

Application Of SQ3R Learning Model With The Help Of Wordwall Media To Improve Reading Comprehension Ability In Elementary School Students

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Abstract

This research aims to describe the application of the SQ3R (Survey, Question, Read, Recite, Review) learning model with Wordwall support to improve reading comprehension skills in grade 4 elementary school students. The participants in this research were 4th grade students at SDN Rawasari Ciranjang, Cianjur Regency, West Java, consisting of 25 students. The technique used to collect data in this research is the observation method, in the form of teacher and student observation sheets and practical reading comprehension tests. This research can be said to be successful if students' reading aloud skills improve to ≥ 75 in classical completion or 19 students have completed the KKM (70). The research method used was classroom action research (PTK) Kemmis and Mc Taggart model research design which was carried out in two cycles. Each cycle consists of planning, implementation, action and observation, and reflection. The data analysis technique used is qualitative. Indicators for reading aloud consist of 1) determining the main idea 2) determining the meaning of words 3) ability to answer questions 4) concluding. Based on the comparative percentage of completeness of learning outcomes for each cycle, there was an increase in initial reading skills after implementing the SQ3R learning model, seen from the results of the percentage of completeness of students who met the pre-cycle KKM (70), namely 36% or 9 students, cycle I was 69% or 14 students, and cycle II was 84% or 21 students. Thus, providing action through these two cycles can improve students' reading comprehension abilities.

Keywords: SQ3R Learning Model, Beginning Reading, Elementary School.

INTRODUCTION

Language skills are a set of skills that enable a person to interact and exchange information with others through language (Magdalena, Ulfi, 2020:249). A person's level of language proficiency can vary depending on their mastery of these various aspects. Good language skills underlying and strengthening skills. Language proficiency facilitates understanding text, while reading enriches language skills. Both closely related in the process of understanding information (Muliawanti et al., 2022:861).

Reading is an essential skill that every individual needs to master. Through reading, a person can gain knowledge, develop thinking skills, and improve their quality of life. Reading is a complex process that involves recognizing visual symbols (letters) and associating these symbols with meaning. Reading is not just about pronouncing written words, but also understanding the meaning and information contained within (Muliawanti et al., 2022:14).

Based on the national index, the reading interest rate in Indonesia is only 0.01. Meanwhile, in developed countries, it ranges from 0.45 to 0.62. This low reading interest

among Indonesian students further contributes to the stagnant and declining quality of education in Indonesia. Compared to reading books, Indonesians prefer sending text messages. Whatsapp or playing social media to use their free time (Astuti, 2019).

A UNESCO survey shows that Indonesia has the lowest reading interest in ASEAN, at just 0.01%. This means that only one in 10,000 people is a good reader. This figure is significantly lower than Japan (45%) and Singapore (55%) (Muliawanti et al., 2022: 45).

The four skills are speaking, reading, listening, and writing. Reading extensively will automatically expand your vocabulary, increase your knowledge, train your speech, train your reasoning, and enable you to respond to the content of what you read. Farr states that Reading Is the Heart of Education. This means that reading is the heart of education. Reading is not only used in Indonesian language learning but also in all subjects, because most students acquire knowledge through reading activities (Putri et al., 2023:46).

Students' success in learning and increasing their knowledge is greatly

influenced by their reading skills. Therefore, teaching reading plays a strategic and crucial role in the learning process. However, not everyone and society recognizes this, resulting in reading not yet becoming a basic and fundamental need. According to Iskandarwassid and Dadang Sunendar, reading skills are acquired and learned in school (Ratna Dewi et al., 2023:225).

Reading comprehension is an active and complex process that involves more than simply recognizing words in a text. It is the ability to understand the meaning, ideas, and information conveyed by the author. Reading comprehension is not just about reading words, but also about understanding what is read (Gunarwati et al., 2021:123).

Reading comprehension is an active process of reading text with the aim of understanding and comprehending the meaning contained in it, both explicitly and implicitly (Purwati et al., 2019). In line with the opinion of (Astuti, 2019:42) Reading comprehension means the ability to understand and comprehend meaning from what is read.

Elementary school students' reading comprehension skills are a crucial foundation for their future academic success. Reading comprehension encompasses more than just recognizing letters and words, but also understanding the meaning and information contained within the text (Purwati et al., 2019:23). According to Sobon et al., 2023:67, the indicators of reading comprehension are:

1. The ability to find the main idea of each paragraph.
2. The ability to find the meaning of difficult words from reading.
3. The ability to answer questions comprehensively from reading material.
4. Ability to summarize reading material.

Based on observations conducted at SDN Rawasari Ciranjang, Cianjur Regency, it was found that the reading comprehension ability of 4th grade students was still categorized as low, characterized by limited vocabulary mastery, difficulty understanding sentence structure, lack of concentration or focus when reading, halting reading, lack of confidence, and there were still students who were not fluent in

reading. Based on the results of the interview, the problem was due to the use of less varied learning models and not yet using activity-based learning models. In line with the results of the pre-cycle reading comprehension test, namely from the number of 25 students who completed the KKM (70) in Indonesian, only 9 students or 36% completed the reading comprehension test.

This is certainly a classroom problem that must be addressed immediately. One recommended improvement is implementing the SQ3R (Survey, Question, Read, Recite, Review) learning model with the aid of word walls to improve elementary school students' reading comprehension.

The SQ3R (Survey, Question, Read, Recite, Review) learning model is a reading strategy designed to help students understand and remember information from texts more effectively. This method was developed by Francis Pleasant Robinson in the 1940s. SQ3R emphasizes students' active involvement in the reading process, so they not only read words but also understand the meaning and concepts contained within the text (Rovita & Umam, 2023).

The following are the steps in the SQ3R learning model according to the opinion of (Sobon et al., 2023:56):

1. **Survey (Review):** Students glance at the text to get a general idea of what they will be reading. They read the title, subtitle, and look at the picture or graph. The goal is to activate students' prior knowledge and help them make predictions about the text's content.
2. **Question:** Students create questions about what they want to know from the text. These questions help them focus while reading and look for relevant information.
3. **Read (Reading):** Students read the text carefully, looking for answers to the questions they have created. They also pay attention to other important information that may be useful.
4. **Recite (Retelling):** Students try to retell what they've read in their own words. They can write a summary or answer questions orally. The goal is to test students'

comprehension and help them remember the information they've read.

5. **Review (Repeat):** Students review the text and their notes to strengthen their understanding. They can reread difficult sections or answer unanswered questions.

The advantages of the SQ3R learning model include improving students' comprehension of texts, encouraging active and critical thinking while reading, helping students develop effective reading skills, and being applicable to various text types and subjects (Subekti & Mendrofa, 2024:76).

The implementation of this model is also collaborated with the help of media of wordall. The digital learning media wordwall application is a very useful tool in the learning process. With its various features and benefits, Wordwall can help teachers create more interesting, effective, and enjoyable learning for students (Khofifah Indra Sukma & Trisni Handayani, 2022:75).

Word Wall in this study, it has a role as a learning medium that will be used during the core learning process in the form of educational games to improve students' learning responses in improving students' reading comprehension skills in grade 4 of elementary school.

From the background displayed above, the author is interested in doing research with "Media-Assisted SQ3R Learning Model Implementation Wordwall to Improve Reading Comprehension Skills in Elementary School Students".

The novelty of this research is trying to apply the SQ3R learning model by collaborating with applications of wordwall has many interesting features that help improve students' reading comprehension. Furthermore, the group learning process includes peer tutoring, where each individual in the group has their own role and responsibilities.

METHOD

The research conducted was Classroom Action Research (CAR). This classroom action research was conducted in several cycles, and each cycle consisted of four stages of activity, namely the planning stage (*planning*), implementation level (*acting*), observation

stage (*observing*), and the reflection stage based on the observation results (*reflecting*), the four stages in the research are elements that form a cycle, namely a series of activities that return to the initial steps. The PTK model in question is as follows:

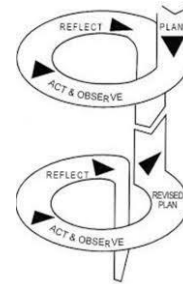


Figure 1. Mc. Taggart Spiral Model
(Arikunto, 2015: 132)

The participants of this writing are 25 students of grade 4 of SDN Rawasari Ciranjang, Cianjur Regency, West Java. The technique used for data collection in this research is the observation method, in the form of teacher observation sheets, students and reading comprehension practice tests. This research is said to be successful if the increase in students' reading comprehension skills reaches ≥ 75 in classical completion or 19 students complete the KKM (70). This classroom action research can be stopped if the results of the reading comprehension skill scores reach the classical completion criteria.

RESULTS AND DISCUSSION

Findings

In the pre-cycle using practical test instruments and direct observation during the pre-cycle process, the author found that students' reading comprehension skills were still low in the less category.

The planning in conducting this research is by the author conducting curriculum analysis, analyzing student needs through observation, designing teaching modules, in addition to preparing teacher modules.

prepare learning tools in the form of assessment instruments, namely reading comprehension skills test sheets, observation sheets to observe teacher activities, students and reading comprehension skills, in addition, teachers design learning media through

wordwall applications that are designed to suit the material to be studied.

In the initial stages of learning, the teacher prepares the class before beginning the lesson. The observer is assisted by a colleague. The observer sits at the edge of each group to observe student activities during the learning process and not to influence or disrupt the learning process.

The observation phase was carried out in each research cycle on teacher and student activities, and reading comprehension practice tests using a pre-designed observation sheet instrument. The observer acted as an assessor, conducting observations from the beginning to the end of the lesson. The observer provided an assessment of the aspects observed in the observation sheet. The following are the results of the observations conducted on teacher activities in each cycle, presented in the figure below:

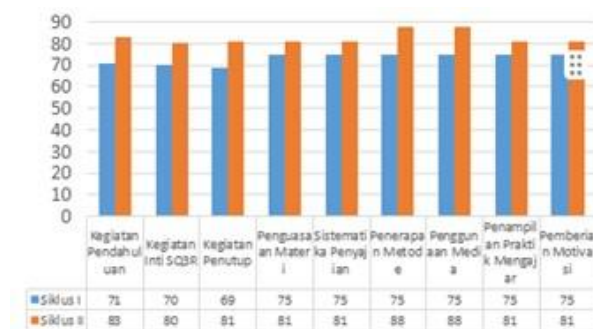


Figure 2. Diagram of Teacher Activities for Each Cycle

The image above shows that each activity, from Cycle I to Cycle II, of all teaching activities aimed at improving reading aloud experienced significant improvement. This can be seen from the student activities presented in the following image:

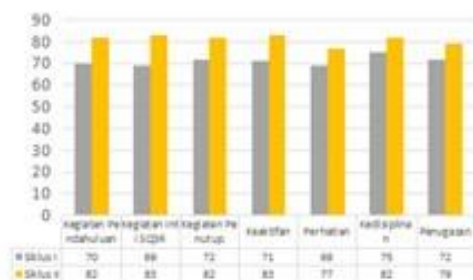


Figure 3. Student Activity Diagram for Each Cycle

From the teacher and student completion diagram after implementing the SQ3R learning model assisted by media of *wordwall* to improve reading comprehension skills by experiencing significant active learning activities and producing optimal learning quality in improving students' reading comprehension skills in grade 4 of elementary school.

The results of student completion above prove that the reciprocal activity between teachers and students is balanced and has increased at each stage of the learning process.

The learning completion of each cycle can be presented in the following table:

No	Information	Pre Cycle	Cycle I	Cycle II
1	Maximum Value	100	100	100
2	Lowest Value	42	42	43
3	The highest score	73	84	84
4	Class Average	64	69	73
5	Students Meet KKM (70)	9	14	21
6	Students Have Not Met the Minimum Competency Criteria (70)	16	11	4

Table 1. Learning Completion for Each Cycle

Based on the table above, the completion of each cycle experienced a significant increase in reading comprehension. The table shows that by implementing the SQ3R model with the assistance of media of *wordwall* can improve reading comprehension skills, as evidenced by the increasing completion rate in each cycle and the achievement of the predetermined success indicators. The diagram of the completion rate per indicator is presented in the following table:

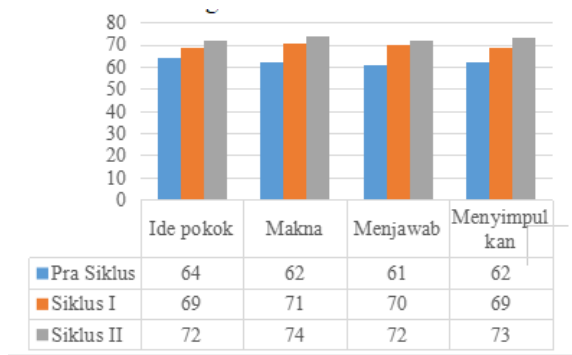


Figure 4. Diagram of Completion of Beginning Reading Indicators

The implementation of the research showed a significant increase in students' initial reading skills in Indonesian language content in each cycle. The percentage increase in each cycle is presented in the following figure:

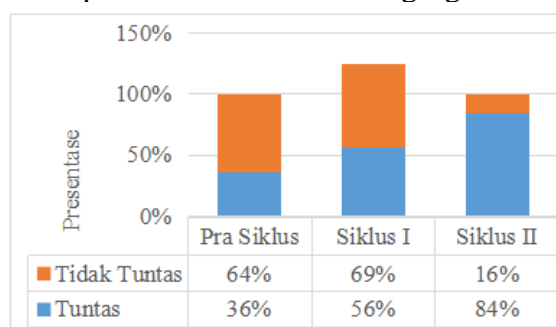


Figure 4. Percentage Increase Graph Each Beginning Reading Cycle

Based on the presentation diagram of the comparison of the completeness of the learning outcomes of each cycle, there is an increase in initial reading skills after applying the media-assisted SQ3R learning model. *wordwall* seen from the results of the percentage of students who met the KKM (70) pre-cycle, namely 36% or 9 students, cycle I was 69% or 14 students, and cycle II was 84% or 21 students. Thus, providing action through these two cycles can improve students' reading comprehension abilities. Maka thus the application of the SQ3R Assisted learning model *wordwall* successfully improved initial reading skills and the research was stopped in cycle II based on predetermined success indicators.

DISCUSSION

Improvement in students' reading comprehension after implementing the SQ3R learning model with the help of *wordwall* successfully improves initial reading skills. In Indonesian language learning, performance tests or practical tests are used based on specified indicators. The following is a description of the initial reading indicators:

The ability to identify the main idea of each paragraph. The ability to identify the main idea of each paragraph is a crucial skill in reading comprehension. This indicator demonstrates students' ability to identify the main idea of the paragraphs they read. However, the challenge is that they may struggle to comprehend the text if they don't understand the meaning of many of the words used. This can make it difficult for them to grasp the gist of the information and ultimately, to identify the main idea (Muliawanti et al., 2022:78).

In line with the opinion of (Gunarwati et al., 2021:56), complex sentence structures can confuse students and make it difficult for them to grasp the overall meaning of the text. As a result, they will have difficulty identifying the main sentence, which is usually the reference for finding the main idea.

Some students may have difficulty focusing while reading, preventing them from fully comprehending the text. This difficulty concentrating can lead them to miss key points in the text that could be very helpful in identifying the main idea (Sobon et al., 2023:68).

The ability to find the meaning of difficult words in a reading. The ability to find the meaning of difficult words in a reading is a crucial skill in reading comprehension. This ability allows readers to better understand the text, even when they encounter unfamiliar words. The obstacle to this indicator is students' limited vocabulary (Rovita & Umam, 2023:76).

Complex or lengthy sentence structures can make it difficult to understand how difficult words are used. Difficulties in finding the meaning of difficult words can impact students' overall comprehension of the text. Students

may miss important information or misinterpret the author's intent.

The ability to comprehensively answer questions from reading material. The ability to comprehensively answer questions from reading material is an important indicator of reading comprehension. This involves not only finding explicit answers in the text but also inferring, interpreting, and evaluating the information to provide complete and meaningful answers. Obstacles in the following indicators

Students struggle to understand questions or reading texts if they don't understand the meaning of the words used. Complex or long sentences can confuse students and make it difficult for them to grasp the meaning of the question or information in the text. Students may not understand the difference between factual, inferential, or evaluative questions, so they don't know how to answer them appropriately (Subekti & Mendrofa, 2024:67).

The ability to summarize reading material. The ability to summarize reading material is an important skill that involves high-level cognitive processes. A good summary should reflect a deep understanding of the text. The obstacle to the indicator of summarizing is a complex sentence structure that can confuse students and make it difficult for them to understand the overall meaning of the text. As a result, they will have difficulty in identifying the main idea that is usually used as a reference in making conclusions (Krismanto et al., 2015: 56).

If a text isn't engaging for students, they may be disinterested in reading it and understanding its content. This lack of interest discourages students from delving deeper into the information and leads to difficulty drawing conclusions (Halawa & Lase, 2022:45).

Some students may have difficulty focusing while reading, preventing them from fully comprehending the text. This difficulty concentrating can lead them to miss important points in the text that could be very helpful in drawing conclusions.

In line with (Gunarwati et al., 2021), students may lack effective strategies to help them understand texts, such as generating

questions, summarizing, or reviewing. Without appropriate strategies, students will struggle to distinguish between important and less relevant information, making it difficult to draw conclusions.

The SQ3R (Survey, Question, Read, Recite, Review) model is an active reading strategy designed to help readers understand and remember information more effectively. For this model to deliver memorable lessons and truly improve reading comprehension, the key lies in proper implementation and understanding the benefits of each stage.

The review stage teaches the importance of a "road map" before embarking on a reading journey. It provides an overview of the structure, main topics, and purpose of the text. The impression is that reading isn't just about diving straight into the details, but rather requires some prior planning.

The questioning stage teaches readers to be active "detectives" or "investigators." They don't just receive information, but also seek answers. This instills critical thinking and curiosity. The impression is that reading is a dialogue between the reader and the text (Krismanto et al., 2015:56).

The reading stage teaches readers to read with purpose and focus, not just to recite words. The impression is that effective reading involves a high level of mental engagement, not just speed.

The repetition stage is the first "trial run" to determine how well the information has been absorbed. It teaches the importance of active repetition and self-assessment. The impression is that true understanding occurs when information can be explained in one's own words (Subekti & Mendrofa, 2024:67).

The review stage teaches the importance of consolidating and strengthening long-term memory. It emphasizes that learning is a continuous process, not a one-time event.

CONCLUSION

Based on the findings and discussions obtained after conducting Classroom Action Research (CAR) by applying the SQ3R learning model assisted by word walls to improve initial reading skills, the conclusion

obtained is that the implementation of learning is carried out in accordance with the stages contained in the teacher and student activity sheets.

The steps of teacher activity include: 1) preliminary learning activities, 2) core learning activities, 3) closing learning activities, 4) mastery of material, 5) presentation systematics, 6) application of methods, 7) use of media, 8) performance, 9) providing motivation. The average value of teacher activity obtained an average value of 73 in the sufficient category in cycle I and 81 in the good category in cycle II.

The student activities consist of 1) preliminary learning activities, 2) core learning activities, 3) closing learning activities, 4) activeness in learning, 5) attention or concentration, 6) discipline, 7) assignments or recitations. The average student activity score in cycle I was 71 in the sufficient category and in cycle II was 81 in the good category.

Based on the comparison percentage of learning outcomes completion in each cycle, there is an increase in reading comprehension skills after applying the SQ3R model with the help of a word wall. Seen from the results of the percentage of students' completion who met the KKM (70) pre-cycle, namely 36% or 9 students, cycle I was 69% or 14 students, and cycle II was 84% or 21 students. Thus, providing action through these two cycles can improve students' reading comprehension abilities.

SUGGESTION

Based on the results of the Classroom Action Research (Class Action Research) that has been conducted, the author submits recommendations that can be used as improvement materials to improve beginning reading skills by using the SQ3R learning model with the help of wordwall in primary schools in future research as follows:

1. Searching for valid references regarding reading comprehension skills and learning models that are relevant to the reading comprehension skills to be studied.
2. Review the curriculum of the educational unit at the school that will be the research

site to find out the background to the implementation of the learning process.

3. Look at the condition of students in the class and classify their initial reading ability.
4. Determine innovative learning media that can help improve student learning outcomes.

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