

IMPLEMENTATION OF THE SQ3R STRATEGY TO IMPROVE STUDENT'S READING COMPREHENSION ABILITY

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ABSTRACT

This research uses a Classroom Action Research design to improve students' reading comprehension skills by applying the Survey, Question, Reading, Recite, Review (SQ3R) strategy. The objects of this research were students of the fifth class at MIS Muhammadiyah Lautang Salo. The focus of improvement is the implementation of the learning process and results. This research design using a cycle research design consists of planning, action, observation, and reflection stages. Data collection used two techniques, namely test and non-test. The tests were given essays are carried out before the implementation of the action and at the end of each cycle. Non-test in the form of (1) observations, (2) interviews, (3) field notes, and (4) documentation. The test data were processed and presented in a tabulated matrix, then analyzed descriptively and qualitatively. Meanwhile, the process data were analyzed in the following stages: (1) analyzing the data; (2) reducing data; (3) Presentation of data; (4) concluding. The research data analysis showed that the students' pre-action ability was 50% (out of 12 students who attended), the first cycle was 54% or eight students (out of 15 students), and the second cycle was 12 students or 80%. The research results concluded that implementing the SQ3R strategy for the student's reading comprehension skills is an improvement. In this case, the improvement of the number of students who achieved learning mastery scores, namely in the first cycle, eight students were obtained to twelve students in the second cycle. The research results suggested that using the SQ3R strategy is one of the teacher's choices in teaching reading in elementary schools.

Keywords: SQ3R strategy; reading comprehension ability

1. INTRODUCTION

Language skills are one of the basic needs humans must have in social life, including in the world of education. Among the discussion skills that a student must have is reading. Through reading skills various information can be absorbed and broaden the horizons of knowledge. But in reality, there are still many who do not realize the importance of this skill. Even in Elementary

School, reading learning which is the basis of language skills, seems neglected. This is emphasized from the results of the Programme for International Student Assessment (PISA) which shows that reading ability in students in Indonesia only achieved a score of 371, far below the average score of 487. The ability to read only 30 percent of all respondents of Indonesian students achieved level two proficiency. The level of ability to determine the main idea in medium and long readings. Being able to search for information based on outdated criteria, although it is a bit difficult. (Ministry of Education and Culture, 2019)

Regarding the results of the PISA study, the Head of the Research and Development Agency (Balitbang) Totok Suprayitno stated that 399 educational units with 12,098 students attended the implementation of the PISA study in 2018. In 2018 Indonesia first participated in a computer-based PISA study. He emphasized that PISA results are not just scores and rankings. These results describe the child's behavior, the child's learning conditions, the child's background, how to teach the teacher, and so on. Literacy can be improved by involving all parties, both schools, students, the community, and parents. Changing the culture of learning is necessary by making it a "habit". One way that can be taken is by involving students in reading, relegating them to read various diverse types and formats of reading, training them to concentrate on the content of the reading, giving signs or summarizing with their own sentences has proven effective for understanding the content of the reading (Jawapos. 2019). Therefore, reading skills have an urgent position in learning.

Reading skills are basic skills for students that they must master to participate in all activities in the educational and learning process. Reading should have a purpose, because a person who reads with a purpose tends to understand better than a person who does not have a purpose (Prastisi, 2009:1). In addition, according to Tarigan (2008: 7) reading skills as a receptive skill which is an interactive activity to find the meaning or meaning contained in a writing. Therefore, reading skills are a fundamental skill teachers must have, and use various engaging media to generate motivation and make it easier for students to absorb the knowledge transferred.

Related to the importance of this motivation, teachers should conduct reading activities in the classroom by first compiling reading goals, so that activities can take place more systematically. During observations at MIS Muhammadiyah Lautang Salo, fifth-grade students' have not demonstrated adequate reading comprehension skills. Most students have not been able to determine the point of thought and provide conclusions to the content of children's stories in a few

sentences. After scrutiny, it turns out that the cause is that the reading examine given is still at the basic level of understanding. In addition, learning activities still apply more individual learning patterns, learning reading comprehension is still in the form of unidirectional interaction, namely reading a text then continued by answering questions under the text individually. In addition, it was also found that teachers have not used interesting learning methods/strategies, so reading learning seems monotonous and unattractive to students. The use of appropriate strategies is expected to be able to foster a sense of interest in students in learning. This also applies to reading comprehension learning, with the selection of the right strategy expected to facilitate and arouse students' interest in understanding the reading text. There are several reading learning strategies to gain comprehension of the reading. The SQ3R (Survey, Question, Read, Recite, Review) is a strategy in the reading material, developed in 1940s by a psychologist named Francis P. Robinson in Nadirah (2012:22).

SQ3R is a reading strategy to find main and additional ideas and helps in remembering longer (Binus, 2021). This strategy is a reading comprehension method named after five steps: survey, question, read, recite, and review (Unpas Technique). The survey is conducted by skimming the entire reading. The survey step is carried out by looking at each part of the reading. The question step changes the title, topic, or subtopic to a question. This is done to know each part of the reading material. The next step is reading the entire text by occasionally asking questions. The next step is to recite by recalling the reading results and trying to retell/re-describe the content of the reading both orally and in writing. The last step is to review the material/reading by re-explaining the main idea in one's own language and looking at the questions that have been made and answering them carefully (Fabelia).

The selection of the SQ3R strategy was carried out in the hope that it could provide space for teachers to improve reading comprehension learning to students. This improvement can be done by applying SQ3R strategy steps in reading learning, to provide a learning atmosphere that makes it easier for students to understand the reading content, and gives students a new impression in reading learning. The new impression will give students new motivation in reading learning. The new motivation will give rise to students' interest in learning to read and will eventually improve student learning outcomes. The next reason is that it is viewed from the point of view of theory. One of the indicators of quality learning is learning that can provide the widest possible space for students to actualize themselves in learning. That way, activeness in learning increases because students are allowed to play a direct role in learning not just as an object of learning. Therefore, the research

team is confident to implement the SQ3R strategy assuming that the use of the strategy is able to answer the problems faced by MIS Muhammadiyah Lt. Salo students.

2) METHODS

This research was designed using a class action research design that emphasizes activities at four stages of implementation in one cycle including: planning stage, implementation stage, evaluation stage, and reflection stage. The object of the research at MIS Muhammadiyah Lautang Salo, especially of fifth-grade students'. The target of improvement is Indonesian learning activities and learning outcomes. Therefore, researchers, class V teachers, and class V students are directly involved in making improvements. Activities start from the planning, implementation, observation, and report stages. The research subjects consisted of 15 students of class V MIS Muhammadiyah Lt. Salo, researchers, and teachers. The selection of a fifth grade students' at MIS Muhammadiyah Lt. Salo is based on the consideration that: (1) the interest in reading in grade V students needs to be fostered because it is under their level of cognitive development with the hope that in the future the student's reading interest will be better in subsequent classes; (2) high-level reading comprehension in a fifth-grade student's elementary school has not been well trained; and (3) lack of student interest in reading comprehension learning followed by low learning outcomes experienced by fifth-grade students in reading comprehension learning.

In this case, the research uses an Action Research design with a flow following the Kemmis and Mc Taggart model. A cyclical research design involves planning, implementation, observation, and reflection (Arikunto, 2008). Planning (plan) is an activity in preparing a learning design and things needed in implementation (action). After the planning is completed, the activity continues with the implementation (action), namely the implementation of learning following the planning by the teacher. During learning activities, observation is also carried out related to the implementation of learning by observing from the side of teachers and students. The last step is reflection. At the time of reflection, scrutiny of the planning and implementation aspects and evaluation were carried out to obtain information about the success rate of the cycle that has been carried out.

The research used two data collection techniques, namely test and non-test techniques. The test data are processed and presented in a tabulation matrix and then analysed descriptively qualitatively. While the process data outlines, the analysis stage includes: (1) reviewing data: this

activity begins during the teaching and learning process implementation. The collected data from observations in the field are grouped according to the research problem. Revenue shares that are less than 75% are collected to be submitted in the next cycle; (2) Data Reduction: This activity is carried out comprehensively through the planning, implementation, observation, and reflection stages. The data is examined and then selected. The data related to the planning is separated and followed up; (3). Data presentation: after the data is reduced in events units, it is then connected with the research problem. The presentation of this data focus with problems arising in fifth-grade students at MIS Muhammadiyah Lt. Salo where the SQ3R strategy is applied; (4) Conclude: the results of the implementation of the SQ3R strategy in improving reading comprehension of fifth-grade students at MIS Muhammadiyah students Lt. Salo. The indicators of the success of this action research include process indicators and outcomes in learning with the SQ3R strategy. The criteria for the success of the learning process are stated to increase if both teacher and student activities are carried out completely. As for the criteria used to show student learning outcomes in reading comprehension learning, namely following the minimum learning completion criteria (KKM) in the school, the researcher chose and set a minimum standard of success in this research in terms of results if 75% of the number of students get a score ≥ 70 .

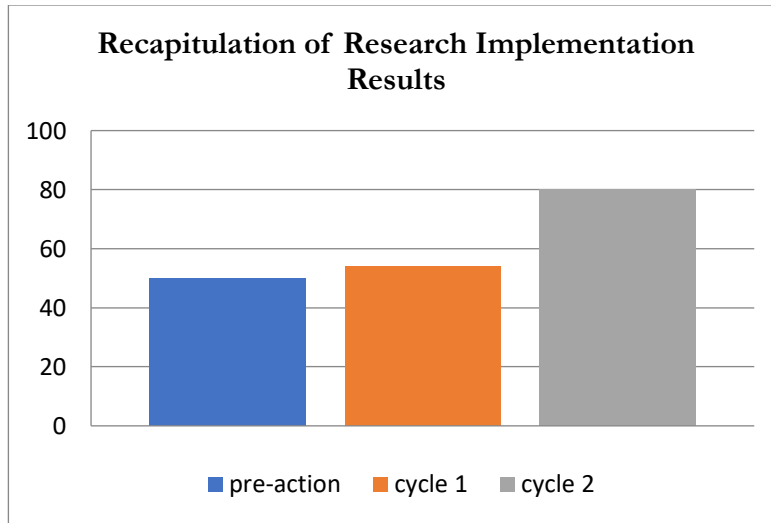
3) RESULTS AND DISCUSSION

The results of this research from the pre-action stage to cycle two will be presented in the following table.

Table 1. Recapitulation of research implementation results

No	Action	Result
1	Pre-action	50,00
2	Cycle 1	54,00
3	Cycle 2	80.00

The following is a graph showing a recapitulation of the improvement in reading comprehension learning of a fifth-grade student at MIS Muhammadiyah students Lt. Salo.



Graph 1. Recapitulation of research implementation results

Based on table 1 and the graph above, it can be seen an overview of the results of the study shows an increase in reading comprehension ability using the SQ3R strategy in a fifth- grade students' at MIS Muhammadiyah Lt. Salo. Both in table 1 and on the graph show that learning outcomes have improved, in pre-action (before the implementation of the cycle/cycle) the results of the reading comprehension test of students who obtained a score of ≥ 70 and above were only 50% or 6 students (out of 12 students present). In cycle 1 there was an increase, students who obtained a score of ≥ 70 reached 54% or 8 students (out of 15 students). Furthermore, in cycle 2 there was a significant increase, namely students who obtained a score of ≥ 70 reached 80% or 12 students from a total of 15 students.

If the research results are confirmed with the research success indicators set in this study, then the target of this study has been achieved. The completion criteria set are that at least 75% of students have obtained a score of ≥ 70 , so this study was stopped in cycle 2 because it was considered successful.

The findings from the research corroborate Burns' opinion in Khalik (2008) which states that the SQ3R strategy at an early stage is more effective if carried out in small groups so that students are able to compile questions and answer questions appropriately and quickly. The application of small group work is expected to make students help each other and work together to make it easier for students to arrange and answer questions appropriately. Thus, the next stage of reading learning

activities is expected to be easier to do such as abbreviating readings, retelling and giving applicative or appreciative questions.

Based on the presentation of the results of the research and discussion, it can be concluded that implementing the SQ3R strategy can improve students' reading comprehension skills. This can be seen in: (a) students' efforts to read the material provided; (b) students' concentration in carrying out reading activities; (c) students' interest in reading learning; (d) students' awareness of the benefits of reading; and (e) improving students' reading comprehension skills from cycle 1 to cycle 2.

Related to the discussion above, the research team realized that this study certainly still has shortcomings and inefficiencies in its implementation because various factors influence it. Therefore, the research team recommends that prospective researchers to conduct research related to the problem of reading comprehension because this is an essential factor in the continuity of other learning. Researchers can then use SQ3R strategies and other learning methods to address reading learning problems.

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