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The positive impact of survey, question, read, recite, and review (sq3r) strategy on elementary students' reading comprehension

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ABSTAK

The low level of reading comprehension among elementary school students is a major concern in primary education in Indonesia. This study aims to evaluate the positive impact of the Survey, Question, Read, Recite, and Review (SQ3R) strategy on reading comprehension among elementary school students. Through an experimental approach with a one-group pretest-posttest design, students were given a learning intervention using the SQ3R strategy. Data were analyzed using the Wilcoxon test, and the results showed a significance value of 0.000, indicating a significant improvement in text comprehension skills, including identifying main ideas, details, vocabulary, and making inferences after the SQ3R method was implemented. These findings affirm that the SQ3R strategy is not only effective in enhancing comprehensive reading skills but also promotes active student engagement in the learning process. The study suggests the importance of integrating the SQ3R strategy into the elementary school reading curriculum to improve overall student reading comprehension.

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Introduction

Reading skills and comprehension are crucial aspects of elementary education as they form the foundation for academic success and cognitive development (Az-zarkasyi et al., 2024). Good reading ability not only enables students to access and understand information from various sources but also supports more effective mastery of various subjects (Cynthia & Sihotang, 2023). Through reading, students learn to analyze, synthesize, and evaluate information, which strengthens critical thinking and problem-solving skills (Zaid & Sarjiyati, 2019). Additionally, strong reading comprehension contributes to vocabulary development, writing skills, and better communication abilities, which collectively impact academic achievement and students' readiness for further educational challenges (Bangsawan, 2023).

Elementary school students often face various challenges in reading and comprehending texts that can affect their ability to acquire knowledge effectively (Dinayanti et al., 2024). ne major challenge is limited vocabulary, where students may not be familiar with the words or terms used in the text, making it difficult for them to understand the content (Ariyanti, 2022). Additionally, many students struggle with identifying the main ideas of a text, which is a crucial skill for filtering relevant information from reading material (Belvar et al., 2024). Other challenges include difficulties in connecting information found in different parts of the text or relating it to prior knowledge, which can hinder a comprehensive understanding of the material read (Vaughn et al., 2024). According to UNESCO, Indonesia ranks second to last in the world in terms of literacy, indicating a very low

reading interest. Based on UNESCO data, the reading interest of the Indonesian population is alarmingly low, at only 0.001%. This means that out of every 1,000 Indonesians, only 1 person has a reading habit. A different study by Central Connecticut State University in 2016, through the World's Most Literate Nations ranking, placed Indonesia at 60th out of 61 countries in terms of reading interest, just below Thailand (59) and above Botswana (61). Interestingly, in terms of reading support infrastructure, Indonesia actually ranks above European countries. Additionally, a 2020 survey by the Central Statistics Agency (BPS) revealed that only about 10% of the Indonesian population regularly reads books. This figure indicates the low level of literacy interest among the population. Several factors may contribute to the low literacy interest in Indonesia (Kalla Institute, 2024).

One strategy for improving students' reading abilities is SQ3R. The SQ3R strategy (Survey, Question, Read, Recite, Review) is a learning method designed to help students understand reading materials more deeply and systematically (Ramadhan et al., 2024); (Khider Macías & Mayorga Chacón, 2021). SQ3R was chosen for this research because it offers a structured and systematic approach that has been proven effective in enhancing reading comprehension, especially for students who need step-by-step guidance in reading. SQ3R involves a series of steps that not only help students access and understand information but also encourage them to actively engage in the reading process through activities such as questioning, summarizing, and reviewing. Compared to other strategies, SQ3R provides a clear framework that can be adapted to various levels of reading ability, including elementary school students who may still be developing their basic literacy skills. The choice of SQ3R is also based on empirical evidence showing that this strategy is not only effective in higher education contexts but also has great potential for successful application at the elementary level with appropriate adaptations. This makes it a strong candidate for further exploration in the context of this research.

Previous research (Irnah, 2023); (Nabilla & Asmara, 2022); (Kusumayanthi & Maulidi, 2019) has shown that the SQ3R strategy is effective in improving students' reading comprehension across various educational levels. These studies generally find that students who use the SQ3R method exhibit significant improvements in their ability to understand and recall information compared to those who use conventional reading strategies. The main findings from this research indicate that the structured steps in SQ3R help students to focus better during reading, process information more effectively, and integrate new knowledge with existing knowledge. Additionally, the research also shows that SQ3R enhances student engagement with the text, as they become more active in the learning process through questioning and reviewing material (Ramadhan et al., 2024). Overall, empirical evidence supports the use of SQ3R as a strong strategy for enhancing reading comprehension, particularly in the context of elementary and secondary education.

Although this strategy has been extensively researched and proven effective at higher educational levels, there is still a lack of research exploring how SQ3R works for younger students who may have different needs and challenges in reading and comprehension. Further research on the application of SQ3R at the elementary school level is needed to understand how this strategy can be effectively adapted for younger students. Given that the cognitive abilities and developmental stages of elementary school children differ from older students, it is important to explore how the steps in SQ3R can be tailored to meet their needs. A better understanding of the application of SQ3R at the elementary level could provide significant benefits, including early improvements in reading skills and comprehension that would equip students with a strong foundation for future academic success. Additionally, this research could help teachers identify the most effective methods for engaging young students in active learning processes and designing materials that are better suited to their cognitive development, so that the SQ3R strategy can be used optimally from an early age.

Strategi SQ3R

The SQ3R strategy was originally developed in 1941 by Professor Francis D. Robinson at Ohio State University (Larassati et al., 2023). Stahl & Armstrong (2020), the initiator of this strategy, said that the SQ3R strategy streamlines reading skills in school students at both secondary and tertiary levels. As for Maesaroh (2021) the SQ3R strategy has the advantage of being able to activate students when reading activities take place. So that students will more easily understand the contents of the reading being read. Suherman et al. (2021) stated that as the name suggests, the SQ3R strategy consists of five steps in its application, namely Survei, Question, Read, Recite, and Review. The five stages are carried out sequentially to build and improve the reader's ability to understand a reading. The description of each stage in the SQ3R strategy is in Figure 1.

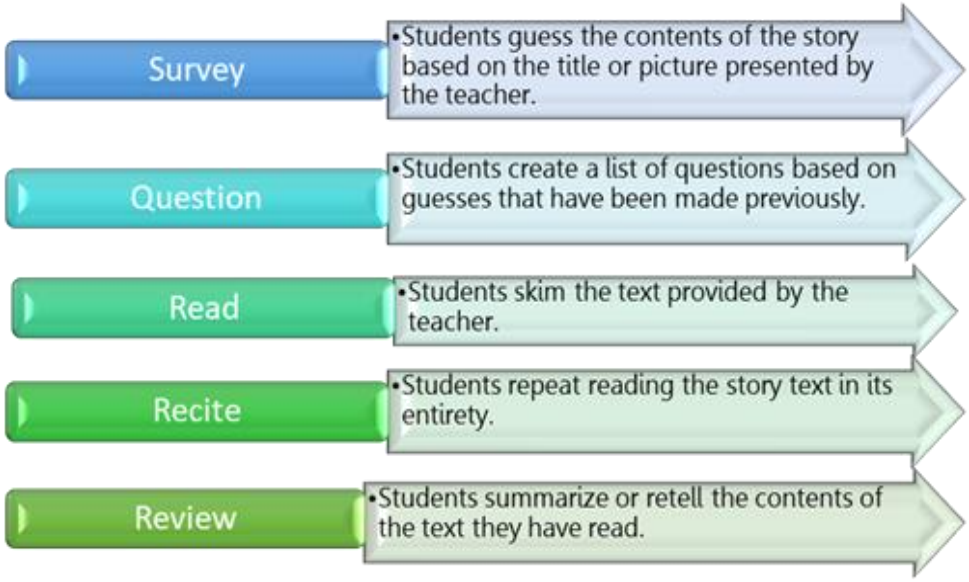

Figure 1. Stages of the SQ3R strategy

Reading Comprehension

Duke & Cartwright (2021), reading is communication, the reader's understanding of the ideas that have been expressed by the author. According to Kočiský et al. (2018), reading comprehension is different from extracting information from a text, reading comprehension requires the ability to take information and combine it with reasoning about events, entities, and the interrelationships between events in the text. Whereas in Unruh, S., McKellar, (2017), success in reading comprehension lies in the ability of students to decipher difficult words and understand their meaning. This underscores that a student's proficiency in understanding a reading serves as an indicator of their overall reading ability. This highlight reading comprehension as an active process where students continuously practice outcome information under the guidance of teachers.

Several factors impact reading comprehension skills, as noted by various researchers. Habók et al. (2024), in their research stated that the use of strategies in reading lessons will contribute to the development of effective reading instruction. According to Ambarita et al. (2021), these factors include student interest and the range of activities undertaken while reading, variations in students' own abilities, as well as the availability of facilities and infrastructure both at school and at home, along with the school environment. Maulinda (2023) highlights the significance of media and instructional strategies in classrooms for fostering students' interest in reading, which plays a pivotal role in their learning success. However, Liu et al. (2023) argue that assessing students' reading experience and the motivation driving their reading activities can be challenging over a specific timeframe.

The primary goal of this research is to evaluate the effectiveness of the SQ3R strategy in improving reading comprehension among elementary school students and to identify the necessary adaptations for the optimal application of this strategy for younger students. The results of this study are expected to make a significant contribution to understanding how structured and active learning strategies like SQ3R can be integrated into the elementary school curriculum. By identifying the best ways to implement this strategy, the research may also provide practical guidance for teachers to enhance students' reading skills and comprehension from an early age, ultimately contributing to improved academic performance and overall cognitive development.

Method

This study uses a quasi-experimental design with a one-group pre-test and post-test approach to evaluate the effectiveness of the SQ3R strategy in improving reading comprehension among elementary school students. The aim of this research is to measure changes in students' reading comprehension skills after the implementation of the SQ3R strategy. The participants in this study are fourth-grade students from an elementary school in Tangerang, Banten, Indonesia.

Research Procedure

Pre-Implementation: Before applying the SQ3R strategy, a pre-test will be conducted with all students to assess their initial reading comprehension level. Intervention: Students will participate in a learning program using the

SQ3R strategy. This program includes training on the SQ3R steps (Survey, Question, Read, Recite, Review) as well as hands-on practice with reading texts. And Post-Implementation: All students will take a post-test in the same format as the pre-test to measure changes in their reading comprehension.

Research Instruments

The research utilized both non-test and test instruments to gather data. Non-test instruments included observation sheets, interviews, and questionnaires. The observation sheets assessed the implementation of learning strategies in the classroom, while interviews were conducted with the teachers involved in the research. Questionnaires were administered to students after the research activities to gather their perspectives on the learning strategies employed. Additionally, a test instrument consisting of 20 multiple-choice questions was used to assess students' reading comprehension abilities before and after the experimental activities. Reading comprehension indicators are sourced from Burns (Sari, 2021), namely; (1) The main idea to identify students' understanding related to the theme of each paragraph. (2) Details to identify students' understanding of detailed information in the text. (3) Vocabulary to identify students' ability to understand difficult words.(4) Inference to identify students' ability to understand information that is implied or not stated directly in the reading text. (5) Creative responses include answering questions that go beyond the information obtained from the text and coming up with new ideas based on the story ideas read.

The interviews were conducted with the teacher who taught the class after the experiment. Likewise, questionnaires were distributed to students in both classes. The interview questions pertained to the manner in which the teacher implemented the learning strategy in the classroom, as well as the challenges encountered and the impact the teacher perceived when applying the SQ3R strategy in the experimental class. The questionnaire distributed randomly to students comprised straightforward statements regarding the immediate effects felt by students after classes.

Data Analysis

Descriptive Statistical Analysis

Descriptive statistical analysis is a method used to describe and summarize data in a simple and informative manner (Hutnaleontina et al., 2024). It involves the use of various techniques such as calculating averages, medians, modes, standard deviations, and frequency distributions to provide an overview of the characteristics of the collected data. The main goal of descriptive analysis is to identify basic patterns in the data, uncover trends, and describe the general features of the dataset without making broader conclusions or generalizations about the population. In this study, descriptive analysis can be used to understand the distribution of students' exam scores, average scores, or variations in reading comprehension before and after the implementation of SQ3R. By providing a clear summary, this analysis helps researchers, educators, and policymakers make more informed decisions based on the available data.

Wilcoxon Test

The Wilcoxon test, also known as the Wilcoxon Signed-Rank Test, is a non-parametric test used to compare two paired or related data sets, particularly when the data do not meet the normality assumptions required for a paired t-test (Muzawi & Kom, 2024). This test is often used in situations where researchers want to evaluate differences in outcomes before and after an intervention within the same group. In this study, the Wilcoxon test is used to assess changes in students' reading abilities before and after the implementation of the SQ3R learning strategy. The test works by calculating the differences between paired values, ranking these differences, and then analyzing whether these differences are significantly skewed towards positive or negative. Due to its nature of not relying on data distribution, the Wilcoxon test is a robust and flexible choice in statistical analysis when normality assumptions are not met.

N Gain Test

The N-Gain test is a method used to measure the effectiveness of an intervention or treatment by examining the improvement in ability or understanding before and after the intervention is applied (Pratiwi, 2024). N-Gain calculates the amount of improvement based on the difference between the initial score (pre-test) and the final score (post-test) relative to the maximum possible difference. The N-Gain value is then categorized into three levels: low, moderate, and high, indicating the extent of the improvement. In this study, the N-Gain test is used to evaluate the increase in students' understanding of the subject matter after participating in the SQ3R strategy. For example, if students' pre-test scores are low but significantly increase after the intervention, the N-Gain test can help assess the effectiveness of the teaching method used. The results of this test provide a quantitative overview of how well the intervention improved learning outcomes.

Result and Discussion

Result

Table 1. Pretest and Posttest Result

No.	Pretest	Posttest
1	55	65
2	68	78
3	68	75
4	60	70
5	60	73
6	75	83
7	59	65
8	63	73
9	60	70
10	57	68
11	50	70
12	80	90
13	80	95
14	78	85
15	75	80
16	70	80
17	65	80
18	67	75
19	73	80
20	82	90
21	77	85
Total	1422	1630
Average	67.71	77.61

The table above illustrates the students' learning outcomes measured through pretest and posttest after implementing the SQ3R learning strategy. The data show a significant difference in student learning outcomes, with a clear improvement from the pretest to the posttest. This indicates that after the implementation of the SQ3R strategy, students' understanding of the material increased, as reflected by the higher posttest scores compared to the pretest scores. This improvement signifies that the SQ3R strategy is effective in helping students develop better reading and comprehension skills, which ultimately contributes positively to their overall learning outcomes.

Descriptive Analysis

Table 2. Results of Descriptive Statistical

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Pretest	21	50	82	67.71	9.253
Posttest	21	65	95	77.62	8.399
Valid N (listwise)	21				

According to the results of the descriptive statistical analysis, it can be observed that the minimum score during the pretest was 50 and increased to 65 during the posttest. Similarly, the minimum score initially obtained by students was 82 and rose to 95 during the posttest. Additionally, the average score increased from 67.71 to 77.62. This indicates a positive trend following the implementation of the SQ3R strategy.

Table 3. Wilcoxon Mean Rank Test Result

Ranks				
		N	**Mean Rank**	**Sum of Ranks**
Posttest – Pretest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	21[b]	11.00	231.00
	Ties	0[c]		
	Total	21		

Table 3 above shows that every student who received instruction using the SQ3R method experienced an improvement in their reading ability. This is evident from the positive rank values, where all students showed an increase in scores from the pretest to the posttest, with an average increase of 11 points.

Table 4. Wilcoxon Test Result

Test Statistics[b]

	Posttest - Pretest
Z	-4.036[a]
Asymp. Sig. (2-tailed)	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Table 4 above shows the results of the Wilcoxon test, where the significance value obtained is 0.000 < 0.05. This indicates that the SQ3R learning method has a significant effect on students' reading ability.

N-Gain Analysis

Table 5. N-Gain Analysis Of Reading Comprehension Indicators Result

Reading Comprehension Indicators	Pretest	Posttest	Posttest-Pretest	100-pretest	Ngain	Category
Main Idea	67.9	88.1	20.2	32.1	0.6	Medium
Details or facts from the text	67.9	69	1.19	32.1	0.04	Low
Vocabulary or difficult words	57.1	69	11.9	42.9	0.3	Medium
Conclusion	51.2	76.2	25	48.8	0.5	Medium
Creative response	63.1	78.6	15.5	36.9	0.4	Medium

Based on the data above, the interpretation of the SQ3R strategy's effectiveness in reading comprehension learning, as analyzed through the N-Gain for each reading comprehension indicator, reveals several key insights. The SQ3R strategy shows minimal improvement in students' ability to comprehend details or facts from the text, indicating that while the strategy is beneficial, it may require additional support or modifications to fully enhance this particular skill. On the other hand, the strategy demonstrates a moderate enhancement in students' abilities to identify main ideas, understand vocabulary or difficult words, draw conclusions, and generate creative responses. This suggests that SQ3R is particularly effective in fostering higher-order thinking and broader comprehension skills, which are crucial for deep understanding. However, the varying levels of improvement across different indicators highlight the need for a more tailored approach, possibly integrating additional strategies to strengthen comprehension of specific details and facts in the text. Overall, the results are promising, but they also point to areas where further refinement of the SQ3R application could lead to even greater gains in reading comprehension.

The research findings indicate that the SQ3R strategy significantly impacts students' reading comprehension abilities. The implementation of this strategy has led to measurable improvements in students' reading comprehension scores, particularly in identifying main ideas, understanding vocabulary, and making inferences. After the application of the SQ3R strategy, the data show that students made significant progress in organizing and absorbing information from texts. This is reflected in the higher posttest scores compared to the pretest, demonstrating that SQ3R successfully enhanced students' understanding of the material read. This is consistent with the research conducted by Sugiharti dkk. (2020); (Nirmal, 2019), which indicates that the use of the SQ3R strategy positively affects students' reading comprehension abilities.

The SQ3R strategy, which consists of the steps Survey, Question, Read, Recite, and Review, provides a systematic approach that has been proven effective in improving students' reading comprehension. The first step, Survey, serves as a warm-up for reading by providing an overview of the text. By examining titles, subtitles, and other structural elements, students can gain context and identify key sections to focus on during reading. This process helps students prepare their minds for more detailed information, allowing them to understand the content more quickly and efficiently. As argued by Salam (2018) the SQ3R strategy is useful for readers to enhance their literal comprehension of reading content and engage in activities that predict and elaborate on the text. These activities are central to the SQ3R strategy. Likewise, according to Pangestu, P. A., Nuzulia, D., & Rizhardi (2023) the SQ3R strategy assists readers in finding the main idea in the text they are reading.

The second step, Question, deepens students' engagement with the material by encouraging them to ask questions based on the information gathered during the Survey step. Questions like "What do I want to learn from this text?" or "What is the main focus of this section?" help increase curiosity and motivate students to look for specific answers while reading. By having clear questions in mind, students become more focused and active in the reading process, which ultimately enhances their ability to grasp important information and better understand the content of the text. According to Suherman et al. (2021), the SQ3R strategy not only increases students' activity in the classroom but also fosters their critical thinking process through predictions about the content at the early stages of reading.

Next, the Read step is the phase where students read the text in detail to find answers to the questions they have posed. At this stage, students apply critical and analytical reading skills to understand the information presented (Setiawan, 2023). his step is crucial as it allows students to engage directly with the text and digest the information deeply. After reading, the Recite step requires students to repeat or summarize the information they have learned, either verbally or in writing (Rahmani, 2024). This process helps reinforce memory and ensures that the information learned is truly understood and can be recalled effectively.

The final step, Review, involves revisiting the entire material that has been read to reinforce understanding and long-term retention. By reviewing the information, students can identify and correct any misunderstandings and connect key ideas that may have been missed earlier. Review also allows students to reflect on the overall text and ensure that they have captured all the important aspects of the material (Basuki, 2024). Overall, although all the steps in the SQ3R strategy contribute to improving reading comprehension, the Recite and Review steps often have a more significant impact. The Recite step allows students to consolidate information through active reproduction, while the Review step ensures that the information learned remains fresh in their memory. Both serve as key elements in strengthening comprehension and retention, making SQ3R an effective strategy for enhancing students' reading skills holistically.

Students' responses to the SQ3R strategy generally indicate an increase in confidence in reading and understanding texts. A total of 76% of students reported feeling more structured and organized in their approach to reading after applying this strategy. They often described their experience with SQ3R as positive, as its steps helped them break down complex texts into more manageable parts. With the Survey phase providing an overview and the Question phase motivating them to seek answers, students felt more prepared and engaged. The Recite and Review steps, in particular, gave them the opportunity to reinforce their understanding and ensure that the information gained was not just memorized but deeply comprehended. Overall, students felt that the SQ3R strategy not only improved their ability to understand texts but also gave them greater confidence in their reading abilities.

The success of implementing the SQ3R strategy in the classroom heavily depends on several key factors that can influence its effectiveness. Student readiness is one of the primary factors; the initial reading skill level and motivation of the students can determine how well they adopt and utilize this strategy. Additionally, teacher support plays a crucial role; teachers who have a deep understanding of SQ3R can provide clear instructions and encourage active student engagement, which is essential for the strategy's effectiveness. To overcome these challenges and ensure successful implementation, it is important for schools to engage in careful planning, effectively train teachers, and provide adequate resources. With the right approach, SQ3R can be integrated more effectively, offering maximum benefits in enhancing students' reading comprehension.

Conclusion

The conclusion of this study indicates that the SQ3R strategy has a significant positive impact on elementary students' reading comprehension. Students showed greater improvement in their ability to understand texts after the implementation of the SQ3R method in their learning. The practical implications of these findings for educators highlight the importance of integrating the SQ3R strategy into the elementary reading curriculum, as this approach not only enhances reading comprehension but also encourages active student engagement in the learning process. For future research, it is recommended that similar studies be conducted with larger and more diverse samples to test the effectiveness of this strategy in various educational contexts, as well as to explore more specific adaptations of SQ3R for students with special needs or specific literacy challenges.

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