

SQ3R IMPLEMENTATION METHOD TO IMPROVE READING COMPREHENSION ABILITY INDONESIAN SUBJECT IN ELEMENTARY STUDENT

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Abstract-The research aims is to improve students' reading comprehension on the subjects of Indonesian in the fourth grade with 28 students. The research is done two cycles consisting of 4 meetings. Wherein each meeting consists of four phases: planning, implementation, observation and reflection. Data collection techniques by using tests and observation. The results of the study can be seen that the first cycle of 28 students, there are as many as 53% of students who already belong to the completeness criteria reading comprehension and 47% of students who have not been included in the criteria complete with classical values of 67.14 %. When compared with the value of the initial conditions, there has been a slight increase but has not reached the expected criteria. Based on the research results Cycle II can be seen as many as 28 students were already included in the criteria of completeness reading comprehension. with the classical value of 91.60%. Based on this action research can be concluded that by using the "SQ3R" in Indonesian subjects can improve students' reading comprehension. Based on this, we recommend the method "SQ3R" used by teachers as an alternative to teachers in an effort to improve students' reading comprehension on the Indonesian subjects and the other subject. Recommended that teachers can use in teaching methods SQ3R.

Keywords: methods, SQ3R, reading comprehension

1. INTRODUCTION

The main element in the implementation of education is a learning process. The learning process is the essence of education. In terms of the learning process is that discussion is important, because through the learning process is expected educational goals can be achieved. In the learning process of teachers as instructional agent directs all actions against the students to achieve a certain goal by taking into account internal and external kodisi [9]. In line with Reigeluth, Gagne in [10] says that learning occurs for their kondidi learning conditions, internal and external. In the process of achieving the goal of language education language is very important, especially at primary school level.

Learning Indonesian primary school has a very important position. The purpose of learning is Indonesian so that learners have the skills in the language. If students do not have the language skills or language skills are low and students will have many difficulties in capturing the lessons delivered by teachers. The ability to read is something very important in a society educated. Through the reading skills expected of students are able to read and understand the text reading with sufficient precision. The ability of each person is different when reading. Anyone able to read a short time direct their reading. But there also are read many times still do not understand what has been read. According to Rubin (2011: 7-8) reading comprehension is a complex intellectual process which includes two main abilities, namely the mastery of the meaning of words and the ability to think about the concept of verbal.

Based on the above understanding concluded that reading comprehension is the ability possessed by an individual in a reading activity that followed the understanding of the content of reading based on the knowledge. [5] suggested reading comprehension has a specific purpose to be achieved is to get success in the understanding of logical arguments, and patterns of text, patterns of symbolic overtones that are emotional, as well as suggestions linguistic means used to achieve the goal.

According to Nutall in [6] the purpose of reading is part of the process of reading comprehension, readers get the message or the meaning of steks read messages that is information, knowledge, and even expressions of happy or sad. Based on the above it can be concluded that the purpose of reading comprehension in fact is to obtain an information based on a person's ability to understand their reading through the association or the pleasure of the reading material they read. Thus, to be able to obtain such information a person should also be able to understand and interpret the content of the

reading material. The learning method is a means or presentation techniques lesson material that will be used by the teacher during lessons show you more material, either individually or as a group.

According to [2] is a cognitive process that is used by the reader to get the message delivered by the author without limits and space. This means that reading is an activity of the mind, including reasoning and memory. [3] teachers always use more than one method. The use of one method used to reach one's destination, while the use of other methods, is also used to Achieve other goals. In accordance with the will of the teaching objectives that have been Formulated. Based on the above it can be concluded that the method can be interpreted as a way for someone to convey the information to be received well.

The learning method is a method used by teachers in the learning process that aims to achieve a predetermined goal. One of the methods employed teachers in the learning process is a method SQ3R. SQ3R method is one method that is suitable for use by teachers because with this method requires students to conduct a survey, ask, read, express, and repeated the material provided so as to make students better understand the material or topics being taught. SQ3R learning strategy is a strategy of learning to read that aims to help the reader to understand fully and in detail about the content of a text [9]. By learning strategy SQ3R readers will more quickly find the key ideas contained in the text

[7] SQ3R method is a method of reading created especially popular as a method of reading a textbook. Its popularity caused by maxims that seem scientific, and also the name is easy to remember. The method includes five activities: Survey, Question, Read, Recite, and Review (survey, question, read, express, and repeat). Based on the above it can be concluded that the learning method is a method used by teachers in the learning process that aims to achieve a predetermined goal.

The advantages of learning methods SQ3R according [8], among others: 1. Students are directed to get used to thinking of the reading materials so that students become more active and trained to be able to make inquiries. 2. Students are trying to think about the answers to the questions that explore the content of reading or text. 3. Students can work in groups to exchange ideas in understanding the concept of the material presented in the description text.

SQ3R an increasingly popular method of reading used by people. SQ3R reading method is the reading process consists of 5 steps, namely Survey, Question, Read, Recite, and Review. According to [5] "SQ3R is a method of study that includes five phases: Survey, Question, Read, Recite, and Review". If the use or practice of this method, will actually see that not only complete the task in a short time, but also to obtain better results.

According to [4] SQ3R the comprehension strategies that help students think about the text being students read. Often categorized learning strategies, SQ3R assist students 'get something' when they first read the text. For teachers, SQ3R assist students in guiding students how to read and think like readers effectively. Reading comprehension is the ability to understand the main ideas, important details of the readings, and a comprehensive understanding of the passage, we need to master the vocabulary and structure of writing well. Many ways or methods have been developed for reading skills over a period of fifty years. One of them is the method SQ3R. In this SQ3R system, before reading the first survey reading to get a general idea of what to read. Then by asking questions to myself that the answer is contained in the text will be easier to understand the reading, and then by trying to express in their own words the main points of importance, will retain and remember it longer.

Implementation steps SQ3R methods of learning are as follows: The first step S - Survey. Step surveys is to help and encourage students to inspect or examine briefly the whole structure of the text. The goal is for students to know the length of text, section headings and sub-headings section, students are encouraged to prepare a pencil, paper and tool marker characteristics (colored yellow, green and so on) as suitable to mark the important parts and will be taken into question, to show the process of preparing the question list of questions in next step. According to Soedarso (2010: 60) steps or survey is a technique to get to know the material before reading them in full, made to know the organization and a general overview which will be read with a view to: 1) accelerating catch the meaning, 2) getting the abstract, 3) knowing the ideas are important, 4) obtain'm careful attention to reading, 5) facilitate more memory and more easily understood.

Step two Q - Questions. At the time of the survey, questions were raised as much about the content of reading it, by turning the title into a question. Use the words who, what, when, where or why. In a survey conducted on readings were read, may have met some of the items have been aroused curiosity "Why is this Figure used here?", Write down the questions. Then try to change the titles themselves into questions. Capitalize feelings toward the task along with a number of questions to be

answered, it has the ready to read the passage carefully and thoroughly [4] students begin to make inquiries about their reading of the results of the first survey.

Step Three R - Read. After passing through the stage of the survey and raised several questions, the next stage of reading. So, the new read the third step, not the first step or only step to master reading. How to read was not just reading, but critically. According Soedarso (2010: 63) The measures have to do is read the article it section by section. Temporarily the read parts that look for answers to the questions in the second step. Slow reading section of the essentials or that are considered difficult and accelerate the return on the parts that are not important or that have been known. At this stage there are two things to note: first, do not make records because of slow reading. Second, do not make such signs underline the specific words or phrases, may be after reading turns mistaken. If indeed there are interesting or important enough thought put a cross on the edge of the page. To then be rechecked. On this reading stage, concentrate on getting the idea anyway and know the important details.

Step four: R - Recite or Recall. The next step is Recite or retell with their own words. This stage, the first stop and reflect back what has been studied earlier. Look back at the records that have been made and remember the main ideas that he suggested to the reader. Check back readings and must be able to believe in yourself that can be expressed with the proper content of each of its parts. And answer the questions that have been created on the stage/ the second step mentioned above. Each finished reading one section, pause. And try to answer or mention the important things also can make notes as necessary. If you're still having trouble, repeat read it again. Next we retell the content of reading with their own words. Before stepping on the next step make sure this step has been undertaken correctly. The more careful and regular in performing this step, the higher the level of mastery of reading material to read.

Step five: R - Review. Review last step is asking the students to review the entire question and answer briefly. Limited memory. Even at the time of reading 85% control of the content of reading, the ability within eight hours to remember important details about 40%. And within two weeks of stay 20% comprehension. Therefore, do not miss this last step: Review. After completion of the entirety of what to read, repeat to retrace the other essential parts to find the important points to keep in mind. Stage besides help memory and also to get a clear understanding of the important things that perhaps covered before. SQ3R method is one method that can be used in learning to read. SQ3R method has advantages in improving memory of a reading comprehension. The advantages of learning methods SQ3R according [8], among others: Students are directed to get used to thinking of the reading materials so that students become more active and trained to be able to make inquiries.

2. METHODS

Classroom action research was conducted in elementary school Medan Tembung for two months, starting from February to March in Academic Year 2015/2016. The object of this study is action to improve reading comprehension by using methods of reading SQ3R. Design research in classroom action research in the form of early reflections and observations to identify the problems that occur in class, followed by the implementation of a Class Action Research for two cycles. According Kemmis and MC. Taggart in [1] there are four steps being taken while conducting classroom action research, including planning, implementation, observation, and reflection. Data collection techniques are tests and observation.

3. RESULTS AND DISCUSSION

In pre test no students classified as very poor (0%), capable of 3 students (11%), are quite capable of 6 students (21%), and less capable of 19 students (68%), the first cycle no students classified as very capable (0%), capable of 15 students (53%), are quite capable of 10 students (36%), and less capable of 3 students (11%). While on the second cycle category of very capable of 22 students (79%), capable of six students (21%), no student category is quite capable (0%), and no less capable student category (0%). Based on the results seen changes in the level of students' reading comprehension classically by category. In early tests of 28 students no classified category of highly capable, capable of 3 students, are quite capable of 6 students, and less capable of 19 students, the first cycle no classified category of highly capable, capable of 15 students, is quite capable of 10 students, and less able 3 students. While on the second cycle is very capable classified category amounted to 22 students, capable of 6 students, no students classified as category is quite capable and less capable.

Recapitulation Percentage Level of completeness Ability Students In Classical Reading Comprehension in preTests, cycle I and cycle II.

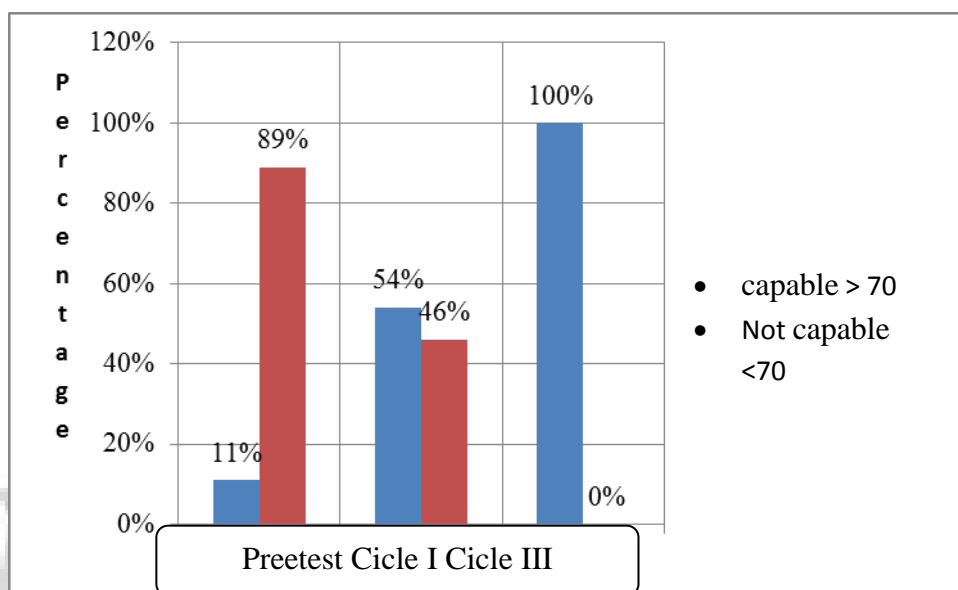


Figure 1. Percentage of completeness Ability Level Reading Comprehension Students In classical in pre Test, Cycle I and II

Based on the figure 1 above it can be concluded that the percentage of students' mastery of reading comprehension of 28 students at the beginning of the test, the cycle I and II. In early tests completeness study experienced 11%, and 89% did not complete, the first cycle of students experiencing learning completeness 54%, and 46% did not complete. While on the second cycle of 100% of students capable, and no student is otherwise not capable

In the implementation of learning by using SQ3R on subjects Indonesian to find the main idea of a paragraph can be done well. After learning performs in the first cycle and the second cycle can be concluded that the method SQ3R can improve student learning outcomes. Based on the results of the study in the first cycle in the process and the results showed no increase learning outcomes with an average (63.59%), the second cycle of research results based on the process and results show learning outcomes with an average (77.99%) and the change in results learning between the first cycle and the second cycle Based on the findings it can be concluded that the application of SQ3R learning strategies to improve learning outcomes.

Before taking action, the researchers first determine the extent of students' understanding of the material finding the main idea of the paragraph. The average value obtained grade students on the initial tests are 56.54 and complete student learn as much as 3 students (11%), and students who did not complete as many as 25 students (89%). Where of 28 students as many as 19 students who got the learning outcomes of disadvantaged (68%), 6 students (21%) who received learning outcomes are quite capable, 3 students (11%) who received learning outcomes can, and 0 students (0%) who gets very capable of learning outcomes.

Then proceed to the first cycle using values obtained SQ3R and average grade 67.14, with classical completeness 53% and complete student learn as much as 15 students (53%), and students who did not complete as many as 13 students (47%). Where of 28 students as many as three students (11%) who received learning outcomes are poor, 10 students (36%) who received learning outcomes are quite capable, 15 students (53%) who received learning outcomes can, and 0 students (0%) who gets very capable of learning outcomes. Based on the data analysis of the first cycle while it can be concluded that the use of methods SQ3R applied researchers have not reached a good mastery learning, it is necessary to the second cycle for improvement. The second cycle acquired learning outcomes of students with average grade class rose to 91.60, with classical completeness and a complete student learn some lessons as many as 22 students (79%), and students who do not pass the study as much as 6 students (21%). Where of 28 students as much as 0 students (0%) that received the learning outcomes are less capable, 0 students (0%) that gets results learn enough. 6 students (21%)

who received learning outcomes can, and 22 students (79%) who gets very capable of learning outcomes. Based on the results of students in the second cycle means learning by using methods SQ3R in finding the main idea of a paragraph can improve student learning outcomes.

Based on the results of this research is that learning takes place by using SQ3R can improve students' reading comprehension. Research results in initial tests before, action has obtained an average value of 54.64 with a grade of 11% the percentage of completeness that are not yet managed both individually and classical. After administration of the action by using the method in the first cycle obtained SQ3R class average value increased to 67.14 with the percentage of completeness by 54%. While on the second cycle values obtained average grade increased to 91,60. The research therefore declared successful.

4. CONCLUSIONS

Based on the research results, it can be concluded as follows: (1) Ability to read students' understanding of each cycle has increased significantly, as seen from the implementation of the initial test, the first cycle and the second cycle. at the beginning of the test the average value of 54.64 in the first cycle grade class average value of 67.14 and the second cycle the value of the average grade of 91.60. (2) By using the learning method SQ3R on learning can improve reading comprehension of the students. (3) The ability of reading comprehension of students with learning methods SQ3R Indonesian language study in finding the main idea of a paragraph by reading glance it can be seen from the level of mastery learning classical in early tests of 3 students (11%) declared complete and 25 students (89 %) declared not complete. Changes in students' reading comprehension classically increased in each cycle. And (4) In the first cycle to the level of mastery learning in the classical 15 students (53%) declared complete, and 13 students (47%) declared not complete. While on the second cycle to the level of completeness in the classical 28 students classified as completed.

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