

The Effectiveness of The Powerpoint Assisted SQ4R Model on Reading Skills In Class V Students

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Abstract

Based on the results of interviews, observations, and documentation at Ki Hajar Dewantara Cluster Elementary School, Kebumen, it was found that the reading comprehension learning had not been carried out optimally. The research objective was to test the effectiveness of Survey, Question, Read, Recite, Review, Reflect learning model assisted by powerpoint on reading comprehension skills of the fifth grade students at Ki Hajar Dewantara Cluster Elementary School. This research used quantitative approach, Quasi-experimental type with nonequivalent control group design. The data collection techniques used observation, documentation, and tests. The results of the t test using the Independent Sample T-Test showed the value (2-tailed) <0.05 , the column (2-tailed) of 0.002 was smaller than 0.05 which means that there was a significant difference between the posttest results of the experimental class and the control class. The N-Gain calculation of the control class included in low criteria and the experimental class included in moderate criteria. In conclusion, the powerpoint assisted SQ4R learning model was more effective than the lecture and group discussion methods on reading comprehension skills in the fifth grade students at Ki Hajar Dewantara Cluster Elementary School.

Keywords: SQ4R, reading comprehension, powerpoint

1. INTRODUCTION

Quality education can produce quality human resources. Law No. 20 of 2003 concerning the National Education System Chapter 1 Article 1 states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state". Quality education can produce quality human resources.

The scope of Indonesian language subjects includes components of language skills and literary skills which include the following aspects: 1) listening, 2) speaking, 3) reading, and 4) writing (BSNP 2006:120). Reading is an activity that aims to obtain information and knowledge. Muhlisoh (1996: 133) states that learning to read in elementary school is the basis or foundation for a higher level of education. Learning to read in schools at this time needs to be focused on aspects of the ability to understand the content of reading. Tarigan (2008:58) reading comprehension (reading for understanding) is a type of reading to understand literary standards or norms, critical reviews, written plays, and fictional patterns in an effort to gain understanding of the text. Reading comprehension is a reading skill that is on a higher order. Readers are required to understand the content of the reading. After reading, we can

convey the contents contained in the reading by using our own language and then conveying it orally or in writing.

Based on the pre-research that the researcher conducted in class V at SDN Gugus Ki Hajar Dewantara, Buluspesantren District, Kebumen Regency, which consisted of five elementary schools, namely (1) SD Negeri 1 Bocor, (2) SD Negeri 2 Leak, (3) SD Negeri Maduretno, (4) Ambalkumolo State Elementary School, and (5) Ayamputih State Elementary School, found several problems that in general the learning process is not optimal. The problems found in class V SD Gugus Ki Hajar Dewantara include the use of the lecture model that still dominates during learning activities, the lack of children's understanding of learning materials, and the lack of infrastructure or media and teaching aids that support the learning process.

The qualitative data is supported by the results of the mid-semester assessment (PTS) of Indonesian language subjects for class V SDN Gugus Ki Hajar Dewantara for the 2019/2020 academic year from a total of 150 students, 98 (65%) students learning Indonesian are still below the KKM and 52 students (35%) are above the KKM.

A special learning model is needed in reading comprehension activities. One example of a strategy that can be applied by teachers in the use of teaching materials for students is the SQ3R strategy which has been developed into SQ4R.

Shoimin (2014: 190) stated that the SQ4R model is a development of SQ3R by adding reflect elements, namely the activity of providing examples of reading material and imagining the relevant actual context. By using this model students can complete assignments in a short time and get better results (Tarigan, 2015:56). The SQ4R model has six stages, namely Survey (preliminary research), question (ask), read (read), reflect (give examples), recite (tell back in their own words), and review (review).

According to Gerlach & Ely (in Arsyad, 2014: 3) media, if understood in broad terms, are humans, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. Understanding media according to Arsyad (2014: 3) in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process, and rearrange visual or verbal information. Learning media is anything that can be used to support the teaching and learning process, so that it can increase students' interest and enthusiasm in participating in classroom learning.

Azhar Arsyad in his book entitled *Learning Media* (2014) states that "Microsoft PowerPoint is a software that helps in compiling an effective, professional, and easy presentation". Daryanto (2012: 157-158), said that Microsoft PowerPoint is a software in the form of a multimedia-based program developed by the Microsoft company. Designed as a media for presentations with a variety of menu features that are used as an attractive communication medium, because it has various capabilities for processing text, colors, and images, as well as animations that can be adjusted according to the user's creativity.

The relevant previous research is the research conducted by NKAD Putri, I Kt. Adnyana Putra, DB. Kt. Ngr. Semara Putra (2018) with the title "The Influence of Survey Models, Questions, Reading, Reflect, Recite, Review on Reading Skills". The result of the research is that there is a significant effect of the Survey, Question, Reading, Reflect, Recite, Review model on reading skills.

Research by I Made Deni Gunarsa, I Komang Sudarma, and I Ketut Dibia, in 2018 with the title "The Effect of the Bali Satua Assisted SQ4R Strategy on the Reading Comprehension Ability of Class V Students". The results showed that the SQ4R strategy assisted by Satua Bali had an effect on the reading comprehension ability of fifth grade students.

Research by Naeklan Simbolon and Inrasari Marbun, 2017 entitled "Implementation of SQ4R Model to Increase Reading Comprehension Ability of Elementary Students". This study aims to improve students' reading comprehension skills by using the SQ4R model (Survey, Question, Read, Reflect, Recite, Review) in class V. The results of

the study concluded that the use of the SQ4R learning model could improve students' reading comprehension skills in class V.

The objectives of this research are (1) to test the effectiveness of the Survey, Question, Read, Reflect, Recite, Review (SQ4R) models assisted by powerpoint media on the reading comprehension skills of fifth graders at SDN Gugus Ki Hajar Dewantara, and (2) describe student activities in learning to read the understanding of fifth graders at SDN Gugus Ki Hajar Dewantara using the SQ4R model with the help of powerpoint media.

2. RESEARCH METHOD

This research is an experimental type of quantitative research. The subjects in this study were fifth graders at SDN Gugus Ki Hajar Dewantara, Kebumen Regency including SDN 1 Bocor, SDN 2 Bocor, SDN Ayamputih, SDN Maduretno, and SDN Ambalkumolo. This study uses quantitative methods, the type of research is quasi-experimental in the form of a nonequivalent control group design.

The population of this study were all fifth grade students of SDN Gugus Ki Hajar Dewantara Kebumen with a total of 150 students. The research sample was taken using a sampling technique, namely cluster random sampling, consisting of 33 students at SDN Ambalkumolo class (experimental class), SDN Ayamputih totaling 30 students (control class), and SDN 1 Bocor totaling 39 students (trial class). The variable in the research is the learning model *Survey, Questions, Read, Reflect, Recite, Review (SQ4R)* powerpoint as the independent variable, and reading comprehension skills as the dependent variable.

Data collection techniques used by researchers are observation, documentation, and tests. The observation sheet in this study was used to find out information about student learning activities in learning reading comprehension with the SQ4R model assisted by powerpoint media. The instrument trial was carried out before the instrument was used. After being tested, then the instrument is tested for validity and reliability. The data analysis techniques used in this study are: (1) The instrument test includes validity, reliability, level of difficulty, and discriminatory power, (2) prerequisite test includes normality test, homogeneity test (3) final data analysis includes T-test. test and N-gain test, and (4) descriptive data analysis of student activities.

3. RESEARCH RESULT AND DISCUSSION

There are differences in the results of the average posttest scores of students in the experimental class and control class between learning using the SQ4R model and learning using the lecture method and group discussion. It is proven by the posttest average result for the experimental class of 84.97 and for the control class of 76.

Data from student learning outcomes were tested for data analysis prerequisites to determine the formula used to test the hypothesis. Hypothesis prerequisite tests are normality test and homogeneity test. The results of the calculation of the posttest data normality test for the control class and the experimental class using the Liliefors test with the help of Ms. Excel with significance level = 0.05. For the experimental class, $L_o = 0.127$, $L_{table} = 0.154$ ($L_o < L_{table}$) and the control class obtained $L_o = 0.042$, $L_{table} = 0.161$ ($L_o < L_{table}$). So it can be concluded that H_0 is accepted and H_a is rejected, namely the posttest data analysis of the experimental class and the control class are normally distributed. While the results of the homogeneity test using the F test obtained $F_{count} = 1.631593$ and $F_{table} = 1.842355$ then H_0 is accepted because $F_{count} < F_{table}$. Based on the results of these calculations, the researcher concluded that H_0 was accepted so that the posttest value data for the control class and the experimental class were homogeneous.

After the normality test and homogeneity test were carried out, then to find out the difference in the average, the control class and the experimental class, a hypothesis test was carried out. Hypothesis testing in this study shows that the SQ4R learning model assisted by powerpoint media is more effective than the model lecture method and group discussion. on the reading comprehension skills of fifth graders at SDN Gugus Ki Hajar Dewantara, Kebumen as indicated by the results of the Independent Sample T-Test, namely the (2-tailed) < 0.05 , column (2-tailed) is 0.002 which means it is smaller than 0.05, it can be read if there is a significant difference between the results *posttest* experimental class and control class. In addition, the results of the t-test calculation show the value of $t_{count} > t_{table}$ ($3,280 > 2,000$). Hypothesis testing is done by testing *independent sample t-test* program assisted SPSS22, with a significance level of 0.05%.

Research conducted by Murat Basar and Mehmet Gurbus, in 2017 with the title "Effect of the SQ4R Technique on the Reading Comprehension of Elementary School 4th Grade Elementary School Students" shows that the SQ4R technique has a significant influence on students' reading comprehension skills.

The difference in the improvement of the fifth grade students' reading comprehension skills was calculated using the n-gain test.

The control class obtained an average posttest score of 76, and the experimental class obtained an average posttest score of 84.97.

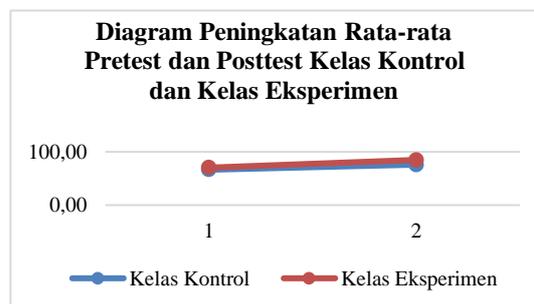


Figure 1. Diagram of the increase in the average pretest and posttest for the control class and the experimental class

The N-gain value of the experimental class was higher than the control class. the n-gain value for the control class is 0.286, including the low criteria, while the n-gain value for the experimental class is 0.463 including the medium criteria.

Table 1 Control Class and Experiment Class N-Gain Test

Class	Pretest Average	Posttest Average	N-Gain	Criteria
Control Class	66,40	76.00	0.286	Low
Experiment Class	70.42	84.97	0.463	Currently

Observation of the data on the results of student activities in the experimental class and control class showed a difference. In the control class, the average score of student activity was 50% in three times the learning process with good criteria, and in the experimental class, the average score of student activity was 57% with good criteria. Based on these results, it can be seen that the average percentage of student activity in the experimental class who applies the SQ4R learning model is higher, therefore the researcher concludes that the SQ4R learning model is more effective in increasing student activity compared to the application of the lecture and group discussion methods in the control class.

Research that is in line with this research is research by Ni Putu Venny Fatma Dewi, Ni Nyoman Ganing, I Gusti Agung Oka Negara in 2019 who showed that the SQ4R model affected the reading comprehension competence of fifth graders in Indonesian.

Based on these results, it can be concluded that students' reading comprehension skills and activities in the experimental class are better than those in the control class. This shows that learning using the SQ4R model with the help of powerpoint media is more effective on students' reading comprehension skills and activities than using the lecture method and group discussion.

4. CONCLUSION

Based on the results of research data analysis and discussion, the researcher can conclude that the learning model *Survey, Question, Read, Reflect, Recite, Review (SQ4R)* help powerpoint more effective for improving the reading comprehension skills of fifth graders at Gugus Ki Hajar Dewantara Elementary School, Kebumen Regency. Increase in average value *pretest* to *posttest* experimental class by 44%, namely the average value *pretest* 70,40 and the *posttest* mean score is 84.97. The results of the t-test calculation show the value of $t_{count} > t_{table}$ ($3,280 > 2,000$). Thus, the SQ4R model assisted by powerpoint media is effective in improving the reading comprehension skills of class V students. The results of observations of the activities of the experimental class and control class students in the Indonesian language lesson show that the average activity of the experimental class is better than the control class, therefore The researcher concludes that the application of the Survey, Question, Read, Reflect, Recite, Review (SQ4R) model with the help of powerpoint media is more effective in increasing the activity of fifth graders at SDN Gugus Ki Hajar Dewantara, Kebumen Regency on reading comprehension skills by finding important information in narrative texts. history.

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