying the SQ3R Method (Survey, Question, Read, Recite, Review) to improve reading comprehension skills.

2. Analysing data and discussing the steps taken by teachers in applying the SQ3R Method (Survey Question Read Recite Review) to improve reading comprehension skills.

Based on the provisions of the Ministry of Education and Culture in Mustaring, students are considered to have completed their studies if they obtain a minimum score of 65.00 out of an ideal score of 100 and have completed their studies classically if 85% of the total number of students have completed their studies. Additional indicators are changes in student activity during cycle I and cycle II after the teaching and learning process using the SQ3R (Survey Question Read Recite Review) method.

For the above purpose, the following formula is used:

$$P = (F/N) \times 100\%$$

Explanation:

P = Percentage of learning completeness achieved

F = Number of samples that have obtained a minimum score of 65.

N = Number of research objects

Findings

The results of observations of student learning activities during the learning process in cycle I can be seen in the table below.

Table 4.1 Summary of Checklist Observation Results of Student Learning Activities in Cycle I Learning

No.	Aspek yang diamati	Pertemuan		Rata-rata	Persentase (%)
		1	2		
1.	Murid yang memperhatikan penjelasan guru	14	15	14,5	56
2.	Murid yang aktif membaca teks bacaan	12	13	12,5	50
3.	Murid yang memeriksa atau meneliti secara singkat seluruh	15	16	15,5	62

struktur teks dan menandai bagian-bagian yang penting				
Murid yang membuat pertanyaan dari teks	11	14	12,5	50
Murid yang mencari jawaban atas pertanyaan-pertanyaan yang telah disusun	14	16	15	60

6.	Murid yang menyebutkan lagi jawaban-jawaban atas pertanyaan-pertanyaan yang telah disusun	13	14	13,5	54
7.	Murid yang mengerjakan LKS	14	15	14,5	58
8.	Murid yang mengerjakan pekerjaan lain	11	12	11,5	46

1) Reading Comprehension Scores of Grade III Students at SDN No. 12 Pattene, Takalar Regency

The results of the SQ3R learning method in cycle I can be seen in detail in Appendix 6.1.

Furthermore, if reading comprehension skills are grouped based on a descriptive scale, the frequency distribution and percentage of reading comprehension skills are obtained as shown in Table 4.2 below.

Frequency Distribution and Percentage of Reading Comprehension Ability through the SQ3R Learning Method

No.	Interval Nilai	Kategori	Frekuensi	Persentase
1.	0 – 34	Sangat Rendah	0	0
2.	35 – 54	Rendah	2	8
3.	55 – 64	Sedang	11	44
4.	65 – 84	Tinggi	9	36
5.	85 – 100	Sangat Tinggi	3	12
Jumlah		25	100	

The results of observations of learning activities during the learning process in cycle II can be seen in the table below.

Table 4.3 Summary of Checklist Observation Results on Student Learning Activities in Cycle II

No.	Aspek yang diamati	Pertemuan		Rat-rata	Persentase
		1	2		
1.	Murid yang memperhatikan penjelasan guru	22	2 4	23	92
2.	Murid yang aktif membaca teks bacaan	20	2 3	21,5	86
3.	Murid yang memeriksa atau meneliti secara singkat seluruh struktur teks dan menandai bagian-bagian yang penting	19	2 1	20	80
4.	Murid yang membuat pertanyaan dari teks	21	2 3	22	88

5.	Murid yang mencari jawaban atas pertanyaan-pertanyaan yang telah disusun	22	2 4	23	92
6.	Murid yang menyebutkan lagi jawaban-jawaban atas pertanyaan-pertanyaan yang telah disusun	20	2 2	21	84
7.	Murid yang mengerjakan LKS	22	2 4	23	92

B. Discussion

Reading comprehension skills in cycle I showed that out of 25 third-grade students at SDN No. 12 Pattene, Takalar Regency, only 12 students or 48% met the minimum learning standards or were in the low category, and classically, the minimum learning standards were not met because the average score obtained was 69.6%.

The low reading comprehension ability in cycle I was due to the low level of student learning activities that were relevant or supported the optimisation of learning or supported the optimisation of learning with the SQ3R method, so that many students still engaged in activities that were not relevant to learning, including not

paying attention to the teacher's explanations, not effectively reading the text, only chatting with friends, doing other work, and being indifferent (% carrying out learning activities with the SQ3R method).

Conclusion
 Based on the results of data analysis and discussion, it can be concluded that the reading comprehension skills of third-grade students at SDN No. 12 Pattene, Takalar Regency, can be improved through the SQ3R method. The results of the research conducted during these two cycles

can be identified as an increase in reading comprehension skills among third-grade students at SDN No. 12 Pattene, Takalar Regency, using the SQ3R method, as indicated by an increase in the students' reading comprehension scores from an average score of 69.6 in cycle I to an average score of 86.24 in cycle II, or from a high category in cycle I to a very high category in cycle II.

Reading comprehension skills improved with the SQ3R method. This improvement can be seen in students who pay attention to the teacher's explanations, students who actively read the text, students who briefly examine or research the entire structure of the text and mark important parts, students who ask questions from the reading text, students who look for answers to the questions they have compiled, students who repeat the answers to the questions they have

compiled, and students who complete the worksheets.

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