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Bridging the Expository Literacy: The Effectiveness of the SQ4R Method Based on Local Wisdom SDGs in Addressing Comprehension Deficits in Elementary School Students

Mita Sukma Nurjanah[1*]

[1]Elementary School, Universitas Pendidikan Indonesia, Bandung, Indonesia

*mita.sn@upi.edu

Abstract. This research is motivated by a deficit in expository literacy skills among elementary school students, reflected in their low ability to read comprehension and write structured and logical expository texts. This deficiency represents a gap that needs to be addressed to support the achievement of the Sustainable Development Goals (SDGs), particularly Goal 4 on Quality Education. This study aims to test the effectiveness of the SQ4R (Survey, Question, Read, Recite, Reflect, and Review) method, integrated with local wisdom values relevant to the SDGs, in improving these two skills. The study used a quasi-experimental method with a nonequivalent control group design. The subjects were fifth-grade elementary school students, divided into an experimental group receiving the SDGs-based SQ4R treatment and a control group using conventional methods. Data were collected through reading comprehension tests and expository writing performance tests, and analyzed using t-tests to compare learning outcomes between groups. The results showed significant improvements in the experimental group compared to the control group, both in reading comprehension and expository writing skills. Integrating local wisdom (e.g., the values of mutual cooperation and nature conservation) into the SQ4R stages can increase the relevance of the material, helping students absorb and reflect on the information more deeply. Therefore, it can be concluded that the SQ4R method based on SDGs Local Wisdom is effective in bridging the literacy gap and is an innovative learning method that supports sustainable education at the elementary level.

Keywords: SQ4R Method, Local Wisdom, SDGs, Reading Comprehension, Expository Writing, Elementary School Students.

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential comprehensively (Rahman, 2022). Speaking of students or pupils who are human beings, they truly like to think according to the science of logic "alhayawan annatiq" (Mubarok, 2021). Humans think to seek the truth in living life (Masruloh, 2019). One effort to seek the truth can be done by reading (QS. Al Alaq verse 1). Reading is one way to gain knowledge (Akrom, 2022). Reading is one point in the success of students to achieve progress, students who master reading skills well enough, students will find it easier to find information from various written sources, to understand the language patterns received by the reader, the benefits of reading are very diverse, one of which is to get the main idea from the reading (Tarigan, 2023). Reading is a basic skill that is the key to successful learning in all subjects (Rahim, 2018). Reading activities can help students learn to understand the content of the text, find implied meanings, and develop critical thinking skills (Marwan, 2023).

The importance of reading comprehension skills in elementary school is the ability students must possess, not just responding mechanically to letters and words, but also absorbing and understanding the text they read. Reading comprehension skills include recognizing words and sentences, understanding the meaning of these words in context, and building an understanding of the ideas or information presented (Apfani, 2025). One of the materials presented in Indonesian language learning is expository text. Expository text has many benefits for students, one of which is being able to obtain clear information about a topic. Through expository text, students can also develop or express their thoughts and provide information to others. Learning expository text is essential for students in the future so they can express their thoughts to provide information and convince listeners of the importance of a problem (Rusdiana, 2021). The expository text reading skills test uses the following indicators: main sentence, supporting sentence 1, supporting sentence 2, main idea, supporting idea 1, supporting idea 2, so that the total maximum score is 12 (Karisma, 2023).

Based on the results of the 2011 PIRLS, the average reading ability of Indonesian students was below the international median, ranking 45th out of 48 participating countries (Mullis et al., 2012). Furthermore, the results of the ANBK implementation showed that most elementary school students were still in the basic literacy category and were unable to interpret the implied meaning in reading texts. Analysis of the ANBK implementation showed that many elementary schools still had low levels of reading literacy and required special intervention (Sari & Arnidha, 2022). Low reading comprehension skills among students could be due to a lack of interest and motivation in the learning process (Frans, 2022). Furthermore, less interactive learning methods prevented students from actively engaging (Herpidin, 2024).

On the results of previous interviews at one of the state schools in Purwakarta district, it was stated that students' reading comprehension in expository text material was very low. This was proven when researchers conducted pre-research based on the results obtained that the average score of students in reading comprehension of expository text was 53 which is a fairly low score. Based on the factual data in the field, a method is needed to assist in the process of learning expository text material according to the results of interviews with several fifth grade teachers who found it difficult to teach expository text in class.

Several previous studies have proven some improvements, for example, in a study conducted at SMAN I Lhokseumawe, the SQ4R method was applied in a quasi-experimental study, resulting in improved reading comprehension skills among students in the experimental group, as evidenced by a significant increase in their post-test scores compared to the control

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group (Aminah, 2024). SQ4R has influenced the reading comprehension skills of fourth-grade students at SD Muhammadiyah 2 Pontianak. A quasi-experimental design with an unequal control group was the type of research methodology used. All 127 students in Grade IV Regular at SD Muhammadiyah 2 Pontianak became the research sample. Since the sample used was a representative sample of the population, the sampling approach used was a non-probability sampling technique with purposeful sampling. The data collection method was a measurement method. Multiple-choice questions served as the research tool. The average post-test score for the experimental class was 81.75 on average, compared to 76.37 for the control class, according to data analysis. Ha is accepted based on the findings of the t-test calculation, which came out with 2.036. The result is 0.5873 in the moderate criteria according to the findings of the effect size calculation. The application of the SQ4R learning model (survey, question, read, reflect, recite, review) has a good influence on the reading comprehension abilities of fourth-grade students of Muhammadiyah 2 Elementary School Pontianak, it can be seen.

Based on the background of this research problem, several problems can be identified related to learning to read comprehension of expository texts in fifth grade elementary school students as follows: 1) Learning to read comprehension in schools has not been running optimally, 2) Students' interest in reading comprehension in schools is still low, 3) The ability to read expository texts in elementary schools is less than optimal, 4) Indonesian language learning, especially reading comprehension skills are still considered trivial by elementary school students, 5) The SQ4R method has not been implemented in learning to read comprehension of expository texts in fifth grade elementary school. Further research is needed regarding the effects caused by the use of this method. Based on this field study, the author conducted a study entitled:

"THE EFFECT OF THE LOCAL CULTURE-BASED SQ4R METHOD ON STUDENTS' READING COMPREHENSION ABILITIES IN EXPOSITORY TEXTS."

The main objective of this study was to test the effectiveness of the SQ4R (Survey, Question, Read, Recite, Reflect, Review) learning method, integrated with local wisdom values based on the Sustainable Development Goals (SDGs), as an intervention to address the expository literacy deficit in elementary school students. Specifically, this study sought to demonstrate that the implementation of this innovative SQ4R method resulted in significant improvements in both students' reading comprehension and expository writing skills compared to conventional learning methods. Therefore, this study aims to bridge the existing literacy gap

and present an innovative and sustainable learning model, aligned with the goals of Quality Education (SDGs).

METHODOLOGY

This type of research is quantitative research. This research is said to be quantitative because the data in this study are in the form of numbers from the results of the reading comprehension skills scores of class V exposition texts using the SQ4R method (Survey, Question, Read, Reflect, Recite and Review) and using conventional methods, the results of students' reading skills scores that have been obtained and will be processed using statistical formulas. This is in accordance with the opinion of Arikunto (2013) who stated that a study can be said to be quantitative if the information or data is in the form of numbers, this begins when the data is collected, the interpretation of the data as well as the results. This research design uses two sample groups with the same level, namely the experimental class and the control class. The difference between the two groups is the treatment given. The experimental group was given the SQ4R method treatment and the control group was given the conventional method treatment. The tools used in collecting data. The instruments used in this study were tests and observations of student activities. The test used to measure student knowledge in the form of a written test in the form of an essay (description). Pre-test questions were used before treatment to determine the initial understanding of the exposition material and post-test questions to determine students' reading comprehension abilities after treatment. Data Analysis Techniques Test techniques were used to quantitatively measure students' reading comprehension and expository writing skills. Two types of tests were designed for this purpose: a reading comprehension test and a writing test. The questions in these tests included questions about themes, main ideas, and important details from local wisdom-based texts. Meanwhile, the writing test was designed to assess students' ability to compose well-structured expository texts. A clear scoring rubric was used to assess aspects such as content, structure, and appropriate language use. Prior to implementation, both tests were piloted to ensure their validity and reliability. The results of these tests will be compared between the experimental and control groups to determine the effectiveness of the digital media-assisted SQ4R method. This testing technique allows researchers to obtain objective and measurable data regarding the development of students' abilities. In addition, analysis of the test results will provide deeper insight into the influence of the applied method in the learning context.

Non-test techniques were used to collect qualitative data to support the quantitative evaluation results. Observation techniques were used to observe student interactions during

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the learning process using the SQ4R method. Researchers recorded how students collaborated, discussed, and responded to the material taught. In-depth interviews were also conducted with several students to explore their perceptions of the applied learning methods. Researchers were able to understand students' attitudes toward local wisdom-based learning and the effectiveness of digital media use through interviews. These non-test techniques also included document analysis, where researchers reviewed students' written work, such as expository texts, to assess the development of writing skills. Data obtained from these non-test techniques provided deeper context to the test results and enriched the overall analysis. The combination of test and non-test techniques can provide a comprehensive picture of the impact of the applied learning methods. This research is expected to focus not only on quantitative results but also on students' experiences and perspectives on the learning process.

The success indicators of this research are determined through several aspects that reflect improvements in student abilities. First, the average increase in reading comprehension scores between the pretest and posttest is expected to indicate significant progress. Second, students' expository writing skills will also be assessed using a clear assessment rubric, with a minimum score improvement target. The success of this research can also be seen from the feedback received from teachers regarding changes in teaching methods. All of these indicators will provide a comprehensive picture of the effectiveness of the implemented methods and their impact on student learning.

Metode SQ4R

The SQ4R method stands for Survey, Question, Read, Reflect, Recite, and Review. It is a reading comprehension strategy designed to enhance comprehension and retention of material, making students more active learners and improving their reading skills, especially in elementary education. (Simbolon et al., 2020). The SQ4R method is a reading comprehension strategy that stands for Survey, Question, Read, Recite, and Reflect. It enhances comprehension and retention of material, as demonstrated by its effectiveness in improving reading comprehension among EFL students in this study. (Za & Khatmi, 2020). The SQ4R method consists of six stages: Survey, Question, Read, Response, Record, and Review. It helps students develop critical reading skills by encouraging active engagement with the text, promoting comprehension, and facilitating information retention. (Churat et al., 2022).

The SQ4R method stands for Survey, Question, Read, Recite, and Review and is a structured learning method designed to improve students' understanding of concepts by actively engaging them in the reading process and promoting independent knowledge construction (Purwati, 2023). The SQ4R method is a development of the SQ3R method. The main goal of learning to read with the SQ4R method is to shape students' self-directed learning and increase students' efforts to understand the texts read in a short period of time. Teaching reading with the SQ4R method is to shape students as independent learners (self-regulated learners). A student as an independent learner can do the following: carefully diagnose a particular learning, understand the content of the learning material, monitor its effectiveness, and be motivated to engage in learning situations.

RESEARCH LOCATION

This research was conducted at a public elementary school in Purwakarta Regency. It was implemented in fifth-grade elementary school, with 26 students in the control class and 26 students in the experimental class.

RESULTS AND DISCUSSION

The results of the study were obtained in the form of a collection of data based on research that was conducted on Friday, October 17, 2025. The data obtained in this study is a clear visual comparison between the average learning outcomes of the Control Group and the Experimental Group in two measurement phases: Pretest and Posttest. In the Pretest phase (before the intervention), the data showed that both groups had relatively equal initial abilities and were at a fairly low level. The average score of the Control Group was 54.16. While the experimental group was slightly higher at 55.54. This very small gap serves as initial evidence of the homogeneity of the two groups, ensuring that the differences in results that emerged after the treatment were truly caused by the intervention applied, not by differences in students' initial abilities. It can be seen in the Posttest results (after the intervention), where there was a dramatic and significant difference between the two groups. Although the Control Group showed a fairly good increase in scores to 70.16, the increase achieved by the Experimental Group far exceeded the control group. The average score of the Experimental Group jumped sharply to 84.85. This difference visually shows the effectiveness of the treatment given; The group receiving the intervention (Experimental) achieved significantly higher mastery of the material than the group learning only using conventional methods (Control). Overall, the diagram below provides strong visual confirmation of the statistical finding that the treatment had a significant positive impact.

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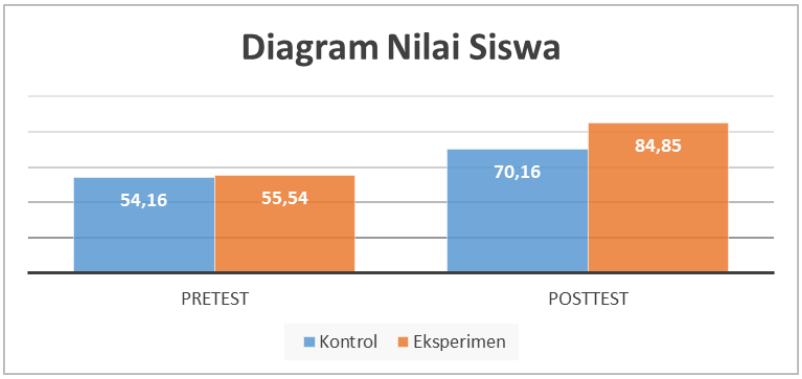
Figure 1. Student Score Diagram



The increase in scores in the experimental group from 55.54 to 84.85 is a clear indication that the method or intervention being tested is very successful in improving student learning outcomes. The contrast between 70.16 (Control) and 84.85 (Experimental) on the Posttest is the main empirical evidence supporting the conclusion that the research hypothesis is accepted, namely that the tested treatment effectively improves student learning achievement.

Figure 2. Descriptive Statistics of Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	26	.40	.95	.6633	.15508
NGain_Persen	26	40.00	95.00	66.3291	15.50752
Valid N (listwise)	26				

This Descriptive Statistics analysis presents a quantitative summary for two variables, namely NGain_Score (Normalized Gain score) and NGain_Percent (N-Gain score in percentage), both calculated from a sample size (N) of 26 respondents. In the NGain_Score variable, the range of observed values is from a low of .40 to a high of .95. The average (Mean) score achieved by this group is .6633, which is often interpreted as a moderate or quite effective level of improvement based on the N-Gain criterion. The data distribution (Std. Deviation) of .15508 indicates a relatively moderate variability of scores around the mean. Meanwhile, the NGain_Percent variable shows the same values in percentage format, ranging from a minimum of 40.00 to a maximum of 95.00. The average percentage obtained is 66.3291 with a standard deviation of 15.50752. Overall, these results indicate that the sample group has experienced a substantial increase in understanding or mastery of the material, but with

a fairly large standard deviation, there are significant differences in individual performance among the 26 respondents.

Figure 3. Descriptive Statistics of Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	26	.00	.77	.3444	.19059
NGain_persen	26	.00	76.74	34.4445	19.05921
Valid N (listwise)	26				

This Descriptive Statistics table summarizes the NGain_Score and NGain_percent data from 26 valid samples. For NGain_Score, the mean (mean) improvement achieved was .3444, with a range of observed scores from .00 (Minimum) to .77 (Maximum). The standard deviation (Std. Deviation) of .19059 indicates that the improvement scores varied quite a bit around the mean. When viewed in percentage format (NGain_percent), the average improvement achieved was 34.4445, with a lowest score of 0.00 and a highest of 76.74. The standard deviation in this percentage version is 19.05921, confirming the wide variation in results between respondents. Overall, the average increase in learning outcomes for this group was in the “moderate” or below average category when compared to higher N-Gain standards (e.g., above 0.70), with significant variability observed in both measures.

Figure 4. Normality Test Table

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Posttest Kontrol	.187	25	.024	.923	25	.061
	Posttest Eksperimen	.167	26	.060	.935	26	.105

a. Lilliefors Significance Correction

Tests of Normality analysis was conducted to check whether the "Results" variable data in the Control Posttest group (with N=25) and Experimental Posttest (with N=26) were normally distributed. Since the sample size of both groups was small, less than 100, the Shapiro-Wilk test was used as the main basis for decision making. The results showed that the significance value (Sig.) for the Control Posttest group was 0.061$ and for the Experimental Posttest group was 0.105. Since both significance values were greater than 0.05,

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it was concluded that the posttest results data from both groups were normally distributed.

Figure 5. Average Difference

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest - Posttest	-29.308	9.448	1.853	-33.124	-25.492	-15.817	25	.000

Based on the test results, it was found that the average difference (Mean of Paired Differences) between the Pretest and Posttest was -29.308, with a standard deviation of the difference (Std. Deviation) of 9.448. The calculated t-statistic value was -15.817 with a degree of freedom (df) of 25. The two-tailed significance value (Sig. (2-tailed)) obtained was 0.000. Since this p-value is much smaller than 0.05 ($p < 0.05$), it is concluded that there is a statistically significant average difference between the Pretest and Posttest results. This negative average difference of -29.308 indicates that the Posttest average is significantly higher than the Pretest average. This conclusion is supported by the Confidence Interval of the Difference, which is entirely in the negative area (between -33.124 to -25.492), confirming a consistent increase in the Posttest.

Figure 6. Average Variable

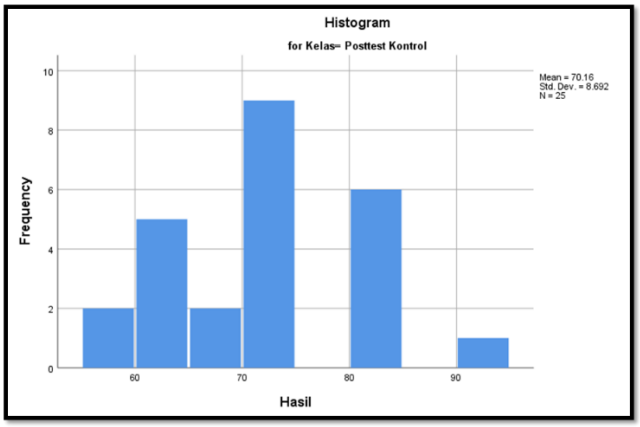
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Hasil	Equal variances assumed	.023	.881	-6.250	49	.000	-14.686	2.350	-19.409	-9.964
	Equal variances not assumed			-6.241	48.395	.000	-14.686	2.353	-19.417	-9.955

The results of the Independent Samples Test analysis aim to compare the average of the "Result" variable between two independent groups. The first step in interpretation is to look at Levene's Test for Equality of Variances. The significance value (Sig.) in Levene's test is 0.881. Because this value is greater than 0.05, it is concluded that the variances of the two groups are the same (homogeneous), so the next interpretation uses the line "Equal variances assumed" Furthermore, the results of the t-Test for Equality of Means in that line show a t-statistic value of (-6.250) with degrees of freedom (df) 49. The Sig. value (2-tailed) is 0.000 (or $p < .001$). Because this p-value is much smaller than the significance limit of 0.05, we reject

the Null Hypothesis (H_0), which states there is no difference in the average. Thus, it can be concluded that there is a statistically significant difference in the average between the two groups. The mean difference found was -14.686, indicating that the mean of the first group was lower than the mean of the second group. This conclusion is supported by the 95% Confidence Interval of the Difference, which is entirely in the negative area between (-19.409) to (-9.964), confirming that the mean of the first group is consistently smaller than the mean of the second group.

Figure 7. Histogram of control class



The histogram for the Control Posttest results shows the distribution of scores from 25 respondents (N=25) with an average (Mean) of 70.16 and a fairly wide data spread (Std. Dev.) of 8,692. Visually, the distribution of scores tends to be centered around the 70-75 interval, which has the highest frequency (9 respondents), and the 80-85 interval (6 respondents), creating a slightly right-skewed or bimodal shape. The lowest scores are in the 55-60 interval and the highest scores are in the 90-95 interval, indicating that most students in the control group managed to achieve scores above 60, but the majority of scores are collected in the 70-85 range.

Figure 8. Histogram of the experimental class

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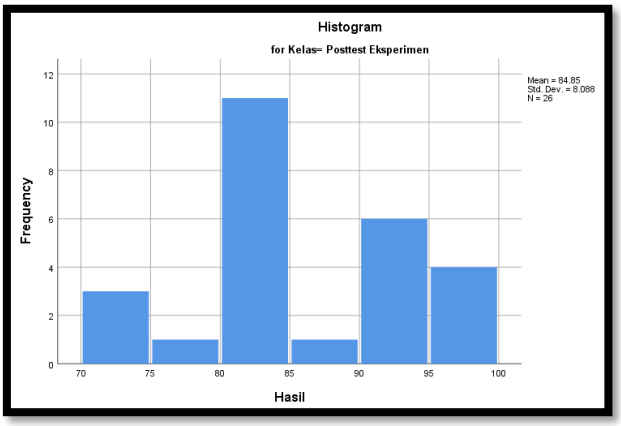

Based on the Histogram of the Posttest results of this Experiment, the data shows a central tendency described by the average value (Mean) of 84.85 from a total of 26 respondents (N=26). The data distribution (Std. Dev.) of 8.088 indicates a relatively small variation in scores around the average. Visually, the distribution of scores shows a shape that tends to be skewed to the left (negatively skewed) or perhaps bimodal (having two peaks) because the highest frequency is in the score interval 80-85 (reaching 11 respondents), followed by a high frequency in the interval 90-95 (6 respondents), and then decreases at both ends. This indicates that most students in the experimental group achieved relatively high scores.

CONCLUSION

Based on a series of statistical analyses, this study demonstrated a significant difference in results between the experimental and control groups. The Shapiro-Wilk test for normality confirmed that the posttest data for both groups were normally distributed, with significance values (Sig.) of 0.061 and 0.105, respectively (both $p > 0.05$), thus meeting the requirements for using parametric statistics. Furthermore, Levene's Test for Equality of Variances in the Independent Samples Test yielded a Sig. of 0.881 ($p > 0.05$), indicating that the variances of both groups were considered equal (homogeneous). Therefore, all subsequent tests can use the assumption of equality of variance, strengthening the validity of the comparison of means between the two groups. The posttest performance of the experimental group averaged 84.85 (with N=26), significantly higher than the control group average of 70.16 (with N=25).

The Independent Samples t-Test results confirmed a highly significant difference between the average learning outcomes of the two groups. The two-tailed significance value (Sig. (2-tailed)) of the t-test is 0.000 ($p < 0.05$), which strongly rejects the null hypothesis (Ho) and proves the existence of a significant mean difference. The observed mean difference

(Mean Difference) is -14.686, indicating that the experimental group is statistically superior by 14.686 points on average than the control group. In addition, the 95% Confidence Interval is entirely negative (between -19.409 and -9.964), further confirming that the positive difference in the experimental group is not due to chance. The histogram also shows that the experimental group's scores tend to be concentrated at high values (80-95), in contrast to the control group which is more spread out around the value of 70. This gap in results confirms the effectiveness of the treatment given to the experimental group.

Meanwhile, the Paired Samples Test conducted on the experimental group showed a very significant increase in learning outcomes from before to after treatment. The two-tailed paired t-test also yielded a significance value of 0.000 ($p < 0.05$), proving a significant increase from pretest to posttest. The average score difference (Mean of Paired Differences) reached -29.308, indicating that the posttest score was dramatically higher than the pretest score. The N-Gain results also showed an average increase of 0.6633 for the experimental group (medium to high category), while the control group only achieved 0.3444 (medium to low category). Overall, these data strongly conclude that the intervention or treatment applied to the experimental group was effective and significantly improved student learning outcomes compared to the control group that did not receive the treatment. The Independent Samples t-Test results confirmed a highly significant mean difference between the experimental group (mean 84.85) and the control group (mean 70.16), with a Sig value = 0.000 ($p < 0.05$). The group receiving the SDGs and Local Wisdom-based SQ4R treatment was 14,686 points superior to the control group. This superiority confirms that the integration of SQ4R with the local context and SDGs is an innovative learning model that is more effective than conventional methods in addressing the expository literacy gap. The data demonstrates its effectiveness in improving basic literacy skills and instilling sustainable values through Local Wisdom, the SQ4R method has proven to be a powerful learning instrument, supporting the achievement of SDGs Goal 4 on Quality Education at the elementary school level.

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