

**PENGARUH SQ4R BERBANTUAN *STORYBOARD* TERHADAP
LITERASI BAHASA DALAM PEMBELAJARAN BAHASA INDONESIA
SISWA KELAS IV SD**

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ABSTRAK

Kemampuan literasi bahasa siswa kelas IV dalam pembelajaran Bahasa Indonesia masih tergolong rendah. Kondisi ini terlihat dari kemampuan siswa yang belum optimal dalam memahami isi bacaan, menemukan informasi penting, mengidentifikasi ide pokok, serta mengungkapkan kembali informasi yang diperoleh dari teks. Penelitian ini bertujuan untuk mengkaji pengaruh penerapan model pembelajaran SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) berbantuan media *storyboard* terhadap kemampuan literasi bahasa siswa kelas IV sekolah dasar. Penelitian ini merupakan penelitian eksperimen semu (*quasi experiment*) dengan desain *post-test only control group*. Populasi penelitian melibatkan seluruh siswa kelas IV SD Gugus V Kediri. Sampel penelitian berjumlah 61 siswa yang terdiri atas 30 siswa kelas IV SD Negeri 4 pada kelompok eksperimen dan 31 IV SD Negeri 3 Beraban siswa pada kelompok kontrol. Pengumpulan data kemampuan literasi bahasa dilakukan menggunakan instrumen tes literasi bahasa. Data dianalisis menggunakan statistik deskriptif dan inferensial dengan uji-t *polled varians*. Hasil analisis menunjukkan bahwa nilai rata-rata kemampuan literasi bahasa kelompok eksperimen mencapai 17,3, sedangkan kelompok kontrol sebesar 15. Hasil uji-t memperoleh nilai *thitung* sebesar 2,42 yang lebih besar dibandingkan *ttabel* sebesar 2,02 pada taraf signifikansi 5% dengan derajat kebebasan 60. Temuan tersebut menunjukkan bahwa model pembelajaran SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) berbantuan media *storyboard* memberikan pengaruh yang signifikan terhadap kemampuan literasi bahasa dalam pembelajaran Bahasa Indonesia siswa kelas IV SD Gugus V Kediri.

Kata Kunci: SQ4R, *storyboard*, literasi bahasa, Bahasa Indonesia, sekolah dasar.

THE EFFECT OF SQ4R ASSISTED BY STORYBOARD ON LANGUAGE LITERACY IN INDONESIAN LANGUAGE LEARNING OF FOURTH GRADE ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

The language literacy skills of fourth-grade students in Indonesian language learning are still relatively low. This condition is reflected in students' limited ability to comprehend reading texts, identify important information, determine main ideas, and retell information obtained from texts. This study aimed to examine the effect of the SQ4R (Survey, Question, Read, Reflect, Recite, Review) learning model assisted by storyboard media on the language literacy skills of fourth-grade elementary school students. This study employed a quasi-experimental research design using a post-test only control group design. The population of the study consisted of all fourth-grade students in Cluster V Kediri. The sample comprised 61 students, including 30 fourth-grade students of SD Negeri 4 Beraban in the experimental group and 31 fourth-grade students of SD Negeri 3 Beraban in the control group. Data on students' language literacy skills were collected using a language literacy test instrument. The data were analyzed using descriptive and inferential statistics through the pooled variance t-test. The results of the analysis showed that the mean score of the experimental group was 17.3, while that of the control group was 15. The t-test analysis yielded a t-value of 2.42, which was higher than the t-table value of 2.02 at the 5% significance level with 60 degrees of freedom. These findings indicate that the SQ4R (Survey, Question, Read, Reflect, Recite, Review) learning model assisted by storyboard media has a significant effect on students' language literacy skills in Indonesian language learning among fourth-grade elementary school students in Cluster V Kediri.

Keywords: *SQ4R, storyboard media, language literacy, Indonesian language learning, elementary school students.*