The Influence of Survey, Question, Read, Reflect, Recite, and Review (SQ4R) Strategy on Elementary School Students' Sight Reading Skills

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Abstract

The problem in this research is that elementary school students' sight reading skills are still not optimal. The reason is that in skim reading skills, students are less motivated to read the text, students have difficulty understanding the content of the text, and students have difficulty in concluding the content of the text. Students' lack of motivation in sight reading is one of the factors that causes students' sight reading skills to not be optimal. This research aims to determine whether there is an influence of the SQ4R) strategy on students' skim reading skills in elementary schools. This type of research is Quasi Experimental Design with a Nonequivalent Control Group Design research design. The population of this study were elementary school students with the sampling technique being random sampling. Data obtained with the final test were analyzed using the t test. The results of the research using normality and homogeneity tests on both data were normally and homogeneously distributed. Next, a hypothesis test was carried out with the t-$_{test}$ showing t_{count}= 3.731 and t_{table}= 1.688 with df= 38 (n1 + n2 – 2 = 19+19-2=36) and a significance level of 5%. Based on testing $t_{count} > t_{table}$ (3,731 > 1,688), H0 is rejected and H1 is accepted with the conclusion that there is an influence of the Survey, Question, Read, Reflect, Recite, and Review (SQ4R) strategy on students' short- online reading skills in elementary schools.

Keywords – Relationship; Emotional Intelligence; Social Attitude; Students; Elementary School.

1. Introduction

Learning Indonesian has four language skills, namely listening, speaking, reading, writing. Listening and speaking skills are categorized as oral language skills, while writing and reading skills are categorized as written language skills. Each skill is closely related with the processes underlying language. Of the four skills, one of the focus of the researcher's study is reading skills. According to Putri (2023) states that "reading is an activity or cognitive process that attempts to find various information contained in writing. In line with the above, according to Porter & Peters-Burton (2021) states that "reading is a process carried out and used by readers to obtain messages, which are to be conveyed through the media of words/written language" . Allah SWT also tells us to read in the letter Al-'Ankabut verse 45 which reads:

ٱتۡلُ مَآ أُوحِيَ إِلَيۡكَ مِنَ ٱلۡكِتَٰبِ وَأَقِمِ ٱلصَّلَوٰةَۖ إِنَّ ٱلصَّلَوٰةَ تَنۡهَىٰ عَنِ ٱلۡفَحۡشَآءِ وَٱلۡمُنكَرِۗ وَلَذِكۡرُ ٱللَّهِ أَكۡبَرُۗ وَٱللَّهُ يَعۡلَمُ مَا تَصۡنَعُونَ ٤٥

Meaning: *"Read the Book (al-Qur'an) that has been revealed to you (Muhammad) and perform prayer. Indeed, prayer prevents evil and evil (actions). And (know) remembering Allah (prayer) is greater (its priority over other acts of worship). Allah knows what you do." (Al-'Ankabut:45).*

Based on the verse, it is clear that Allah SWT teaches humans through reading and writing, because reading and writing is the key to knowledge. This shows that Islam has called on humans to read and write since the beginning, because the first revelation of Allah was about reading. And reading cannot be enjoyed without understanding. Because reading is an ability that students must have in order to increase their knowledge . This is in accordance with the many types of reading, according to Siregar (2023) the types of reading are reading comprehension, skimming, intensive reading, scanning reading, reading aloud, and reading silently.

Based on the results of observations regarding students' reading skills in the Indonesian language learning process, it has been identified that these skills remain suboptimal (Sudarsono & Astutik, 2024). The challenges encountered are

evident across three critical stages of the reading process. In the pre-reading stage, students often lack the motivation to engage with the text, which hinders their readiness to explore and comprehend its content. This low level of interest sets the tone for ineffective learning. Moving to the while-reading stage, many students experience significant difficulty in understanding the content of the text. This struggle is largely attributed to their underdeveloped skimming skills, which are essential for identifying main ideas and extracting key details efficiently. Finally, in the post-reading stage, students encounter challenges in drawing conclusions or summarizing the text, indicating gaps in their comprehension and synthesis abilities.

Several factors contribute to these issues. Firstly, teachers have not fully implemented the structured stages of reading—pre-reading, while-reading, and post-reading—within the learning process (Selfie & Hartati, 2021; Murdani, 2021). These stages are critical for guiding students in developing a systematic approach to reading comprehension. Secondly, the teaching methods employed remain largely conventional, lacking innovation or interactive elements that could better engage students and stimulate their interest in reading. Consequently, students' reading skills, particularly in skimming, remain underdeveloped, leading to lower overall proficiency. Addressing these issues requires a more strategic approach, such as incorporating structured reading activities, employing active and innovative teaching methods, and providing explicit instruction on reading strategies like skimming. These efforts are necessary to enhance students' reading motivation, comprehension, and overall literacy skills.

2. Method

This research was conducted in an elementary school setting to examine the effectiveness of the implemented intervention. The research employed a Quasi-Experimental Design, specifically utilizing the Nonequivalent Control Group Design. This design was chosen to allow for comparison between groups that

were not randomly assigned, providing valuable insights into the impact of the intervention (Muzakky, n.d.).

The population of the study consisted of elementary school students, selected using a random sampling technique to ensure a representative sample. Data were collected through multiple methods, including observations, documentation, and tests, with the final test serving as the primary instrument for assessing student outcomes. The collected data were analyzed using statistical methods, including normality tests, homogeneity tests, and t-tests, to evaluate the significance of the findings (Kholida et al., 2024).

To ensure the reliability and precision of the analysis, the SPSS 21 software was used. This software facilitated comprehensive and accurate statistical processing, ensuring the validity of the research results. Through this rigorous methodology, the study aimed to provide robust evidence on the effectiveness of the intervention in enhancing student learning outcomes.

3. Result and Discussion

Description of Research Implementation

This research is a quantitative research with a research design of " Nonequivalent Control Group Design . " by placing research subjects into two classes, namely the experimental class and the control class. In this design, there is a Pretest before being given treatment and a Post t test after being given treatment that applies to the two classes of research subjects. The data obtained in this study are final test result data. The research procedures carried out by researchers in the experimental and control classes consisted of three stages : the preparation stage, the implementation stage and the completion stage.

In the preparation stage, both the experimental and control classes were determined by determining the school as the research location . The population in this study were elementary school students with sampling carried out by the researcher, namely by taking samples randomly using lottery paper. The first

lottery paper was the experimental class and the second lottery paper was the control class .

Next, the researcher designed the lesson plan and trial questions which were then validated by a team of experts . After validation was carried out, the multiple-choice questions were tested in classes with different schools . The questions that had been tested were then subjected to item analysis consisting of validation, reliability testing, discrimination power and difficulty index. The questions that had been analyzed could be used for the initial test.

At the implementation stage of learning in the Experimental class, the learning steps are followed using the SQ4R strategy with the following steps : 1) Survey (introduction) 2) Question (ask), 3) Read (read) 4) Reflect (reflect), 5) Recite (retell in your own words), 6) Review (review).

Data on students' sight reading acquisition in learning , especially Indonesian, can be seen from the pretest and posttest results from the experimental class and control class. The experimental class was given treatment using the SQ4R strategy and the control class with conventional learning. Before being given treatment, each class was given a pretest. The pretest scores from the experimental class and control class can be seen in the following graph:

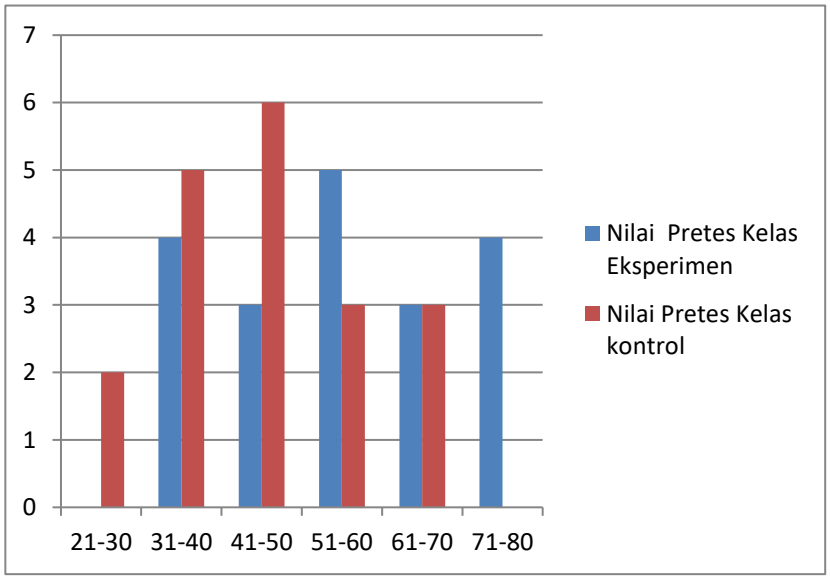

Figure 1. Frequency Distribution of Pretest of Experimental Class and Control Class

Based on the graph above, it shows that students who get a score from the range of 21-30 in the experimental class are none while in the control class there are 2 students. The score from the range of 31-40 in the experimental class is obtained by 4 students while in the control class there are 10 students. The score from the range of 41-50 in the experimental class is obtained by 3 students while in the control class there are 6 students. The score from the range of 51-60 in the experimental class is obtained by 5 students while in the control class there are 3 students. The score from the range of 71-80 in the experimental and control classes is obtained by 3 students each. The score from the range of 81 -90 in the experimental class is obtained by 4 students each while in the control class there are none. After the experimental class was given treatment using the SQ4R strategy And control class with conventional learning then at the end of the learning a posttest is given. The posttest scores of the experimental class and the control class can be seen in the following graph.

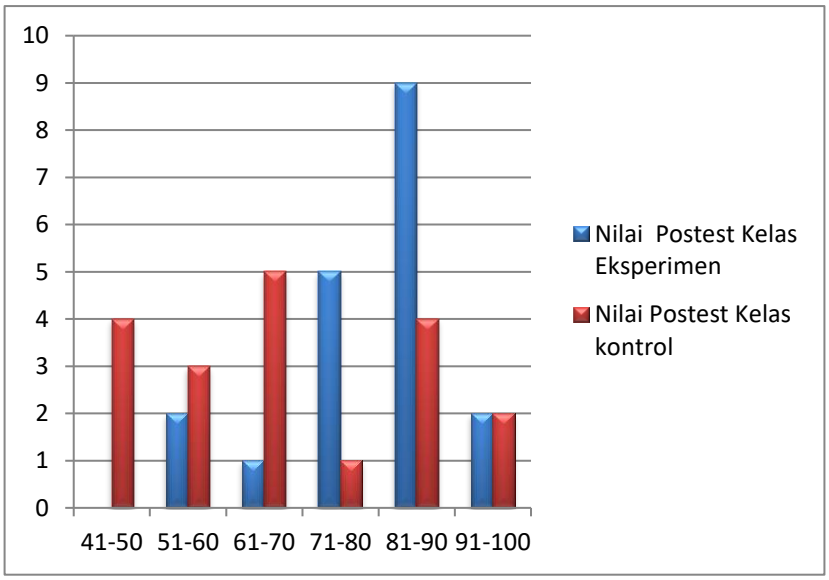

Figure 2. Frequency Distribution of Posttest of Experimental Class and Control Class

Based on the graph above, it shows that students who get a score in the range of 41-50 in the experimental class are none while in the control class there are 4 students. The score in the range of 51-60 in the experimental class is obtained by 2 students while in the control class there are 3 students. The score

in the range of 71-80 in the experimental class is obtained by 5 students while in the control class there is 1 student. The score in the range of 81-90 in the experimental class is obtained by 9 students while in the control class there are 4 students. The score in the range of 91-100 in the experimental and control classes is 2 students each.

Based on the graphic results, it can be seen that students' sight reading skills using the SQ4R strategy get higher scores compared to conventional learning . This proves that the SQ4R strategy is one of the learning models that can affect students' reading skills. Proven from the results of the hypothesis test using the t test. Based on the calculation results, it was obtained that H0 was rejected because it was obtained from the calculated t = 5.847 and t Table =1.688 where t count greater than t Table. So it can be said that H1 is accepted and H0 is rejected which states "there is an Influence of Survey, Question, Read, Reflect, Recite, and Review (SQ4R) Strategy on Elementary School Students' Skimming Skills.

Before the conclusion of the learning outcome data is drawn, a statistical analysis is first carried out. The analysis is carried out using a t-test. Before the t-test is carried out, a normality test and a homogeneity test are first carried out.

Normality Test Final Test

In this study, the normality test aims to determine whether the data is normally distributed or not. The normality test conducted by the researcher was assisted by using SPSS 21 Software. The results of the normality test obtained can be seen in the table below .

Table 1. Results of Normality Test of Learning Outcome Test of Fraction Addition

Tests of Normality						
	Kolmogorov-Smirnov [a]			Shapiro Wilk		
	Statistics	df	Sig.	Statistics	Df	Sig.
class a	,178	19	,117	,920	19	,115
class b	,156	19	,200 *	,953	19	,444
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Homogeneity Test Final Test

The results of the calculation of the homogeneity test of the variance of the two sample classes using the Lavene test . The results of the homogeneity test can be seen in the following table:

Table 2. Sample Class Homogeneity Test Results

Test of Homogeneity of Variances			
class a			
Levene Statistics	df1	df2	Sig.
4,749	1	36	,036

Hypothesis Testing

After it is known that the sample class is normally distributed and homogeneous, the next stage is to test the hypothesis with the t-test. The results of the t-test on both sample classes can be seen in the following table:

Table 3. Results of Learning Outcome Hypothesis Test

Sample Class	**N**	$\overline{X}$	**S**	**t count**	**t table**	α
Experiment	19	78	47.56	3731	1688	0.05
Control	19	68	89.58			

Based on the results of the hypothesis test using the manual t -test method, the calculated t- value data was obtained. = 3.731 and t_tabel= 1.688 which t_hitungis greater than t_(tabel).

So it can be interpreted that H_0what is rejected and H_1what is accepted, which reads "the reading skills of students who use the SQ4R strategy are not the same as students who use conventional learning.

Based on the analysis of the data that has been obtained, it can be seen that there is an influence of skimming skills in the experimental class that learns using the SQ4R strategy with students in the control class that uses conventional learning . This can be seen from the average value of students in the experimental class. 78 and the control class 68. The lowest pretest score of the control class students was 40 while the highest pretest score of the control class students was 80. The lowest posttest score of the control class students was 60, while the

highest posttest score of the control class students was 100. The lowest pretest score of the experimental class students was 30, while the highest pretest score of the experimental class students was 70. The lowest posttest score of the experimental class students was 40, while the highest posttest score of the experimental class students was 100. SQ4R Strategy is one of the learning strategies that can affect students' skimming skills. This can be seen from the results of the hypothesis test using the t-test. Based on the data analysis and hypothesis testing conducted, it shows that the skimming skills of students who use the SQ4R strategy not the same as the sight reading skills of students who use conventional learning or there is an influence of the SQ4R strategy on students' sight reading skills (Miller, 2022; Kholida et al., 2024, Sudarsono & Astutik, 2024).

Based on the posttest results, the use of the SQ4R strategy is suitable for students' skimming skills. Through skimming, students will understand the text they read more quickly. This is in accordance with what Karim (2023) stated that "skimming is a type of reading that makes our eyes move quickly to see, pay attention to written materials to find and obtain information, explanations". In agreement with Febilianingtyas et al. (2024) who stated that "skimming is reading that makes our eyes move quickly to see, pay attention to written materials to find out the general content or parts of a reading". The learning process carried out using the SQ4R strategy in the experimental class and conventional learning in the control class, it can be understood that the two methods have different effects in improving students' skimming skills (Black, 2022; Churat et al., 2022). The effect of the SQ4R strategy is better than discussion and question and answer. This is in accordance with the opinion Astiza et al. (2023) stated that the advantages of the SQ4R strategy are: 1) With the survey stage at the beginning of learning, this arouses students' curiosity about the material to be studied so that it can increase students' motivation in learning, 2) students are given the opportunity to ask questions and find answers to their own questions by reading. Thus, it can encourage students to think critically, be active in learning and

meaningful learning, 3) the material studied by students sticks for a longer period of time.

4. Conclusion

Based on the results of the research conducted by the researcher and by looking at the results of data processing, it can be concluded that the results of students' mathematics learning in the experimental class that implemented the SQ4R strategy were better than the students' sight reading skills in the control class that implemented conventional learning. The average obtained by students in the experimental class was 78 while the control class had an average of 6 8 .

The results of the hypothesis test obtained are: Based on the results of the hypothesis test using the manual t -test method, the calculated t- value data was obtained. = 3.731 and t_tabel= 1.688 which is t_hitunggreater than t_(tabel). So it can be interpreted that H_0it is rejected and H_1accepted, which reads "the reading skills of students who use the SQ4R strategy are not the same as students who use conventional learning.

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