

# The Effect of The Survey Question Read Reflect Recite Review (SQ4R) Technique and Scheme Technique to The Improve Understanding Reading Skills of Indonesian Language Lesson

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**Abstract;** Reading is the door to knowledge of world. The reading ability obtained not naturally, but through the learning process. The reading learning technique consists of several types. The purpose of this study to determine the effect of Question Survey Technique Read Reflect Recite Review (SQ4R) Technique and Scheme Technique to improve comprehension reading skills of Indonesian language Lesson. The research is Quasy Experiment with the design of Non Equivalent Control Group Design. The population in this study are third grade students of SD Negeri. The research instrument use a questionnaire. Data analysis techniques use paired t Test and Independent Sample T-test.

**Keywords:** SQ4R Technique, Scheme Technique, Reading Comprehension Ability.

## 1. Introduction

Language is the main key to human life because it has a very important role for the development of children to become fully human adults. Humans use language in everyday life to think, listen, talk, read, and write. Language is used as a communication tool to interact with others. Basically language is a series of sounds that represent a thought, feeling, or attitude. Language skills in the curriculum in the school include four aspects, namely: (1) listening skills ( listening skills ); (2) speaking skills ; (3) reading skills ( reading skills ); and (4) writing skills ( writing skills ) Tarigan (2015: 1).

The importance of reading skills that must be mastered by students does not necessarily make the learning process take place as expected. This is evidenced by the problems that arise in reading reading comprehension activities at school. Reading activities need to be accustomed from an early age, namely from children to recognize letters. Reading activities need to be used as a necessity and become a pleasant thing for students. Reading is done anywhere and anytime provided there is desire, enthusiasm and motivation.

This reading ability cannot be obtained naturally, but through a learning process which is partly the responsibility of the teacher. A special learning model is needed in understanding reading activities. Shoimin (2014: 190) explained that the SQ4R model is the development of SQ3R by adding reflect elements , namely the activity of giving examples of reading material and imagining the actual relevant context. By implementing these steps can strengthen students' understanding of the information they read. This model consists of six stages, namely Survey (review / introduction), question (ask), read (read), reflect (give examples), Recite

(recounting) and review (review). The six stages each have mutual benefits. In the use of the SQ4R learning model suitable media can be applied to support and facilitate students in reading children's comprehension stories. One of the suitable media to use is Graphic Organizer in the form of storytelling organizers . USAID (2014: 620) explains that media storytelling organizers are pictorial story maps that can help students identify story elements.

Yuhanna's research (2014) proved that the use of the SQ4R method was able to improve student reading outcomes. This is also supported by Muhsin's research (2011) which proves that the increase in reading comprehension skills of students with the PQ4R method is very effective. This method is one of the learning methods that emphasizes the activities and creativity of students in understanding a reading. Another effective method is m etode scheme, as previous research carried out by Saiful (2018) proves that there is an increase in reading comprehension skills in students through the use of schema techniques. This is also supported by the Ikhwana (2017) study which also proves that with the application of Scheme Technique in learning to read the understanding of teacher abilities increases, students are more active, and student learning outcomes increase. Learning to read comprehension using schema techniques is one of the right efforts because with the schema technique students must relate their experience with the experience in the textbook. Gamung's research (2017) also proves that the use of scheme methods is able to improve reading learning. The ability to teach using the right method is a demand that must be fulfilled a teacher. The use of methods is needed so that the delivery of subject matter is achieved properly. This method is related to the success of the learning process that the result is a right determining student achievement.

## **2. Method**

The research in this study is quantitative research techniques. This type of research is Quasy Experiment, which is the type of research that provides treatment (experiment) using treatment groups and comparison groups (controls). The research design use Non Equivalent Control Group Design, ie the selected study sample is two samples where 1 group was intervened and another group as a control was then observed. The population is third grade students of SD Negeri.

## **3. Discussion**

Model contextual learning with the SQ4R technique brings change positive results learning. In activities learning using models contextual with the SQ4R technique , Learning contextual models with the SQ4R technique is a designed learning model so that students learn actively, students are given the opportunity to explore mathematical activities, through problems that are designed so challenge students to think. Problems presented through designed teaching materials in such a way as to be attractive the attention of students and occur different learning activities. By understanding the concept it is in teaching materials, it is initial stage stimulus, so participants students are encouraged to begin the process remembering Arhasy's research (2015) proves that the SQ4R technique is able to improve students' understanding abilities.

The Gunarsa study (2018) proves that students' understanding increases after being given SQ4R technical measures. SQ4R is an efficient way of reading with an approach that makes the reader active and aims in facing reading "and in the strategy there are steps that cause students to fully understand the contents of the reading in full, namely at the stage (review) or review the content thoroughly so that , from these steps can be measured the level of reading comprehension of students . SQ4R is the development of SQ3R learning by adding reflect

elements , namely the activity of giving examples of reading material and imagining the actual relevant context ". So that in the learning process students become more active, critical in the learning process. The results of this study are supported by the research conducted by Runiatun (2015) in which in the study there was an increase in students' reading comprehension skills .

Karen and G. Alfred (2000) in their study stated that the SQ4R strategy has an effect on a person's thinking ability, where the level of student understanding in using the strategy would be sharper and longer. In addition, Başar, M. & Gürbüz, M. (2017) in his research to examine the effect of the SQ4R technique (Survey, Question, Read, Reflect, Ricite, Riview) on the reading comprehension skills of grade 4 elementary school students. and the Kruskal Wallis test method used for data analysis. Significant differences were found in reading comprehension abilities of students who learned to read comprehension with the SQ4R technique .

#### **4. Conclusion**

SQ4R learning techniques further enhance students' reading skills. For that reason, the following can be conveyed: 1) students should be more active in looking for other learning resources as additional references in learning. 2) teachers in elementary schools should use more innovative learning in learning so that learning becomes more varied. 3) school principals should include teachers in training on innovative learning and strive to add learning media that are relevant to learning in school.

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