

## Benefits of SQ4R Method in Reading Comprehension to Improve Student Literacy

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### ABSTRACT

Understanding reading using the SQ4R method is one way to foster a reading culture and increase student literacy levels. Literacy culture must be developed to improve the literacy level of the community, especially students. By increasing literacy, one's expertise and knowledge can be implemented with creativity and innovation. **Purpose Research.** This article aims to discover the benefits of applying the SQ4R method in understanding reading to improve student skills and knowledge. **Methods.** The method used in this article is library research. **Result.** The results of the implementation of the SQ4R method in understanding reading are helpful for students in higher education, and this can be seen from the skill and knowledge of more developed students and experts in the fields studied so that student literacy skills can increase and students can be creative and produce innovation in their scientific fields.

**Keyword:** *Literacy, SQ4R method, Understanding readings*

### A. INTRODUCTION

The National Literacy Movement in Indonesia is currently being promoted and socialized among the community, especially in education, both schools and universities. The Literacy Movement is a unique strategy for increasing public interest in reading and literacy, especially among students. Based on data from (Ministry of Education, 2023) PISA (*Programme for International Student Assessment*) data that measures reading literacy levels in 2022, Indonesia is still in the bottom 11 ranks out of 81 countries in the data. Meanwhile, Indonesia's cultural literacy score is 57.4 points. This value was recorded to increase by 5.7% compared to the previous year of 54.29 points. Literacy culture must be developed to increase the literacy level of the community, especially students. The increase in community iteration will affect one's knowledge and expertise, producing creativity and innovation for welfare.

Increasing people's literacy is inseparable from reading culture. Furthermore, one of the efforts to improve literacy is to apply the SQ4R method when reading. The SQ4R method can improve students' reading skills and comprehension at various levels of education. In addition, this method also helps students to develop mental skills, such as growing questions from the title/subtitle of a chapter, providing examples of reading material, taking notes and re-discussing, and reviewing thoroughly. Thus, applying the SQ4R method will significantly improve students' literacy and reading comprehension skills.

The SQ4R method is a way of reading that can develop students' mental skills, which was introduced by (Brown, 2007) as a process of interaction between written information and readers by understanding language. In this model, students are asked to read and answer questions and have a deeper interaction with the text they read. This allows students to use their knowledge in reading activities to improve their reading skills and comprehension significantly.

The development of digital library services is inseparable from the role of technology; this can be seen in library services, where libraries have provided book collection lending services in the form of textbooks and ebooks. To increase knowledge, students no longer have to visit the library to read books, but they can take advantage of Android-based applications served in the library to borrow and read digital books. So that with the ebook, students can take advantage of the application and read ebooks wherever they are more efficiently. So that students can get used to reading in their spare time. Reading habits will become a culture and can indirectly increase student literacy. There is a method of reading comprehension that can be used to improve students' reading skills and help them understand the reading that has been read, namely the SQ4R method.

According to (Andiriyanto, 2016), "The SQ4R method is a method that has been proven effective in improving students' reading and reading comprehension skills and the application of the SQ4R method can contribute significantly to increasing student literacy, the SQ4R method is effective in improving student reading skills". Meanwhile, according to (Rojabi, 2020) found that "the application of the SQ4R method is able to improve students' reading comprehension. and increase students' active participation in the learning process".

The SQ4R method also improves students' metacognitive abilities and helps them focus and concentrate on fostering a higher interest in reading. The steps in the SQ4R method, such as survey, question, read, reflect, recite, and review, provide a comprehensive approach to reading comprehension and develop reading comprehension skills (Kinanthi, 2013). In addition, applying the SQ4R method has also proven effective in improving students' reading skills and comprehension. "The application of the SQ4R method has good implications on lecturers and students and helps them to understand the reading text better" (Rojabi, 2020). Applying the

SQ4R method to understand reading is essential. It must be applied by students in higher education so that student's skills and knowledge are more developed and experts in the fields studied so that their literacy abilities can increase. Literacy is the ability to speak, count, solve problems, understand and use the potential of students' abilities, and increase literacy skills related to reading habits and methods used in understanding what has been read. Based on the description above, the author is interested in knowing the Benefits of the SQ4R Method in Understanding Reading to Improve Student Literacy.

## **B. RESEARCH METHODS**

The method used in this article is library research, according to (Zed Mestika, 2003), which is a method whose data collection is carried out by understanding and studying theories from various literature related to the research. There are four stages of literature study in research, namely preparing the necessary equipment, preparing a working bibliography, organizing time and reading or recording research materials, collecting data using ways to find sources and constructing from various sources such as books, journals and studies that have been done. The library material from these references is critically analyzed and must be in-depth to support its propositions and ideas.

## **C. RESULTS AND DISCUSSION**

Understanding reading and applying the SQ4R method is a necessary foundation to improve the skills and knowledge of students in higher education because it is necessary to study in college. Students must master the teaching material from lecturers and even find solutions to every problem in teaching and learning activities. Students are required to be able to write and publish their writings, so they must master four language skills, namely listening, speaking, reading and writing. According to Miller (2016), "reading is a cognitive and emotional journey for the reader". In the sense that cognitive abilities are all mental activities that allow individuals to connect, judge, and consider an event as a result of the individual gaining knowledge afterwards. Cognitive abilities are needed in students' teaching and learning process so that every time they read a book title, they will go through a stage they originally did not know they would understand, then become knowledgeable and knowledgeable so that they are experts in the field studied. Cognitive activities are all mental activities that shape an individual to connect, assess, and consider an incident so that the individual receives knowledge afterwards.

Reading is an essential journey for the reader to get information from different types of texts and for various purposes. Santi (2015) explains that "reading is the product of a process that operates during reading to create a representation of the situation that the reading text describes". Another opinion was expressed by Zhang (2018), who explained that "reading comprehension is defined as the process of receiving and integrating information from print media".

### ***Understanding the SQ4R Learning Model***

The SQ4R learning model is the development of the SQ3R learning model with the addition of reflect elements. Reflecting means a reading activity that provides examples from reading material and imagines the context relevant to the information obtained from reading. The SQ3R learning model is a learning strategy that helps readers think about the information in the reading text. If students finish reading the book but they do not understand the information that has been read, they can use and apply the SQ3R method. According to Huda (2013), "The SQ3R method requires readers to activate their thinking and review their understanding throughout the reading".

The development of the learning model from SQ3R to SQ4R, with the addition of reflecting elements, will make it easier for students to understand the reading content and present a meaningful learning process because students can connect their experiences with the material obtained from lecturers. Meanwhile, according to Herlina (2016), the SQ4R learning model is a reading technique to find the main ideas and supporters. It helps make it easier for readers to recall critical reading information through five activity steps: survey, question, read, recite, review and reflect. Through the SQ4R learning model, students are trained to be independent and thorough, which makes it easier for lecturers to monitor the effectiveness of reading in students.

The SQ4R method is one model that can be applied in learning to improve students' ability to understand reading. Shoimin, (2014) explained the purpose of the SQ4R learning model (survey, question, read, reflect, recite, review), namely, Survey by looking at reading texts and taking notes. Question by making questions (why-how, from where) about reading material (teaching material); Read by reading the text and looking for the answer; Reflect, which is the activity of providing examples of reading material and imagining relevant actual context; Recite by considering the answers given (note 39 together); And review by way of thorough review.

The SQ4R learning model is a reading method developed from the SQ3R learning model by adding an element of reflection. This method is used to read study materials to understand the contents of books or readings comprehensively.

SQ4R consists of six stages: Survey, Question, Read, Reflect, Recite, and Review. This learning model was developed by Francis Robinson in 1941 and has brought about significant changes in the development of learning methods. SQ4R can develop students' metacognitive skills by assigning them to go to the library and read books carefully and in a structured manner. The stages of applying the SQ4R learning model include examining the reading text, making questions, reading the text and looking for answers, providing examples from reading material and imagining the relevant actual context, considering the answers given, and reviewing them thoroughly.

The SQ4R learning model is an elaboration strategy that forms students' habits of concentrating on reading, training speed reading skills, training forecasting power regarding reading content, and developing critical and comprehensive reading skills. The SQ4R learning model has several important objectives in helping students develop reading skills effectively and efficiently. The objectives of the SQ4R learning model are as follows:

1. Develop student's reading skills systematically and structured, so that they can understand the reading material better and understand the contents of books or reading content comprehensively.
2. Improve the teaching and learning process steadily, efficiently, and effectively for various reading materials, so that students can improve their critical thinking skills and understand the concepts discussed in the reading material.

The SQ4R learning model provides systematic steps to help students develop reading skills effectively and efficiently. SQ4R, according to Suyatno (2009.): The first step, Survey, involves examining the reading text and noting/marketing the main idea of each paragraph. This goal is to understand the length of the text, section headings and subsection headings, terms and keywords, and so on. The second step, Question, involves making questions (why, how, and from where) about the reading material (teaching material) and providing instructions or examples to students to compile clear, brief, and relevant maps.

The third step, Read, involves reading the text and looking for the answer. Lecturers assign students to seek answers to questions that have been compiled actively. The fourth step, Reflect, provides examples of reading material and imagines relevant actual context. Reflecting is not a separate step from reading but a whole step. During reading, lecturers assign students enough to remember or memorize and try to understand the information conveyed. Step five, Recite, involves considering the answers found (jot them down or discuss them together). The lecturer assigns students to mention the answers to the questions that have

been compiled. The sixth step, Review, involves reviewing the re-step thoroughly. In the last step, the lecturer assigns students to review all questions and answers. By the way, students look back and compare their writing with the actual reading material. If there are errors, students correct their writing with the content of the answer.

According to Shoimin (2014) the SQ4R learning model has advantages and disadvantages. The advantages of the SQ4R learning model include:

- a. The SQ4R learning model can arouse students' curiosity about the material to be learned so that it can increase motivation in learning.
- b. Lecturers can provide opportunities for students to ask questions and try to find answers to their own questions by doing reading activities, thereby encouraging students to think critically, actively learn and obtain meaningful learning.
- c. The material studied by the student is attached for a longer period of time.

The disadvantages of the SQ4R Learning Model are:

- a. The SQ4R learning model cannot be applied to all subjects, because the SQ4R learning model can only be applied to physics subjects, the subject matter in physics material is not always easy to understand by reading, but also needs practicum
- b. Lecturers will have difficulties if not all students have reading books, so it is necessary to prepare reading books for each student.

Lecturers can minimize these weaknesses by making efforts to achieve learning objectives optimally. Using the SQ4R model in specific courses can help make it easier for students to remember learning material. These stages reflect provisions for the need to improve the way of learning systematically, effectively, and efficiently. The SQ4R method has several uses, such as Activating students' initial knowledge (background knowledge), helping students remember essential points from reading texts, monitoring students' comprehension, and improving student literacy skills. Some stages in the SQ4R learning model applied are:

- a. The survey and question stages in pre-reading help students focus their attention, concentrate, generate interest in reading, lower their frustration levels, increase their confidence, access their previous knowledge, predict what the writer will say, organize the author's ideas, and understand complex terms and vocabulary.

- b. The reading and reflect stages during reading help students gain meaning, including a number of study skills that help them concentrate, think, seek, and understand ideas and concepts and relate them.
- c. The recite and review stages help students focus their attention, to choose what is important to remember, and to rearrange and rearrange in a form that is relevant to them.

Applying the SQ4R method is very beneficial for students because the survey and question stages in pre-reading help lecturers direct students to understand reading texts by applying six activity steps: survey, question, read, reflect, recite, and review. In addition, the SQ4R learning model can also be applied to improve student's literacy skills and is very effective for improving reading comprehension.

### ***Analysis Results***

Several previous studies were analyzed with the results of research on the application of the SQ4R model in reading comprehension methods, including:

1. Sari, R. M. in 2018 with the title Improving Student Reading Comprehension Skills by Using the SQ4R Model in Indonesian Language Subjects in Class V of SD Negeri 101769 Tembung FY 2017/2018 The results of this study found that the results of the SQ4R learning model (survey, question, read, reflect, recite, review) can improve students' reading comprehension skills in Indonesian subjects in class V SDN 101769 Tembung T.A 2017/2018.
2. Sulikhah, S., Utomo, s., & Santoso, s. in 2020 with the title of research on the effect of survey techniques question read reflectrecite review (SQ4R) and scheme techniques on the ability to read comprehension of Indonesian subjects in grade III public elementary school students in Karanganyardemak sub-district. The results of the study found that the results of Mann Whitney's analysis obtained P 0.000, which showed a difference in the effect of the Survey Question Read Reflect Recite Review (SQ4R) technique and the scheme technique on improving reading comprehension of Indonesian subjects.
3. Wukupyanti, W. N., & Widyatiningtyas, R. in 2019. The title of the study is the application of the learning model Survey, Question, Read, Reflect, Recite, Review (SQ4R) to improve the ability to understand mathematical concepts of junior high school students. *Intermathzo*, 4(1), 54-69. From the study, it was found that there was an increase in the ability to understand mathematical concepts whose learning used the SQ4R model, and an increase in the mathematical understanding ability of students who obtained SQ4R learning better than conventional learning.





4. Yusnaldi, E. in 2020 with the title The Influence of the SQ4R Model (Survey, Question, Read, Reflect, Recite, Review) on Social Studies Learning Outcomes of Dutch Colonization Material in Indonesia Students of Semester V PGMI FITK UIN North Sumatra Medan Academic Year 2019/2020. Tadris IPS. The results of the study found that student learning outcomes using the SQ4R model (Survey, Question, Read, Reflect, Recite, Review) were 85.15. While the average learning outcomes of students using conventional learning strategies is 74.29. Based on the results of the t test where obtained  $4,880 > 1,996$ .
5. Fadhilatullathifi, Z. N., Rahmawati, f., & Chasanah, A. N. in 2023 with the title of the effectiveness of the survey question learning model read reflect recite review (SQ4R) to improve mathematical literacy skills in two-variable linear equation system material. the results showed that the results showed that there was an average difference between the direct learning model and the SQ4R learning model; and the SQ4R model is more effective for improving mathematical literacy skills.

Analysis of the research above can be seen in the benefits of applying the SQ4R model as a reading comprehension method, which can improve students' reading comprehension. In addition, applying the SQ4R method can also increase students' active participation in the reading-learning process in class. The procedure for applying the SQ4R method to improve students' reading, comprehension and literacy skills includes surveys, questions, reading, reflections, recipes, and reviews that must be applied sequentially and adequately to understand reading texts. In addition, there is a need for patience, motivation, and learning to apply this method appropriately. This can be done by learning on YouTube and attending training on how to apply the SQ4R method.

#### **D. CONCLUSION**

The SQ4R learning model is a learning method to improve reading comprehension and improve student literacy by arousing student curiosity about the material to be studied, encouraging students to think critically, actively in learning and obtain meaningful learning; and The material learned by the student is attached for a longer period of time. Applying the SQ4R model in understanding reading is very important and must be applied by students in higher education so that students' skills and knowledge are more developed and experts in the fields studied so that students' literacy abilities can increase and students are able to be creative and produce an innovation in their fields.



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