



IMPLEMENTATION OF THE SURVEY, QUESTION, READ, RECITE, AND REVIEW (SQ3R) METHOD TO IMPROVE FOURTH-GRADE STUDENTS' TEXT LITERACY AT MIS HAYATUL ISLAMIYAH CINANGKA

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ABSTRACT

Active participation in class can improve understanding of the material, thus becoming a prerequisite for working with skilled and professional human resources who are experts in their fields and contributing to the quality of the learning process. This study aims to examine the influence of (1) the influence of lecturers' teaching styles on student learning satisfaction (2) the influence of lecturers' teaching styles on student learning motivation (3) the influence of student learning motivation on learning satisfaction (4) the influence of teaching styles directly on learning motivation through learning satisfaction. The population in this study was students in South Tangerang. The research sample was selected using a purposive sampling method of 120. The analytical method used in this study was mediation regression analysis. The results of this study indicate a significant influence of (1) lecturers' teaching styles on student learning satisfaction (2) the influence of lecturers' teaching styles on student learning motivation (3) the influence of student learning motivation on learning satisfaction (4) the influence of teaching styles directly on learning motivation through learning satisfaction.

Keywords: *Teaching Style, Learning Satisfaction, Learning Motivation*

I. INTRODUCTION

A. Research Background

Literacy skills are a crucial indicator of student educational success, particularly in facing the demands of the 21st century, which require students to possess critical, creative, communicative, and collaborative thinking skills. In the context of elementary school learning, literacy is not simply the ability to read letter by letter; it also encompasses the ability to understand the meaning of reading material, analyze text content, summarize information, and connect it to students' existing knowledge and experiences.

The results of various national studies and assessments indicate that student literacy skills in Indonesia, particularly at the elementary school level, remain relatively low. Data from the 2022 Computer-Based National Assessment (ANBK) shows that the majority of elementary school students experience difficulty understanding explicit and implicit information in reading texts. This is reinforced by the results of the Program for International Student Assessment (PISA), which ranked Indonesia at the bottom in reading and

comprehension. This situation presents a serious challenge that must be addressed through various classroom learning innovations, particularly in Indonesian language subjects.

Based on initial observations conducted by researchers in the fourth grade of MIS Hayatul Islamiyah Cinangka, it was found that most students showed low interest in reading, quickly became bored when faced with long texts, and were unable to retell the content of the reading coherently. Furthermore, formative evaluation results indicated that students had difficulty answering reading questions that were inferential or contained implied meanings. Students tended to memorize text content without truly understanding it, resulting in their low ability to summarize and evaluate reading material. This demonstrates that students' text literacy still needs significant improvement.

This problem is inextricably linked to the learning approach, which has tended to be conventional. Teachers predominantly use lecture and shared reading methods, which emphasize only the mechanical aspects of reading, without providing space for students to actively and deeply explore the content. The lack of interactive learning strategies that encourage student active participation in the process of understanding texts results in students becoming passive readers. As a result, they are not accustomed to thinking critically about the information they read.

One learning approach deemed capable of addressing these issues is the SQ3R method (Survey, Question, Read, Recite, and Review). This method was developed by Francis P. Robinson and is designed to improve reading comprehension skills through five integrated strategic stages. In the Survey stage, students are encouraged to observe the text's structure, such as the title, images, subtitles, and opening sentences, to build an initial picture. The Question stage encourages students to formulate questions based on their initial observations, thus fostering curiosity about the text's content. In the Read stage, students read thoroughly to find answers to the questions they have formulated. The Recite stage involves restating the reading content in their own words, both orally and in writing. The final Review stage encourages students to review the material they have learned to strengthen their understanding.

The SQ3R method is highly relevant for elementary schools because it guides students in active and systematic reading. The stages in this method help students understand text structure, foster curiosity, and train their memory and ability to retell the content of the reading. Therefore, this method has significant potential to improve students' text literacy, both in terms of their ability to comprehend and independently summarize information.

Based on this background, the researcher felt the need to apply the SQ3R method in Indonesian language learning, particularly in text literacy materials, as an effort to improve the reading comprehension of fourth-grade students at MIS Hayatul Islamiyah Cinangka. Through this classroom action research, it is hoped that a more effective learning model will be found that can improve the quality of student literacy gradually and sustainably.

B. Research Formulation

1. How is the SQ3R method implemented in fourth-grade text literacy learning for fourth-grade students at MIS Hayatul Islamiyah Cinangka?
2. Can the SQ3R method improve fourth-grade students' text literacy skills at MIS Hayatul Islamiyah Cinangka?
3. What are the obstacles and solutions encountered in implementing the SQ3R method in fourth-grade text literacy learning?

C. Research Objectives

1. To describe the application of the SQ3R method in teaching text literacy to fourth-grade students at MIS Hayatul Islamiyah Cinangka.
2. To determine the improvement in fourth-grade students' text literacy skills after implementing the SQ3R method.
3. To identify obstacles encountered and solutions in implementing the SQ3R method in teaching text literacy in fourth-grade students.

II. LITERATURE REVIEW

A. Text Literacy

According to Suryani (2021), text literacy is the ability to understand, interpret, and use text meaningfully in everyday life. Literacy is not just the activity of reading, but also includes the ability to think critically about the content of reading. Putra and Lestari (2022) emphasize that text literacy in elementary schools must be developed through learning that emphasizes the skills of finding information, understanding text content, and evaluating the message of the text.

Kurniawati (2023) states that low text literacy in elementary schools is caused by learning methods that are still one-way and do not actively involve students in reading comprehension.

Based on this explanation, it can be concluded that text literacy is an important skill that elementary school students must possess, especially in understanding and processing written information. Literacy development is not limited to reading alone; it also requires a critical and in-depth understanding of reading content, which can be achieved through an active and contextual learning approach.

B. SQ3R Method

According to Pratama (2021), the SQ3R method can help students systematically understand texts through five strategic steps: survey, question, reading, repetition, and review. Rahmah & Taufiq (2022) explain that SQ3R increases reading effectiveness because it encourages students to think and understand the text's content before, during, and after reading. Handayani (2024) states that the use of the SQ3R method at the elementary school level has been shown to significantly improve students' comprehension of narrative and informative texts compared to conventional methods.

The SQ3R method is a reading strategy proven effective in improving students' reading comprehension because it involves active and reflective thinking. This approach helps students not only read passively but also absorb, remember, and review information from the text comprehensively.

C. Implementation of SQ3R in Learning

Ramdani (2020) demonstrated that implementing the SQ3R method in reading instruction in lower grades can increase student participation and comprehension of the texts they read. Utami and Sari (2021) revealed that learning using the SQ3R method makes students more actively involved in the learning process, especially when reading and answering questions based on the text. Wahyuni (2023) added that consistent use of SQ3R can foster more structured reading habits and improve students' critical thinking skills from an early age.

The application of the SQ3R method in learning has been proven to increase student engagement, interest, and learning outcomes in understanding texts. This method is suitable for elementary school students because it guides them through clear and directed stages in reading.

III. RESEARCH METHODOLOGY

A. Research Types

This research is a Classroom Action Research (CAR). CAR is conducted with the aim of improving and enhancing the quality of classroom learning through planned, systematic, and reflective actions. This research was conducted collaboratively between the researcher and the classroom teacher in designing, implementing, and evaluating learning activities using the SQ3R method to improve students' text literacy. The research process was conducted in two cycles, each consisting of four stages: planning, acting, observing, and reflecting.

Through this approach, the researcher sought to identify learning problems occurring in fourth grade, implement solutions through the SQ3R strategy, and assess the success of these actions based on improvements in students' literacy skills.

B. Population and Sample

The population in this study was all fourth-grade students at MIS Hayatul Islamiyah Cinangka in the 2025/2026 academic year. This population was selected because the researchers wanted to determine the effectiveness of implementing the SQ3R method in improving text literacy in elementary school students, particularly in fourth-grade students who are beginning to be directed towards a deeper understanding of reading texts.

The sample in this study was all 25 fourth-grade students at MIS Hayatul Islamiyah Cinangka. The sampling technique used was saturated sampling (total sampling), a sampling technique in which all members of the population are sampled because the number is relatively small and allows for comprehensive research.

C. Location and Subject

This research was conducted at MIS Hayatul Islamiyah Cinangka, located in Cinangka Village, Cinangka District, Serang Regency, Banten Province. This school was selected because the researchers had conducted initial observations and found that some fourth-grade students still had difficulty understanding the content of reading texts comprehensively. Furthermore, the

school provided permission and full support for the implementation of classroom action research aimed at improving the quality of literacy learning.

The subjects in this study were 25 fourth-grade students at MIS Hayatul Islamiyah Cinangka in the 2025/2026 academic year, consisting of both boys and girls with diverse literacy backgrounds. The research subjects were selected comprehensively because they are the direct targets of the SQ3R learning method in Indonesian language learning activities, particularly in reading comprehension.

IV. RESEARCH RESULT

This research was conducted in two cycles of action with the aim of improving fourth-grade students' text literacy skills through the application of the Survey, Question, Read, Recite, and Review (SQ3R) method. Each cycle consisted of planning, implementation, observation, and reflection. The following is a detailed presentation of the research results:

A. CYCLE 1

In the initial stage (pre-cycle), observations and initial tests showed that most students had difficulty understanding the content of reading texts. Of the 25 students who took the literacy diagnostic test, only 8 (32%) achieved a score of 70 or higher (the school's Minimum Competency Minimum). Students tended to read texts quickly without understanding their meaning, were less able to answer inferential questions, and were not yet accustomed to paraphrasing the text. The actions in Cycle I were carried out over two meetings. The teacher applied the SQ3R method by guiding students through the following stages:

1. Survey: observing the text's title, images, and subtitles.
2. Question: formulating questions based on initial observations.
3. Read: reading the text thoroughly to find answers.
4. Recite: students were asked to recite the text's content orally and in writing.
5. Review: the teacher and students reviewed the text together and discussed their understanding.

In the Survey phase, students were directed to observe important parts of the text, such as the title, images, subtitles, and the opening sentences of paragraphs. Some students showed enthusiasm in guessing the text's content based on the images and titles. However, others remained confused about what to look for in this survey phase, indicating that they were not yet accustomed to reading comprehensively and strategically before entering the text's content.

The Question phase involved encouraging students to formulate questions based on their observations in the previous phase. The teacher demonstrated how to formulate initial questions, such as "Who is the main character in this story?" or "What might happen in the story based on the images?" Although some students were able to ask simple questions, many still struggled to formulate relevant questions, requiring further guidance. This indicated that students' critical thinking skills in interpreting initial information from the text still needed to be developed.

In the Read phase, students were asked to read the text thoroughly while searching for answers to the questions they had formulated. Students began to demonstrate focus and persistence while reading, especially after realizing that

they had to find specific information within the text. However, some students only skimmed the text without fully understanding the text's content. This difficulty may arise because not all students possess good reading comprehension skills, particularly in capturing implicit information or answering questions in complete sentences.

The Recite stage presents a particular challenge for students. In this activity, students are asked to restate the content of the reading in their own words. The majority of students still tend to repeat sentences in the text without first processing them. Most students are still accustomed to memorizing the content of the reading rather than understanding and rephrasing it verbally or in writing. This indicates that students' ability to reflect on and rephrase the text is still low and requires continuous practice through habituation.

The final stage, Review, is conducted as a class, with the teacher guiding students to review the text through discussion. During this stage, students demonstrate greater enthusiasm because they can share their understanding and correct errors collaboratively. This activity helps students strengthen their memory of the reading content and trains them in discussions and accepting feedback from peers.

Based on the results of the learning evaluation at the end of Cycle I, there was a significant increase in student engagement and understanding. The class average score increased compared to the pre-cycle results. Previously, only 8 students (32%) achieved a score of 70 or higher. After the first cycle, this figure increased to 15 students (60%). However, 10 students still did not achieve the Minimum Competency (KKM), indicating that the learning process had not fully improved all students' text literacy skills. Furthermore, observations and field notes revealed that students still needed more intensive guidance in the Question and Recite stages, as well as repeated practice to develop active thinking and reading patterns.

Reflections from the first cycle indicated that the SQ3R method had good potential for improving text literacy, but its implementation needed to be adapted to classroom conditions and student abilities. Researchers and teachers agreed to make improvements in the second cycle, particularly by providing a wider variety of example questions, using supporting media, and increasing practice in retelling reading material orally and in writing using techniques that were more enjoyable and motivating for students.

B. CYCLE 2

Cycle II was implemented as a follow-up to the reflection in Cycle I, which showed that despite improvements in learning outcomes, some students still experienced difficulty understanding texts and independently retelling the content of the reading. Therefore, in Cycle II, several strategy improvements were made, such as developing more structured worksheets, using visual aids (pictures and mind maps), and increasing the intensity of guidance during the Question and Recite stages.

In the Survey stage, students showed significant progress. They began to become accustomed to observing text titles, images, and subtitles to predict the content of the reading. Compared to the previous cycle, students appeared more active in making predictions about the text's content, even being able to identify important keywords found in the text before reading further.

The Question stage also showed progress. While in Cycle I, many students still struggled to formulate questions, in Cycle II, they began to be able to formulate simple questions relevant to the text's content, such as "Why did the main character do that?" or "What is the moral of this story?" The teacher provided model questions on the whiteboard and facilitated small group discussions to help students formulate questions collectively before reading.

In the Read stage, students read the text with greater focus and direction, as they read to answer questions they have created themselves. Students begin to demonstrate active reading strategies by highlighting or taking notes on sections of the text they deem important. The teacher also assists students more closely to help them identify explicit and implicit information in the text.

The most significant developments are seen in the Recite stage. Students who previously struggled to retell the content of the reading are now able to explain it verbally and write summaries in their own words. Some students are even able to add opinions or responses to the reading content, demonstrating improved critical and reflective thinking skills. To strengthen these skills, the teacher also uses mini-presentations, where several students are randomly selected to present the text they have read to the class.

The Review stage is more interactive through group discussions and individual reflection assignments. Students are asked to write down important things they learned from the text and answer several reflective questions, such as "What lessons can I learn from this reading?" This activity helps students reinforce the text's content while encouraging them to reflect on their own understanding.

Based on the results of the second cycle evaluation, there was a more significant improvement compared to the first cycle. Of the 25 students, 22 (88%) achieved a score of 70 or higher. The class average improved, and students demonstrated a more positive attitude toward reading activities. Students appeared more confident in asking questions, discussing, and answering text-based problems. In addition to cognitive improvements, changes in student behavior were also evident they became more active, spoke up, and took greater responsibility for group and individual assignments.

Reflections at the end of the second cycle showed that the consistent application of the SQ3R method was able to develop an effective and enjoyable reading learning strategy. Although some students still needed additional guidance, overall, the results of the second cycle indicated that the research objective, which was to improve students' text literacy through the SQ3R method, had been successfully achieved.

C. Comparison of Results Between Cycles

To demonstrate the effectiveness of the SQ3R method in improving fourth-grade students' text literacy, the following presents a comparison of the number of students achieving the Minimum Completion Criteria (KKM = 70) at each stage:

Table 1

| Stage | Number of Students Completed | Number of Students Not Completed | Percentage of Completion |
|-----------|------------------------------|----------------------------------|--------------------------|
| Pre-Cycle | 8 students | 17 students | 32% |
| Cycle 1 | 15 students | 10 students | 60% |
| Cycle 2 | 22 students | 3 students | 88% |

Based on the comparison of the pre-cycle, cycle I, and cycle II, a significant improvement in students' text literacy skills was observed. In the pre-cycle phase, only 8 out of 25 students (32%) achieved scores above the Minimum Completion Criteria (KKM) of 70. This indicates that the majority of students were unable to adequately comprehend the content of the reading text, including identifying important information, answering questions, or rephrasing the reading in their own words.

After implementing the SQ3R method in cycle I, the number of students who completed the reading increased to 15 (60%). This improvement reflects that most students began to benefit from the steps in the SQ3R method, such as Survey and Read, which help build initial understanding of the text, and Question, which encourages students to read with purpose. However, 10 students (40%) still did not complete the reading due to difficulties in formulating questions and rephrasing the reading comprehensively. This indicates that further guidance is needed to familiarize students with active and reflective reading strategies.

In the second cycle, after improvements to learning strategies and more intensive mentoring, the results showed a greater increase. A total of 22 students (88%) achieved the Minimum Competency (KKM). This improvement was evident not only in grades but also in student learning behavior. Students became more enthusiastic about reading, were able to formulate questions based on the text, and were active in retelling the reading material orally and in writing. Thus, the SQ3R method is effective in developing more focused, enjoyable, and meaningful reading habits.

Overall, the improvement from the pre-cycle to the second cycle indicates that the implementation of the SQ3R method has had a significant impact on improving students' text literacy. Comparison of results between cycles indicates that, with the appropriate learning approach and systematic strategies, students were able to develop both in reading comprehension and in their ability to retell information. Therefore, it can be concluded that the interventions implemented through the SQ3R method successfully addressed the literacy learning challenges identified in the initial observations, and the research objectives were optimally achieved.

V. CLOSURE

A. Conclusion

Based on the results of two cycles of classroom action research, it can be concluded that the Survey, Question, Read, Recite, and Review (SQ3R) method has proven effective in improving the text literacy skills of fourth-grade students at MIS Hayatul Islamiyah Cinangka.

Before the action, students' literacy skills were still low, with only 32%

achieving the Minimum Competency (KKM). After the first cycle, this increased to 60%, although some students still experienced difficulty formulating questions and rephrasing the reading material. After strategy improvements in the second cycle, learning completion significantly increased to 88%. Furthermore, there was an increase in students' learning engagement, independence, and critical thinking skills regarding the texts they read.

The SQ3R method provides a clear structure and helps students read with greater focus. The stages in this method encourage students to build understanding, formulate questions, recite information, and review their reading reflectively. Therefore, it can be concluded that the SQ3R method is able to address the problem of low text literacy in students and can be used as an alternative strategy for teaching Indonesian in elementary schools.

B. Suggestion

Based on the research results and conclusions, the researcher offers the following recommendations:

1. For Teachers

Teachers are advised to routinely apply the SQ3R method in reading lessons, especially for reading texts that require in-depth understanding. Teachers also need to provide intensive guidance in the initial stages of implementing the method, particularly in the Question and Recite sections, so that students become accustomed to critical thinking and retelling the reading content in their own words.

2. For Students

Students need to be trained to be more active in reading activities, not just skimming, but also being able to understand, ask questions, and re-explain the text. The SQ3R method can be a way for students to learn to read using a fun and meaningful strategy.

3. For Schools

Schools are expected to support the development of literacy strategy-based learning models such as SQ3R, for example through teacher training, providing supporting teaching materials, and collaboration between teachers in developing innovative learning methods focused on improving literacy.

4. For Further Researchers

This research is still limited to one class and level. Other researchers can develop this research by applying the SQ3R method at different levels or with a quantitative approach to see its broader influence on other literacy skills, such as writing and critical thinking.

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