



## The Effectiveness of the SQ4R Method in Learning to Read Fable Texts for Grade VII Students of SMP Negeri 2 Kendal

Aufa Sabrina Yogasiwi<sup>1\*</sup>, Sri Suciati<sup>2</sup>, Azzah Nayla<sup>3</sup>

Universitas PGRI Semarang

**Corresponding Author:** Aufa Sabrina Yogasiwi; [yogasiwiaufasabrina@gmail.com](mailto:yogasiwiaufasabrina@gmail.com)

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### ABSTRACT

The SQ4R method is a reading technique that aims to improve students' understanding in reading texts. This study aims to determine the effectiveness of the SQ4R method in learning to read fable texts for grade VII students of SMP Negeri 2 Kendal. The research method used was a quasi-experiment with a nonequivalent control group design. The research sample consisted of two classes, namely the experimental class using the SQ4R method and the control class using the conventional method. The results of the study showed that there was a significant difference in students' reading comprehension between the experimental class and the control class. Thus, the SQ4R method has proven effective in improving students' reading comprehension of fable texts

## INTRODUCTION

Patterns of student-teacher interaction, teaching materials, models, strategies, tactics, and learning resources in a learning environment are all part of learning. This learning system consists of the following elements:

- Students
- Teachers
- Objectives
- Resources
- Techniques
- Facilities
- Assessment
- Environment

To achieve the goal, each part functions as a single interdependent system. (Komara, 2014:66; Meidifa, 2020; Soetopo). Learning methods are strategies or efforts used by teachers to achieve goals in the teaching and learning process. Choosing the right approach is very important to help students understand the content being discussed. The learning process will achieve maximum results if the method used is appropriate (Utomo, 2018; Roestiyah in Nasution, 2018:10). Over time, learning methods in the world of education have become increasingly diverse. The selection of this method must consider the conditions of students, teaching materials, and available learning resources so that its implementation is effective and able to support student success. One strategy to improve their learning outcomes is to use appropriate techniques.

According to Emanto (2008: 89), the SQ4R method (Survey, Question, Read, Reflect, Recite, Review) is a reading technique that involves a series of steps to obtain comprehensive information from the text being read. Thomas and Robinson created the SQ4R learning approach in 1972, according to Trianto (2017:179). In one of the most frequently used teaching strategies for reading practice, teachers give students the freedom to learn, think, solve problems, and apply their knowledge, concepts, and skills.

The SQ4R learning method has been proven effective as a way to read and understand texts through steps such as reading, retelling, and verification. According to Shoimin (2014: 190), by including a reflection component, the SQ4R method expands the SQ3R approach by asking students to compare what they already know with new information they learn from the content they read. In this reflection step, new information is developed based on previous understanding. These six steps support each other and provide continuous benefits.

The SQ4R method is a reading or learning approach that uses a series of connected phases like a chain to maximize knowledge. Andiriyanto (2016) emphasized that the phases of the SQ4R method encourage deeper understanding by focusing on the main meaning of the text, both explicit and implicit. As a result, all knowledge gained is effectively stored in long-term memory. Each step has the benefit of supporting each other and describing the preparation process to increase effectiveness, regularity, and efficiency in learning methods.

Shoimin (2014:194) stated that there are three benefits of using the SQ4R approach when learning to read and write:

- There is an elicitation step in the initial learning process that can arouse students' interest
- Reading exercises allow students to ask questions and find answers, thus encouraging critical and active thinking and making learning more meaningful
- Long-term memory can store the knowledge gained. Several studies have shown that the SQ4R approach improves student learning outcomes.

Based on research in 2018, the SQ4R method increases students' learning motivation as evidenced by a coefficient value of 0.50. The average student score increased from 62.39 in Cycle I to 79.14 in Cycle II both before and after the application of the SQ4R technique, according to Karmila's research (2019). In addition, students are now more enthusiastic and committed to learning the SQ4R method. According to Khusniyah (2017), students' reading comprehension before and after the implementation of the SQ4R approach differed significantly, as seen from the t count of 11.3 which was higher than the table of 1.997.

Simbolon and Marbun (2017) found that the SQ4R strategy can help students in Indonesian language classes improve their reading skills. With an average score of 80.83, Cycle II achieved the classical completion level, while Cycle I averaged 69.66. As a result, the SQ4R technique is a reading strategy that prioritizes a more interactive approach and helps students understand the contents of the text better, making it suitable for teaching reading.

The purpose of the SQ4R method when learning to read is to help readers understand what they read and remember what they read. In the SQ4R method, after going through the stages of "inquiry", "asking", and "reading", the next step is "reflection", which is the activity of thinking about and pronouncing the meaning that the author wants to convey in the story. The activity of retelling the text involves reading the text in your own language without looking at the text. Finally, there is a review process when you quickly scan the material again to make sure your understanding is in line with what is written.

Based on the SQ4R method, it can be concluded that the method excels in helping students obtain information in reading. The SQ4R method has systematic steps in learning. The SQ4R approach in learning to read texts needs to be applied in order to evaluate its effectiveness in learning information about fables.

The text chosen for the SQ4R method trial is an allegorical text. The 2013 junior high school curriculum teaches one type of text. Fables are stories that contain moral wisdom, whose main characters are not only animals that have human-like characteristics, but also plant characters that support existing stories about life. This is in accordance with Nurgiyantoro (2013a: 190) that fables are traditional stories whose main characters are animals. These animals can think and gather like humans. By reading fables, students are expected to be able to learn and apply the moral messages contained in the fables.

Grade VII Curriculum 2013 applies fable learning that includes four basic competencies (KD 3.3 to KD 4.3). KD 3.3 which focuses on introducing information about fables or regional legends that are read and heard is chosen as the basic competency of this study. Knowledge about examining information needs to be mastered by students as a basis for further learning. Mastery of material related to the knowledge aspect needs to be mastered by students because it will determine learning outcomes in the skills aspect, especially fable learning. This is because mastery of learning materials is interrelated with each other.

There are several reasons to use the SQ4R method when studying allegorical texts. First, the steps of this method help students retrieve and understand textual material. Second, research shows the effectiveness of this strategy in improving reading proficiency. Third, this approach seeks to improve and strengthen reading skills, with each component being interconnected and necessary to achieve the best understanding. It is important for teachers to choose the right approach when teaching literature to ensure the learning process runs smoothly. Students' challenges in reading fairy tale texts may be overcome with the SQ4R approach. This is because the phases or syntax of the SQ4R method allow students to methodically discover knowledge about fairy tales. This method is intended to help students understand fable texts and obtain maximum learning results.

Not all techniques can be used to teach students to read fairy tales. Teachers must choose teaching strategies that can help students overcome the challenges they face during the learning process. Therefore, the SQ4R approach was chosen for the study of reading fairy tale texts. Based on this background, the SQ4R method in learning to read fable texts needs to be researched and compared to find out which one is more effective for class VII junior high school students. The research was conducted at SMP Negeri 2 Kendal in the 2023/2024 academic year.

One of the leading public junior high schools in Kendal is SMP Negeri 2 Kendal. Jl. Soekarno-Hatta No. 187, Kendal District, Kendal Regency is the address of this school. One of the most popular junior high schools in Kendal Regency is SMP Negeri 2 Kendal which is commonly called (SPERO). One of two junior high schools in Kendal Regency that has been designated as an International Standard School Startup, this institution is located in the heart of Kendal City. In addition, this junior high school has also succeeded in producing outstanding graduates who have been accepted into leading public and private high schools in various cities.

Although SMP Negeri 2 Kendal is recognized as a Favorite School and International School in Kendal City, students still face challenges and difficulties in reading fable texts, especially for grade VII students. Research shows that students initially have low reading comprehension skills. One of the causes is boring learning which reduces students' interest in the subject matter. In addition, the lack of teacher creativity in implementing learning strategies is also a factor that inhibits students' attention to learning.

The results range from those who have very good reading comprehension to those who have no comprehension at all. It seems that there are several factors that affect each student's reading comprehension, which causes poor learning in the classroom, because time constraints prevent teachers from developing teaching methods. Providing students with linguistic skills, especially in reading comprehension, is the goal of learning Indonesian in schools. Reading comprehension comes in several forms that address various aspects of ability. Three elements of reader motivation, psychological factors, and sociocultural factors influence reading interest, according to the theory given above. These three elements all contribute to the effectiveness and efficiency of learning quality because they are interrelated and cannot be separated from the learning process. As a result, the SQ4R approach is used to address the solution and its effectiveness is assessed regardless of whether the solution is a solution or not.

## LITERATURE REVIEW

### 1. *SQ4R Method*

#### A. Definition of the SQ4R Method

The SQ4R approach is a series of structured learning stages designed to help children understand topics and become proficient readers. Origin Francis P. Robinson and Thomas first presented the SQ3R approach at Ohio State University in 1941. Then it was developed into the SQ4R learning method (Survey, Question, Read, Reflect, Recite, Review). According to Abidin (2016:100), citing Thomas and Robinson, this method is useful for memorizing and can increase the level of understanding by maximizing reading focus.

By reading the contents carefully, students can develop their critical thinking skills with the SQ4R method, according to Yunita (2019:5). Students can understand the meaning of what they read if they pay great attention to the contents. Students can also confidently do assignments given by the teacher using this strategy. As a result, SQ4R is a useful technique for understanding the contents of the text.

By moving information from short-term memory to long-term memory, the SQ4R approach is a reading strategy that helps students provide new, more meaningful information

#### B. Benefits of the SQ4R Method

The main benefit of SQ4R as a reading strategy is to help readers understand textual content. One of the advantages of the SQ4R method is its ability to help students understand the essence and information contained in the reading (Rahayu et al.). Easier to understand explicitly or implicitly. This explanation makes it clear that the SQ4R approach is beneficial for students' reading practice because it allows readers to choose the reading speed they want to concentrate on in order to understand the material through methodical practice. You can store the information you learn for a very long time in your memory.

The SQ4R technique is an effective teaching method to develop students' curiosity and metacognitive skills, both of which increase learning motivation, according to the explanation and description given above. This method helps children focus on important concepts in books or writings and makes it easier for them to understand what they read. In addition, the SQ4R method encourages students to read books and actively participate in the learning process to obtain knowledge and information comprehensively and optimally.

### C. SQ4R Method Steps

The SQ4R method steps are adjusted to the various stages of learning related to the syntax it covers. The SQ4R methodology requires a methodical sequence in which each step must be carried out in turn to achieve the desired reading goals.

According to Trianto (2017: 179–181), this approach has the following stages: (1) survey, which is reviewing the synopsis and contents of the reading material before starting to read it; (2) inquiry, specifically asking yourself questions about each problem in the text; (3) reading, which is actively reading and seeking answers to all the questions asked; (4) reflection, which is an effort to understand the material by connecting it to previous knowledge; (5) reading, which is using notes to communicate important points; and (6) review, which is reviewing the notes, reading them again, and answering the questions again.

Shoimin (2014: 190-194) provides a more detailed explanation of the stages of the SQ4R method as follows: each stage is interconnected and contributes to the reading activity. Survey is the first step that involves a closer look at the text to be read, noting keywords, and marking them with a marker. Question is the second stage where you ask questions related to the reading material (material). The length of the question depends on the length of the section and your understanding of the section. Read, Reading the paragraph of material in full and looking for answers to the list of questions generated is part of this step. The fourth phase is to reflect, which is to provide examples from the reading and relate them to related situations in real life. Recite, this stage occurs when you write down information in response to questions or other important information without having to reread the text. Review is the sixth and final step, which involves a thorough review of all the information that has been learned. Similar activities can be found in the reading, reflection, and review phases of the SQ4R approach as described by Shoimin and two additional perspectives.

Similar to Pak Rasjid's research method, Shoimin's research method also includes a description of activities. Rasjid and Suyatno's description of the questioning process only answers the questions why, how, and where. Shoimin, on the other hand, states that the questioning procedure is more adaptable and the length and brevity of the questions can be changed to suit the content being read. Rasjid and Suyatno's assessment procedure only involves evaluating the responses found, which can be completed without taking notes, so the data they collect is likely to be quickly forgotten. However, to facilitate more open communication, Shoimin proposes an alternative method for the reading steps: retelling in writing and responding to questions in one's own words.

Nevertheless, this trend is reflected in the similarities between Trianto and Shoimin's survey responses. However, there are some minor variations in the processes involved in the evaluation process. According to Trianto, the procedure carried out is taking notes, while Shoimin argues that the assessment activity is reading existing material without opening notes. Trianto said that there was a slight change in the review stage, namely still reading the article again and answering questions. The steps of the SQ4R technique Shoimin and Trianto combined in this study as follows:

Table 1. SQ4R Method Steps

Method Steps SQ4R	Activity Steps
1. <i>Survey</i>	The title, sub-chapter, and visual description are then found by students through appropriate investigation, consideration, and learning in order to better understand the content they will read based on their own needs. By understanding the substance of the fairy tale text that students have read before, an inquiry is carried out.
2. <i>Question</i>	Students will answer questions on the survey based on their reading and understanding of the story text. The length and brevity of the text, as well as the students' understanding of the fable text being studied, determine the number of questions created. Students then create questions to help them read the story text.
3. <i>Read</i>	Students continue reading exercises carefully and methodically. As they actively read the fable, students look for solutions to the questions that have been prepared. The purpose of active reading is to concentrate on reading the parts of the fable text that are appropriate and allow you to answer the questions that have been prepared.
4. <i>Reflect</i>	Students think about the material they have read by looking for examples and connecting them to their own experiences. Students draw parallels between the contents of the fairy tale text and the concepts, data, or knowledge they currently have.
5. <i>Recite</i>	Students think about the material they have read by looking for examples and connecting them to their own experiences. Students draw parallels between the contents of the fairy tale text and the concepts, data, or knowledge they currently have.

6. <i>Review</i>	Students will answer questions on the survey based on their reading and understanding of the story text. The length and brevity of the text, as well as the students' understanding of the fable text being studied, determine the number of questions created. Students then formulate questions to help them read the fable.
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In short, the SQ4R approach is a six-step reading strategy that helps you find information and remember it longer, namely: survey, question, read, reflect, recite, and review.

#### **D. Advantages and Disadvantages of the SQ4R Method**

Depending on the subject being taught, each learning approach has advantages and disadvantages. The application of the SQ4R method in learning to read and write offers various benefits and can increase reading activity. According to Shoimin (2014: 194), the advantages of the SQ4R method are:

- The exploration stage at the beginning of the learning process can arouse students' interest in what they are learning. As a result, students may become more motivated to learn.
- Students are able to ask and find answers to questions they have read, which can encourage them to think critically, actively, and meaningfully.
- Students remember what they have learned for a very long time.
- Thanks to the advantages of SQ4R, the use of SQ4R in learning, especially learning to read and write, can be carried out optimally because the material remains easy to understand for a long time.

In short, there are advantages and disadvantages of using the SQ4R technique as a reading strategy. Teachers are very important in overcoming the current shortcomings. Teachers have the responsibility to maintain student discipline to facilitate effective learning and motivate students to be fully involved in classroom activities. Educators also need to praise and encourage students to make positive efforts.

#### **2. Fable Text**

Reading is a receptive skill, namely the skill of absorbing information. This statement is reinforced by Dalman's opinion (2017, p. 5), He emphasized that reading is a cognitive process that seeks to understand the contents of the text, so that it can identify various information contained in the writing. The information in the writing is then captured and recognized by words in sentences, paragraphs, or discourses. So that the reading process requires being able to interpret or interpret the meaning of the words read in order to understand the contents of the reading well.

Nurgiantoro (2013a: 307) emphasized that understanding the vocabulary, structure, and spelling system of a language is needed for exploration in order to access written information through reading activities. This is important because the structure connects reading material with the reader's pre-existing concepts. A broad vocabulary also makes it easier for readers to identify material in the reading. Understanding the spelling system is also important because it affects the terms used in the text being read.

According to the Ministry of Education, Culture, Sports, Science and Technology (2017: 199), the characteristics of fables are:

- Important expressions of characters or summaries of cause and effect events in fables can be used to identify the theme. Fables usually have social ties as their main topic.
- Animal characters are depicted as good and some are bad (like human characters).
- Animal characters can speak like humans.
- From beginning to end, there is a chain of cause and effect.
- The natural environment (forest, river, pond, etc.) is used in fables.

Allegorical works contain moral and ethical qualities that are worth emulating, according to Sulistyorini (2014:627). These moral principles can be shown to children through words, attitudes, or characters.

The following are conclusions we can draw regarding the characteristics of fables based on the opinions of Dalman, Nurjantoro, Ministry of Education and Culture, Sristojolini: (1) social themes, (2) animals (3) there are good and bad characters; (4) animals can behave like humans; (5) natural atmosphere; (6) morals and messages; (7) series of events; and (8) linguistic elements that indicate when the story will occur.

### **3. Implementation of the SQ4R Method in Learning to Read Fable Texts**

Steps that concentrate on the material in the fable can be used to teach how to read fable texts using the SQ4R technique. There are several procedures that must be followed to use the SQ4R method in extracting information from a story, namely: (1) survey, (2) question, (3) read, (4) reflect, (5) recite, and (6) review. The implementation of these stages can be described as included in the SQ4R method as follows.

1. *Survey*: At the survey stage, students do a quick and cursory reading of the fable text before continuing to read the entire text in detail.
2. *Question*: At the question stage, after conducting a survey, students ask and formulate questions for themselves based on the results of the cursory reading.
3. *Read*: At the read stage, students do an active and careful reading of the fable text. They read the text thoroughly with a focus on the information contained in it.
4. *Reflect*: During the reflect stage, students consider what they have read by making connections between the contents of the text and current events, and by looking for examples from the reading.
5. *Recite*: In the recite step, students review their reading findings from the fairy tale text and highlight key themes by restating the story content using the questions they asked in the question stage. After reading the fairy tale, students must retell what they have read.
6. *Review*: Students are asked to review during the review phase to confirm the important knowledge they have learned.

Table 2. The Main Steps in Implementing the SQ4R Method in Learning to Read Fable Texts

No	Step	Educator Activities	Student Activities
1.	<i>Survey</i>	The teacher explains to students how to read the fable text as a learning objective to be used. Students receive the fable text from the teacher. The teacher instructs the class to listen to the narrative together as a whole.	When the teacher explains how to read the fable text, the students listen attentively. The shared story text is given to the students. The students quickly scan the story text to find the facts responsibly.
2.	<i>Question</i>	Based on the key concepts they have identified, the teacher asks the class to create questions about various details in the fairy tale text.	Based on the key concepts they discover about the details in the fairy tale text, students develop a series of questions.
3.	<i>Read</i>	To find answers to the questions he had prepared, the teacher helped students read the entire fable text.	Students actively and thoughtfully study the story text to find answers to the questions they have formulated.
4.	<i>Reflect</i>	Teachers help students think about, digest, and connect the facts in the fairy tale text with what they already know.	Students consider what they have read, look for examples of relevant literature, and apply what they have read to real-world situations.
5.	<i>Recite</i>	Based on the questions generated at the inquiry stage from memory, by retelling the details of the fairy tale text that has been read, the teacher asks the class to make a summary.	Students use their memories to form questions at the inquiry stage and then retell the contents of the text to create a summary of the story they have read.

## METHODOLOGY

This study used a quasi-experimental method with a nonequivalent control group design. The population of the study was grade VII students of SMP Negeri 2 Kendal, and the sample was selected using a random sampling technique. Class VII-E was used as an experimental class using the SQ4R method, while class VII-H was used as a control class using the conventional method.

The research instrument was a reading comprehension test of fable texts given before and after treatment (pre-test and post-test). Data analysis was carried out using a t-test to see significant differences between student learning outcomes in the two groups.

## RESULTS AND DISCUSSION

The research findings were examined in relation to the formulation of the problem explained in the previous chapter, especially regarding how well the SQ4R technique is in teaching grade VII students to read information about fable texts. The research was carried out in an orderly manner, 16 students participated in this learning. This number is intended to facilitate research. Observations during the study were carried out by the researcher assisted by my father and one of the Indonesian language teachers at SMP Negeri 2 Kendal. The learning process begins with an initial test (pretest), then continues with the application of the method in each control class and experimental class, and ends with a final test (posttest).

Learning to read fable texts using the SQ4R method was carried out in class VII E which functions as a control class. The results of this study include the process of reading information about fable texts using the Non-SQ4R method, as well as test data at the beginning before the application of the method and test data at the end after the method was applied. Analysis of the results was carried out using normality tests, homogeneity tests, and hypothesis tests (t-tests) using the SPSS 19 data processing application.

The application of the Non-SQ4R method to the learning activity of pursuing reading fable texts was carried out in the control class (VII E). The process of learning to read fable texts in the control class took place in one meeting. The learning was carried out in accordance with the RPP that had been made. based on the stages of the SQ4R method, namely: survey, question, read, reflect, recite, and review. The following are the steps of the SQ4R method in learning to read fable texts.

In the first step, namely survey. Educators students to skim the fable text. Students carry out skimming quickly with the aim of finding an initial picture of the fable being read. The second step is Question. At this stage, educators direct students to formulate questions in writing based on information found from the previous step, namely skimming. Students make as many questions as possible according to the information they get when skimming. This stage will make it easier for students to focus on the reading stage. The third step is Read. In accordance with the teacher's direction, at this stage, students read the fable text carefully. The purpose of reading carefully is so that students can find information about the fable text they read and to answer questions made at the question stage. The fourth step is Reflect. At this stage, educators guide students to reflect on the information they have obtained when reading the fable. Then students relate information about the fable in writing. The fifth step is Recite. At this stage, educators guide students to retell the fable that has been read in their own words. At this stage, students retell the fable they read without looking at the text so that they retell the fable text using the information they have and indirectly answer the questions they made. Students at this stage must temporarily fix the mistakes they made. The sixth step is Review.

At this stage, the teacher directs students to reread the fable and the retelling that students make quickly. Students check whether there is a difference in information between the retelling they made and the fable they read. Participants write down the differences found between the retelling and the fable they read.

The conclusion of the learning process of reading information about fable texts using the SQ4R method is that all steps went well. Based on the results of observations of the application of the SQ4R method in learning to read information about fable texts, the SQ4R method has followed the steps of learning. Overall, students are able to carry out the six steps in SQ4R well. Students carry out these steps independently.

Based on observations of attitudes, students who apply the SQ4R method show positive attitudes. Overall, they have fulfilled the spiritual aspect by praying and saying hello, so that the percentage of spiritual attitudes in teaching and learning reaches 100%. The social attitudes achieved by almost all students in the application of this method are honest and responsible attitudes in a positive way. Most students have individually carried out the tasks given by the educator starting from the survey step to the review well. However, there are students who show cheating behavior. Overall, the assessment of honest attitudes in this learning reached a percentage of 98.4%. Meanwhile, the assessment of responsible attitudes obtained a percentage of 96.9%. There were two students who looked a little late as determined. Thus, the total percentage of student attitudes in undergoing learning to read information about fable texts with the SQ4R method, both from spiritual and social aspects, showed a figure of 98.82%.

Learning outcomes in reading information about fable texts using the SQ4R method. Learning outcomes are the values achieved by students in reading information about fable texts before and after being given treatment, namely the application of the SQ4R method in class VII of junior high school. Data obtained from the achievement of initial test scores in reading information about fable texts are intervals of 90-100 with a frequency of 4, a percentage of 10.81% with a very good category. Intervals of 80-91 with a frequency of 8, a percentage of 21.62% with a good category. Intervals of 75-83 with a frequency of 5, a percentage of 13.51% with a sufficient category. Intervals of 0-74 with a frequency of 20, a percentage of 54.05% with a less category. Based on these data, it can be seen that in the initial test there were 26 students who had not reached the Minimum Completion Criteria (KKM) so that the percentage of incompleteness was 54.05% with a less category. There are 6 students who have achieved the KKM in the interval of 75-83 with a percentage of completion of 13.51% in the sufficient category.

Based on the data obtained in the initial test of the control class, the maximum score was 95, while the minimum score was 41, and the average score was 55.82 with the KKM set at 80. It can be concluded that the control class with the usual method as many as 7 students (21.87%) have not completed classically because it is less than 85% and the average class score is 55.82 in the less category.

Based on the data obtained, there is 1 participant who has not met the KKM so that the percentage of incompleteness is 56.25% in the less category. There are 14 students who have achieved the KKM with a percentage of 43.75% which is divided into 3 value intervals. In the 80-93 value interval there were 8 students with a percentage reaching 25% in the sufficient category, the 84-91 value interval there were 4 students with a percentage reaching 12.50% in the good category, and the 92-100 interval there were 4 students with a percentage reaching 25% in the very good category. it can be concluded that the experimental class with the SQ4R method of 32 students has been completed because  $> 50\%$  and the average class score of 62.50 is in the good category.

The SQ4R method has proven successful in learning to read information about fable texts for grade VII junior high school students. This can be seen from the results of the initial test followed by 16 students, where the maximum score achieved was 90 and the lowest score was 41, with an average of 65.88. The average score is classified as less. Meanwhile, in the final test after implementing the SQ4R method, students achieved a maximum score of 100 and a minimum score of 45, with an average of 78. The average score on this final test shows a good category.

The results of the two-mean comparison test for the SQ4R approach showed a significant value of 0.000. Because the sig. (2-tailed) value  $< 0.05$ ,  $H_0$  is rejected and  $H_a$  is accepted. This indicates a significant difference between the average value of the initial test and the average value of the final test in the experimental class using the SQ4R method. From these results, it can be concluded that the SQ4R method is effective for learning to read information about fable texts for grade VII junior high school students. The effectiveness of the non-SQ4R approach in learning to read fable texts for grade VII junior high school students. Learning to read information about fable texts using conventional methods was carried out in class VII E which functioned as a control class. This study includes the teaching and learning process of reading information about fable texts using the lecture method, as well as initial data before the application of the method and final test data after the method was applied. The results of the analysis were carried out using the normality test, homogeneity test, and hypothesis test (t-test) with the help of the SPSS 19 data processing application.

The learning process of reading information about fable texts using the non-SQ4R method. The application of the lecture approach when learning to read information about fable texts is given to the control class (VII E). the learning process of reading information about fable texts is given to the control class in 1 meeting. The learning is carried out in accordance with the RPP made based on the steps of the Non-SQ4R method.

The conclusion of the learning process of reading fable texts using the Control method is that all stages run well. Based on the results of observations of the application of the Control method in learning to read fable texts. Step by step is carried out in accordance with the learning of the Control method. Overall, students are able to carry out the existing steps well.

Based on observations of attitudes, students who apply the control method show positive behavior. In general, students have shown spiritual behavior by saying prayers and greetings. Thus, the percentage of spiritual attitudes in learning reaches 100%. The social attitudes achieved by almost all students in the application of this method are honest attitudes and positive responsibility. However, there are still students who sometimes try to copy other students' answers. Some students seemed reluctant to do the test that had been given so that participants sometimes tried to ask other students. Thus, honesty in this learning reached a percentage of 48.52%. Meanwhile, the assessment for the overall attitude and responsibility aspect reached a percentage of 51.48%.

This is because there were three students who were occasionally seen carrying out tasks, namely during the test step. The majority of students collected assignments on time, but some collected assignments after the deadline. The overall percentage of student attitudes in participating in learning to read fable texts using the control method, seen from the aspect of spiritual and social attitudes, showed a figure of 53.93%. Based on the results of observations made on students who took part in learning with the control method. The obstacle was in the reading step because they had difficulty in carrying out activities to determine the general characteristics and elements in the fable text. Based on observations, there were students who were reluctant to carry out the reading step so that they had difficulty answering questions given in the step of determining the elements. However, from several of these obstacles, overall the Control method was able to help improve understanding and understand the material for reading the fable text that had been read.

Learning outcomes are the values achieved by students in reading fable texts before and after being given treatment, namely the application of the Control method in class VII of junior high school. The data obtained showed that there were 24 students who had not reached the KKM so that the percentage of incompleteness was 75% with a less category. There were 8 students (25%) who had been able to achieve the KKM, there was a value interval of 75-83 in the sufficient category.

Based on the initial test results data in the control class, the lowest value obtained by students was 41, while the highest value reached 90, with an average value of 68. The KKM set was 80. It can be concluded that the control class with the Control method as many as 24 students (75%) classically had not completed because it was less than 74% and the average class value was 68 in the less category.

After the initial test, participants were given treatment to apply the Conventional method, it can be seen that there were 21 students who had not met the KKM so that the percentage of incompleteness was 65.62% in the less category. There are 11 students who have achieved the KKM with a completion percentage of 34.38% which is divided into 2 intervals of 75-83, there are 7 students with a percentage of 21.87% in the sufficient category, and in the interval of 82-91 there are 4 students with a percentage of 25% in the good category. it can be concluded that the control class with the Control method as many as 11

students (64.87%) have classically completed because more than 60% and the average class is 68 with a sufficient category.

The conventional approach is less effective in learning to read fable texts for grade VII junior high school students. This can be seen from the results of the initial test which showed the lowest score of 40 and an average score of 75. Based on the average score of the initial test, reading fable texts is included in the less category. Furthermore, in the final test on the application of the conventional method, the highest score was 100, and the lowest score was 45 and an average score of 78. Based on the average class score, the final test score for reading fable texts is included in the sufficient category.

The results of the test of the difference between the two averages of the Control method obtained a significance value of 0.449. Because the sig. (2-tailed) value  $< 0.763$ ,  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that there is a significant difference between the average value of the initial test and the average final test in the conventional method control class. So it can be concluded that the Control method is effective in learning to read fable texts for class VII junior high school students. The difference in the application of the Non SQ4R and SQ4R methods that are effective in teaching and learning activities to read fable texts for class VII junior high school students. After knowing how effective the Non SQ4R and SQ4R methods are in learning to read fable texts, the next step will be explained the difference in the effectiveness of the Non SQ4R and SQ4R methods. The goal is to find out which method is more effective to apply in learning to read fable texts.

Based on the learning process of reading fable texts using the Non SQ4R method and the SQ4R method, it can be concluded that all stages went well. In the implementation of learning, students can carry out the steps of the method to find out how to read the fable texts they read. Step by step has been carried out in accordance with the steps of the learning method. From the results of interviewing students who took part in teaching and learning activities to read fable texts with the Non SQ4R and SQ4R methods, both methods made it easier for students to read fable texts.

The difference between the two methods based on the results of the interview is that in reading fable texts with the Non SQ4R method, there were several students who had difficulty in understanding the reading text and answering the questions made and there were several students who felt lazy to do the test. While in reading fable texts using the SQ4R method, students did not have any obstacles that were too felt in applying the method. Based on the interview, it can be concluded that the SQ4R method is more effective in learning to read fable texts than the previous method, namely the Non SQ4R method.

The SQ4R approach is superior to the non-SQ4R approach in teaching students to read fable texts, based on examining student test results. The class using the Non-SQ4R approach and the class using the SQ4R method have different average scores. The average score of the SQ4R method versus the Non-SQ4R approach differs by 0.6. Therefore, it can be said that the class using the SQ4R method is 6% better than the class using the Non-SQ4R method. The effectiveness of this method was also analyzed using a t-test. Based on the results

of the t-test in table 4.12, it is concluded that there is a significant difference between the class using the SQ4R method and the class using the Non-SQ4R method. The SQ4R approach is more successful than the non-SQ4R approach in teaching students to read fable texts, according to the learning process, the results of student score analysis, and the results of the t-test. This is supported by the results of the non-test on attitude assessment and interviews. Based on the results of the interview, students were happy with the application of the SQ4R method which was carried out sequentially so that it was able to help find and understand reading fable texts more easily without any obstacles.

The observation results show that the spiritual and social attitudes of students are classified as very good, with an attitude assessment percentage of 53.93%. The SQ4R technique works well to teach students to read fable texts because it includes a reflection step that uses creative thinking to help students connect the reading with what they already know. In addition, there is a review step in the last step that can strengthen students' understanding of reading which is obtained by providing an opportunity to re-read what was made or repeat the entire contents of the reading.

Since the survey stage at the beginning of the learning process can trigger students' interest in the subject matter, the study shows that the SQ4R technique is useful in learning. Their motivation to learn is positively impacted by this. Students are taught to think critically and actively by using reading activities to ask questions and find answers. Therefore, learning becomes more important, and the information learned can be stored for a longer period of time.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, seventh grade students of SMP Negeri 2 Kendal effectively learned to interpret fable texts using the SQ4R approach. Analysis of the data from the hypothesis test results showed that the use of the SQ4R method greatly improved students' ability to learn to interpret fable texts. The seventhgrade students of SMP Negeri 2 Kendal found that the SQ4R technique worked well in teaching them to read fairy tale literature. A significant value of 0.034 is indicated by the average comparative analysis of test data using the SQ4R method and the Non-SQ4R method using an independent sample test. Because this value is less than 0.05,  $H_0$  is rejected and  $H_a$  is accepted. This shows that there is a difference in the average between the final test of the control class with the Non-SQ4R method and the experimental class that applies the SQ4R method in learning to read fable texts. The average final test score for the SQ4R method is 75, while for the Non-SQ4R method it is 68, resulting in an average difference of 7.

From this statement, it can be concluded that the SQ4R method is effective in learning to read fable texts for grade VII students at SMP Negeri 2 Kendal.

## FURTHER STUDY

It is hoped that the results of this study can be a reference for other learning activities. The author's suggestions are as follows:

### 1. *For Educators*

In teaching Indonesian, educators are advised to use the SQ4R method in learning to read fable texts, because this method has proven to be more effective than the Non-SQ4R method. If educators decide to apply the SQ4R method, it is important to pay attention to potential obstacles that may arise, such as efficient time management and providing clear directions to students in carrying out each step regularly.

### 2. *For Students*

As students, you should follow each step of learning and the process that has been taught by the educator, and pay close attention when the educator delivers material in the activity of reading fable texts.

### 3. *For Further Researchers*

The results of this research can be used as a reference for further research. In addition, the results obtained in the study can be a source of development and benefits of research on the effectiveness of reading fable texts in the future.

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