



The Effect of SQ5R Learning Method and Learning Motivation on Students Reading Skills

Indah Fajri Hilmi^{1*}, Anisah¹, Desvalini Anwar¹, Elfia Sukma¹

¹ Universitas Negeri Padang, Padang, Indonesia

Received: January 2, 2024

Revised: August 25, 2024

Accepted: November 25, 2024

Published: November 30, 2024

Corresponding Author:

Indah Fajri Hilmi

indahfajrihilmi780@gmail.com

DOI: [10.29303/jppipa.v10i11.7059](https://doi.org/10.29303/jppipa.v10i11.7059)

© 2024 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: This research is motivated by the results of a preliminary study conducted by researchers at the research location that students do not master reading skills. Based on these findings, researchers are interested in obtaining information about the influence of using the SQ5R learning method and learning motivation on the reading skills of class V students at UT SDN 05 Pasar Baru. This research to explain: (1) the effect of using the SQ5R learning method on the reading skills for class V students who have high learning motivation (2) the effect of using the SQ5R learning method on reading skills (3) the effect of using the SQ5R learning method on reading skills for class V students who have low learning motivation (4) interaction between the use of the SQ5R learning method and learning motivation. Base on the research results, it was found that (1) by the t test results obtained sig. (2-tailed) $0,000 < 0,05$ (2) by the t test results obtained sig. (2-tailed) $0,005 < 0,05$ (3) by the t test results obtained sig. (2-tailed) $0,017 < 0,05$ (4) significance of the test results $0,988 > 0,05$, so there is an interaction between the SQ5R learning method and learning motivation.

Keywords: Reading skills; Learning Motivation; SQ5R

Introduction

Language is a system of symbolizing sounds or speech in everyday human communication. For humans, language has two roles, namely as a medium for thinking and as a medium for communication (Lathifa et al., 2024). This thinking process cannot be separated from language mastery because humans think through language symbols (Fadillah et al., 2024). Human thoughts and ideas are very important to convey to other people. Good communication must also use good media. Language in education is very important for teaching and learning (Putri et al., 2023).

Learning Indonesian is important for elementary schools (SD) students because it helps them develop good language skills and the ability to communicate verbally and in writing (Irawan et al., 2024). Because of the importance of this language, Indonesian is one of the compulsory subjects from elementary school to university (Qur & Halim, 2024). Learning Indonesian in elementary schools (SD) requires students to read frequently, but in fact reading has not been able to become a culture. Not a few children are lazy about

reading and consider reading to be a boring activity, as a result, learning becomes hampered and incomplete (Putra et al., 2024). Reading is an important component in learning Indonesian because reading aims to learn things in the text, discover in the text, including information facts and what the author may imply (Auliyatulloh et al., 2024). Reading is essentially something complex that involves many things, not just reciting writing but also involving visual, thinking, psycholinguistic and metacognitive activities so that students have complex reading skills (Halim, 2023).

Complex reading skills include two main abilities, namely mastering the meaning of words and the ability to think about verbal concepts (Wijaya & Supena, 2023). By mastering reading skills, students gain insight, intelligence, knowledge and are able to solve problems in learning (Rahayu & Rabia, 2023). Reading skills are a way to study reading material in depth and thoroughly (Zakaria et al., 2021). Reading skills are a series of activities to understand logical arguments as a whole, determine the main idea of a reading, read carefully, read carefully all the contents of the reading and restate

How to Cite:

Hilmi, I. F., Anisah, A., Anwar, D., & Sukma, E. (2024). The Effect of SQ5R Learning Method and Learning Motivation on Students Reading Skills: Bahasa Inggris. *Jurnal Penelitian Pendidikan IPA*, 10(11), 8952-8960. <https://doi.org/10.29303/jppipa.v10i11.7059>

the contents of the reading in your own sentences (Gea et al., 2024).

Based on research conducted by the Progress in International Reading Literacy Study (PIRLS) on an international study in the field of reading in children throughout the world sponsored by The International Association for the Evaluation Achievement, it shows that the average reading skill of Indonesian children is in fourth place. Bottom of 45 countries in the world (Farokhah et al., 2024). Indonesian children's reading skills are still relatively low. In addition, the results of the 2018 PISA study released by the OECD show that Indonesian students' reading skills achieved an average score of 371 with the OECD 487 (Telaumbanua et al., 2024). Apart from that, based on the "Most Littered Nation In The World" study conducted by Central Connecticut State University in March 2016, Indonesia was stated to be ranked 60th out of 61 countries regarding reading skills (Prayuda & Tanjung, 2023).

Based on data that has been collected from the field through observation activities at UPT SDN 05 Pasar Baru Pesisir Selatan Regency. This school was chosen as a place for observation because it a core elementary school selected among cluster members which has a role as a development center at the cluster level and institutionally has infrastructure and has educational staff/ teachers who support efforts to improve the quality of education (Arianto et al., 2024). Apart from that, UPT SDN 05 Pasar Baru has 2 groups at each class level, so classes VA and VB were chosen as research samples. In terms of material, the VA dan VB classes are more suitable to be applied because observations have been made so that the researcher has observed the students directly, not just heard or interviewed the teacher. Especially because in class V students will take the AKM (Minimum Competency Assessment) exam. AKM is a basic competency that is a benchmark for assessing students' minimum abilities both in terms of numeracy and reading literacy, therefore practice and self-preparation are needed for students to take the exam (Latifah et al., 2023). In accordance with the results of observations, it shows that many students think that reading is not a fun activity, especially since they have to understand the content of the reading. This can be seen when students receive assignments from the teacher to read and do questions. Many students feel confused and the answers do not match what is asked (Saputro et al., 2021). This problem arises from the fact that educators continue to use traditional teaching methods such as lectures and students do not know the steps or stages in searching for content in reading (Oktaviana et al., 2024).

Apart from that, through observations, several facts related to students' reading skills were also found, namely: (1) when learning to read, on average students are not able to pronounce well and still do not

understand the reading material; (2) students' way of reading is still halting; (3) when reading students tend to pay less attention to punctuation; (4) teachers use less media and teaching aids during learning; (5) lack of learning methods used by teachers in learning activities (Nabilah et al., 2024). This is also confirmed by the teachers' statements when interviewed. The teacher explains that there are several obstacles that teachers often face in the learning process namely: (1) students' lack of attention to the material explained by the teacher so that learning becomes passive; (2) the time used is not enough to convey dense learning material, thereby slowing down the completion of learning material; (3) lack of learning media provided by the school so that when learning teachers rarely use media (Kamali et al., 2018).

An important aspect that is a problem is that students do not master reading skills, students do not understand the meaning and meaning contained in written language because reading is a process that is carried out and used by readers to obtain messages that want to be conveyed through the media of words/language or writing. Students do not find it easy to obtain information and read literature so that students' mastery of learning material is not optimal. To overcome these facts, it is necessary to use appropriate learning methods (Mayasari & Anitra, 2024). Learning methods are methods used by teachers to implement plans that have been prepared in the form of real and practical activities in establishing relationships with students during learning and to achieve learning objectives (Efania & Umam, 2023). Apart from that, learning methods must also provide space for students intelligence to develop as well as possible because using inappropriate teaching methods will certainly not make students learn as effectively as possible (Ramdhani et al., 2024).

The SQ5R learning method is a learning method that focuses on efficient reading activities and helps students to concentrate more on the text they read, so that it can encourage students to better understand what they read, focusing on the essence implied in a book or text (Agustin & Kurniawan, 2024). This method begins with checking the reading, followed by composing questions, answering questions that have been prepared while reading, thorough reading of the entire text, restating, reading, repeating and then reviewing and strengthening using the reading text (Alam & Skills, 2023). The benefit of this method is that students may focus more on reading and better understand the material (Priamada & Utomo, 2024). The SQ5R method will also help students focus on difficult reading passages, develop their ability to answer questions about topics and take notes in a question and answer format (Ardini, 2022).

The learning stage of the SQ5R method is more effective because this method encourages students to better understand what they read, focusing on the essence and main content of the reading (Rahma et al., 2024). This method has advantages over other methods, namely that the level of understanding that will be obtained can be deeper due to active reading (Nisa & Sa, 2024). In this way, the reading process is more efficient and effective (Harianto, 2020). Through the SQ5R method, it is hoped that students can understand what they have read, students can understand the essence of the reading they have read (Rafiza & Miaz, 2021). So the level of student understanding is better than using other methods. Apart from that, this learning method also provides students with the possibility to learn systematically, effectively and efficiently in dealing with various teaching materials (Susanti et al., 2023). The SQ5R learning method is more efficiently used for learning because students can repeatedly study the teaching material (Damara et al., 2024).

The steps in implementing SQ5R begin with a Survey, namely checking or researching all the reading texts. Question, namely compiling a list of questions sourced from reading texts (Husaini et al., 2024). Read, namely reading the text actively to find answers to questions that have been prepared by students. Recite is memorizing or understanding each answer that has been found and summarizing the contents of the reading text. Record, namely reading it back. Review is checking again the answers to questions that have been worked on. Reflect, namely providing examples/making a summary of the material. Each stage in the SQ5R method must be implemented in a structured and patterned manner so that reading goals can be achieved well (Eka et al., 2024). The advantage of the SQ5R method is that it provides a broader understanding of the subject matter contained in the textbook; make students more active; make it focus directly on the essence or main contents of the material implicit and explicit in the text, so that it does not rule out the possibility of achieving an effective learning process according to the expected goals (Tevano et al., 2024).

Apart from using the SQ5R method, aspects of learning motivation are needed to review students' high and low reading skills. Learning motivation is an urge that student to learn in order to achieve the goals that have been set (Sareng et al., 2023). The essence of learning motivation is internal and external encouragement for students to make changes in behavior. In general, with several supporting indicators or elements (Diyah & Indriyani, 2024). Motivation to learn can arise due to intrinsic factors in the form of desire and desire to succeed, encouragement to learn and hope for ideals. Meanwhile, the extrinsic factors are awards, a conducive learning environment and

interesting learning activities (Debataraja, 2023). Learning motivation has a very important role in the learning process. High motivation can help students achieve brilliant achievements in learning. Meanwhile, low learning motivation can hinder students from achieving satisfactory learning outcomes (Pane & Mardiana, 2023).

Regarding learning motivation, UNESCO states that Indonesia is second from the bottom in terms of world literacy. Only 0.001% means, out of 1000 Indonesians, only 1 person reads diligently (Welly & Tifani, 2024). This data shows that the learning motivation of Indonesian people is still very low (Lu et al., 2022). Different research on the World's Most Literate Nations Ranking conducted by Central Connecticut State University, Indonesia was stated to be ranked 69th out of 61 countries regarding learning motivation, just below Thailand (59) and above Botswana (61) (Hoerudin, 2024). In fact, in terms of assessing infrastructure to support reading Indonesia ranks above European countries. In this modern era, people feel less concerned with the importance of reading books, people rely more on cellphones to search for information because they feel it is easier and faster (Veryani et al., 2023). This also has an impact on students, because students are facilitated by their parents using cellphones to study and communicate but this is not balanced with supervision (Sunardin, 2019).

Based on the description above and previous research, the author is interested in conducting research with the title "The Effect of Using the SQ5R Learning Method and Learning Motivation on the Reading Skills of Class V Students of UPT SDN 05 Pasar Baru Pesisir Selatan Regency".

Method

The research uses a type of quantitative research with experimental methods. Experimental research is a research method used to find the effect of certain treatments on others under controlled conditions (Halawa et al., 2020). The experimental design used in this research is 2x2 factorial. In this experimental research, the author chose to use a factorial design because the author not only wanted to see the effect of the independent variable on the dependent variable but also the interaction effect of the two independent variables on the dependent variable. Factorial design is an action on one or more variables that is manipulated simultaneously in order to study the influence of each variable on the dependent variable or the influence or the influence resulting from interactions between several variables. The term factorial refers to the fact that the design involves several factors, each factor having two or more levels. Thus, a 2x2 factorial design has two

factors. Each factor has two levels (levels). 2×2 is the simplest factorial design.

Therefore, this research has two factors and each factor has two levels, so this research is called 2×2 factorial design research. The 2×2 factorial design requires four groups as explained in the following Table 1.

Table 1. 2×2 Factorial Design Structure.

Learning methods	SQ5R learning method (A1)	Conventional learning methods (A2)
Learn		
High (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2

Can be explained A1B1 learning outcomes of students who are motivated students taught using the SQ5R learning method, A2B1 learning outcomes of students who are motivated students who are taught using conventional learning methods, A1B2 learning outcomes of students who are motivated low who are taught using the SQ5R learning method, A2B2 learning

Table 2. Description of reading skills data for class v students.

Learning methods	Motivation	Mean	Std. deviation	N
SQ5R learning method	High motivation	89.57	13.53	18
	Low motivation	41.39	20.64	6
	Amount	65.48	29.85	24
	High motivation	87.65	15.53	13
	Low motivation	36.61	15.01	11
	Amount	62.13	29.89	24
Conventional learning methods	High motivation	88.61	14.43	31
	Low motivation	39.00	18.01	17
	Amount	63.80	29.75	38
total				

That the difference in average scores is a measure that reading skills using the SQ5R learning method namely 65.48, are higher than students who take learning using the conventional approach, namely, namely 62.13. this can also be seen from the difference in the maximum value, minimum value, that the experimental class value is higher than the control class value. So you can see the difference in the scores of students with high learning motivation for the experimental class and the control class. The results of reading skills with high learning motivation show that the average score for the experimental class is 89.57, which is higher than the control class, namely 87.65. likewise for maximum scores, the maximum score for the experimental class of students with high learning motivation is higher than the maximum score for students with high learning motivation in the control class and the minimum score for the experimental class of students with high learning motivation is also higher than the minimum score. Students with high learning motivation in the control class.

outcomes of students who are motivated low who are taught using conventional learning methods.

Result and Discussion

The results of data analysis obtained after a series of research carried out from the results of the learning motivation questionnaire and the results of the reading skills test taught using the SQ5R learning method in the experimental class as well as the results of the learning motivation questionnaire and the results of the reading skills test of students taught using conventional learning.

a. Description of student reading skills data using the SQ5R learning method

The results of the research described are students' reading skills which are seen based on considerations of the SQ5R learning method and learning motivation. A description of the students' reading skills data can be seen in the following Table 2.

b. Description of data on reading skills of class v UPT SDN 05 Pasar Baru students who have high learning motivation using the SQ5R learning method

The results of the research described are the reading skills of class V students who have high learning motivation using the SQ5R learning method. The data description of the reading skills of the reading skills of class V students who have high motivation can be seen in the Table 3.

Table 3. High motivational reading skills

	N	Min	Max	Sum	Mean	Variance
High motivation experimental class	18	50	100	2060	89.57	2.82
High motivation control class	6	75	83	952	41.39	4.30
Valid N (listwise)	24					

Based on table 3. Data on students' reading skills in the experimental class who had high motivation with a total of 18 students, the lowest score was 50 and the highest score was 100, an average of 89.57, with a variance value of 2.82. in the control class with a total of 13 students who had high motivation, the lowest score was 75 and the highest score was 83 with a variance value of 4.30.

c. *Description of data on reading skills of class V UPT SDN 05 Pasar Baru students who have low learning motivation using the SQ5R learning method.*

The research results described are the reading skills of fifth grade students who have low learning motivation using the SQ5R learning method. Description of data on reading skills of students who have high motivation can be seen in Table 4.

Table 4. low motivation reading skills

	N	Min	Max	Sum	Mean	Variance
Low motivation experimental class	13	67	100	2016	87.65	3.23
Low motivation control class	11	58	66	808	35.13	3.19
Valid N (listwise)	24					

Based on table 4 data on students' reading skills in the experimental class who had low motivation with a total of 13 students, the lowest score was 67 and the highest score was 100, an average of 87.65 with a variance value of 3.23. in the control class with a total of 11 students who had low motivation, the lowest score was 58 and the highest score was 66, an average of 35.13 with a variance value of 3.19.

The results obtained from calculating data on reading skills in the experimental class and control class were all normally distributed and homogeneous, so the next step was to test the hypothesis. The hypothesis test used to test hypotheses 1, 2, and 3 is the t test, and to test hypothesis 4, namely two-way anova.

Researchers used the SPSS 26 for Windows program to carry out this independent sample t-test. If the sig (2-tailed) value is > 0.05 , it means there is no significant difference between the pretest results of the experimental class and the control class. However, if the sig (2-tailed) value < 0.05 means there is a significant difference between the pretest results of the experimental class and the control class. The following calculation results can be seen in the table 5:

1. *First Hypothesis test*

The results of calculating the independent sample t-test on reading skills in the experimental class and control class can be seen in table 5.

Table 5. Independent sample t-test results.

	F	Sig.	t	Df	Sig. (2-tailed)
Equal variances assumed	0.01	0.91	10.72	45.00	0.00
Equal variances not assumed			10.72	44.94	0.00

Based on the SPSS output table 5. Above at the sig.(2-tailed) 0.05 level, the sig value is obtained. 0.005 value $0.000 < 0.05$. The conclusion from these two test results is that there is a significant influence in the experimental class and control class on expository narrative reading skills.

2. *Test the Second Hypothesis*

The results of calculating hypothesis 2 through the independent sample t-test in the high motivation experimental class and the high motivation control class on reading skills can be seen in Table 6.

Table 6. Independent Sample T-Test Results

	F	Sig.	t	Df	Sig. (2-tailed)
Equal variances assumed	0.77	0.38	2.93	52	0.00
Equal variances not assumed			2.93	50.42	0.00

Based on the SPSS output, the test results using a significance level of 0.05 obtained a sig value. $0.005 < 0.05$ so it can be concluded that there is a significant influence between the experimental class with high learning motivation and the control class with high motivation.

3. *Test the Third Hypothesis*

The calculation of the third hypothesis was carried out through an independent sample t-test on the low motivation experimental class and the low motivation control class, where the results obtained can be seen in Table 7.

Table 7. Independent Sample T-Test Results

	F	Sig.	t	Df	Sig. (2-tailed)
Equal variances assumed	1.12	0.29	2.48	38	0.01
Equal variances not assumed			2.48	36.80	0.01

Based on the SPSS output, the test results using a significance level of 0.05 obtained a sig value. 0.017 value $0.017 > 0.05$ The conclusion from these two test results is that there is no significant influence in the low motivation experimental class and the low motivation control class on students' reading skills. Based on the SPSS output the test results using a significance level of 0.05 obtained a sig. 0.017 value $0.017 > 0.05$ The conclusion from these two test results is that there is no significant influence in the low motivation experimental class and the low motivation control class on students' reading skills.

4. Test the Fourth Hypothesis

Based on the calculation of hypothesis 4 that has been carried out, the results of testing hypothesis 4 can be seen in Table 8.

Table 8. Hypothesis 4 Test Results with Two-Way Anova Test.

Tests of Between-Subjects Effects			
Dependent Variable: reading skills			
Source	df	F	Sig.
Corrected Method	3	43.740	.001
Intercept	1	15740.201	.001
Method	1	9.146	.004
Motivation	1	130.181	.001
Method *	1	0.00	0.98
Motivation			
Error	42		
Total	46		
Corrected Total	45		
a. R Squared = 0.75 (Adjusted R Squared = 0.74)			

Two-way anova test results, learning model significance level (α) = 0.05 significance of test results = 0.004. The significance of the test results is $0.004 < 0.05$, so there is a difference in the reading skills of students who are treated between using the SQ5R learning method and the conventional approach. Motivation to learn significance level = 0.05 significance of test results = 0.001. The significance of the test results is $0.001 < 0.05$, so there is a difference in the ability of students' reading skills using the SQ5R learning method with the conventional approach in terms of learning motivation SQ5R learning method with learning motivation significance level = 0.05 significance of test results = 0.988. The significance of the test results is $0.988 > 0.05$, so there is no interaction between the SQ5R learning method and learning motivation on reading skills.

Conclusion

Based on the SPSS output, the test results using a significance level of 0.05 obtained a sig value. 0.017 value

$0.017 > 0.05$ The conclusion from these two test results is that there is no significant influence in the low motivation experimental class and the low motivation control class on students' reading skills. Based on the SPSS output the test results using a significance level of 0.05 obtained a sig. 0.017 value $0.017 > 0.05$ The conclusion from these two test results is that there is no significant influence in the low motivation experimental class and the low motivation control class on students' reading skills. Base on the research results, it was found that (1) by the t test results obtained sig. (2-tailed) 0,000 $< 0,05$ (2) by the t test results obtained sig. (2-tailed) 0,005 $< 0,05$ (3) by the t test results obtained sig. (2-tailed) 0,017 $< 0,05$ (4) significance of the test results 0,988 $> 0,05$, so there is an interaction between the SQ5R learning method and learning motivation.

Acknowledgments

Thank you to all parties who have helped in this research so that this article can be published

Author Contributions

All author contributed to writing this article.

Funding

No external funding.

Conflicts of Interest

No conflict interest.

References

Agustin, R. D., & Kurniawan, M. I. (2024). Efektivitas Model Pembelajaran Kooperatif Tipe Make A Macth Terhadap Motivasi Belajar Siswa Kelas V Sekolah Dasar. *Jurnal Pendidikan Dasar Flobamorata*, 5(1), 139-149. <https://doi.org/10.51494/jpdf.v5i1.1140>.

Alam, S., & Skills, R. (2023). Penerapan Model Pembelajaran Problem Based Learning Upaya Peningkatan Keterampilan Membaca Mata Pelajaran Bahasa Indonesia Siswa Kelas VI MI Ujung Bulo. *Jurnal Pendidikan, Bahasa Dan Budaya*, 2(1), 106-121. <https://doi.org/10.55606/jpbb.v2i1.1050>.

Ardini, D. A. (2022). Improving Reading Comprehension on Descriptive Text Through STAD for The First Year Students. *Journal Of Development Research*, 6(November), 224-229. <https://doi.org/10.28926/jdr.v6i2.259>

Arianto, M., Sabani, F., Rahmadani, E., Sukmawaty, S., Bernyanyi dalam Meningkatkan Keterampilan Membaca Permulaan Siswa Sekolah Dasar. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 7(1), 23-31. <https://doi.org/10.54069/attadrib.v7i1.711>

Auliyatulloh, Z., Utami, D., % Humaero, I. (2024). Peran Wali Kelas dalam Meningkatkan Motivasi Belajar Siswa Kelas 1 Madrasah Ibtidaiyah. *Jurnal Educatio*, 10(2), 346-356. <https://doi.org/10.31949/educatio.v10i2.6708>

Damara, R. M., Shofi, A., & Belajar, D. A. N. P. (2024). Dampak Penggunaan Pembelajaran Berbasis Game Terhadap Motivasi dan Prestasi Belajar. *Jurnal Review Pendidikan dan Pengajaran*, 7(1), 714-727. <https://doi.org/10.31004/jrpp.v7i1.24682>

Debataraja, M. (2023). Peningkatan Keterampilan Membaca Gagasan Paragraf Melalui Pendekatan Keterampilan Proses dan Teknik Tugas Menyalin Pemaknaan Leksikal. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(3), 391-400. <https://doi.org/10.55909/jpbs.v2i3.285>

Diyah, H., & Indriyani, D. (2024). Pengaruh Motivasi Belajar Terhadap Mahasiswa Politeknik STIA LAN Jakarta Hasil Belajar. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*, 1(3), 1-14. <https://doi.org/10.47134/ptk.vli.434>

Efania, N. A., & Umam, N. K. (2023). Pengaruh Metode One Day One Page Terhadap Keterampilan Membaca Sekilas Pada Buku Dongeng Kelas 5 Sekolah Dasar. *Jurnal Simki Pedagogia*, 6(2), 566-576. <https://jiped.org/index.php/JSP>

Eka, N., Mardiyanti, A., & Sanjaya, I. G. M. (2024). Implementasi Pendekatan CRT untuk Meningkatkan Motivasi dan Hasil Belajar Peserta Didik Kelas VIII SMPN 13 Madiun. *PENDIPA Jurnal of Science Education*, 8(2), 126-130. <https://doi.org/10.33369/pendipa.8.2.126-130>

Fadillah, S. N., S., Aqil, M., Pratama, R & Pesik, V. A. (2024). Meningkatkan Keterampilan Membaca Nyaring Peserta Didik Menggunakan Metode Suku Kata Berbantuan Media Kartu Bergambar Pada Siswa Kelas 1 Sekolah Dasar. *Jurnal Elementaria Edukasia*, 7(1), 2490-2593. <https://doi.org/10.31949/jee.v7i1.8802>

Farokhah, L., Agustina, A., & Syahrami, J. A. (2024). Pembelajaran Keterampilan Membaca Teks Cerpen Faktual Menggunakan Teknik Tes Pilihan Ganda Opsi Unik Melalui LKPD. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(2), 271-280. <https://doi.org/10.55909/jpbs.v3i2.579>

Gea, D., Lase, F., Munthe, M., & Damanik, H. R. (2024). Pengaruh Layanan Bimbingan Kelompok, Kemampuan Berinteraksi Sosial, Kontrol Diri dan Peningkatan Kualitas Kegiatan Belajar Terhadap Motivasi Berprestasi dalam Belajar. *Journal on Education*, 06(03), 16383-16396. <http://jonedu.org/index.php/joe>

Halawa, N., Ramadhan, S., & Gani, E. (2020). Kontribusi Minat Baca Terhadap Kemampuan Membaca Pemahaman Siswa. *Jurnal Edukasi Khatulistiwa* : Pembelajaran Bahasa dan Sastra Indonesia, 3(1), 27. <https://doi.org/10.26418/ekha.v2i2.32786>

Halim, M. L. Al. (2-23). Improving Student's Reading Comprehension Through SQ5R Methods: A Distance Learning During A Pandemic Covid-19. *Jurnal Bahasa Lingua Scientia*, 15(1), 141-162. <https://doi.org/10.21274/1s.2022.15.1.141-162>

Harianto, E. (2020). Keterampilan Membaca dalam Pembelajaran Bahasa. *Jurnal Didaktika*, 9(1), 1-8. <https://jurnaldidaktika.org/>

Hoerudin, C. W. (2024). Upaya Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran Bahasa Indonesia Melalui Metode Role Playing. *Jurnal Bakti Tahsinia (JBT)*, 2(1), 1-14. <https://jurnal.rakeyansantang.ac.id/index.php.JBT/article/view/523>

Husaini, F., Hasanah, M., Rizky, H. M., Fraick, M., & Gillian, N. (2024). Pengaruh Motivasi Belajar Terhadap Minat Belajar Siswa Akuntansi dan Keuangan Lembaga Kelas X SMK Negeri 1 Banjarmasin. *Jurnal Pendidikan Ekonomi (JUPE)*, 12(1), 112-118. <https://doi.org/10.26740/jupe.v12nl.p112-118>

Irawan, A. I., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Lingkungan Keluarga, Kemandirian Belajar dan Media Belajar terhadap Motivasi Belajar Siswa di MI Babussalam Krian Sidoarjo. *Journal on Education*, 06(03), 16220-16233. <http://jonedu.org/index.php/joe>

Kamali, A. N., Atisabda, W., Kaosaiyaporn, O., & Rorrbkorb, N. (2018). Development of SQ5R Flipped Classroom Model for English Reading on King Bhumibol Sufficiency Economy for Grade 10 Students. *Academic Services Journal Prince of Songkla University*, 29(3), 26-39. doi: 10.14456/asj-psu.2018.42

Lathifa, N. N., Anisa, K., Handayani, S., & Gusmaneli, G. (2024). Strategi Pembelajaran Kooperatif dalam Meningkatkan Motivasi Belajar Siswa. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan*, 4(2), 69-81. <https://doi.org/10.55606/cendikia.v4i2.2869>

Lathifah, A. K., Idris & Prasrihamni, M. (2023). Pengembangan Media Kartu Kuartet Berbasis Gambar 2 Dimensi untuk Keterampilan Membaca Siswa Kelas II SD 15 Gunung Megang. *Journal on Education*, 06(01), 2783-2799. <http://jonedu.org/index.php/joe>

Lu, P., Schroeder, S., Burris, S., Rayfield, J., & Baker, M. (2022). The Effectiveness of a Metacognitive Strategy During the Reading Process on Cognitive Allocation and Subject Matter Retention. *Journal of Agricultural Education*, 63(2), 201-218. <https://doi.org/10.5032/jae.2022.02201>

Mardiana, D., & Pane, R. (2023). Keterampilan Membaca Teks Deskripsi Topik Profetik Siswa Kelas VIII SMP

Al-Kahfi International School Batam. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(4), 461-470. <https://doi.org/10.55909/jpbs.v2i4.318>

Mayasari, D., & Anitra, R. (2024). Hubungan Motivasi Belajar Siswa dengan Hasil Belajar Kognitif IPA Siswa Kelas V SDN 11 Singkawang Tahun Ajaran 2022/2023. *Jurnal Ilmiah Profesi Pendidikan*, 9(1), 546-557. <https://doi.org/10.29303/jipp.v9i1.2054>

Nabilah, A.P., Alindra, A. L., Nurhikmah, I., & Nur, N. (2024). Penggunaan Media Scratch Meningkatkan Motivasi Belajar dan Kemampuan Berpikir Kreatif Matematis Siswa. *Jurnal Pendidikan Tambusai* 8(1), 1975-1986. <https://doi.org/10.31004/jptam.v8i1.12694>

Nisa, K., & Sa, N. (2024). Efektivitas Penerapan Media Audio Visual Terhadap Pengaruh Motivasi Belajar Pendidikan Agama Islam Pada Anak Usia Sekolah Dasar. *Jurnal Basicedu*. 8(1), 286-290. <https://jbasic.org/index.php/basicedu>

Oktaviana, D., Simanullang, V., Simarmata, E. J., Gaol, L., Sipayung, R. F., Silaban, P. J. & Thomas, S. (2024). Pengaruh Gaya Belajar dan Motivasi Belajar Terhadap Hasil Belajar Matematika Siswa Kelas B SD Negeri 068008 Perumnas Simalingkar Tahun Pembelajaran 2023/2024. *Jurnal Ilmiah Aquinas*, 7(1), 1-13. <https://ejournal.ust.ac.id/index.php/Aquinas.index>

Pane, R./. & Mardiana, D. (2023). Keterampilan Membaca Teks Deskripsi Topik Profetik Siswa Kelas VIII SMP Al-Kahfi International School Batam. *Jurnal Pembelajaran Bahasa dan Sastra*. 2(4), 461-470. <https://doi.org/10.55909/jpbs.v2i4.318>

Prayuda, M. S., & Tanjung, D.S. (2023). Penerapan Strategi Directed Reading Thinking Activity (DRTA) untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Kelas V SDN 066050 Medan. *Journal on Education*, 05(04), 11503-11520. <http://jonedu.org/index.php/joe>

Priamada, A. I., & Utomo, A. C. (2024). Pengembangan Media Flipchart Berbasis Komik pada Materi Sila-Sila Pnacasilu untuk Meningkatkan Motivasi Belajar Siswa Kelas II Sekolah Dasar. *Didaktika: Jurnal Kependidikan*, 13(2), 2007-2016. <https://jurnaldidaktika.org>

Putra, F. P., Masnawati, E., & Darmawan, D. .(2024). Pengaruh Metode Pembelajaran, Gaya Belajar dan Motivasi Belajar Terhadap Hasil Belajar Siswa MI Roudlotul Mustashlihin Masangankulon Sukodono Sidoarjo. *Journal on Education*, 06(04), 18323-18337. <http://jonedu.org/index.php/joe>

Putri, A., Rambe, R. N., & Nuraini, I. (2023). Upaya Peningkatan Keterampilan Membaca di Kelas Tinggi. *Jurnal Pendidikan dan Sastra Inggris (JUPENSI)*, 3(2), 51-62. <https://doi.org/10.55606/jupensi.v3i2.1984>

Qur, N., & Halim, A. (2024). Upaya Guru untuk Meningkatkan Motivasi Belajar Siswa Kelas IV pada SDN Pluit 03 Jakarta Utara. *Journal on Education*, 06(03), 17619-17627. <http://jonedu.org/index.php/joe>

Rafiza, P.B., & Miaz, Y. (2021). Pengaruh Penggunaan Model Membaca Total dan Motivasi Belajar Terhadap Keterampilan Membaca Pemahaman Siswa Sekolah Dasar. *El-Ibtidaiy: Journal of Primary Education*, 4(2), 161-168. <http://dx.doi.org/10.24014/ejpe.v4i2.14614>

Rahayu, D. & Rabia, S. F. (2023). Pengaruh Media Pembelajaran Permulaan Peserta Didik Kelas II SD Muhammadiyah Aimas. *Jurnal Papeda*, 5(1), 81-88. <https://doi.org/10.36232/jurnalpendidikandasar.v5i1.3635>

Rahma, S., Leksono, a. A., & Zamroni, M. A. (2024). Kontribusi Guru dalam Memberikan Motivasi Belajar Pendidikan Karakter Peserta Didik. *JELIN: Journal of Education and Learning Innovation* 1(2), 18-31. <https://doi.org/10.59373/jelin.v1i1.16>

Ramdhani, R. S., Sarifudin, D., & Darmawan, W. (2024). Pengaruh Pembelajaran Berdiferensiasi Terhadap Motivasi Belajar Siswa dalam Pembelajaran Sejarah. *Ideguru: Jurnal Karya Ilmiah Guru* 9(2), 1044-1049. <https://doi.org/10.51169/ideguru.v9i2.1017>

Saputro, K. A., Sari, C. K., & Winarsi, S. W. (2021). Keterampilan Membaca dengan Menggunakan Media Audio Visula di Sekolah Dasar. *EDUKATIF: Jurnal Ilmu Pendidikan* 3(5), 1910-1917. <https://edukatif.org/index.php/edukatif/index>

Sareng, M. D., Maria, D., Puang, E., Herliyani, M.. Bunga, D., & Kunci, K. (2023). Pengaruh Penggunaan Media Big Book terhadap Keterampilan Membaca Siswa Kelas III Sekolah Dasar. *JOTE: Journal on Teacher Education Research & Learning in Faculty of Education*. 4(3), 303-309. <https://doi.org/10.31004/jote.v4i3.12148>

Sunardin, S. (2019). Perbandingan Kemampuan Membaca Pemahaman Siswa Berdasarkan Tingkat Minat Baca Antara yang Belajar dengan Metode SQ3R dan Quantum Reading. *Cokrominoto Journal of Primary Education*, 2(10), 16-25. <https://doi.org/10.30605/cjpe.122019.104>

Susanti, N. D., Arkam, R., & Mustikasari, R. (2023). Strategi Pengembangan Keterampilan Membaca Permulaan dengan Media Roda Edukatif pada AUD. *Jurnal Mentari*. 3(1), 31-39. <https://jurnal.stkipgrironorogo.ac.id/index.php/Mentari>

Telaumbanua, S. J., Lase, F., Zebua, E., & Damanik, H. R. (2024). Pengaruh Layanan Bimbingan Kelompok Keterbukaan Diri (Self Disclosure) Peningkatan

Kualitas Kegiatan Belajar terhadap Motivasi Berprestasi dalam Belajar. *Journal on Education* 06(03), 16397-16409.
<http://jonedu.org/index.php/joe>

Tevano, A., Darsono, A., Fitryani, A., & Sukamti, T. (2024). Pemanfaatan Video Animasi untuk Motivasi Belajar Bahasa Indonesia Siswa SD Kelas 4. *JOTE: Journal on Teacher Education*, 5(3), 208-214. <https://doi.org/10.31004/jote.v5i3.25950>

Veryani, A. N., Sahabuddin, E. S., Astuti, W. W., & Irfan, M. (2023). Teman Sebaya dan Motivasi Belajar: Kunci Literasi Sosial di Ruang Pendidikan. *Assoeltan: Indonesian Journal of Community Research and Engagement*, 1(1), 38-46. <https://edujavare.com/index.php/Assoeltan>

Welly, P., & Tifani, S. (2024). Pentingnya Gaya Mengajar Guru dalam Meningkatkan Motivasi Belajar Siswa di SMP N 2 Payakumbuh. *Jurnal Pendidikan dan Keguruan*, 2(1), 221-227. <https://jpk.jln.org/index/2/2/article/view/148>

Wijaya, S., & Supena, A. (2023). Efektivitas Metode Multisensori dalam Meningkatkan Keterampilan Membaca Siswa Disleksia di Sekolah Dasar. *Jurnal Keilmuan dan Kependidikan Dasar*, 15(1), 125-140. <https://doi.org/10.32678/primary.v15i1.8263>

Zakaria, R., Renaldi, A., Sari, I., & Faculty, E. (2021). The Comparison Between SQ5R and Fix-Up Strategy in Reading Comprehension For EFL. *JOLLT: Journal of Language and Language Teaching*, 9(3), 336-343. <https://doi.org/10.33394/jollt.v%vi%i.3845>