

The Influence of Learning Techniques And Reading Interest on the Reading Comprehension Ability of Grade V Students of SDIT Al Hamidiyah Depok

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Article history: received June 24, 2023; revised June 27, 2023; accepted June 29, 2023

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Abstract: This study aims to determine the influence of reading learning techniques and reading interest on the reading comprehension ability of grade V students. The learning models studied are Survey, Question, Read, Recite, and Review (SQ3R) and Direct Reading Thinking Activity (DRTA) reading learning techniques. SQ3R and DRTA are one of the techniques in learning reading. The SQ3R technique is used to improve reading comprehension skills in each student. While the DRTA technique is used to demand and train students to concentrate on understanding the content of the reading well. Both techniques are used to find out good techniques in reading comprehension. This research was conducted at SDIT Al Hamidiyah Depok with a sample of 80 students taken randomly. The research design used was factorial 2 X 2 and the technique used for hypothesis testing was two-track ANAVA followed by the Tuckey Test. The results obtained in this study are 1) There are differences in reading comprehension skills between students who learn with the SQ3R technique and students who learn with the DRTA technique; 2) There is a difference in reading comprehension skills in students with high reading interest between those who study with the SQ3R technique and those who learn with the DRTA technique; 3) There is a difference in reading comprehension skills in students with low reading interest between those who study with the SQ3R technique and those who learn with the DRTA technique; 4) There is an influence of interaction between learning techniques and reading interest on reading comprehension skills. Based on the results of the study, it can be concluded that the Survey, Question, Read, Recite, and Review (SQ3R) reading learning technique is better or more effective than the Direct Reading Thinking Activity (DRTA) technique. Interest in reading affects students' reading comprehension skills.

Keywords: Reading Learning, SQ3R, DRTA, Reading Interest and Reading Comprehension

I. INTRODUCTION

In communicating, language symbols can be used directly, in the sense that the sound of the language is produced directly by the informer and received directly by the recipient of the information. Such communication is called oral communication, that is, it uses spoken language, but these symbols can be used indirectly. In addition, communication can convey information in the form of written symbols called written communication. That way language will become more important than just a communication tool. Such is the importance of language mastery for humans, so it is almost certain that there are no human activities that do not use language, especially in teaching and learning activities, especially Indonesian lessons.

The ability to understand material or material can be done through the process of reading as one of the language skills. In the teaching and learning process there are indications that students are less able to absorb ideas or ideas, opinions, and messages to be conveyed in a reading. This low ability is indicated by low reading comprehension ability and low interest in reading owned by these students. Lack of enthusiasm of students in doing reading activities because they do not get pleasure in reading. While the pleasure of reading can only be felt if the individual gets satisfaction with the increase in information, knowledge, skills, and changing attitudes in his life. In teaching and learning activities, teachers must be able to see all sides of students to get the best techniques in the learning process. Techniques that are in accordance with the theme, material or circumstances of the students and the needs that exist in the learning period. All things are done so that the material provided can be conveyed and received properly and appropriately for students.

Learning techniques are the application of a method in the classroom to attract students' self-learning interest. The techniques used in this study are DRTA Technique and SQ3R Technique. Both of these techniques are used by teachers in reading a literary and non-literary text. The

purpose of using this technique is so that teachers can see the extent to which students understand the reading text with two different techniques. But students understand the content and message of the reading.

The use of literary and non-literary texts in DRTA and SQ3R techniques is intended to give students variety in learning. A literary text is an essay that contains a fictitious story with beautiful language, style, and image of taste. Literary texts are expressed more openly that contain the feelings, experiences, thoughts, ideas, beliefs or spirits of the author aimed at comfort or inner satisfaction. Examples of fairy tales, short stories, fables, novels, sagas, poems and plays. While non-literary texts are scientific essays that aim to increase the reader's insight and knowledge. Non-literary texts prioritize logic in their expression. Non-literary texts are texts that contain events that actually exist in society. Examples of editorials, reports, scientific papers, speech texts and various types of paragraphs in articles and news. The technique of reading SQ3R was proposed by Francis P. Robinson (1941). 2006. The SQ3R technique is a reading system that is often used by people because it makes it easier for someone to do the reading process. SQ3R; Survey

According to Francis, it is a technique to know and understand the material before starting to read completely. Question is the activity of compiling or creating questions that are relevant to the text. Read is the activity of actively reading text to find answers to questions that have been compiled. Recite is the activity of memorizing every answer that has been found. Review is the activity of reviewing all answers to questions in steps two and three.

According to Harper and Row [Harper and Row. 1969. Directing Reading Maturity As a Cognitive Process. New York : USA. p. 74.], DRTA/ Direct Reading Thinking Activities is a learning technique that directs students in thinking activities. The purpose of DRTA is to advance students' ability to read critically and thoughtfully. Let us as teachers Indonesian should teach learning in the classroom to be more interesting and creative so that students tend to follow the lesson actively. That is the key to successful teaching. It does not lie in the sophistication of the curriculum, but how the credibility of a teacher in organizing and utilizing mediators in the classroom.

Mediators and learning techniques carried out by teachers must be able to arouse students' reading interest in reading literary or non-literary works. Interest or interest can be said to be the main factor determining the success of a person's learning. More than that, it can be said that interest is the main driving force in every aspect of life. Interests are formed through growth, maturity, learning, and experience. No matter how good a person's learning process is, the results will be less satisfactory if the person does not have a strong interest. This is because interest directly affects other factors, such as the power of concentration, attention, craft, finding the right method, and fortitude in dealing with learning difficulties.

Building a child's love for books is not easy, but it is clearly beneficial in his future survival, especially for his educational success. Because, the love of reading activities is the main capital in the learning and teaching process that he goes through. In addition, through reading students can develop their imagination, recognize personality traits and develop students' abilities and interests. Growth in reading interest can begin since the baby is born. Talking about the love of reading means that we are faced with the problem of how to cultivate a love of reading and then increase the craze especially in the environment around ourselves. In a school environment, teachers are people who mix every day directly with students in the classroom through the teaching and learning process. Enrichment of the teaching and learning process in the classroom will only occur if teachers are good at using opportunities and opportunities so that students are always active in following lessons by including various learning resources that are available and possible to be utilized.

II. METHODS

This study was conducted to see the influence of learning techniques and reading interest on reading comprehension skills. In grade V students of SDIT Al Hamidiyah Depok. In accordance with the problems and goals to be achieved, this study uses an experimental method with a 2 X 2 factorial design. This method is by means of, namely SQ3R and DRTA, students learn using two different learning models. In the early grades, students learn Indonesian subjects, namely reading texts using Survey, Question, Read, Recite and Review (SQ3R)). while in the final class students learn Indonesian subjects, namely reading texts using Directed Reading Thinking Activity (DRTA).

In addition, both classes were also given a test at the end of learning with the aim of seeing the influence of reading interest on reading comprehension skills. To test the hypothesis proposed, experimental research has been conducted in Class V SDIT Al Hamidiyah by applying the treatment of reading learning with SQ3R learning techniques and DRTA learning techniques as well as reading comprehension tests.

III. RESULTS AND DISCUSSION

In this study, my main subject was grade V students with a division of 2 groups. The first group with a total of 40 students used the SQ3R Technique and the second group with a total of 40 students used the DRTA Technique. The sample is given LK and Post Test. Lk was conducted to see students' initial ability in learning using the SQ3R Technique and DRTA Technique. Post test is the final test of the development of students' abilities in learning. After the post test is done. The sample was further divided based on reading interest, which was 27% of the highest score and 27% of the lowest score. So the sample is divided into four parts, each section totaling 11 people, with the following details: 1) eleven people who have high reading interest and learn using the SQ3R Technique, 2) eleven people who have low reading interest and learn using the SQ3R Technique, 3) eleven people who have high reading interest and learn using the DRTA Technique, 4) eleven people who have low reading interest and learn using the DRTA Technique.

The following description will describe the results of reading comprehension skills of grade 5 students of SDIT Al Hamidiyah Depok as follows:

1. Description of the average score of the group studying with the overall SQ3R learning technique.
2. Description of the average score of the group studying with the overall DRTA learning technique.
3. Description of the average score of the group who studied with the SQ3R learning technique and had an overall high reading request.
4. Description of the average score of the group who studied with the SQ3R learning technique and had low overall reading requests.
5. Description of the average score of the group who studied with DRTA learning techniques and had high overall reading requests.
6. Description of the average score of the group who studied with DRTA learning techniques and had low overall reading requests.

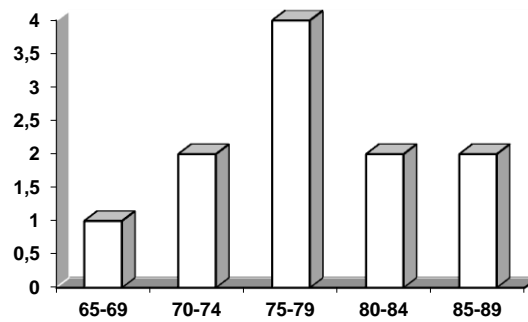


Chart 1. Histogram of average scores of groups studying with overall SQ3R learning techniques

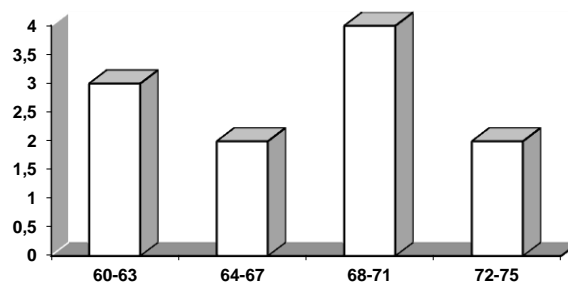


Chart 2. Histogram of average scores of groups studying with overall DRTA learning techniques

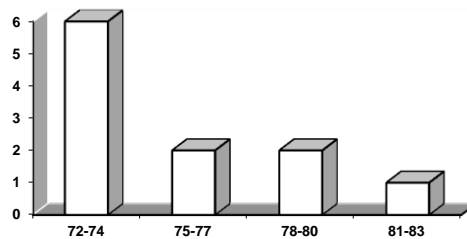


Chart 3. Histogram of average scores of groups studying with SQ3R learning techniques and having an overall high read request

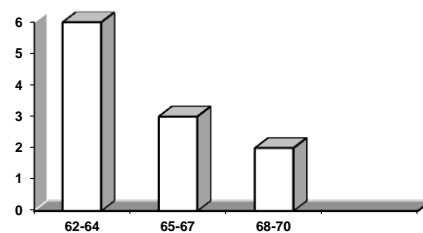


Chart 4. Histogram of average scores of groups studying with SQ3R learning techniques and having low overall read prompts

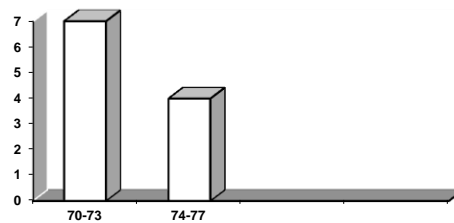


Table 5. Histogram of average scores of groups studying with SQ3R learning techniques and having low overall read prompts

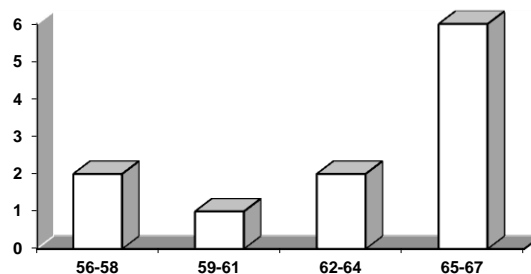


Table 6. Histogram of average scores of groups studying with DRTA learning techniques and having low overall read prompts

Hypothesis testing of this study was carried out with a two-track variance analysis technique (ANAVA 2 X 2), then if there is an interaction, further tests are carried out using the Tuckey test (t test).

Two-track variance analysis is a calculation technique that aims to investigate two influences, namely the main effect and the interaction effect. The main influence is the influence of differences in learning techniques in the form of DRTA techniques and SQ3R techniques as well as the influence of reading interest in the form of, high reading interest and low reading interest on reading comprehension skills. While interaction is the influence between learning techniques and reading interest on reading comprehension skills.

Based on the calculation results of the SPSS computer program, the Anava 2 x 2 Test shows an interaction between learning techniques and reading interest, then a tuckey test is carried out to find out which group is superior. Based on hypothesis testing, hypothetical results were obtained which aimed to see the influence of learning techniques and reading interest on reading comprehension skills in Indonesian subjects.

Through descriptive analysis, the average score of reading comprehension ability of students taught with the SQ3R learning technique was obtained in contrast to the scores produced by students taught with the DRTA learning technique, which were 70.55 and 68.27 respectively. This fact is supported by the results of inferential analysis which states that there is a significant difference between the reading comprehension ability of students who obtain SQ3R learning techniques and DRTA learning techniques.

Judging from the magnitude of the average scores produced by the two learning techniques, it can be said that the SQ3R learning technique produces a higher reading comprehension ability

score compared to the SQ3R learning technique. Thus, overall the SQ3R learning technique is more effective than the DRTA learning technique in improving students' reading comprehension skills, especially those who were subjects in this study.

The standard deviations produced by the SQ3R and DRTA learning techniques are 6.085 and 5.734, respectively. From the magnitude of the resulting standard deviation, it appears that the SQ3R learning technique is higher than the DRTA learning technique. This can be interpreted that the reading comprehension score produced by the DRTA learning technique has a smaller value variation and is more centered on the value of values that are relatively larger than the value variation produced by the SQ3R learning technique. For this reason, it is said that the score produced by the SQ3R learning technique is more stable than the reading comprehension score produced by the DRTA learning technique.

In groups that have high reading interest, through a statistical approach provides an average difference in reading comprehension scores between groups of students who learn with SQ3R learning techniques and groups of students who learn with DRTA learning techniques. The average scores were 75.64 and 73.09. It can be seen that these two average scores provide a considerable difference, so that descriptively it can be said that the two are different. From the results of hypothesis testing, it is possible to strengthen the difference, which is produced that there is a significant difference in the reading comprehension ability of students taught with the SQ3R learning technique and groups of students taught with the DRTA technique. With this fact, it can be said that the SQ3R learning technique is better than the DRTA learning technique in improving the reading comprehension ability of students who have a high reading interest.

In groups that have low reading interest, through a statistical approach provides an average difference in reading comprehension scores between groups of students who learn with SQ3R learning techniques and groups of students who learn with DRTA learning techniques. The average scores were 65.45 and 63.45. The difference between these two average scores is evidenced by the results of inferential testing, which results in a significant difference. These results represent the effectiveness of the SQ3R learning technique compared to the DRTA learning technique.

The same can be seen from the interaction between the learning techniques used and reading interest in improving students' reading comprehension skills, shown by the results of hypothesis testing where it is determined to reject the H_0 hypothesis at a significant level $\alpha = 0.01$ which means there is a significant influence of the interaction between learning techniques and interest in students' reading comprehension skills.

From all the results of the analysis that have been described both by descriptive analysis and inferential analysis, it is reasonable to say that the use of SQ3R learning strategies is more effective in improving students' reading comprehension skills compared to the use of DRTA learning techniques. In the application of SQ3R, it is necessary to pay attention to student characteristics based on their reading interest, because this learning technique provides more effective results in groups of students who have high reading interest. This is evidenced by the very significant differences in reading comprehension skills produced between groups of students who have high reading interest.

IV. CONCLUSION

Based on the results of hypothesis testing and discussion, the following overall conclusions were obtained: The reading comprehension ability of the group of students who learned using the SQ3R learning technique was higher than the reading comprehension ability of the group of students who learned using the DRTA learning technique. This shows that learning with the SQ3R learning technique is more effective than learning with the DRTA reading learning technique for students who take the reading comprehension test. The reading comprehension ability of the group

of students who have high reading interest using the SQ3R learning technique is higher than the reading comprehension ability of the group of students who have high reading interest using DRTA learning techniques. The reading comprehension ability of the group of students who have low reading interest using the SQ3R learning technique is lower than the reading comprehension ability of the group of students who have low reading interest using the DRTA learning technique. There is an interaction between DRTA and SQ3R learning techniques with reading interest in reading comprehension skills.

Thus, it can be concluded that learning techniques and reading interest affect the reading comprehension ability of grade V students of SDIT Al Hamidiyah Depok.

Efforts to improve reading comprehension learning technique factors are one of the supporters in the success of reading comprehension. Students will improve reading comprehension skills if supported by learning techniques that are in accordance with the learning material and student desires will certainly improve students' reading comprehension skills. Reading activities are a gateway to obtaining various information that will increase and increase students' knowledge about the knowledge they are engaged in. Students are required to gain knowledge by reading, responding, and questioning information that is in accordance with the facts and can understand the reading properly and correctly. To improve reading comprehension, students need effective and appropriate learning techniques. It is said to be effective and effective, meaning that it uses a variety of learning techniques, diverse learning materials, and learning media that can cause reading requests in students for various types of reading texts. Teachers and parents must realize the importance of reading interest in students. Therefore, teachers and parents must work together in fostering students' interest in reading, among others by giving examples of ourselves in reading, building reading habits in ourselves by involving children slowly, Creating a conducive, loving, caring atmosphere, when reading by involving the emotions of ourselves and children, inviting children to bookstores by introducing children to various types of knowledge and general books, and rewarding children's interests by accompanying children, discussing or buying new reading books that children are interested in.

ACKNOWLEDGEMENTS

The authors are grateful for the sponsorship and main funding support from all institution, and special funds Universitas Pamulang, Indonesia

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