



Article

The Effectiveness of Reading Comprehension Skills Through Survey, Question, Read, Recite, Review Reading Techniques in Islamic Religious Education Subjects Assisted by Prezi in Grade V Elementary Schools

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Article Info	ABSTRACT
Article History <i>Received</i> : 01-02-2024 <i>Revised</i> : 25-07-2024 <i>Accepted</i> : 27-12-2024	<p>The purpose of this study was to analyze the effectiveness of reading comprehension skills through the survey, question, read, recite, review (SQ3R) reading technique in Islamic Religious Education subjects assisted by prezi in grade V of elementary school. The method in this study was a <i>quasi-experiment</i> with a <i>nonequivalent control group design</i>. The population of this study was 74 students with a sample of 49 students determined using <i>purposive sampling</i>. The data collection technique in this study used tests and non-tests. Data analysis used a linear regression test with a prerequisite test using the normality test (<i>Shapiro Wilk</i>) and the homogeneity test (Levene test) through SPSS software version 29. The results showed that F_{Count} obtained 61,47 while F_{table} obtained 4,28. Based on the <i>R-Square test</i> of 72,8% while the rest of 27,2%. The effectiveness of N-Gain after being given treatment using the SQ3R reading technique assisted by <i>prezi</i> showed that it was quite effective to be used in the experimental class with a value of 60.18%. It can be concluded that the results of this linear regression test prove that there is an effectiveness of reading</p>
Keywords: <i>Prezi</i> ; Reading Comprehension; SQ3R	

1. Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) stated that Indonesia is ranked quite low in terms of world literacy (Elfert, 2021; Rusydiyah et al., 2023). In other words, the reading interest of the Indonesian people is said to be very low. The results of the 2018 *Program for International Student Assessment* (PISA) study were released on Tuesday, December 3, 2019. Based on the results of the study, Indonesia's PISA ranking in 2018 fell when compared to the results of the PISA in 2015 (Fahmy et al., 2021). PISA stated that for the reading category, Indonesia was ranked 74th out of 79 countries (Pramana et al., 2021; Syamsuri & Bancong, 2022). For category ability reading, Indonesia is at ranking 6 from below. Indonesia's average score is 371, below Panama which has an average score of 377. Meanwhile, first place is occupied by China with a score of average 555. Second place is occupied by Singapore with an average score of 549 and Macau, China is ranked third with an average score of 525. Meanwhile, Finland's often used pilot education system, is in 7th place with average score 520 (Hewi & Shaleh, 2020). Based on these data, it cannot be denied that the reading interest of the Indonesian people is not yet satisfactory.

According to Priasti & Suyatno, (2021) the low effective reading ability of students in schools is a reflection of the failure of reading learning carried out in schools. This failure is caused because various reading topics are not accompanied by reading techniques that can be used to approach the discourse. Elementary school students in grades 4, 5, and 6 should have begun to understand reading well, because reading is not only limited to reading that must be read but also reading that must be understood. The factor that is suspected of causing the low reading comprehension of students is that teachers have not used the right techniques in teaching beginning reading. This is in line with the opinion Ridiyanto et al., (2024) which states that the difficulty factor in reading students is influenced by external factors. External factors include family environmental factors which include family economic conditions, school factors which include teaching methods, and motivational factors from parents.

Cahyani et al., (2020) stated that reading comprehension is one aspect that is the main objective of teaching reading in elementary schools. Reading comprehension is the basis for understanding various fields of study. Likewise in the subject of Islamic Religious Education, to understand it requires good reading skills, a person cannot understand what others mean in their writing. Islamic Religious Education is expected to facilitate students in exploring and developing their faith potential, so that later they will not only know but understand and be able to

implement their religious knowledge and faith, so that they can live side by side with adherents of other religions (Risnawati & Priyantoro, 2021).

Based on the results of interviews with Islamic Religious Education teachers at UPTD SDN 5 Metro Pusat, many students in grade V are still less enthusiastic in reading or understanding what has been read. Often in reading students have difficulty concentrating and feelings of boredom which ultimately have an impact on daily test scores and during observations teachers have not developed reading techniques. The learning techniques used are still conventional, namely verbal such as lectures and questions and answers. In addition, the learning media used are less *varied*. Teachers use textbooks as learning media and sometimes use *power points*. This condition causes low reading comprehension skills, the majority of students get daily test scores, especially for Islamic Religious Education subjects, still below the learning objective completion criteria (KKTP) <75.

Therefore, teachers must be careful in choosing reading techniques that are believed to provide optimal learning outcomes. One of the reading techniques that can be used is the survey, question, read, recite, review (SQ3R) reading technique. The SQ3R technique is used in learning so that students can understand or comprehend fictional and non-fictional stories in a reading. This technique is also known to be effective in storing memory of reading for a longer period of time (Nuryani et al., 2022). The SQ3R technique is a technique that emphasizes how to read carefully and thoroughly so that it can improve students' metacognitive development. This is done by means of a preliminary review of a book (survey), making questions that will be asked later after reading (question), reading the book from beginning to end (read), answering questions that were asked before reading (recite), and rereading if there are still things that are not clear/understood (review) (Irawati, 2024).

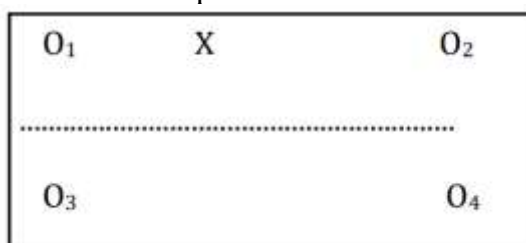
The advantage of the SQ3R reading technique is that with this technique students tend to more easily master the contents of the reading quickly and efficiently, detailing the main ideas and important details (Maizan et al., 2024). This happens because before reading, the reader conducts a *reading survey* first to get a general idea of what will be read. Then ask yourself various questions whose answers are in the reading. The implementation of the SQ3R reading technique has never been applied in UPTD SDN 5 Metro Pusat. In previous studies, the SQ3R reading technique was widely applied in Indonesian language subjects such as the research conducted Afiana et al., (2021); Himawan et al., (2023); Misnawan et al., (2020); Subekti, (2024). The difference with this study is analyzing the lack of students' PAI reading comprehension skills, where in reading comprehension skills one of them is an indicator of character appreciation, this is in line with the material to be tested, namely the apostle of Allah, my life example.

The role of teachers in using learning techniques is also very much needed, with the aim of being able to guide students in the learning process. To realize this, teachers also need to master learning media. By mastering learning media, it can

create a more productive learning process and increase student activity in learning activities in the classroom and will make the learning process in the classroom more interesting (Kusumaningrum & Ramadhani, 2023). One of the interesting media that can be used together with the SQ3R reading technique in learning is *prezi* media. Prezi media is software for creating online presentations based on the internet (SaaS). Prezi can be used to create linear or non-linear presentations, such as structured presentations or mind maps (Zulfitria et al., 2022). With learning using *prezi*, students will be more interested in learning, so that the learning process is of higher quality. The material will also be more systematically arranged, making it easier for teachers to explain the material (Hafizhah & Istyadji, 2022; Zuebaidha, 2020). In connection with the description that has been presented above, the purpose of this study is to analyze the effectiveness of reading comprehension skills through the survey, question, read, recite, review (SQ3R) reading technique in Islamic Religious Education subjects assisted by *prezi* in grade V of elementary school.

2. Method

The research method used quantitative with experimental research type. The research design used a nonequivalent *control group design* involving experimental group and control group. According to Fitria & Barseli, (2021) quantitative research is a research technique based on a certain population and sample, data collection using research instruments, statistical data analysis, with the aim of testing the established hypothesis. The population was 74 and the sample was 49, namely the experimental class of 25 students and the control class of 24 students. The research location was at UPTD SD N 5 Metro Pusat. The data collection technique used non-test and test, for non-test the researcher used observation technique, in the form of observation using an observation sheet containing SQ3R reading technique syntax. While for the test in the form of questions that have been made based on reading comprehension skill indicators. The prerequisite test used is the normality test (*Shapiro Wilk*) and the homogeneity test (Levene test) through SPSS software version 29, while to test the level of effectiveness of reading comprehension skills of grade V students will be tested using simple linear regression. The following is the research design presented in the picture below:



Picture 1 . Design Study *Nonequivalent Control Group Design* (Ermawati & Azmy, 2024)

Information:

O_1 : Initial Group Measurement of Experimental Class

O_2 : Final Group Measurement of Experimental Class

X : Treatment Provision

O_3 : Initial Group Measurement of Control Class

O_4 : Final Group Measurement of Control Class

3. Results and Discussion

In this study, the experimental group used the SQ3R reading technique assisted by *Prezi*. while the control group used conventional methods. The following are the results of the pretest and posttest of the experimental class and the control class presented in the following figure:

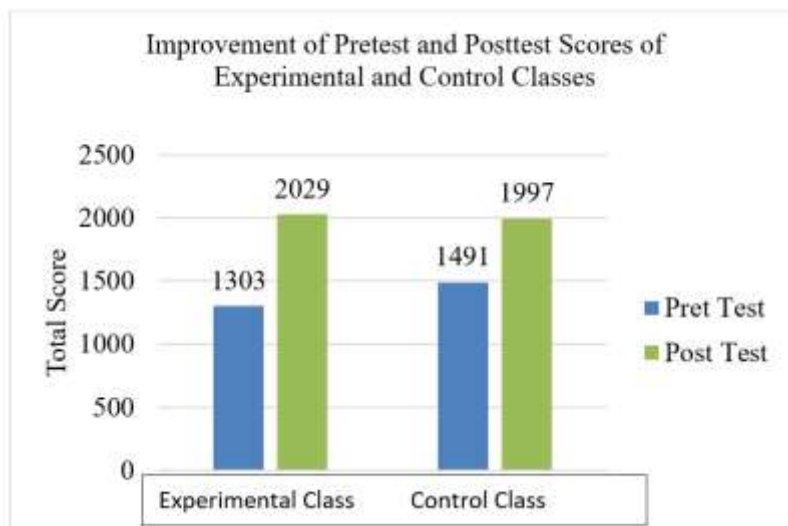


Figure 2. Results of *Pretest* and *Posttest* Scores for Experimental Class and Control Class

In the picture above, the experimental class shows a pretest score of 1303 and a posttest score that increased to 2029, indicating a significant increase. In contrast, the control class had a pretest score of 1497 and a posttest score of 1997, which also showed an increase, but not as strong as the experimental class. This shows that the application of the SQ3R reading technique used in the experimental class was more effective in improving the skills measured compared to the technique used in the control class. The greater increase in scores in the experimental class can be attributed to innovative and interactive teaching techniques, such as the use of the *Prezi*-assisted SQ3R technique, which has been shown to improve student

understanding and engagement in learning (Sakinah & Ibrahim, 2023). While the average N-Gain value is presented in the following picture:

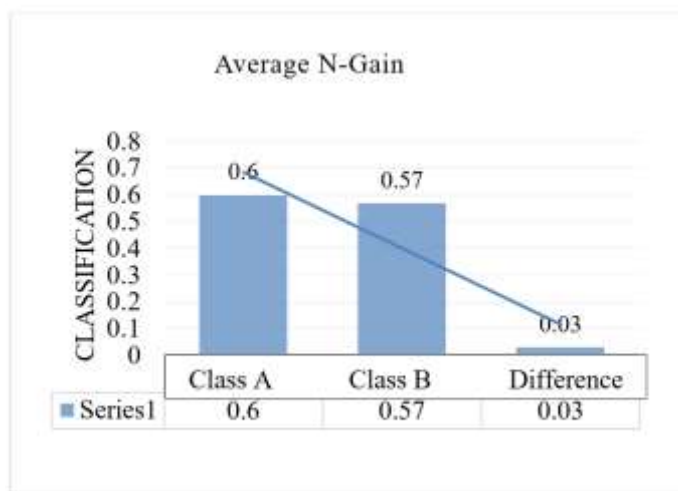


Figure 3. Average N-Gain Table

Based on the picture above, the *N-Gain* score for the experimental class is 0.6 with the largest score in the experimental class *pretest* is 83 and the smallest score is 25, while for the *posttest* with the largest score is 100 and the smallest score is 48. The *N-Gain* score for the control class is 0.57 with the smallest *pretest* score is 35 and the largest score is 80, while for the *posttest* with the smallest score is 60 and the largest score is 100. This shows a significant increase in the experimental class that has been given treatment with the SQ3R reading technique assisted by *prezi*. The following are the categories of N-Gain effectiveness interpretation in the table below:

Table 1. Interpretation Categories of N-Gain Effectiveness

Interpretation Category of N-Gain Effectiveness After Given Treatment in Experimental Class	
Percentage (%)	Interpretation
< 40	Ineffective
40 - 55	Less Effective
56 – 75	Quite Effective
> 76	Effective

Based on the interpretation category of the effectiveness of N-Gain after being given treatment in the experimental class, namely where the percentage obtained in the category of the level of effectiveness of N-Gain after being given treatment using the SQ3R reading technique assisted by *Prezi* is 60.18%, which shows that the

category shows that variable X is quite effective for use in the experimental class with a value of 60.18% in the interval 56 – 75%.

The normality test is conducted to determine whether the data follows a normal distribution or not. The data to be tested for normality are *pretest* and *posttest* data in the experimental class and control class. The normality test in this study uses *Shapiro-Wilk*. Data is said to be normally distributed if the significance value is > 0.05 , conversely if the significance value is < 0.05 , then the research data is not normally distributed. A recapitulation of the results of the *pretest* and *posttest* normality tests in the experimental class and control class can be seen in the following table.

Table 2. Experimental Class Normality Test

Class	Tests of Normality			Shapiro Wilk		
				Statistics	df	Sig.
Learning outcomes	<i>Pre Test</i>			0.952	25	0.274
	Experimental					
	Class					
	<i>Post Test</i>			0.925	25	0.065
	Experimental					
	Class					

***. This is a lower bound of the true significance.**

a. Lilliefors Significance Correction

Based on the table above for the results of the normality test of the experimental class, the significance value obtained in the *pretest* class is $0.274 > 0.05$, so the data is normally distributed, then for *the posttest* it is $0.065 > 0.05$, so the data is normally distributed. While the normality test in the control class is presented in the table below:

Table 3. Normality Test of Control Class

Class		Tests of Normality			Shapiro Wilk		
		Kolmogorov-Smirnov ^a					
		Statistics	Df	Sig.	Statistics	Df	Sig.
Results	<i>Pre</i>	0.156	24	0.134	0.924	24	0.072
	<i>Test</i>						
	control						
	class						
	<i>Post</i>	0.111	24	.200	0.955	24	0.354
	<i>Test of</i>			*			

control
class

***. This is a lower bound of the true significance.**

a. Lilliefors Significance Correction

Based on the table above for the results of the normality test of the control class, the significance value obtained in the *pre-test class* is $0.072 > 0.05$, then the data is normally distributed, then for the *post-test* it is $0.354 > 0.05$ then the data is normally distributed. The homogeneity test is carried out to determine whether the data has the same variance (homogeneous) or not. The data to be tested for homogeneity are the *pretest* and *posttest data* in the experimental class and the control class. The homogeneity test used is the Levene test. The calculation of the *Levene test* in this study was carried out with the help of SPSS *software*. The following are the results of the homogeneity test presented in the table below:

Table 4. Homogeneity Test

Tests of Homogeneity of Variances				
Results	Levene Statistics	df1	df2	Sig.
Based on Mean	1,846	3	94	0.144

Based on the table above, for the results of the *pretest* and *posttest normality test* of the control class and the experimental class, the significance value obtained is $0.144 > 0.05$, so the data is homogeneous. While the hypothesis test is used to test whether or not there is an effect of the use of the SQ3R reading technique assisted by *prezi media* which is the variable (X) on students' PAI reading skills (Y). This study uses a simple linear regression hypothesis test to see the increase in reading comprehension skills if given the treatment of the SQ3R reading technique assisted by *prezi media* with the help of SPSS with the following hypothesis.

$H_a : \rho \neq 0$ (there is influence)

$H_0 : \rho = 0$ (No there is influence)

Table 5. R Square

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error Of The Estimate
1	.853 _a	0.728	0.716	7,758
Predictors: (Constant),X SQ3R				

The table above explains the magnitude of the correlation/relationship value (R) which is 0.853 and explains the percentage of the influence of the independent variable on the dependent variable called the coefficient of determination which is the result of squaring R. In the output, the coefficient of determination (R^2) is 0.728 which means that the influence of the independent variable of the SQ3R reading technique assisted by *Prezi media* on the dependent variable (reading comprehension skills) is 72.8%, while the remaining 27.2% is influenced by other factors outside the X variable. The results of the regression test with Anova are presented in the following table:

Table. 6 ANOVA Regression Test

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3699,243	1	3699,243	61,471
	Residual	1384,117	23	60,179	.0001 _b
	Total	5083,360	24		
a. Dependent Variable: Y READING					
b. Predictors: (Constant), X SQ3R					

Based on the table above, there is a significant influence of variable X on variable Y. This is proven by the output that $F_{count} = 61.471$ with $n = 25$ For $\alpha = 0.05$ obtained $F_{table} = 4.26$ so $F_{count} \geq F_{table}$ ($61.471 \geq 4.26$) then with a significance/probability value of $0.001 < 0.05$, meaning that variable X has an effect on variable Y. In regression calculations linear simple with the two decisions above can concluded that H_a accepted Which It means There is an influence of 72.8%, the SQ3R reading technique assisted by *Prezi media* on the reading comprehension skills of grade V elementary school students.

The explanation above produces data that has been analyzed and ideas obtained by researchers that the SQ3R reading technique assisted by *prezi media* applied to Islamic religious education learning is considered effective. This can be seen in the category of N-Gain effectiveness interpretation after being given treatment in the experimental class, namely analyzing *pretest* and *posttest data* from students in the experimental class where the percentage obtained in the category of N-Gain effectiveness level after being given treatment using the SQ3R reading technique assisted by *prezi media* is 60.18%, which shows that the category shows that this X variable is quite effective in improving reading comprehension skills in the

experimental class with a value of 60.18% in the interval of 56 - 75%. This is because in the implementation process, students in the experimental class are required to actively create questions based on the discourse so that students can understand the reading in their own way.

Concrete evidence obtained with the increase in the *posttest scores* of students which have exceeded the minimum standard, namely the minimum completeness criteria (KKM) through *the pretest* and *posttest* in the experimental class, namely class VA with an increase in N-Gain of 0.6 (moderate). Thus, based on the research results that have been obtained, teachers can use the SQ3R technique and also this *prezi media* because by using this technique and media, it can foster learning activities and reading comprehension skills of elementary school students. Compared to research Azizah, (2021) who have not used *prezi media*, student enthusiasm is lacking and teachers must create a good learning strategy first so that the SQ3R reading technique can be implemented well, therefore, the presence of *prezi media* can be a bridge to improve the reading comprehension skills of grade V students.

The condition of reading activity using the SQ3R reading technique makes students more active in learning. The steps in the SQ3R reading technique make students have a high curiosity to understand the reading text material. Students are enthusiastic in asking questions and deepening information related to the reading. The SQ3R technique consists of five steps, namely Survey, Question, Read, Memorize, Review (Irawati, 2024; Nafisah & Koeswanti, 2023; Rojabi, 2020). This can be seen from the graph.

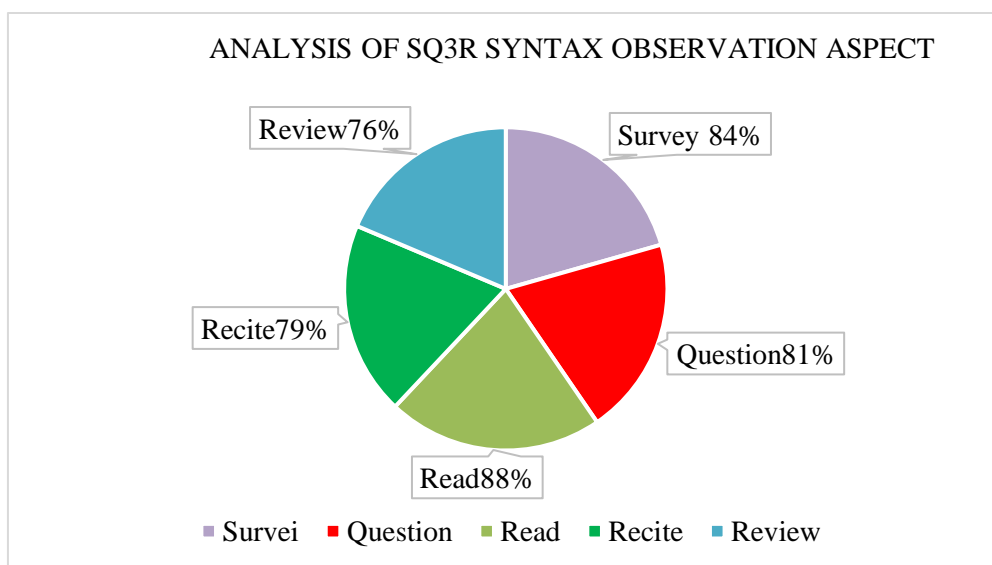


Figure 4. Analysis of Observation Aspects of SQ3R Syntax

Survey stage begins with the researcher asking students to pay attention to the title or subtitle and the chapter summary and images that have been prepared by the

researcher. This activity is intended to find the problems in the chapter before students start reading. When the researcher asked students to pay attention to the title of the text given, students were very enthusiastic about wanting to know the information contained in the text. Based on the results of observations in the experimental class, the *Survey section* obtained 84% of the data. Then in the *Question stage*, the researcher gave instructions or examples to students to compose clear, concise, and relevant questions to the parts of the text that had been marked in the first step. Based on the results of observations in the experimental class, the *Question section* obtained 81% of the data.

Read stage, the teacher asks students to read actively in order to find answers to the questions that have been prepared. The expression used at this stage is “Now read the text part by part, then find the answers to your questions while reading”. Based on the results of observations in the experimental class, the *Read section* obtained 88% data. The *Recite stage*, where after completing all the readings that were the students' assignments, the researcher tested students' memory of the answers to the questions by asking students to make small notes related to their questions and answers. Based on the results of observations in the experimental class, the *Recite section* obtained 79% data.

The final stage is *Review*, where reviewing the information obtained by students so that students are more careful in understanding important things in the reading in the *review section*. In this section, the researcher asked students to come forward one by one to review the answers and questions that students had made. Based on the results of the Review, the experimental class obtained 76% data. After completing the review, students were directed to fill out *the posttest* that had been prepared by the researcher. This technique is very good for encouraging students in the learning process (Astuti et al., 2024; Subekti, 2024; Wulandari et al., 2021) and changing behavior in reading skills among students (Emilda & Aminah, 2020; Maesaroh, 2021; Nurkaidah, 2023). SQ3R learning activities assisted by prezi media are better than SQ3R techniques without using prezi media. Prezi-based learning media is a zooming presentation application (Mulyadi et al., 2023; Ramadhani & Aristiawan, 2023). Prezi presentation media is a software used for presentations that is almost the same as PowerPoint. This media has another advantage in the form of a Zooming User Interface (ZUI) (Harjanto & Elvadolla, 2021; Imani et al., 2022), which can be used by Prezi users to enlarge and reduce the appearance of presentation media with the collaboration of attractive colors through the slides provided. Using Prezi as a presentation media will be easier because there is no need to move from one slide to another (Ripai & Ropiah, 2023; Widyastuti & Nuryanto, 2024; Yuliana & Hardian, 2024).

4. Conclusion and Suggestions

The SQ3R reading technique assisted by Prezi media has proven to be more effective in improving students' reading comprehension skills compared to conventional methods. This is indicated by an increase in pretest and posttest scores in the experimental class with an N-Gain of 0.6 (moderate category), and an effectiveness percentage value of 60.18% which is included in the “quite effective” category. The SQ3R technique, which involves the steps of Survey, Question, Read, Recite, and Review, encourages students to be more active, critical, and enthusiastic in understanding reading materials. Prezi media provides additional contributions with interactive designs and attractive visuals that facilitate the delivery of materials. Statistical tests show a significant influence between the SQ3R reading technique assisted by Prezi media on students' reading comprehension skills, with a contribution of 72.8%, while the remaining 27.2% is influenced by other factors. Suggestions for further researchers are recommended to find out its effectiveness in a wider age group. Further research can also be done by adding other variables, such as learning motivation, reading interest, or students' level of understanding of various types of texts, in order to obtain more comprehensive results. Future research can evaluate the effectiveness of other digital learning media in line with technological developments to support better educational innovation.

5. Author Contribution

Roza Melinda Puri designed the research, collected data, references, analyzed the data. Jody Setya Hermawan wrote the abstract and discussion sections of the article, analyzed the manuscript. Muhiom guided and analyzed the writing of the conclusion and suggestion sections of the article.

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