

## Improving Reading Skills through the PBL-Based SQ3R Method in Class IV Students in Sleman Regency

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### 1. Abstract

The problem of learning in class IV students of SD Negeri Kapunda, Sleman Regency is that the teacher has not used innovative learning models such as the Problem Based Learning learning model. In addition, this research is also motivated by the low reading skills of students. students are less enthusiastic about reading and difficult to dare to read in public. This happens because learning only uses and works on textbooks without any student presentations in front of the class. As a result, students' reading skills are low. The research objective is to improve reading skills in learning using the PBL-based SQ3R method. The approach implemented is a collaborative qualitative approach between researchers, observers, and the object under study. The research subjects were the fourth-grade students of SD Negeri Kapunda, totaling 9 people. The research process was carried out in 2 cycles and each cycle was carried out in 2 meetings with a duration of 4 hours. This study consists of four main actions namely planning, implementation of action, observation, and reflection. The results of this study indicate that reading skills can be improved through the PBL-based SQ3R method with satisfactory results. This can be seen from the average completeness which has increased. In cycle I the average student was 68.74%, increasing to 87.5% in cycle II. This study concludes that the application of the PBL-based SQ3R method was able to improve the reading skills of class VI students at SD Negeri Kapunda.

**Keywords:** *reading skill, SQ3R method, PBL*

## **2. Introduction**

According to Kurniawan (2017: 26) education is transferring values, knowledge, experience, and skills to the younger generation as an effort of the older generation in preparing for the life functions of the next generation, both physically and spiritually. According to Trahati (2015: 11), education is an activity carried out by humans consciously and programmed to build a good personality and develop the abilities or talents that exist in individual humans to achieve certain goals or targets in life. Based on the description above, it can be concluded that education is an effort to prepare and equip the younger generation with knowledge, experience, and the ability to solve problems whose process lasts from birth to the end of life, both physically and mentally.

Basic education has become the government's concern so far, where learning programs are included in the learning curriculum. Every school-age child is required to complete primary-level education. Language education is a means of learning good and correct communication in interacting in everyday life, especially in this country which uses Indonesian as the official language. For this reason, in the Indonesian language curriculum material is material that must be given at every level of education, from elementary school to university. Teaching Indonesian consists of several aspects of language and literary skills, namely aspects of reading, writing, listening, and speaking skills. Reading skill is reading comprehension, therefore the introduction of the basics of reading comprehension skills has been taught since the elementary education level. Reading is the most crucial basic ability that must be mastered by all students in all subjects. Even though the ability to read is not a prerequisite for entering elementary school (Mayasari, 2018). In this ever-developing world of education, introducing and improving reading comprehension skills at

the elementary school level certainly requires competent and broad-minded educators. Therefore, learning requires a variety of varied and innovative learning models.

The results of observations and interviews conducted in class IV on student learning were felt to be less enthusiastic, in this case, students had to be asked or ordered first to do reading activities. Another obstacle is that students just read without finding out the intent, the essence of the contents of the text they read. When reading students also do not understand the contents of the reading because they are only limited to reading from beginning to end, so students' reading skills are minimal. Observation and interview data were obtained from 9 students only 2 people who have good reading skills. While 7 other students do not have reading skills.

Based on these problems, researchers together with class teachers seek solutions to these problems. So the PBL-based SQ3R method was applied. According to Alek A and Achmad H.P said that reading skill is a language skill reading is something that must be fulfilled by all members of the community who open themselves to the horizon of positive thinking, referential, broad-minded multidimensional, and toward the future for the advancement of the quality of life and human life. Thus, it can be concluded that reading skills are language skills that aim to improve the quality of good reading so that it becomes a habit. To improve students' reading skills, learning needs to apply the SQ3R method which is deemed suitable for reading skills.

The SQ3R model is a reading model that was introduced by Robinson in 1961 (Soedarso, 2002:59). The SQ3R method is a method used to guide students in investigating the subject of titles and subtitles, making questions, reading, determining the main ideas that have been read and repeating the reading. Besides that, using the SQ3R method also

needs to apply PBL-based learning. Where in the design of learning using innovative models further increases the activity of students in learning.

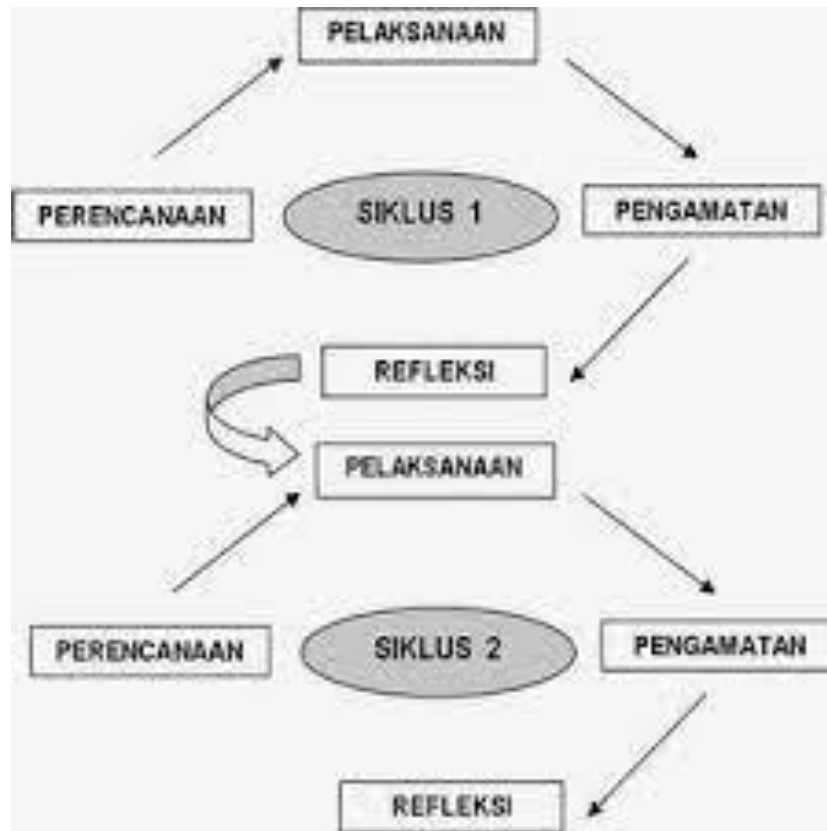
The opinion conveyed by Amin (Fitriyyah et al, 2019) revealed that the Problem-Based Learning learning model uses authentic (real) problems which are used to gain knowledge and make decisions by solving problems so that students know firsthand. It can be concluded that the Problem-Based Learning learning model is learning that develops the activeness of students in learning by finding, investigating, solving problems, and practicing responsibility.

Based on the explanation above, the research aims to improve reading skills through the PBL-based SQ3R method. With the research title "Improving Reading Skills Through the PBL-Based SQ3R Method for Class IV Students in Sleman Regency"

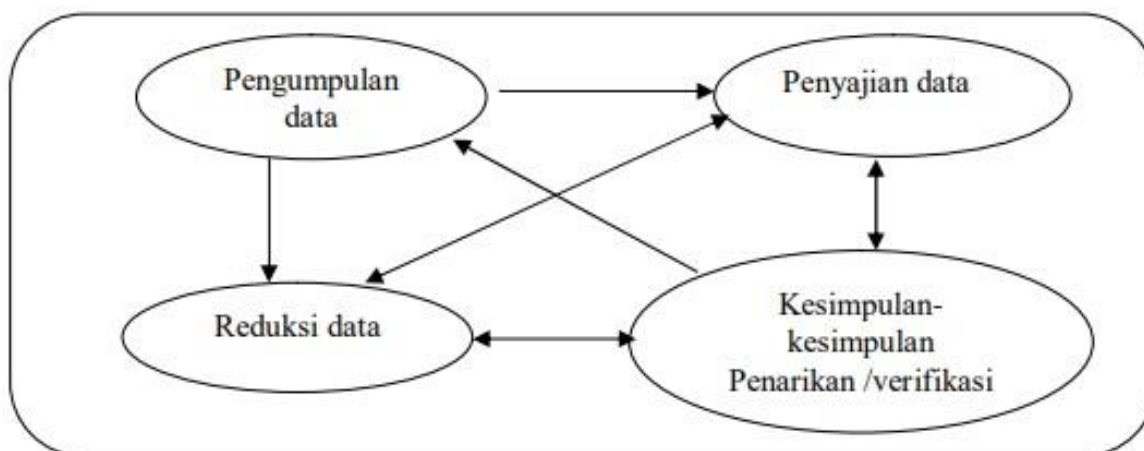
### **3. Methods**

This type of research is Collaborative Classroom Action Research (PTKK). This research was chosen because it can solve existing problems in class. The stages in Classroom Action Research consist of 1) planning, 2) implementation, 3) observation, and 4) reflection.

The research subjects were class IV students, totaling 9 people with details of 2 boys and 7 girls. This research was conducted in two cycles with each cycle consisting of two meetings where the time allocation for each meeting was 2 x 35 minutes. The following is a class action research cycle according to Mulyasa:



Data collection techniques in this study used observation, interviews, reading skills assessment rubrics, and documentation. The data analysis technique used in this study is an interactive model analysis model from Miles and Huberman contained in (Sugiyono, 2015: 338) to analyze research data. Activities in qualitative data analysis are carried out interactively and continuously until completion. The interactive model in question is as follows:



Data reduction was obtained from field researchers through interviews, observation, and documentation. Reduced by summarizing, selecting, and focusing data Data collection Data presentation. Data presentation is carried out after the data has been reduced or summarized. The data obtained from the results of observations, interviews, and documentation were analyzed and presented in the form of research notes that could be analyzed quickly and easily. Conclusion, Withdrawal or Verification The final step in the interactive model qualitative data analysis is concluding verification. Make conclusions that are supported by strong evidence at the data collection stage. to obtain and compile research data in the form of a reading skills assessment rubric. The time of research was carried out for 3 months from April to June 2023.

#### 4. Results and Discussion

This collaborative classroom action research was carried out based on a procedure consisting of 4 stages: 1) Planning stage, 2) Implementation, 3) Observation, and 4) Reflection. At each stage of the PTKK research was carried out collaboratively between

researchers and class teachers. The research was carried out on class VI students in the second semester of the 2022/2023 school year, at Kapunda Public Elementary School, Sleman Regency. Based on the data that has been obtained the activity intends to improve the skills of students.

Based on the results of the observations carried out, students' reading skills have increased from pre-cycle, cycle 1, and cycle 2 which can be seen in Table 1

Table 1. Results of Reading Skills

No	Aspects assessed	Cycle I	Cycle II
1.	Presentation systematics	66,67%	86,11%
2.	language use	75%	91,67%
3.	Correct intonation and clarity of articulation	63,85%	83,33%
4.	Ability to defend and respond to questions or objections	69,44%	88,89%
<b>Average Reading Skills</b>		68,74%	87,5%
<b>Success Percentage Increase</b>		18,76%	

Based on Table 1 from the results of the assessment of reading skills, it can be seen that there has been an increase from cycles I and II. In the systematic aspect of achievement, cycle I was 66.67% and cycle II was 86.11%. Aspects of the use of language cycle I 75% and Cycle II 91.67%. Aspects Accuracy of intonation and clarity of articulation cycle I 63.85% and cycle II 83.33%. And aspects of the ability to maintain and respond to questions or objections to cycle I 68.74% and cycle II 87.5%. The average reading ability

increased from 68.74 in cycle I to 87.5% in cycle II. It can be concluded that in the assessment of reading skills, there was an increase in the percentage of 18.76.

This percentage is obtained from the results of the rubric of assessing the skills of students, each aspect with a minimum score of 1 and a maximum score of 4 so that the results of the average value that has been assigned are obtained. Therefore, the results of each cycle above were obtained in the research carried out.

The research data can be concluded that the PBL-based SQ3R method can improve reading skills in fourth-grade students in Sleman Regency. With the SQ3R method, students are better able to understand what they read so good reading skills are formed. The SQ3R application technique starts with a survey, students are asked to read the entire learning material. In the 2nd Question, the teacher asks questions about the reading material. 3rd Read students are asked to remember and re-read and make conclusions looking for answers to questions. 3rd Recite convince yourself of the answers and compile a summary with mind mapping. And finally, the review read back the results of the notes and mind mapping that had been made. In addition, the application of the PBL-based learning model can also increase the activeness of students in learning because this learning model uses real/concrete learning based on problems so that students can find solutions independently through the 5 steps of the PBL model, including 1) Orientation of students to problems, 2) Organizing, 3) Investigation Guidance, 4) Developing and presenting work, 5) Analyzing and evaluating. So that the SQ3R method can be included in the PBL-based learning design which is used to improve the reading skills of fourth-grade students in Sleman Regency.

Improving students' reading skills from pre-cycle, cycle I, and cycle II can be achieved with the PBL-based SQ3R method. In cycle I, meeting 1, students were asked to



read the text using the SQ3R in their respective textbooks and then share what material they had read. This activity trains students to focus on reading and understand the material written in the reading. Then, in the first cycle, 2 students in groups were invited to read texts about the use of energy changes in life with the stages of the SQ3R method and then present the results of the discussion in front of the class. This activity trains cooperation and expresses opinions through discussions that make students active in learning.

In cycle II, meeting 1, students read the material for my village song that I love from the textbook and identify the tempo and pitch of the video that is presented. Do singing practice and presentations. This can train students to listen, understand and think about what they have noticed. In the second cycle of meeting 2 students conducted an interview process with interview cards with friends using the SQ3R method, then presented the results of the interviews that had been obtained which could increase the enthusiasm for reading, the activeness of students in learning, and the skill of reading properly and correctly.

Learning activities in cycle I am still lacking because there are still students who lack confidence in making achievements. In addition, because the groups in learning activities were chosen by the teacher they did not feel suitable for collaboration partners which had an impact on less-than-optimal LKPD results. Therefore, cycle II was carried out to maximize the expected results. After the second cycle was carried out, it showed increased results, as evidenced by the results of the LKPD which were presented optimally with the treatments, students were freed to choose partners for collaboration in learning activities. Learning activities that have been carried out using the PBL-based SQ3R method aim to improve student's reading skills and provide innovation in the learning process.

This research is also in line with other research, namely research conducted by (Maulida et al, 2020) conducting research by applying the Problem-Based Learning learning model to improve critical thinking skills and cooperative attitudes in elementary schools which obtained increased results with the results of this study showing that critical thinking skills in cycle I obtained an average score of 3.0 with good enough criteria and cycle II experienced an increase in obtaining an average score of 3.6 with good criteria. Then another opinion was expressed (Haryanti, 2017) on the application of the Problem-Based Learning learning model to improve students' critical thinking with the results of the research there was a significant increase in students' critical thinking skills, namely from the average value of students 79 in cycle I and increased to 85 in the second cycle.

This research is also in line with the research conducted by Kriswanto Wawan who researched applying the SQ3R method to improve the reading comprehension skills of Class IV students at SD Negeri 46 Parepare. The results showed that the qualifications of the process of teaching reading comprehension using the SQ3R method in cycles I, II, and III were getting better. This can be seen from the results of the LKS assessment and the final cycle I test, namely 20 students (52.63%) who achieved the KKM. In cycle II it showed that of the 24 indicators carried out by the teacher according to the SQ3R method, 21 indicators, or 87.50% were implemented and were in the Good category. Then another research that is in line with the implementation of this research, namely research by (Finalisa Anis) with research "Improving Reading Comprehension Skills through the Application of the SQ3R Method (Survey, Question, Read, Recite, Review) in Class V MI Unwaanunnajah Pondok Aren Students in the 2014 Academic Year /2015". The results of the research through the application of the SQ3R method can improve students' reading

comprehension skills in Indonesian language subjects in class V. This is evidenced by the increase in the average learning outcomes of students in cycle I by 69 and cycle II by 83. In cycle I was found of 36 students who took the cycle I test, 22 students achieved KKM scores and 14 students had not reached KKM scores. In cycle II there was an increase which showed that all students had achieved the KKM score of 70.

## **5. Conclusion**

Based on the results of collaborative classroom action research that has been carried out in two cycles, it can be concluded that the application of the PBL-based SQ3R method can improve reading skills in class IV students in Sleman Regency. It was shown that the results in the first cycle increased by 68.74% and in the second cycle increased by 87.5%. Therefore the assessment of reading skills experienced an increase in the percentage of 18.76.

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