

The Effectiveness of the SQ3R and DRTA Methods on Reading Comprehension Skills of Grade V Elementary School Students in Kayen Pati

Maulana, N.¹, Fathurrohman, I.², and Kanzunudin, M.³

^{1,2,3}Universitas Muria Kudus, Indonesia

*Corresponding Author: novan820@gmail.com

To Cite This Article:

Maulana, N., Fathurrohman, I., and Kanzunudin, M. (2026). The Effectiveness of the SQ3R and DRTA Methods on Reading Comprehension Skills of Grade V Elementary School Students in Kayen Pati. *ICCCM Journal of Social Sciences and Humanities*, 5(3). 43-49. <https://doi.org/10.53797/icccmjssh.v5i3.7.2026>

Abstract: The purpose of this study (1) to explain the SQ3R method is effective on reading comprehension skills of grade V elementary school students in Kayen District, (2) to explain the DRTA method is effective on reading comprehension skills of grade V elementary school students in Kayen District, and (3) to analyze the effectiveness of the SQ3R method compared to the DRTA method on reading comprehension skills of grade V elementary school students in Kayen. This research used quasi experimental method with nonequivalent control group design. The population in this study was grade V of Gugus Budi Utomo in Kayen Pati Subdistrict with samples of SDN Rogomulyo 01, SDN Rogomulyo 02, and SDN Srikaton 01. The instruments used in this study were tests and documentation. Data analysis used the effectiveness test of students' reading comprehension skills on the SQ3R and DRTA methods, namely the prerequisite test including normality and homogeneity tests and hypothesis testing on the results of reading comprehension skills. The results showed that (1) the results of the mean difference test showed that the SQ3R method was better than the conventional method. This can be seen from the value of $t_{count} 6,971 > t_{table} 1,681$, (2) the results of the mean difference test show that the DRTA method is better than the conventional method. This can be seen from the value of $t_{count} 3,180 > t_{table} 1,699$, and (3) the results of the mean difference test show that the SQ3R method is better than the DRTA method. This can be seen from the value of $t_{count} 3,071 > t_{table} 1,682$. From this study, it is suggested that teachers should be able to reflect on themselves to improve the quality of reading comprehension learning, be able to analyze the characteristics and needs of students and the use of learning methods so that the implementation of learning becomes more effective and meaningful.

Keywords: SQ3R Method, DRTA Method, Reading Comprehension Skills.

1. Introductions

Language has an important role in human life. Language is used by people everyday as a tool to communicate. Reading skills are one of the skills that students must master in addition to the other three aspects. Reading is an activity carried out to obtain information or ideas from the author both implicitly and explicitly. Based on the results of observations at SD Negeri Rogomulyo 01, it is known that there are problems in learning to read that occur in the fifth grade. Learners have not been given the opportunity to carry out systematic steps in reading activities. As a result, most of the students' reading comprehension is still lacking, some students also feel less enthusiastic in participating in reading lessons.

In Indonesian subjects, especially in reading comprehension material, there was an inability of 9 students (56,25%) to achieve a complete score, while 7 students (43,75%) managed to achieve it. This shows a difference in achieving the Criteria for Achieving Learning Objectives (KKTP), which is set at 70. Therefore, learning is needed that can help students understand the contents of reading well. Some learning methods that are considered effective in helping students in reading comprehension skills are the use of the SQ3R and DRTA methods.

The SQ3R method is a systematic reading process that includes survey, question, read, recite, and review stages. Robinson (in M. Huda, 2018:244). Learning with the SQ3R method is carried out in stages starting from surveying reading (survey), formulating questions by estimating important things in reading (question), reading (read), explaining (recite) and reviewing text, questions and answers (review). The SQ3R method in learning is used to overcome the problems of students' skills in reading, students' attention to reading points, students' accuracy in reading, and students' difficulties in explaining the content of reading.

*Corresponding author: novan820@gmail.com
<https://icccmjssh.com/> All right reserved.

In addition, teachers can use the Direct Reading Thinking Activity (DRTA) learning method. Direct Reading Thinking Activity (DRTA) is a method that focuses on learners' involvement with the reading text, because learners make predictions and prove their predictions when reading the reading text. This DRTA method aims to make learners have critical and reflective reading skills. Another goal of the DRTA method is for learners to form initial hypotheses based on their personal experiences and then use teacher assistance to validate them (Rahim, 2019:47).

Based on the background of the problem and the research that has been done, the researcher will conduct research using quantitative methods entitled "The Effectiveness of the SQ3R and DRTA Methods on Reading Comprehension Skills of Grade V Elementary School Students in Kayen Pati".

1.1 Conceptual framework

The method is one of the ways used by the teacher in the learning process to be achieved, the more appropriate the method used by a teacher, the better the learning will be. Sanjaya (2012:127) states that methods are ways that can be used to implement strategies. The method is a way to carry out a series of activities designed to achieve certain educational goals.

Cataraja (2022:549) suggests that the SQ3R method is an acronym which stands for Survey, Question, Read, Recite, and Review. This method provides a suitable model for struggling readers, and illustrates the purpose of reading. The SQ3R method not only improves learners' reading skills, but also makes reading simpler and more enjoyable. The SQ3R method has many benefits for a reader. These benefits include: 1) makes readers learn to read systematically, 2) can complete tasks effectively and efficiently, 3) understanding of reading will last long in the brain, and 4) learning becomes effective and efficient.

Abenojar (2024:436) DRTA is a method that seeks to equip the reader's ability to determine the purpose of reading, extract, understand, assimilate information, make predictions to examine reading material based on reading objectives, provide judgment, and finally the ability to make decisions based on information obtained from reading. The purpose of the Directed Reading Thinking Activity (DRTA) method is to help students understand the purpose of reading, understand information, and help teachers diagnose students' difficulties in understanding a reading.

Reading comprehension is a term used for reading activities that aim to obtain information contained in reading texts. Reading comprehension can also be interpreted as a serious process carried out by readers to obtain information, messages, and meanings contained in a reading (Abidin, 2016:60). The main principle of a good reader is a reader who actively participates in the reading process. They have clear goals and monitor their reading goals from the texts they read. Good readers use comprehension strategies to make it easier to build meaning.

1.2 Research objectives

This study was conducted to analyze the effectiveness of SQ3R and DRTA methods on reading comprehension skills of fifth grade students of Kayen Pati Elementary School. The results of the collected data will be used as a basis for contributing to the success of reading comprehension learning.

2. Methodology

2.1 Research design

This research is a quantitative research with experimental method. Quantitative research was used to analyze the use of SQ3R and DRTA methods on reading comprehension skills of fifth grade students in Kayen Pati. The experimental method design used is quasi experimental (pseudo experiment) with Nonequivalent Control Group design (Sugiyono, 2017:123). Experimental research with Quasi Experiment Design, which is a research design that involves experimental classes and control classes. Experimental class 1 was used to measure reading comprehension skills treated with the SQ3R method, experimental class 2 was treated with the DRTA method. The control class is a group used to control all variables that will be given treatment using the SQ3R and DRTA methods.

2.2 Respondents of the study

Population is a generalization area consisting of subjects and objects that have certain characteristics and qualities determined by researchers in studying and drawing conclusions (Sugiyono, 2017:215). Population is not only humans but also objects or other objects that have a characteristic or trait possessed by the subject or object under study. The population in this study were all fifth grade students in Kayen Pati District with 38 schools. In this study, the determination of samples using non-probability sampling techniques where the subject of each research object taken does not represent the same opportunity to be used as a research subject. This type of non-probability sampling uses purposive sampling, namely the subjects used or selected have certain considerations and objectives. The samples in this study were SDN Rogomulyo 01, SDN Rogomulyo 02, SDN Srikaton 01.

2.3 Sample how table should be placed is as below

Research instruments in this study were used to collect the data needed during the study. Sugiyono (2017:148) argues that a research instrument is a tool used to measure observed natural and social phenomena. The instruments that researchers use in this study include learning modules and reading comprehension ability test sheets.

3. Findings and Discussion

The following are the results of the data collected in determining the effectiveness of the SQ3R and DRTA methods on reading comprehension skills in class V:

3.1 Knowledge

The results of the study through data analysis conducted. The results of this study will explain the SQ3R method is effective on reading comprehension skills, explain the DRTA method is effective on students' reading comprehension skills, analyze the effectiveness of the SQ3R method compared to the DRTA method on reading comprehension skills in grade V elementary school students in Kayen Pati Subdistrict through several trials including: prerequisite tests, and hypothesis testing.

3.2 Normality test

In this experimental research, experimental group 1, experimental group 2 and the control group departed from the same initial conditions. From the pre-test scores, the average obtained for experimental group 1 is 63,14 and experimental group 2 is 62,47 while the control group is 61,69 The pretest value is then tested for normality. The results of the calculation of the initial data of experimental class 1 obtained from the pretest scores, the normality test of experimental class 1 for $n = 29$ and the real level $\alpha = 5\%$ or $0,05$ with the Shapiro-Wilk test using SPSS 23 obtained the results Sig. $0,062$, so the criterion is $0,062 > 0,05$. Therefore, it can be concluded that H_0 is accepted. So, the data is successful from a normally distributed sample.

The results of the initial data calculation obtained from the pre-test scores, the normality test for experimental class 2 for $n = 15$ and the real level $\alpha = 5\%$ or $0,05$ with the Shapiro- Wilk test using SPSS 23 obtained the results Sig. $0,253$, so that the criteria for the value of Sig. $0,253 > 0,05$. Therefore, it can be concluded that H_0 is accepted. So, the data comes from a normally distributed sample.

The results of the calculation of the initial pre-test data of the control class normality test for $n = 16$ and the real level of $\alpha = 5\%$ or $0,05$ with the Shapiro-Wilk test using SPSS 23 obtained the results Sig. $0,195$, so that the criteria for the value of Sig. $> 0,05$ or $0,195 > 0,05$. Therefore, it can be concluded that H_0 is accepted. So, the data comes from a normally distributed sample. The following are the results of the normality test calculations on the three classes presented in the form of Table 1.

Table 1. Pre-test Normality Test Results Pre-test Normality Test Results

Class	Sig.	Level $\alpha = 5\%$	Description
Experiment 1	0,062	0,05	Normal Distributions Normal Distributions Normal Distributions
Experiment 2 Control	0,253	0,05	
	0,195	0,05	

3.3 Homogeneity Test

This Homogeneity Test is carried out to obtain the assumption that the research sample has the same or homogeneous conditions, or this test is used to determine whether the experimental and control classes come from a homogeneous population or not. The statistical hypothesis is as follows:

$H_0: \sigma_1 = \sigma_2 = \sigma_3$, meaning that students in the experimental and control classes have the same variance (homogeneous)

$H_1: \sigma_1 \neq \sigma_2 \neq \sigma_3$, meaning that students in the experimental and control classes have different variances (not homogeneous).

The homogeneity test can be done with SPSS for the three samples, namely by looking at the Fcount value in the Levene's Test column. Accept H_0 , if the value of $F_{count} > F_{table}$, meaning that the three samples have the same variance.

Based on the results of calculations using SPSS 23, the sig value is obtained $0,531 > 0,05$, then H_0 is accepted. That is, students in the experimental and control classes have the same variance (homogeneous).

The homogeneity test can be done with SPSS for the three samples, namely by looking at the Fcount value in the Levene's Test column. Accept H_0 , if the value of $F_{count} > F_{table}$, meaning that the three samples have the same variance. Based on the results of calculations using SPSS 23, the sig value is obtained $0,531 > 0,05$, then H_0 is accepted. That is, students in the experimental and control classes have the same variance (homogeneous).

Based on the information above, it can be concluded that the three groups start from the same starting point. Therefore, for further assessment activities the three groups can be given different treatments, namely experimental group 1 is given treatment using the SQ3R method and experimental group 2 with the DRTA method while the control group is given the usual treatment carried out by the teacher using conventional methods. Then at the end of the study the three groups can be given the same test.

3.4 Hypothesis Test

Hypothesis Test 1: Average Difference between SQ3R Method and Conventional Method The average of the Indonesian reading comprehension skill test of the experimental

class and the control class were 83,38 and 57,25 respectively, the number of students in the experimental class (n1) and the control class (n2) were 29 and 16 students, and the variance of the Indonesian reading comprehension skill test scores of the experimental class (s2) was 97,60 while the variance of the Indonesian reading comprehension skill test scores of the control class (s2) was 233,13. The testing criteria used were to accept Ho if $t_{count} < t_{(1-a), (dk)}$, with $dk = 43$.

Table 2. SPSS Data Test Results Difference in Average of Experiment 1 and Control Class

Variabel	Asumsi Varians	df	Sig. (2-tailed)	Mean Difference
Reading Comprehension Skills Results	Equal variances assumed	43	.000	26.129
	Equal variances not assumed	22.098	.000	26.129

Based on Table 2, the value of $t_{count} = 6,971$ and $t_{table} = 1,681$. Because $t_{count} > t_{(1-a), (dk)}$ then H_0 is rejected. This means that the reading comprehension skills of Indonesian students in the SQ3R method are better than the reading comprehension skills of Indonesian students in the conventional method. Based on Table 2, it shows that the results of the SPSS 23 calculation obtained a Mean Difference value of 26,129 and an Equal variance assumed value with a sig value (2-tailed) of 0,000 $< 0,05$, meaning that the reading comprehension skills of Indonesian students in the SQ3R method are better than the reading comprehension skills of Indonesian students in the conventional method.

Average Difference between DRTA Method and Conventional Method

The average of the Indonesian reading comprehension skill test of experimental class 2 and control class were 73,00 and 57,25 respectively, the number of students in experimental class 2 (n1) and control class (n2) were 15 and 16 students, and the variance of the Indonesian reading comprehension skill test scores of the experimental class (s2) was 143,57 while the variance of the Indonesian reading comprehension skill test scores of the control class (s2) was 233,13. The testing criteria used were H_0 is accepted if $t_{count} < t_{(1-a), (dk)}$, with $dk = 29$. The results of the average difference test can be seen in Table 3.

Table 3. SPSS Data Test Results Difference in Average of Experiment 2 and Control

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Hasil Keterampilan Membaca Pemahaman	Equal variances assumed	29	.003	15.750
	Equal variances not assumed	28.160	.003	15.750

Based on Table 4.6, the value of $t_{count} = 3,180$ and $t_{table} = 1,699$. Because $t_{count} > t_{(1-a), (dk)}$ then H_0 is rejected. This means that the reading comprehension skills of Indonesian students in the DRTA method are better than the reading comprehension skills of Indonesian students in the conventional method. Based on Table 3, it shows that the results of the SPSS 23 calculation obtained a Mean Difference value of 15,750 and an Equal variance assumed value with a sig value (2-tailed) of 0,003 $< 0,05$, meaning that the reading comprehension skills of Indonesian students in the DRTA method are better than the reading comprehension skills of Indonesian students in the conventional method.

Average Difference between SQ3R Method and DRTA Method

The average of the Indonesian reading comprehension skill test of experimental class 1 and experimental class 2 were 83,38 and 73,00 respectively, the number of students in experimental class 2 (n1) and control class (n2) were 29 and 15 students, and the variance of the Indonesian reading comprehension skill test scores of experimental class 1 (s2) was 97,60 while the variance of the Indonesian reading comprehension skill test scores of experimental class 2 (s2) was 143,57. The testing criteria used were to accept H_0 if $t_{count} < t_{(1-a), (dk)}$, with $dk = 41$. The results of the mean difference test are seen in Table 4.

Table 4. SPSS Data Test Results Difference in Average of Experiment 2 and Control

			t-test for Equality of Means			
				df	Sig. (2-tailed)	Mean Difference
Hasil Keterampilan Membaca Pemahaman	Equal variances assumed			42	.004	10.379
	Equal	variances not assumed		24.087	.008	10.379

Based on Table 4, the value of $t_{count} = 3,071$ and $t_{table} = 1,682$. Because $t_{count} > t(1-\alpha), (dk)$ then H_0 is accepted. This means that the average reading comprehension skills of Indonesian students in the DRTA method are less than or equal to the reading comprehension skills of Indonesian students in the SQ3R method. Based on Table 4, it shows that the results of the SPSS 23 calculation obtained a Mean Difference value of 10,379 and an Equal variance assumed value with a sig value (2-tailed) of 0,004 $< 0,05$, meaning that the reading comprehension skills of Indonesian students in the SQ3R method are more than the reading comprehension skills of Indonesian students in the DRTA method.

4. Discussion

4.1 Effectiveness of SQ3R Method and Conventional Method

Based on the analysis of the data obtained, it can be seen that there is a difference between reading comprehension skills in the experimental class using the SQ3R method and the control class using the conventional method. This is evident from the average value of the experimental class being higher than the average value of students in the control class. The average value of students in the experimental class was 83,38, while the average value of students in the control class was 57,25. Then it can also be seen from the results of the hypothesis test using the t-test. From the calculation results, it was obtained that H_0 was rejected because $t_{count} 6,971$ was greater than $t_{table} 1,681$. So it can be concluded that H_0 was rejected, in other words "The reading comprehension skills of students using the SQ3R method are better than students using the conventional method.

Based on the results of the study, the use of the SQ3R method can be effective for students' reading comprehension skills. Students are very enthusiastic in following each stage in using the SQ3R method so that it helps them find the main idea of the reading well. This finding is in line with the idea conveyed by Rovita and Umam (2023) the SQ3R method is designed to improve students' reading skills comprehensively. Students are trained to focus on the reading text, increase reading speed, deepen understanding of the contents of the reading, and connect the information obtained with real-life contexts. In addition, this method also facilitates the development of students' critical and analytical thinking skills.

4.2 Effectiveness of DRTA Method and Conventional Method

Based on the analysis of the data obtained, it can be seen that there is an influence of reading comprehension skills in the experimental class using the Directed Reading Thinking Activity (DRTA) method with the control class without using the Directed Reading Thinking Activity (DRTA) strategy. This can be seen from the average value of the experimental class which is higher than the average value of students in the control class. The average value of students in the experimental class is 73,00, while the average value of students in the control class is 57,25. Then it can also be seen from the results of the hypothesis test using the t-test. From the calculation results, it was obtained that H_0 was rejected because $t_{count} 3,180$ is greater than $t_{table} 1,699$. So it can be concluded that H_0 is rejected, in other words "The reading comprehension skills of students who use the Directed Reading Thinking Activity (DRTA) method are better than students who use conventional methods.

Based on the research results, the use of the Directed Reading Thinking Activity (DRTA) method is effective in improving students' reading comprehension skills. This is in accordance with Stauffer's theory (in Satrianti, 2020:29) explaining that the DRTA strategy focuses on students' involvement with the text, because students predict and prove it when reading. Learning the Directed Reading Thinking Activity (DRTA) method focuses on the text so that students can understand the contents of the reading and summarize the reading. While classes that use conventional methods through lectures, students still look passive and find it difficult to understand the contents of the reading because the learning process is centered on the teacher.

4.3 Effectiveness of SQ3R Method and DRTA Method

Based on the analysis of the data obtained, it can be seen that there is an influence of reading comprehension skills in experimental class 1 using the SQ3R method with experimental class 2 using the Directed Reading Thinking Activity (DRTA) method. This can be seen from the average value of experimental class 1 which is higher than the average value of students in experimental class 2. The average value of students in experimental class 1 is 83,38, while the average value of students in experimental class 2 is 73,00. Then it can also be seen from the results of the hypothesis test using the t-test. From the calculation results, it was obtained that H_0 was rejected because t_{count} 3,071 is greater than t_{table} 1,682. So it can be concluded that H_0 is rejected, in other words "The reading comprehension skills of students who use the SQ3R method are better than students using the Directed Reading Thinking Activity (DRTA) strategy method".

The SQ3R learning method has been proven to improve students' reading skills based on various studies. Saputra and Haddar (in Ayu et al, 2024) reported that students who were taught using the SQ3R method experienced a significant increase in reading comprehension skill test scores compared to the DRTA method. The five stages in this method provide a clear framework for students, allowing them to understand the contents of the text thoroughly. Andini's (2023) research revealed that the SQ3R method not only improves reading comprehension but also encourages the development of critical thinking skills. The "Recite" and "Review" stages allow students to evaluate and summarize information, so that they can better understand the main idea of the text.

5. Conclusions and recommendations

The conclusion of this study is (1) The reading comprehension skills of students in the SQ3R method are more effective than the reading comprehension skills of students in the conventional method. (2) The reading comprehension skills of students in the DRTA method are more effective than the reading comprehension skills of students in the conventional method. (3) The reading comprehension skills of students in the SQ3R method are more effective than the reading comprehension skills of students in the DRTA method.

The suggestion given related to the research result is that teachers should reflect on their weaknesses in learning in order to improve the quality of learning, especially in reading comprehension learning. Teachers can analyze the characteristics and needs of students for follow-up learning and adjust to the level of ability, environment, and facilities available in the school so that learning becomes more effective and meaningful. Teachers must also continue to develop themselves in using learning methods so that the learning carried out becomes more effective.

Acknowledgement

The researcher would like to thank Muria Kudus University, the Principal and teachers, and fifth grade students of SDN Rogomulyo 01, SDN Rogomulyo 02, SDN Srikaton 01 for their cooperation in completing this research. Furthermore, the researcher would like to thank the Supervisor for his guidance and direction in making this journal.

Conflict of Interest

Authors declare there is no conflict of interest.

References

- Abenojar, M. B. (2024). Effectiveness of Directed Reading Thinking Activity (DRTA) in improving the reading comprehension of Grade Three pupils. *International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 3(2).
- Abidin, Y. (2016). *Pembelajaran membaca berbasis pendidikan karakter*. PT Refika Aditama.
- Aini, K., et al. (2024). Perbandingan metode pembelajaran Preview Question Read Reflect Recite Review (PQ4R) dengan Directed Reading Thinking Activity (DRTA) dalam keterampilan membaca pemahaman siswa. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(3).
- Andini, P. R. (2023). Pengaruh konten pada official akun TikTok Ruangguru terhadap prestasi belajar followers. *Jurnal Janaloka*, 1(1).
- Atmaja, N. P. (2016). *Evaluasi belajar mengajar*. DIVA Press.
- Cataraja, F. D. (2022). Effect of SQ3R on students' reading comprehension. *International Journal of Multidisciplinary: Applied Business and Education Research*, 3(4), 548–555.
- Faznuhal, et al. (2023). Penerapan model SQ3R (Survey, Question, Read, Recite, and Review) untuk meningkatkan keterampilan membaca pemahaman pada siswa kelas V SD. *Jurnal Metafora Pendidikan*, 1(1), 58–70.
- Fitriyani, E. R., et al. (2023). Efektivitas penggunaan metode SQ3R pada pembelajaran membaca pemahaman. *Faktor: Jurnal Ilmiah Kependidikan*, 10(3), 406–412.

- Halik, A., et al. (2019). Penerapan metode Directed Reading Thinking Activity (DRTA) untuk meningkatkan hasil belajar Bahasa Indonesia siswa kelas V SDN 65 Parepare. *Jurnal Nalar Pendidikan*, 7(2).
- Haryadi. (2015). *Pokok-pokok membaca*. CV Farisma Indonesia.
- Huda, M. (2018). *Model-model pengajaran dan pembelajaran isu-isu metadis dan paradigmatis*. Pustaka Pelajar.
- Inggriyani, F., & Aisyatun, A. (2023). Efektivitas metode Survey, Question, Read, Recite, and Review (SQ3R) untuk meningkatkan keterampilan membaca pemahaman. *Literasi: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia dan Daerah*, 13(2).
- Irawan, et al. (2020). Karakteristik bahasa gaul remaja sebagai kreativitas berbahasa Indonesia pada komentar status Inside Lombok di Instagram. *Jurnal Bastrindo*, 1(2).
- Kusumayanthi, S., & Maulidi, S. M. (2019). The implementation of SQ3R technique in teaching reading comprehension. *The Journal of English Language Teaching, Literature, and Applied Linguistics (JELA)*, 1(2).
- Nurgiyantoro, B. (2016). *Penilaian pembelajaran bahasa berbasis kompetensi*. BPFE-Yogyakarta.
- Nurhadi. (2016). *Teknik membaca*. Bumi Aksara.
- Panjaitan, N. B., & Siagian, Y. L. (2019). Use of Direct Reading Thinking Activity strategy to enhance students reading comprehension. *International Scholars Conference*, 7(1), 2176–2190.
- Pratama, Y. (2016). The effect of SQ3R methods to reading for academic purposes subject in English department IV semester students. *Prosiding Seminar*, 4(1). <http://lp2mk.unsada.ac.id>
- Rahayu, D. S., et al. (2022). Efektivitas metode Directed Reading Thinking Activity dalam pembelajaran membaca cerita pendek fantasi siswa kelas VII SMP. *Judika (Jurnal Pendidikan Unsika)*, 10(1).
- Rahim, F. (2019). *Pengajaran membaca di sekolah dasar*. Bumi Aksara.
- Rovita, Z., & Umam, N. K. (2023). Penerapan strategi SQ3R pada keterampilan membaca pemahaman peserta didik kelas IV UPT SD Negeri 304 Gresik. *Jurnal Al-Fatih*, 6(1), 1–18.
- Sakinah, W. P., & Ibrahim, N. (2023). Pengaruh metode SQ3R terhadap keterampilan membaca pemahaman siswa kelas IV di sekolah dasar. *ELSE (Elementary School Education Journal)*.
- Satriati, et al. (2020). Pengaruh Directed Reading Thinking Activity terhadap keterampilan membaca pemahaman siswa kelas V sekolah dasar. *Jurnal Pendidikan Dasar Perkhasa*, 6(1), 27–40.
- Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sunarti, S., & Mernawati, D. F. (2022). Effectiveness of the Directed Reading Thinking Activity strategy for learning reading comprehension at Grade IV in Yogyakarta. *International Conference on Education and Social Science Research (ICESRE)*.
- Tarigan, H. G. (2021). *Menulis sebagai suatu keterampilan berbahasa*. CV Angkasa.