

IMPROVING PRIMARY SCHOOL STUDENTS' READING COMPREHENSION ABILITY THROUGH IMPLEMENTING THE SURVEY, QUESTION, READ, RECITE, AND REVIEW (SQ3R) LEARNING MODEL

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ABSTRACT

This research aims to improve elementary school students' reading comprehension skills through the application of the Survey, Question, Read, Recite, and Review (SQ3R) learning model. This type of research is Classroom Action Research (PTK) which is carried out in two cycles, each cycle consisting of planning, implementation, observation and reflection. The subjects of this research were 30 fifth grade students at SD Dwijendra Denpasar, consisting of 19 male students and 11 female students. Data collection methods use reading comprehension tests, observation, and interviews. The data analysis technique uses Qualitative Descriptive. Based on data analysis from the research results in cycle I, students' reading comprehension ability reached 62.04% with the criteria "fairly good". Continued with the implementation of cycle II, which showed that the results of students' reading comprehension ability reached 75.14% with "good" criteria. It can be seen that there was a significant increase in the average score of students' reading comprehension by 13.01% from cycle I to cycle II. So that the application of the Survey, Question, Read, Recite, and Review (SQ3R) learning model can improve the reading comprehension skills of elementary school students, especially class V students at Dwijendra Elementary School, Denpasar.

Keywords: SQ3R model, reading comprehension, elementary school students

1. INTRODUCTION

Language plays an important role in people's lives as a means of communication and exchange of information between people. Therefore, there is Indonesian language learning in schools which is essentially directed at advancing students' potential or skills in socializing verbally and in writing. Learning Indonesian includes four basic skills, namely listening skills, speaking skills, reading skills and writing skills. All of these skills are very important and related to one another, one of which is the main foundation and most important is reading skills. This agrees with Apriliani, Hermawan and Heryanto, (2019) who state that reading skills are very important because through reading activities students can actively develop themselves to seek knowledge information through social media and mass media both in terms of academics, skills and intelligence. Then Munaji (2021) also explained that reading skills are very important because they are one of the skills that express an opinion or convey an idea without eliminating the other three aspects such as speaking, writing and listening. Other reading comprehension skills at Dwijendra Elementary School include students not being able to determine the topic of reading, students not being able to determine the main idea and not being able to actively master the content of the reading. Reading comprehension not only gets understanding, but readers also connect previously held knowledge with the knowledge in the reading.

Therefore, a reading comprehension model is needed that can actively involve students in understanding and mastering the content of the reading.

Based on initial observations carried out by researchers on October 5 2022 at Dwijendra Elementary School, the cause of the low reading comprehension skills of class V students at Dwijendra Elementary School is because learning is still teacher-centred so it does not give students space in reading activities to understand the content of a reading. This is caused by teachers who still use conventional learning methods where the teacher reads readings and students listen to the teacher reading then the teacher asks students to answer questions related to the reading text without guiding students so that students feel less motivated to do the same activity or not. Another problem with reading comprehension skills at Dwijendra Elementary School is that students cannot determine the topic of reading, students cannot determine the main idea and cannot actively master the content of the reading. Reading comprehension not only gets understanding, but readers also connect previously held knowledge with the knowledge in the reading. Therefore, a reading comprehension model is needed that can actively involve students in understanding and mastering the content of the reading. Abidin (2013) stated that when reading learning is rarely implemented to encourage students to have the right speed and style of reading but only aimed at practical purposes only that students are able to answer reading questions. The problem with reading skills is that the students of V SD Dwijendra year of study 2022/2023. Based on the initial data obtained the reading skills of understanding in grade V SD Dwijendra students are still low. This is evident from only a few students who meet the minimum finance criteria (KKM), which is 70. Based on the initial test score data of 30 students, as many as 20 students or 64.3% scored under KKM and 10 students or 35.7% scored above KKM. There are several models that are right for reading learning activities, one of which is the SQ3R model is an understanding strategy that helps to think about the text they read. S stands for Survey, Q stands for Question, R1 stands for Read, R2 stands for Recite and R3 stands for Review. Based on the reading problems described above, the problem can be solved by using learning models that are in accordance with learning reading, the model is survey, question, read, recite and review (SQ3R). With the use of this model students will be able to remember the text better. This is because students are actively involved in finding their own knowledge. Shoimin (2014) argues that the advantages of SQ3R models include: (1) the survey stage can evoke students' curiosity and motivation about the material to be studied; (2) students are given the opportunity to ask questions and try to find answers to the question, so as to encourage students to think critically, actively in learning and meaningful learning; (3) the material students learn attached to a long period of time. Based on its understanding and characteristics, the Survey, Question, Read, Recite, and Review (SQ3R) model can be applied to improve the reading skills of understanding in V SD students Dwijendra year 2022/2023. This research is relevant to research conducted by Fadila, Muhammad Arafik and Hartini Kartini in 2020 in his research entitled "Improve the Skill Reading Understanding Through Model SQ3R Class V learners SDN 03 Wirotaman District Ampelgading District Malang" that learning skills reading skills of class V learners are improved using SQ3R models. This is evidenced by the achievement of a predetermined success indicator of 80%. In the study divided by two cycles, each cycle showed significant improvement. Based on the study, the low ability to read understanding is caused by less active learners asking and not focusing on following the difficulty of learning that affects learning outcomes. The problem causes learners to have difficulty understanding reading, asking questions that are appropriate to the reading, determining the principal ideas of paragraphs and rewriting the contents of the reading using their own words (Fadila, Arafik and Kartini, 2020). "In line with the above research that both gained significant improvements, Linda Charlotte Habibah and Agni Muftiani in his 2019 study under the title "Learning Skill Reading Text Narrative Understanding In Class V SD learners by using SQ3R Model"" obtained excellent data where development results for learning skills for learners through

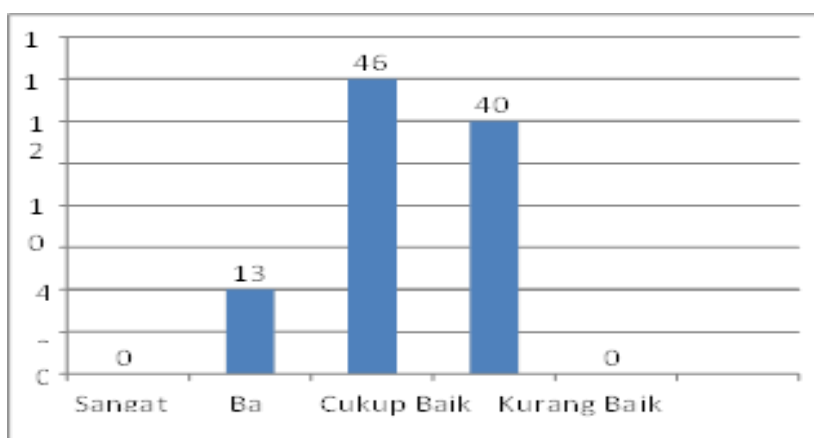
pretst and posttest reached 88%." Nevertheless, in the conduct of his research still undergo obstacles in the class, namely the incompatibility of some indicators made by researchers in his research such as learners do not understand the content of the text reading this is seen based on the calculation data that learners have not completed the indicator concluded the content of the reading, then on the indicator recite the content of the discourse using the sentence with the demands of this is seen from learners who have difficulty clarifying forward the class because it has not mastered the content of the text of the reading (Habibah and Muftiani, 2020). Based on the background above, researchers are interested in conducting research under the title "Application of the Learning Model Survey, Question, Read, Recite And Review (SQ3R) to Improve Student Reading Ability of Class V SD Dwijendra Teaching Year 2022/2023"

2. RESEARCH METODOLOGY

This type of research is Class Action Research (PTK) conducted in two cycles that each cycle consists of planning, implementation, observation and reflection. The subject of this study is a 30-grade V student consisting of 19 male students and 11 female students. Data collection method using a read test. The reading data collection technique uses the test instrument in the form of reading text. As for observing the development of reading students' understanding in learning activities using observation instruments, interviews and working on training issues. Data Analysis Techniques using Descriptive Qualitative. Based on the analysis of the data results of the study, cycle I criteria "quite good" as much as 62.04%. Results on cycle II criteria "Good" reached 75.14%. So it can be concluded that the application of SQ3R learning model can improve reading of grade V SD Dwijendra Denpasar students. This is seen in cycle I reading the understanding of students criteria "quite good" with an average score of 62.04. In cycle II, the average reading score of students saw an increase of 13.01 to 75.14 and the criteria "Good". So the application of the Learning Survey, Question, Read, Recite, and Review (SQ3R) model is an increase in the reading of students' understanding especially in V grade students Dwijendra Denpasar.

3. RESULTS AND DISCUSSION

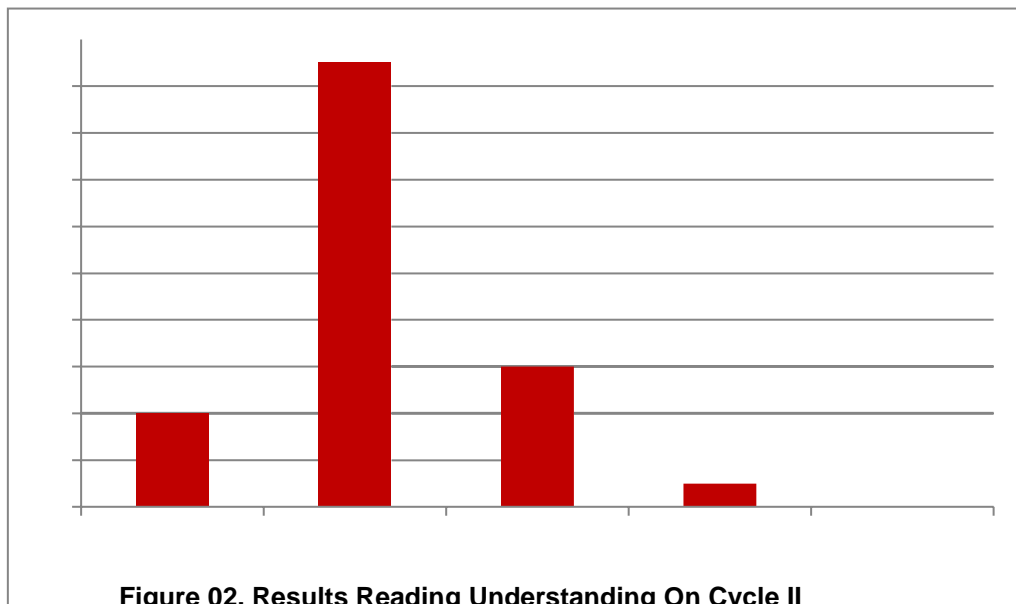
At the granting of cycle I actions based on observation during learning takes place



using the SQ3R learning model to improve the ability to read students' understanding. The results of data analysis regarding reading understanding in cycle I are presented in the following image chart 01.

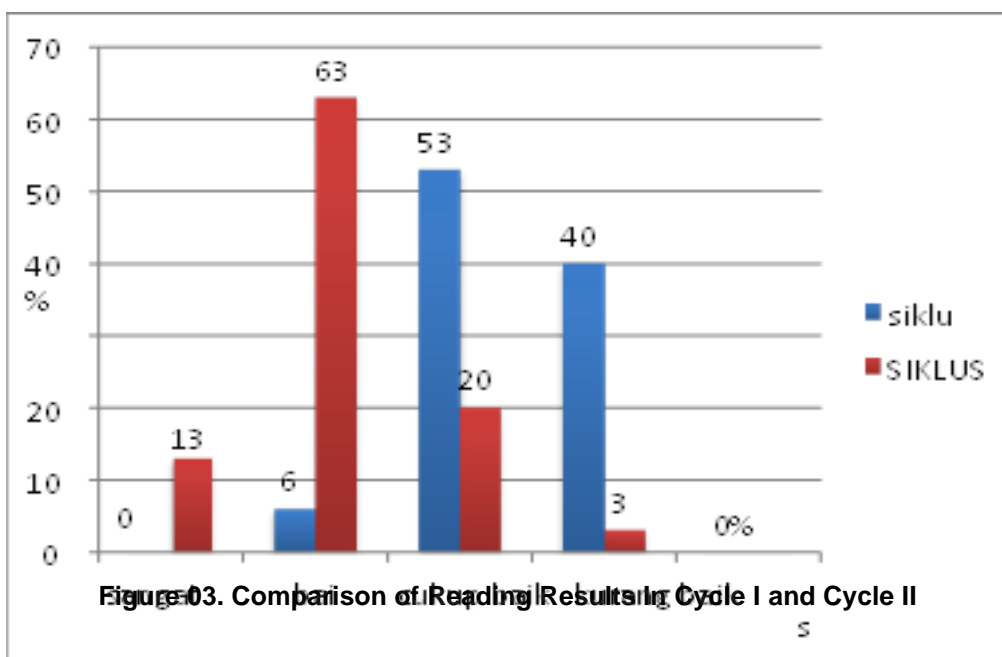
Figure 01. Results Reading Understanding On Cycle I**Data Results of Cycle II**

At the time of the administration of cycle II actions based on observation during learning takes place using the SQ3R learning model to improve the ability to read students' understanding. The results of data analysis regarding reading understanding in cycle II are presented in the following graph of image 02.

**Figure 02. Results Reading Understanding On Cycle II**

Data on Figure 02 shows students who categorize "very good" reached 13%, students who categorize "good" reached 63%, students who categorize "good enough" reached 21% and students who categorize "less good" reached 3%.

To find out the improvement of data on the ability to read students' understanding from cycle I to cycle II, it can be presented a summary of the results of the research as follows:

**Figure 03. Comparison of Reading Results in Cycle I and Cycle II**

Based on data analysis in Figure 03 shows an increase in the reading ability of students' understanding in the implementation of cycle II actions has been improved compared to the implementation of previous cycle actions both individually and classically. The number of students who earn a category "Very Good" has a significant increase while the number of students who earn a category "very bad" score can be pressed up to 0%. Therefore, this study can be stopped because it has been able to answer the problems raised at the beginning of the study. From the reflection performed on cycle I, the action is performed on cycle II. The implementation of the draft on cycle II provides a fairly good improvement in results. There was an average increase of 13.01, from 62.04 to 75.14. "The category "Good enough" in cycle I becomes "Good" in cycle II." "In cycle II, most of them are "Good" even "very good." In general, the implementation of action on cycle II no longer appears the constraints that occur in the previous cycle. In cycle II, the average score of reading results of 75.14 and student's accuracy classically reached 100%. Quantitatively, the results of reading the students are well classified. The occurrence of increased reading results of students' understanding at the time of implementation of SQ3R learning models in this class action research is due to the interest of students in the subject matter presented by the teacher using innovative models supported by relevant learning media. The reading of students' understanding on cycle I and cycle II can be improved by working on more intensive media use and the implementation of SQ3R learning models that can attract students' attention in the learning process. Therefore, SQ3R learning models are very necessary to be done intensively and sustainably.

4. CONCLUSION

In the initial test conducted by researchers, that the reading activities performed by students have been doing quite well, but the way students understand the content of the reading is lacking. This is evident from the initial test results known to average students of 56.94% and categorized "less good" because the standard score set in this study was 7.0. "In the results of cycle I test, it is known that the number of students scores is 1303 with an average of 62.04% and category "quite good"." Of the 30 students who received a "good" category score of 3 people, who received a "enough" category value of 14 people, and who received a "less" category value of 13 people. "In the results of the II cycle test, it is known that the number of students scores is 1578 with an average score of 75.14 and category "Good". Where of the 30 students who received a "very good" category score of 4 people, students with a category "Good" score of 19 people, students with a category "good enough" score of 6 people, and students who received a category score of 1 person."

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