Learning Models Survey, Question, Read, Reflect, Recite, Review Assisted Reading Children's Literature Improves Reading Ability of Interpretative Understanding of Class IV Elementary School Students

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Abstract: This study aims to study the interaction of the Survey model, Questions, Read, Reflect, Recite, Review assisted reading of children's literature on the interpretive reading ability of grade IV elementary school students. This type of research is quasi-experimental with a nonequivalent control group design. The study population was all grade IV students of South Kuta III Elementary School in 2018/2019. The sample of this research is State Elementary School No. 5 Jimbaran and State Elementary School No. 1 Jimbaran is determined by random sampling technique. Data in the form of interpretative understanding reading skills were collected by the test method. The data obtained were analyzed by polling variance t-test. Based on the results of the analysis, at a significance level of 5% with dk = 60 obtained $t\_count = 4{,}250 > t\_table = 2{,}000$. This means that there is a significant difference in the ability to read interpretive understanding between students taught using the survey learning model, Questions, Read, Reflection, based, children's literature reading and students who study conventionally. Thus it can be concluded that the learning model Survey, Questions, Read, Reflect, based on children's literature reading influential in improving the reading ability of interpretive understanding of grade IV elementary school students.

Keywords: SQ4R, children's literature reading, reading ability

I. INTRODUCTION

Primary school is a type of educational institution that exists among various educational institutions in the community, which educates students to possess the basic characteristics and attitudes needed to continue higher education or work in the community. This means that the knowledge, skills and attitudes needed by elementary schools must be strong. Elementary school (SD) is also a general education that must be followed by every citizen to obtain basic skills to develop their lives as individuals, as members of the community, and citizens, and prepare students to attend junior high school. This means elementary schools are no longer a means of student socialization, but from an early age he must grow to the maximum to become an Indonesian who will be able to change society to be able to achieve the goals that are in line with the mandate. in the National Education System Law No. 2 of 1989 and the National Education System Law No. 20 of 2003

It was further explained that the learning process in primary schools was used as a basis for education in shaping all the people of Indonesia, as implied in government policies on education from year to year. Elementary school graduates are expected to equip themselves with the basic abilities that enable them to be able and willing to manage a better life, both in the subsequent formal education process, and in life in the midst of society. This goal can be affordable if the learning program in primary schools meets quality education standards, namely education that offers a learning process that allows for scholarships, wisdom, independence, and togetherness that is commensurate with the level of basic education. Primary school graduates must be literate, in the sense of technological literacy and literacy of thought which is also called cultural literacy as a whole.

In practice, learning in elementary schools is strived to facilitate the realization of the four educational pillars proclaimed by UNESCO namely, learning to know, learning to do, learning to live together, and learning to be personal (Unesco, 2010)) proposed by the four joints of education in sequence as follows: learn to develop understanding and self-awareness that is ready to face all challenges (learning to be), learn to find out in order to master the field of science (learning to know), learn to train yourself to gain skills in applying the field of science (learning to do), and learn to be able to live in society, (learn to live together). The order of the four pillars is not standard, but depends on the perspective and strategy adopted in achieving a goal. In learning science, for example, teachers should not position students only as listeners to lectures such as empty bottles that need to be filled with science. Through interactions with the environment both physically and socially, students can build confidence while building an identity (learning to be), so that they are able to build understanding and knowledge of the world around them (learning to know). Furthermore, students are empowered to be able and

willing to do something to enrich and practice learning experiences (learning to do). Opportunities to interact with various individuals or diverse groups of individuals, will shape their personality to understand and appreciate diversity and give birth to positive and tolerant attitudes towards diversity and differences in life (learning to live together)

Finally, to achieve the intended educational goals, various efforts are needed. One of them is an effort to choose an innovative and challenging learning model that can accommodate diverse cultural responses by integrating various regional interests and abilities. That's because the learning model is a learning device designed by the teacher in regulating student learning experiences to achieve certain learning goals. One of the relevant learning models that are used to improve the reading ability of elementary school students in Indonesian content is the survey learning model, Question, Read, Reflect, Recite, Review (SQ4R). The SQ4R learning model is a learning model that helps students think actively and critically about the text being read. The SQ4R learning model emphasizes reading comprehension. "SQ4R is the development of SQ3R by adding reflection elements, namely the activity of giving examples of reading material and imagining the actual relevant context" (Shoimin, 2014: 190). The SQ4R learning model is suitable to be applied in middle school classroom classes to help students understand reading content.

II. LITERATURE REVIEW

Learning to use the SQ4R learning model can direct students to identify the essential elements of reading. Identification activities are intended to improve students' interpretive reading comprehension skills. SQ4R is a learning model that helps students think critically about the text being read and review student understanding throughout the story (Huda, 2017) (Ebih AR. Arhasy, 2015)

The SQ4R learning model has several advantages that can increase student motivation and activity in following the learning process. The advantages of the SQ4R learning model include (1) the existence of a survey stage at the beginning of learning, can arouse students' curiosity about the material being studied so as to increase student motivation, (2) students are given the opportunity to ask questions and try to find answers to their own questions by reading. Thus, it can encourage students to think critically, be active in learning and learn to be meaningful, (3) the material learned by students is attached for a longer period of time. Based on these explanations, it can be summarized that the SQ4R learning model is a learning model that can develop students' metacognitive activities through reading activities. The SQ4R learning model guides students to learn actively, critically, and systematically so that students can remember and apply the knowledge they have gained through reading activities. In addition to the application of learning models, the learning process also needs to be supported by interesting reading material, especially in reading activities.

Choosing reading material is one of the tasks that must be done by the teacher. "Reading material that has an attraction for students can motivate students to read the text seriously, which in turn is able to support students' reading comprehension" (Rahim, 2018: 85). The reading material chosen by the teacher should be taken from various sources such as textbooks, children's literature books, children's magazines, and also from newspapers. One reading material that can be used is children's literature.

Literature can be interpreted as a good and beautiful book. Children's literature is a literary work that reflects the twists and turns of life that can be discussed by children, describe children's feelings, then think about children (Susanti, 2015). "Children's literature is a literary work (prose, poetry, drama) whose contents tell the stories of children, their lives, their pleasures, their attributes, and their development" (Kristiantari, 2017: 21). Based on this opinion it can be summarized that children's literary readings are readings written for children whose contents are in accordance with the interests and world of children's development.

Reading literary works in general, reading children's literature is the result of imaginative creation capable of understanding the world of fiction, presenting certain understanding and beauty experiences. As a work, children's literature can develop children's intelligence and intelligence. A work with effective language use can become a member of a wonderful experience for children. Using imaginative language can produce intellectual and emotional responses while children will enjoy and appreciate the role of characters and the conflicts they cause, also helping to liven up beauty, humor, and sadness (Nurgiyantoro, 2013) Reading children's literature used in this study such as stories short. Short stories or often called short stories are fictitious prose forms that tell stories or stories through short and short writing. Short stories also greatly train students' motivational opinions in reading activities

Reading as one of the four process skills is carried out and used by someone to get the message the writer wants to convey through the media of written words or language (Tarigan 1915). According to psycholinguistic theory, in the reading process, readers decipher the linguistic code to get meaning. A person's skill in writing is closely related to one's willingness to read, because what a person writes is usually an accumulation of one's knowledge about everything that happens, both in their own environment and outside their environment. That knowledge can be obtained from its activities in reading, whether reading science books, popular reading or even literary reading.

Further said reading is the process of getting meaning from printed matter (Spodek and Saracho, 1994). Reading is one type of receptive written language skills. By reading someone will be able to obtain information, gain knowledge and knowledge, new experiences, and can improve their thinking, visibility and insight. Reading activities are activities that are needed by anyone who wants to advance and improve their abilities.

There are two ways in which the reader pursues the meaning of printed material. First, directly, namely by linking the characteristics of the visual signs of writing with their meanings and secondly, indirectly, namely by

identifying sounds in words and connecting them with meanings. The first method is generally used by advanced readers and the second method by early readers.

Reading is a basic capital that is very important for humans. Reading is tantamount to opening a world window. The more often people read, the broader the insight gained. Reading is one of the important activities in the world of education, especially for students, reading is the basic capital for understanding other material content (Liadi, Darim, & Warjuningsing, 2018)

Reading is the process of changing the shape of symbols / signs / writing into meaningful sounds (Dalman, 2017). Reading is a process carried out and used by readers to get the message the writer wants to convey through the media of words or written language (Tarigan, 2015). In line with Tarigan's opinion, Rahim (2018) argues that in reading activities, there are three things that need to be understood, namely (1) reading is a process, (2) strategic reading, and (3) interactive reading. Reading as a process means that information from the text or knowledge possessed by the reader has a major role in shaping meaning. Reading is a strategic process which means the reader uses various strategies that are appropriate to the text and context to build meaning while reading. Reading as an interactive activity is intended when there is involvement of the reader with the text which depends on the reading context.

Based on the opinions of these experts, it can be summarized that reading is the process of interpreting the writing carried out by the reader to get the message / information. Basically, reading is not only reading, but looking for and getting messages or understanding the meaning conveyed by the writer through reading.

There are various types of readings, one of which is reading comprehension. Reading comprehension is reading in higher order. Reading comprehension is cognitive reading, which is reading to understand. Reading comprehension activities are required to be able to understand the contents of the reading. In connection with the level of understanding, basically reading can be grouped into four levels, namely: literal understanding, interpretive understanding, critical understanding, and creative understanding (Dalman, 2017). This research emphasizes the ability to read interpretive understanding.

Reading interpretative understanding is reading activity that aims for students to interpret the writer's purpose, whether writing essays, fiction or facts, character traits, emotional reactions, language style and language class, as well as the effects of stories (Liadi et al., 2018) (Başar & Gürbüz, 2017). Understanding interpretive reading requires the reader to follow the writer's thoughts and can enter the author's storyline so that he can understand the intent to be conveyed by the writer. Reading activities in elementary schools, especially high classes aim to make students able to understand the contents of reading. In reading interpretative understanding of Indonesian, students not only see a collection of letters that have formed words, groups of words, sentences, paragraphs and discourse, but understand and interpret meaningful writing so that the message conveyed by the author can be received by the reader.

Based on this, reading is one aspect that plays an important role in the learning process, because by reading students can obtain information. But the fact is students' interest in reading is still relatively low. This is of course a serious problem because reading is the basis for gaining knowledge, skills, and shaping students' attitudes. These problems then underlie the School Literacy Movement program. As stated in Minister of Education and Culture Regulation No. 23 of 2015 concerning character development, and the School Literacy movement is a 15-minute book reading activity in addition to textbooks before the learning time begins. This activity is carried out to foster student interest in reading. For the reasons presented in the previous section and based on the results of interviews and observations in the field, this research was conducted with the hope that students will have more ability to interpret interpretations.

III. METHODOLOGY

a. Types of research

The type of research used is experimental research. The experimental research paradigm is a research procedure that intentionally wants to try a theory for subsequent researchers to see the effects that occur from the results of this trial. In other words, experimental research is a study used to look for possible causes and effects that are deliberately fought for the emergence of variables. The variable in question is then controlled to see its effect on other variables.

b. Research design

The research design used was quasi-experimental. The design of this research involves two class groups, namely: the control class group and the experimental class group, but the control group cannot function fully to control external variables that influence the course of the experiment (Sugiyono, 2018). The quasi-experimental design used in this study is Nonequivalent Control Group Design.

$$O_1 \quad X \quad O_2 \text{ (experimental)}$$
$$\cdots\cdots\cdots\cdots\cdots\cdots\cdots$$
$$O_3 \quad\quad O_4 \text{ (control)}$$
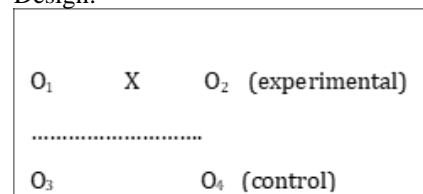
Information:
O_1 = Pre test in the experimental group
O_2 = Post test in the experimental group
O_3 = Pre test in the control group
O_4 = Post test in the control group
X = Treatment

In the Non-Equivalent Draft design, one study sample group was given special treatment and the other sample group as a control group. Two groups of research samples in this design were given a pretest. After determining the sample group, the experimental group was then treated in this study in the form of a SQ4R learning model assisted by reading children's literature, while the control group followed regular learning as in this study using conventional learning. At the end of the study both groups were given a posttest.

c. Research procedure

The implementation of this study consisted of three stages, namely the preparation phase, the

implementation phase, and the final stage. Three stages of this research were carried out so that the results obtained were as expected.

In the preparation / planning stage, the activities undertaken are (1) conducting observations and interviews with the principal of SDN III South Kuta, the principal and fourth grade guardian of SDN III South Kuta to obtain preliminary data before conducting research, and requesting permission to conduct research (2) prepare a Learning Implementation Plan, (3) develop data collection instruments, and (4) determine research samples.

The activities carried out at the implementation stage, namely (1) giving pretests to the two classes studied (2) carrying out learning activities in groups of experimental class students using the SQ4R learning model that is assisted with children's literature reading, whereas in the learning control class takes place conventionally . The process of providing treatment is carried out as many as 6 (six) meetings with the details of one time giving a pretest, six times the delivery of material and one posttest. Providing posttest is done to analyze normalized score gain data on interpretative comprehension reading ability.

The population in this study were all students of grade IV SD Negeri III Kuta Selatan in the 2018/2019 school year with a total population of 13 classes with 378 students. Large population can be an obstacle in this study. Therefore random sampling techniques are used to get class samples that are used as classes studied. Based on the randomization results with various considerations, obtained class IV B SD No. 5 Jimbaran with a total of 30 students as the experimental group and class IV B Elementary School No. 1 Jimbaran with 32 students as a control group.

The data collected in this study are reading comprehension data of fourth grade elementary school students in cluster III Kuta Selatan, 2018/2019 academic year The reading comprehension indicator measured in this study is an understanding of the reading content that includes elements of the story content and explains important information from the text fiction. The instrument used to measure interpretive reading comprehension skills is an objective test in the form of ordinary multiple choice to obtain quantitative data.

d. Data analysis

After all the data needed in research is collected, data analysis is done. Analysis of the data used is inferential statistics. In this study before data analysis using inferential statistics was carried out, first the pretest scores and posttest scores in the two sample groups studied were analyzed using normalized gain scores.

Data analysis method used in this research is inferential statistical analysis. Inferential statistics are used to analyze data from samples whose results are applied to the population (Sugiyono, 2018). In this study parametric inferential statistical analysis was performed to test the hypothesis. The use of parametric statistical analysis requires the fulfillment of several assumptions, the main assumption being that the analyzed data must be normally distributed and have homogeneous variants.

The normality test of the data distribution in this study was conducted to determine whether the data distribution of the normalized gain scores was the ability to read the interpretive understanding of each sample with normal distribution or not. The normality test for the distribution of normalized score gain data on reading comprehension comprehension was carried out using Kolmogorov-Smirnov analysis. Homogeneity test is done to show that differences that occur in hypothesis testing actually occur due to differences in variance between groups, not as a result of differences in groups. Homogeneity test can be done if the data groups are normally distributed. Homogeneity variance test was performed with the F. test.

In this research, the normality test of data distribution and the variance homogeneity obtained shows that the data is normally distributed and has homogeneous variance, so to test the hypothesis the parametric statistical analysis is used, namely the t-polled variance t-test. Hypothesis testing with polled variance t-test has criteria at a significance level of 5% and dk = n1 + n2-2 if the price of t-count ≤ ttable, then H0 is accepted and Ha is rejected. Meanwhile, if the price of t-count> t-table H0 is rejected and Ha is accepted.

IV. RESULTS

From the results of the normalized score gain data analysis on the ability to read interpretive understanding, it is obtained a recapitulation of the normalized score gain data description on the ability to read the interpretive comprehension of the experimental group and the control group shown in table 1 below.

TABLE 1
Recapitulation of Data Description Get Normal Reading Ability Score

Description of the data	Group Experiment	Control Group
Average (mean)	0,55	0,38
Variance	0,029	0,016
Standard Deviation	0,17	0,13
Maximum Normalized Score Score	0,85	0,67
Minimum Normalized Score Gain	0,25	0,13

The data obtained in this study are grouped into two, namely (1) reading comprehension comprehension ability of grade IV elementary school students taught using the SQ4R learning model with children's literary reading (2) reading comprehension comprehension skills of students taught conventionally. The description of the data from the results of this study illustrates the mean (mean), variance, standard deviation, maximum normalized score gain and minimum normalized score gain from normalized score gain data in the ability to read interpretive understanding in the experimental and control groups.

The hypothesis tested in this study is that there is no significant difference in the ability to read interpretive understanding between students taught using the SQ4R learning model that is assisted with children's literature reading and students taught using conventional learning

of class IV elementary school students in South Kuta III School Year 2018/2019..

Before testing the hypothesis with the t-test analysis of variance surveyed, the prerequisite tests which include normality test data distribution and homogeneity variance test were performed first. Based on the results of the normality test distribution of the normalized score gain data the ability to read the interpretive understanding of the experimental group with Kolmogorov-Smirnov obtained | F_T-F_S | the largest = 0.102 with the Kolmogorov-Smirnov table value = 0.242. Next, the biggest | F_T-F_S | compared to the Kolmogorov-Smirnov table value at a significance level of 5% so that | F_T-F_S | greatest = 0.102 <Kolmogorov-Smirnov table value = 0.242 then the distribution of the ability to read the normalized gain data score of interpretive understanding of the experimental group is normally distributed. Whereas in the control group obtained | F_T-F_S | the largest = 0.107 with Kolmogorov-Smirnov table value = 0.234. Next, the biggest | F_T-F_S | compared to the Kolmogorov-Smirnov table value at a significance level of 5% so that | F_T-F_S | the largest = 0.107 <Kolmogorov-Smirnov table value = 0.234 then the distribution of data from the acquisition of a normal score is the ability to read interpretive understanding from the control group that is normally distributed.

Then the variance homogeneity test is performed. Based on the results of the variance homogeneity test the normalized score gain score of the interpretive reading comprehension of the experimental group and the control group obtained F_count = 1.81 with F_table = 1.89 at the 5% significance level and db_the numerator = 29 and db_center = 31, thus F_count = 1, 81 <F_table = 1.89, variants of reading comprehension ability of the experimental and control groups have homogeneous variants.

Based on the test results of the normality of data distribution and homogeneity of variance it can be seen that the data on the reading ability of the experimental group and the control group are normally distributed and have homogeneous variants. Because the normalized score gain data is the ability to read interpretive understanding from the experimental group and the control group has fulfilled the prerequisite tests, so that the hypothesis test can be done. Hypothesis testing was analyzed using polling variance t-test. The following is a recapitulation of the results of data analysis about the ability to read interpretive understanding using polling variance t-test in table 2.

Based on the results of hypothesis testing with polling variance t-test obtained tcount = 4,250 with t_table = 2,000 at a significance level of 5% and dk = (30 + 32) -2 = 60. Hypothesis test results show that tcount = 4,250> ttable = 2,000, so H_0 is rejected and H_a is accepted, so there is a significant difference in the ability to read interpretive understanding between groups of students taught using the SQ4R learning model that is assisted with children's literature reading and groups of students who are taught using conventional learning in class IV of elementary school.

TABLE 2
Recapitulation of Polled Variance T-Test Analysis

No.	Sampel	n	dk	$\overline{X}$	s^2	t_{hitung}	t_{tabel}	Status
1.	Experiment Group	30	60	0,55	0,029	4,250	2,000	H_0 rejected
2.	Control group	32		0,38	0,016			

Hypothesis test results show there are significant differences in the ability to read interpretive understanding between groups of students taught using the SQ4R learning model assisted with children's literature reading and groups of students who are taught using conventional learning in grade IV elementary school students (t_count = 4,250> t_table = 2,000) and the acquisition of an average score normalizes the ability to read interpretative understanding of groups of students taught using the SQ4R learning model which is assisted with children's literature reading more than the normalized average gain score with the ability to read interpretative understanding groups of students taught using conventional learning ($\overline{X}$ = 0.55> $\overline{X}$ = 0.38), shows that the SQ4R learning model that is assisted with children's literary reading affects the ability to read interpretive comprehension of grade IV elementary school students..

V. DISCUSSION

This study was conducted with the aim to determine the effect of the SQ4R learning model aided by children's literature reading on the interpretive reading ability of class IV students in cluster III in South Kuta, Badung Regency, Bali. The results of the data analysis showed that the SQ4R learning model had a significant effect on the interpretative reading ability of elementary school students in cluster III South Kuta, Badung Regency, Bali.

This significant result cannot be separated from the nature of the SQ4R model itself. SQ4R learning model is a way of reading that can develop students' metacognitive, that is by assigning students to read study material carefully, through; the survey by looking at the reading text, asking questions at the end of the chapter, reading summaries if available and looking at pictures, graphs and maps. Questions asked, for example, how and where about reading material (teaching material), followed by reading the text to find answers. Reflect is the activity of giving examples of reading material and imagining the actual relevant context, Recite is considering the answers given (joint notes) and Review is a way to review thoroughly (Ngalimun, 2012: 171)

Furthermore, Uno (2011) states that "the SQ3R learning model is one part of an elaboration strategy that functions to shape students' habits to concentrate on reading, practice speed reading skills, practice thinking skills regarding reading content and develop critical and comprehensive reading skills" . An elaboration strategy is the process of adding details so that new information will be more meaningful, making coding easier and more certain. Thus, the SQ4R learning model is a reading strategy that can develop students' metacognitive, that is

by assigning students to read learning material together and carefully.

There are six steps that must be taken when the teacher chooses this model according to Suyanto (2009). The six steps in question are: (1) Survey. By looking at the reading text and noting / marking the main ideas of each paragraph. In conducting survey activities, something that is needed to help and encourage students to examine or examine briefly the entire structure of the text is needed. The aim is for students to know the length of the text, section titles and sub-headings, terms and keywords, etc. (2) questions, by making questions (why, how and where) about reading material (teaching material) he does the activity of asking the teacher to give instructions or examples to students to set clear, concise, and relevant questions, with sections the text that was marked in the first step. The questions collected must be taken from the reading section of the reading time in the same order as the discourse (3) reading, by reading the text and looking for answers. Through the reading step, the teacher actively assigns students to find answers to questions that reflect the structure, (4), an activity that provides examples of reading material and imagines the actual relevant context. This does not reflect a separate step with the reading step but is a unity. During reading the teacher assigns students to not only memorize or memorize, but try to understand the information conveyed, (5) reading, is to consider the answers found (notes / discuss together). Through the recitation step the teacher assigns students to mention answers to questions that have been arranged, (6) reviews, is a way to review thoroughly. In the final step the teacher assigns students to briefly review all questions and answers. By way of students looking back and comparing their writing with actual reading material if there is an error, students correct their writing according to the contents of the answers.

By looking at the steps outlined earlier, it is clear that this SQ4R learning model has various advantages, including: 1) can activate students' initial knowledge and begin the process of making connections between new information and what was previously known, 2) can help students remember what is has been read or effective in helping students memorize information from reading, 3) can help students understand reading, 4) helps students to learn on their own, 5) helps students to think critically, 6) can improve students' ability to enjoy and concentrate on learning (Wang, Wu, Chien, & Huang, 2017)

It was further explained that the SQ4R learning model that was assisted with children's literature reading gave students the opportunity to develop communication skills, collaborate, think critically, and solve problems. The use of the SQ4R learning model which is assisted by children's literature reading provides a positive learning experience for students in working with teams, conveying ideas, and understanding the reading contents. The SQ4R learning model is thus able to develop students' ability to understand reading content and build their knowledge independently, actively, and critically through reading activities. This is in line with the opinion (Rodli & Teacher, 2015) that the SQ4R learning model can encourage students to think critically and actively in learning through reading activities so that the material

being studied by students sticks for a longer period of time.

The SQ4R learning model is implemented with the help of children's literature reading. The type of reading used in learning has an important role in supporting student understanding. The children's literature readings used in this study are short stories. The use of short stories in this study aroused students' interest in reading and students' motivation to participate in learning that had an impact on students' interpretive reading comprehension skills (Tilaar, 2017). The reading of children's literature in the application of the SQ4R learning model makes children enthusiastic about participating in learning, coupled with the content of stories that are lightweight but in accordance with the context of the learning material.

The results of this study support the results of previous research conducted by Rahayu (2014) which states that the SQ4R type cooperative learning model based on process skills influences the learning outcomes of fifth grade students at Letkol Wisnu Denpasar Utara. This is evidenced by t_count = 4.21> ttable = 2,000 with a significance level of 5% and dk = 73 and obtained the average science learning outcomes of the experimental group $\bar{X}$72.35> $\bar{X}$ students from the control group = 63.51. The equation of this research lies in the SQ4R learning model used in learning. The difference between this research and this research is that the application of the model is based on process skills while in this study it is integrated with children's literary reading and research is conducted on the results of science learning while this research is conducted on reading comprehension comprehension skills. Another difference is the research sample, place and year of the study.

Another research result is a study conducted by Mayasanti (2016) which states that there is a significant influence on the use of the SQ4R learning model on the ability to tell the contents of fairy tales that are read to third grade students in Tulungagung District Elementary Schoolin 2016. This is evidenced by t_count = 4,747> ttable = 2,024 with a significance level of 5% and dk = 84 and obtain an average of experimental class $\bar{X}$83.5> X control class control = 67.5. This research equation uses the SQ4R learning model. The difference of this study is the dependent variable, namely the ability to tell the contents of a fairy tale that is read while in this study the ability to read interpretive understanding and the study population is grade III students, while in this study is grade IV students. Another difference is the place and year of research.

As well as research conducted by Putri (2018) which states that there is a significant influence of the Survey, Question, Reading, Reflect, Recite, Review models on reading skills in fifth grade students of Kompyang Sujana Elementary School, West Denpasar District, Academic Year 2017/2018 . This is evidenced by t_count = 3,396> t_table = 2,000 with a significance level of 5% and dk = 84 and obtain the average reading skills of the experimental group students $\bar{X}$ = 79.64> $\bar{X}$ students from the control group = 72.05. This research equation uses the SQ4R learning model. The difference in this study is that it does not use media or reading material

that is integrated in the learning process and is carried out in class V.

Based on this explanation, it can be summarized that learning using the SQ4R learning model that is assisted by Children's Literature Reading influences the reading ability of interpretive comprehension of grade IV elementary school students. Learning to use the SQ4R learning model that is assisted by children's literature reading in this study has the advantage of giving students the opportunity to develop communication skills, collaborate, think critically and solve problems. The use of children's literature readings in this study arouse students' interest in reading which makes students more active in learning and helps students to better understand the contents of reading and there is an element of entertainment and understanding (moral) in the reading content. Children's literature is a visualization or depiction of a child's life in the form of a child's language structure. Children's literature is literature intended for children, not literature about children. Literature about children may not be suitable for children, but the literature for children is certainly intentional and adapted for children as readers (Roysa, 2017).

VI. CONCLUSION

Based on the analysis and discussion, it can be concluded that tcount = 4,250> ttable = 2,000. That means H0 is rejected and Ha is accepted. This shows the difference between students taught using the SQ4R learning model with the help of reading children's literature and students taught conventionally. With the results of this analysis it can be concluded that the SQ4R learning model that is assisted with children's literature reading has a significant influence on the ability to read interpretive comprehension of grade IV elementary school students studied.

Based on these results, several suggestions were made: (1) for principals, because their duties as managers who manage and oversee learning programs in schools should always provide opportunities and motivation for teachers to always build innovative and creative learning processes (2) for teachers, the findings of this study can be used as a guideline in designing learning activities with the aim of optimizing the process and learning outcomes that can be done one of them by applying the SQ4R learning model that is assisted with children's literature reading, and (3) for students, by using innovative and creative learning models by the teacher, students can be motivated to want to learn better and more enthusiastic to achieve the expected goals.

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