

**Overcoming reading comprehension deficits: the efficacy of the SQ3R method
across barrett's cognitive levels**

Sella Lailatul Qumayroh, Kemil Wachidah*

*Universitas Muhammadiyah Sidoarjo, Jl. Mojopahit 666B, Sidoarjo, East Java, 61215, Indonesia
kemilwachidah@umsida.ac.id**

Abstract: *Reading comprehension is an important skill that needs to be developed in elementary school because it supports students' academic success and literacy development. However, many students still experience difficulties in understanding reading texts. This study aimed to examine the effectiveness of the SQ3R (Survey, Question, Read, Recite, Review) method in improving the reading comprehension skills of fourth-grade students at UPT SDN 175 Gresik. This research used a quantitative approach with a pre-experimental one-group pretest–posttest design. The participants were fourth-grade students selected using a saturated sampling technique. Data were collected through reading comprehension tests before and after the implementation of the SQ3R method and analyzed using normality tests and paired sample t-tests. The results showed that the SQ3R method had a positive and significant effect on students' reading comprehension skills. Therefore, the SQ3R method can be used as an effective strategy to improve reading comprehension in elementary school students.*

Keywords: *reading comprehension; SQ3R method; elementary school*

Introduction

Education according to the father of national education Ki Hajar Dewantara, "education is a demand in the life of growing children, which means that education guides all the natural powers that exist in children, so that they are able to play a role as humans and members of society by achieving the highest happiness" (Efendy, 2023) In the field of education there are many cross-education, one of which is language education, language education is not far from learning Indonesian at school. From kindergarten to higher levels, Indonesian is not free from the existing compulsory learning aspects.

Indonesian is not only the main means of communication, but also has a strategic role in developing students' social, emotional, and intellectual abilities, thus supporting their success in studying various other fields of study (Sumaryanti, 2023). Furthermore, the position of Indonesian as the national language is affirmed in Article 36 of the 1945 Constitution, which states that the national language is Indonesian (Syamsi et al., 2025), thus indicating that this language has a very strong and important position in the life of the nation and state. This shows that teaching Indonesian is not only relevant in the context of learning in schools, but also has important implications in shaping national identity and strengthening national integration.

There are four main skills in Indonesian according to Tarigan, namely: listening skills, speaking skills, reading skills, writing skills (Tarigan, 2021a). All of these skills are interconnected and support each other in creating effective language. Based on these four skills, reading is a receptive written language skill because through reading, a person receives new information, insights, and experiences that are very useful in developing thinking skills, sharpening reasoning skills, and expanding knowledge. This aligns with Tarigan's opinion that reading is a process aimed at understanding or capturing the message the author wants to convey through a piece of writing (Khusnati et al., 2023).

Early reading skills, particularly in elementary school, provide an important foundation for deepening reading skills and subsequent learning. Teachers play a crucial role in guiding students toward strong reading skills, as these skills not only form the foundation for academic success but also contribute to the development of sustainable literacy skills (Arwita Putri et al., 2023) (Ayuningrum & Herzamzam, 2022). One aspect of Indonesian language learning, particularly reading, is reading comprehension.

Reading comprehension is a type of reading activity that attempts to interpret experiences, connect new information with what is already known, find answers to cognitive questions from written reading materials, and understand literary standards and reviews (Tarigan, 2021b). This ability is one of the important indicators that determine student success in the learning process, because most knowledge is acquired through reading activities, especially reading with deep understanding.

One of the indicators used to measure reading comprehension ability is Barrett's taxonomy, Barrett's taxonomy is a reading taxonomy that includes cognitive and affective aspects developed by Thomas C. Barrett in 1968 (A. Putri et al., 2025). This taxonomy was developed specifically as a guideline for measuring students' cognitive literacy reading comprehension abilities (Himawan, 2023), and has been widely used by teachers as a guideline in overcoming students' reading comprehension difficulties (Nisa & Latifah, 2022). In Barrett's taxonomy, reading comprehension ability is divided into 5 indicators, namely: 1). Literal comprehension ability, this literal comprehension reading ability is the ability to understand the main ideas and written information explicitly in a reading, 2). Reorganization comprehension ability, the ability to read reorganization comprehension is a reading ability that students must have in order to be able to reorganize reading such as being able to analyze, arrange, organize ideas explicitly in reading, 3). Inferential comprehension ability, inferential comprehension reading ability is the reading ability possessed by students to be able to draw a conclusion from the explicit, 4). Evaluation ability, in this ability students are able to provide an assessment or their opinion regarding the text read, 5). Appreciation comprehension ability, in this understanding emphasizes students to understand and appreciate the aspects contained in the reading. (Rifa'i & Chandra, 2025).

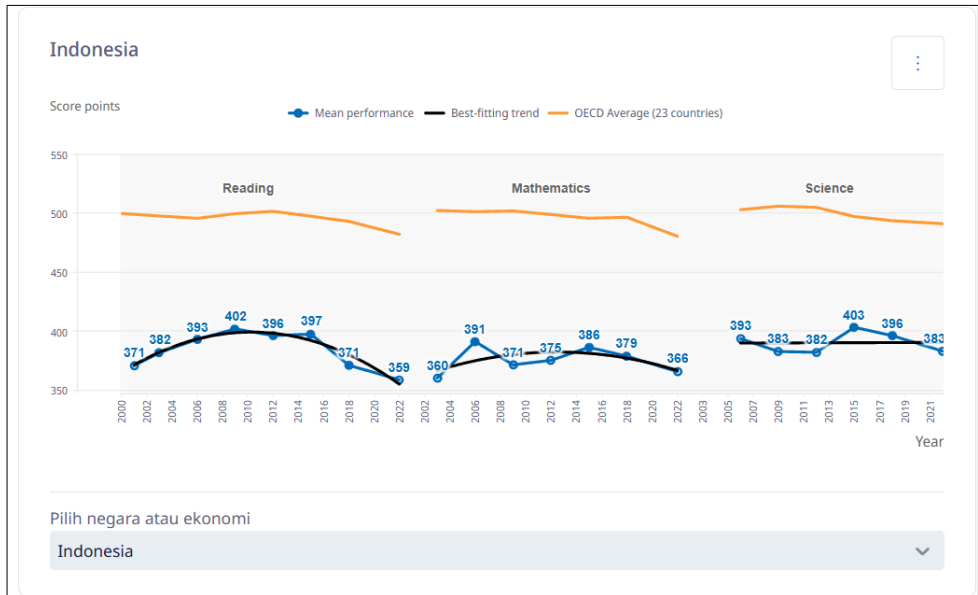


Figure 1. Results of the 2022 Indonesian PISA Research (OECD, 2024)

Figure 1 shows that Indonesia's reading literacy has fluctuated since 2000, but overall, it tends to decline. In 2009, Indonesia's reading literacy score increased to 402, but continued to decline until it reached 359 in 2022, far below the OECD average. This decline in reading literacy indicates that efforts to improve reading literacy in Indonesia have not yet yielded significant changes. This is one of the gaps in reading ability in Indonesia, and this weak reading comprehension skill certainly has a direct impact on sustainable knowledge acquisition.

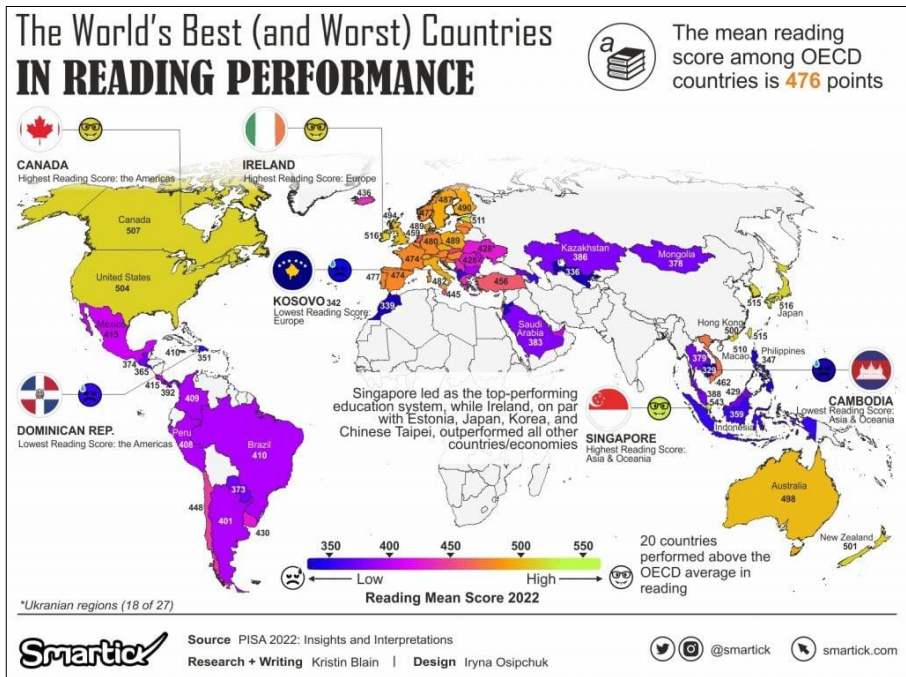


Figure 2. Results of the best and worst countries in reading (Blain, n.d.)

In Figure 2, a map of student reading literacy achievements across countries in the 2022 PISA test shows that Indonesia's position is still relatively low, with a score of only 359, far below the OECD average of 476. Indonesia's score of 359 significantly gaps neighboring countries like Singapore with a score of 543 and Japan with a score of 516, which are ranked in the top 10 in the world. Indonesia's low score indicates that Indonesia's reading ability is still limited, both in understanding and interpreting information in the texts read. This problem shows that the Indonesian education system still faces significant challenges in fostering a strong reading culture, even though reading ability is an important foundation for mastering knowledge and other skills.

Based on the descriptions of the two images provided, it can be confirmed that the results of the 2022 Student Assessment Program (PISA) study stated that Indonesian students' literacy skills scored low (Harahap et al., 2022). In line with this, Sarika stated that sources of knowledge come not only from formal teaching and learning activities in schools but also through reading activities carried out in everyday life (Sarika et al., 2021). Therefore, the ability to read and understand the content of reading is an important requirement for students to be able to master and continuously improve their knowledge.

Similar conditions were also found by researchers when participating in the 7th batch of the campus teaching program at SDN 175 Gresik, it was found that fourth grade students still had difficulty in understanding reading. This was caused by indicators, namely 1) literal understanding, in this understanding the students' ability to understand ideas and explicit information was still lacking, this was due to the limited vocabulary that students had so that students had difficulty in understanding more complex texts, 2) reorganization understanding, there were still many students who had not been able to organize or analyze readings correctly because they did not understand how to distinguish main ideas from other structures. 3) inferential understanding, students' ability to draw conclusions was still low, this was seen when students answered questions related to the content of the reading often inappropriately because of their weak understanding of the content of the reading. 4) evaluation understanding, students' lack of ability to give their opinions or assessments of the reading, due to students' low self-confidence in expressing their opinions freely where students were rarely asked to retell and re-express what they read. 5) Appreciation ability, students still have difficulty understanding and appreciating the values contained in the reading, this is because students often only read to answer a question without understanding the contents of the text being read. As a consequence, this reduces their intensity and interest in reading activities. As a result, students have difficulty concentrating while reading, which has a direct impact on the low level of understanding of the contents of the reading. Therefore, as an effort to overcome this problem, it is necessary to apply the right learning method, one of which is the SQ3R method.

The SQ3R (Survey, Question, Read, Recite, Review) method is a learning strategy first developed by Francis P. Robinson in 1946 at Ohio University, United States. This method is known as a practical approach that can be applied in various learning situations because it provides systematic steps that encourage active interaction between the reader and the text, thereby strengthening understanding of the material (Susanti, 2022). According to Husna, this

strategy has several advantages, such as increasing student confidence and concentration, helping them focus on difficult parts, practicing the ability to find answers independently, and strengthening memory through question and answer activities (Rakhman et al., 2024). The SQ3R work process consists of five stages. The survey stage, which reviews the entire content of the reading, such as titles and subtitles, to gain initial understanding. Then, the question stage, the reader formulates questions to guide the reading. The read stage, which reads the text with the aim of answering the questions that have been created. Next, the recite stage, restating the information in one's own words to strengthen memory. Review stage, repeating and reviewing the material to ensure comprehensive understanding (Emira Hayatina Ramadhan et al., 2024).

Various research results show that the SQ3R method is effective in improving students' reading comprehension skills. Research conducted by Sakinah and Ibrahim showed that fourth-grade elementary school students who were given intervention in the form of the SQ3R method had better reading comprehension skills compared to students who did not receive the intervention, thus proving the significant effect of the application of this method (Sakinah & Ibrahim, 2023). In line with these findings, Putri et al. also concluded that the reading comprehension skills of fifth-grade students at SD Inpres 135 Hasik Jaya experienced an increase after the implementation of the SQ3R method in the learning process (I. N. R. Putri et al., 2023). Meanwhile, research by Subekti et al. confirmed that the implementation of the SQ3R method had a positive impact on students' reading comprehension in Indonesian subjects, where students became more actively involved, interested in reading, and were able to increase their attention and comprehension of the reading content more easily (Subekti et al., 2024).

Research conducted by Fadila and Susetyo shows that the SQ3R method improves reading comprehension skills in children with autism spectrum disorders (Tazkiya Indah Fadila & Budi Susetyo, 2023). Yusmidarnis's research also found that the application of the SQ3R model was able to improve the reading comprehension skills of fifth-grade students at SDN 019 Rokan IV Koto (Yusmidarnis, 2024). Furthermore, research by Husnul and Sry resulted in an increase in students' reading comprehension skills with a very good category for the SQ3R method (Khotima et al., 2026), supported by Gerly's research conducted on students at the Palompon Institute of Technology, Philippines, which showed that the SQ3R method was more effective than conventional methods in improving students' reading comprehension skills (Cataraja, 2022). Supported by Okoro's research in higher education in Nigeria Nsukka shows that the SQ3R method is more effective in improving reading comprehension skills in the literal, inferential, and critical aspects compared to conventional methods (Okoro & Okeke, 2025). In addition, Sunita Gurung's research states that the SQ3R method provides a higher increase in reading comprehension skills of senior high school students (Gurung, 2025), with various levels and types of findings, this shows that the SQ3R method is effective in improving reading comprehension skills at all school levels and student characteristics.

Based on several findings that have been presented, it is able to strengthen the relevance and effectiveness of the SQ3R method in supporting the improvement of reading comprehension skills at the elementary school level. However, research that specifically focuses on the application of the SQ3R method to the five indicators of reading comprehension according to Barrett's taxonomy in the fourth grade level at UPT SDN 175 Gresik has not been found. This is reinforced by the results of interviews with fourth grade teachers who stated that in the school there has been no research that specifically examines reading comprehension skills and reading comprehension learning has not been structured towards the development of the five indicators. From this gap, this study comes with a novelty located in testing the effectiveness of the SQ3R method which is explicitly integrated with the five indicators of reading comprehension and with a location that has not been studied before. The purpose of this study is focused on testing the SQ3R method in improving the reading comprehension skills of fourth grade elementary school students at UPT SDN 175 Gresik. Through the application of this method, it is hoped that students will be able to achieve the achievements of the 5 indicators, namely being able to understand ideas, reorganize readings, draw conclusions, express opinions in readings, and understand the aspects contained in the reading. Thus, the formulation of the problem in this study is whether there is an increase in the reading comprehension ability of class IV students at UPT SDN 175 Gresik after the implementation of the SQ3R method, so that the results of the study are expected to be a practical reference for teachers in designing more effective and focused reading comprehension learning.

Method

This study employed a quantitative approach with a pre-experimental one-group pretest–posttest design to investigate the effect of the SQ3R (Survey, Question, Read, Recite, Review) method on fourth-grade students' reading comprehension skills. The quantitative approach was selected to objectively examine the relationship between the independent variable, the SQ3R method, and the dependent variable, reading comprehension (Sugiyono, 2023). The research was conducted at UPT SDN 175 Gresik, East Java, involving all 22 fourth-grade students as participants through a saturated sampling technique, in which the entire population was used as the sample. Data were collected through tests, observations, and documentation. The primary instrument was a reading comprehension test consisting of multiple-choice and essay questions developed based on Barrett's Taxonomy, covering five dimensions of comprehension: literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation. The instrument underwent content validation through expert judgment and reliability testing using Cronbach's Alpha to ensure the consistency of measurement.

The research procedure began with the administration of a pretest (O_1) to measure students' initial reading comprehension skills, followed by the implementation of the SQ3R method as the treatment (X), and concluded with a posttest (O_2) to assess students' reading comprehension after the intervention. The study aimed to test the hypothesis that the SQ3R method could improve students' reading comprehension skills. Data analysis was conducted

using SPSS version 25. Initially, a normality test was performed to determine whether the data met the assumptions required for parametric analysis. Subsequently, a t-test was employed to examine the significance of differences between pretest and posttest scores. The analysis was intended to determine whether the application of the SQ3R method resulted in a statistically significant improvement in the reading comprehension abilities of fourth-grade students (Sugiyono, 2023).

Results and Discussion

This research was conducted at UPT SDN 175 Gresik on 23 fourth grade students and was conducted in 2 meetings consisting of the implementation of the pre-test, treatment, and then the implementation of the post-test. The research design used was pre-experimental with a one group pre-test model, therefore data collection was carried out twice before and after the treatment was given to see the changes that occurred. Analysis of the data that had been taken was tested using SPSS version 25 with a normality test and a paired sample t-test.

1. Normality Test

The Kolmogorov-Smirnov test was used to determine whether the collected data were normally distributed. The analysis used SPSS version 25, with the criterion that data were considered normally distributed if the significance value (p-value) was > 0.05.

The following are the results of the normality test:

Table 1. Normality Test

Output section	Explaining	The value/score
N	Number of data samples	22
Asymp. Sig. (2-tailed)	Score P (P-value)	0.144

Based on the results in Table 1, the Asymp. Sig. value is 0.144, which means it is greater than 0.005. Therefore, it can be concluded that the research data above is normally distributed. Thus, the data analysis process can proceed to the one-sample t-test stage (independent one-sample t-test) through a paired sample t-test.

2. T-test

A one-sample independent t-test was conducted using a paired sample t-test in SPSS version 25 to determine whether there was a significant difference in improvement between pretest and posttest results after students were treated with the SQ3R method. This analysis also aimed to determine the extent to which the SQ3R method was able to improve students' reading comprehension.

Tabel 2. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	69.18	22	12.838	2.737
Posttest	87.27	22	6.577	1.402

Table 2 shows paired samples statistics showing that the average pretest score was 69.18, while the average posttest score was 87.27, with the same number of respondents, namely 23 students. These data indicate an increase in the average posttest score compared to the average pretest score. Therefore, it can be concluded that this increase is due to the implementation of the SQ3R method, which has been proven to significantly improve students' reading comprehension. These two data sets were then further analyzed using a paired sample t-test.

Tabel 3. Paired Sample t-test Results

	Mean	Std. Deviation	Std. mean error	Difference lower	Upper	t	Df	Sig. (2-tailed)
Pretest-posttest	-18.091	7.970	1.699	-21.624	-14.557	-10.647	21	0.000

Table 3. The results of the paired sample t-test show that there is a significant difference between the pretest and posttest scores, with a significance value of $0.000 < 0.05$ and an average difference of 18.091. This confirms that the implementation of the SQ3R method is able to provide an increase in students' reading comprehension skills, so this method is declared effective for use in the context of this research.

Based on the results of the data analysis that has been conducted, this study shows that the application of the SQ3R method has a significant effect on improving reading comprehension skills in fourth grade students. This is evident from the increase in the average pretest score of 69.18 to 87.27 in the average posttest. In addition, these findings are supported by the results of the normality test using the Kolmogorov-Smirnov test and the one-sample t-test using the paired sample t-test that has been explained.

The results of the Kolmogorov-Simornov normality test in this study showed an Asymp. Sig. value of 0.144, which means that the value is greater than 0.005. Therefore, the data in this study can be stated as normally distributed. These results allow researchers to use parametric statistical tests in analyzing the differences between students' pretest and posttest scores. Data normality is important because it is the basis of various parametric statistical methods (Wulandari, 2024), as well as to ensure that hypothesis testing is carried out on data that has met the requirements in statistical analysis to obtain valid results.

The paired sample statistics test showed a significant increase in the average value of students' reading comprehension ability, namely the pre-test value of 69.18 increased to 87.27 in the post-test application, which means there was an increase of 18,091 after the SQ3R method was applied. In addition, the post-test data table showed a decrease in the standard deviation value, which indicates that students' abilities became more even after receiving learning through the SQ3R method.

The improvement of students' reading ability after applying the SQ3R method can be supported through information processing theory, in this theory explains that learning is a series of activities to obtain, manage, store, and recall the information received (Anwar et al.,

2026), this process is in line with the stages of the SQ3R method survey, question, read, recite, and review, which encourages students to be active in processing information and combining it with previous knowledge. At the Question stage, students formulate questions before reading so that their attention will be more focused on important information in the reading, this is supported by Peng Cui's research that the use of guiding questions can increase active involvement, help readers' understanding and retention of information (Cui et al., 2024).

In line with this, the SQ3R method can help students understand reading content more deeply, increase learning engagement, and help them focus more on the main points of the reading, both implicit and explicit (Agusalim et al., 2022). Through this process, the information obtained by students is stored in long-term memory. Thus, students' reading comprehension skills develop more optimally compared to passive reading learning. This idea aligns with information processing theory, which emphasizes the importance of attention, encoding, storing, and retrieving information in creating effective learning (Suryana et al., 2022).

The relationship between the stages of the SQ3R method and the improvement of reading comprehension skills can be explained through the reading comprehension indicators in Barrett's taxonomy. Where in the Survey stage helps students gain insight into the text to be read, then the Questions and Read stage helps students find information related to literal comprehension skills, the Recite and Review stage helps students connect information, reorganize ideas, draw conclusions, and evaluate the content of the reading related to reorganization, inferential, and evaluation skills. Then the activity of re-expressing information in one's own language and reviewing the content of the reading improves the ability to appreciate the reading text.

The results of this study are in accordance with several previous studies which stated that the SQ3R method has proven effective in improving reading comprehension in elementary school students, research conducted by Harun and Sunardin stated that the SQ3R method that has been applied to Indonesian language learning in grade V SDN 02 Pincepute Palopo City was able to provide an increase with a completion percentage of 77.8% (Harun & Sunardin, 2022). In line with research conducted by Dian Kiranan et al., it states that the SQ3R method has an effect on the reading comprehension ability of grade IV students of SDN 2 Rumak, Kediri District in the 2020/2021 academic year which has been proven through the results of the independent sample t-test with a significance value (Sig. 2-tailed) <0.05 (Dewi et al., 2021). The consistency of these studies shows that the SQ3R method is a stable method and can be applied in improving reading comprehension at the elementary school level.

The paired sample t-test has a provision that if the Sig. (2-tailed) value is <0.05 then H_0 is rejected and H_a is accepted, and vice versa if the Sig. (2-tailed) value is >0.05 then H_0 is accepted and H_a is rejected (Yuliana & Putri, 2021). In this study, the results of the paired sample t-test shown in the previous table produced a Sig. (2-tailed) value of 0.000 which means it is less than 0.05. Thus, it can be concluded that there is a significant difference between the pretest and posttest scores. This is supported by the t-count value of -14.557, which indicates that the difference is the result of learning interventions using the SQ3R method. Based on theory, the advantages of the method, and its conformity with previous

research, it can be concluded that these findings prove the SQ3R method is effective in helping students understand text content more deeply and is able to improve students' reading comprehension skills.

Conclusion

Based on the research results and discussions that have been described, it can be concluded that the application of the SQ3R method (Survey, Question, Read, Recite, and Review) has a significant effect on improving the reading comprehension ability of fourth grade students at UPT SDN 175 Gresik. This is proven by an increase in the average pretest score from 69.18 to a posttest score of 87.27 after being given treatment using the SQ3R method, this statement is also strengthened by the results of the paired sample t-test which shows a significance value of $0.000 < 0.05$. Thus, the SQ3R method is effective in helping students understand the contents of the reading more deeply with a systematic stage structure.

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