

Implementation of SQ3R to Increase Reading Interest, Critical Thinking Skills, and Ability to Understand Indonesian Language Reading of 6th Grade Indonesia A Students

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Abstract

The purposes of this research was to analyzing the development of reading interest, critical thinking skills and reading comprehension skills by applying SQ3R (Survey, Question, Read, Recite and Review). This research method is Classroom Action Research, data collection was done through observation, written tests, interviews and field notes which were analyzed descriptive qualitative. There was an increase in student's interest in reading in Cycle I by 50% to 100% in Cycle II and III. In students' critical thinking skills, namely from 87.5% in Cycle I to 100% in Cycle II and III. Student reading comprehension ability also show improvement, in Cycle I was 67.4; Cycle II was 84.2 and Cycle III was 88.6. From student interviews and questionnaires showed that students agreed through the application of SQ3R to increase students' reading interest, critical thinking skills and reading comprehension skills.

Keywords

SQ3R; Reading Interest; Critical Thinking Skills; Reading Comprehension Skills; Indonesian Language



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INTRODUCTION

Reading is one of the language skills which is also an important factor in a learning process at school. Reading is one of the most effective skills to see the horizon of the world objectively, independently and creatively. By reading we will gain a lot of knowledge and experience. Even by reading we will be creative, critical and wise.

But in this era of globalization, where technological advances have developed rapidly, reading interest in the new generation tends to decline and is no better than the previous generation. The reasons for this include the increasingly sophisticated audiovisual tools that make the new generation more likely to spoil their eyes and ears than to foster enthusiasm and reading habits and the

absence of reading subjects that should be taught early on basic education.

Indonesian subjects are considered to use a lot of long texts, so many students feel saturated with the subject matter. In the subject matter of reading with pronunciation and correct intonation students experience difficulties because of the lack of fluency in reading. This often happens because the teacher only uses lecture and drill methods. This material should be taught by using various methods or appropriate media so that students become more interested and understand the contents of the reading.

Problems related to reading interest that have declined and the development of critical thinking skills and reading comprehension skills have also been experienced by 6th grade students of Indonesia A at SPH Lippo Cikarang Elementary School. The decreasing enthusiasm of the students in reading Bobo magazine provided by the school and compulsory school novels is a concern for the teacher after watching for themselves how the students react when asked to read and summarize the contents of the reading that is still very low. They have not been able to draw their own conclusions from each reading that is read to be written as a

weekly report. These conditions make researchers reflect on themselves and look for alternative solutions to improve existing conditions.

Based on the background above, then to overcome the problem faced is to use the *SstrategyQ3R*. Furthermore, this research was entitled "Implementation of SQ3R to Increase Reading Interest, Critical Thinking Skills, and Ability to Understand Indonesian Language Reading of Indonesia A Students at 6th Grade".

THEORETICAL STUDY

In Nurhadi (1989: 128) it is stated that *SQ3R (Survey, Question, Read, Recite, This review* was developed by Prof. Francis P. Robinson, a professor of psychology from Ohio State University in the United States since 1941.

To make it easier to remember, Nurhadi (1989: 128) gave a standard term (survey, question, read, say, and repeat). *SQ3R* is an excellent method for intensive and rational reading so this method is very suitable for study purposes. This method is designed according to levels that allow students to study systematically and efficiently.

Soedarso (2005: 59-64) points out that *SQ3R* is a reading system that is

increasingly popular for people to use. *SQ3R* is a reading process that consists of five steps: (1) *Survey*; (2) *Question*; (3) *Read*; (4) *Recite/recall*; (5) *Review*.

In its application, *SQ3R* has five practical steps, namely: *survey*, *question*, *read*, *recite*, and *review*. Practical because it does not require a lot of time and complicated equipment in carrying out it. The following are each explanation:

Survey

Survey is generally conducted by skimming the text in the first paragraph that might be a useful introduction. Take a quick look at the last paragraph which might be a valuable summary or summary. It is also necessary to pay attention to icons that help us recognize readings such as pictures, photographs, maps, diagrams, graphs, all of which are planned to help readers understand the text/reading.

Question

Hernowo (2005: 71) says, by asking questions, we will consciously pay full attention, be able to think about the creative challenges we will face and be responsive in recognizing the seeds of useful ideas. Throwing ideas also gives

energy to the brain before the reading process begins.

Read

Read or read is a step used to find answers to questions made by readers. The method used is critical reading, which is reading part by part while looking for answers to questions that relate to the reading topic. At this stage the reader should concentrate on mastering the main ideas and details that support the main idea.

Recite

To *recite* is to look at the questions we make before reading the sub-chapter and try answering on a piece of paper without looking at the book. At this stage, Syah (2005: 131) said that students were trained not to open answers. If a question is not answered, students are still told to answer the next question. And so on so that all questions, including those that have not been answered, can be solved properly.

Review

We need to reflect on the reading experience, review new information, in case there are important links that are

missed. Hernowo (2005: 46-47) wrote several questions for the *review* activity:

1. What is the essence of this article or paragraph?
2. What problem is the author trying to solve, or what idea is he offering?
3. How is the author's idea or solution related to my life?
4. Are there any methods of thinking or metaphor contained in this reading that I can take to solve problems in my life?
5. Are there possible new ideas tucked into this article?
6. Are questions in this section unanswered?
7. Do I want to explore the topic in this article or this book further?

Systematic steps in *SQ3R* allow teachers to create the role of students as subjects, not as objects in learning activities as recommended in the curriculum being applied. The role of the subject in learning is reflected in the activities of students who are more dominant in each learning activity.

RESEARCH METHOD

The approach used in this study is a qualitative descriptive approach. This approach was chosen to describe the activities of students and teachers in

implementing learning actions. The type of research used is descriptive classroom action research.

According to Wardhani and Kuswaya Wihardit (2011: 14), PTK argues that research is done by teachers in their own classrooms, through self-reflection, with the aim of improving their performance as teachers, so that the process and ability to understand students' reading increases.

The PTK model chosen to uncover the research results according to the data and facts obtained in the class is the PTK model developed by Kurt Lewin. The implementation of this study through three cycles consisting of four stages, namely planning, action, observation, and reflection. Each cycle is intended as an improvement on the results of reflection of previous actions that are considered unsuccessful, then the problem is solved again by following the previous stages.

The place of this research was carried out at the SPH Lippo Cikarang Elementary School where the researcher acted as teacher of grade VI Indonesia A who taught Indonesian language subjects. Indonesian Language Classes in this school are divided into three different classes, Indonesia A is specifically for Indonesian students, Indonesia B is specifically for non-

Indonesian and non-Korean, Korean/BIFL (*Indonesian for Foreign Learners*) students for Korean students.

Indonesian Class A itself provides opportunities for non-Indonesian students to join this class after first taking the test provided. The subjects of this study were students of class VI Indonesia A with a total of eight students consisting of seven male students and one female student. Of the eight students, there are five Indonesian students, two Korean students and one Taiwanese student.

The aspects to be improved in this study are reading interest, critical thinking skills and reading comprehension skills. Then the indicators of each variable are needed:

1. Reading Interest: feelings of pleasure, concentration, time, motivation, emotions when reading, and efforts to read.
2. Critical thinking skills: Collect and compile the necessary information (*survey*), analyze questions and ask (*question*) and the ability to understand reading, look for clear statements of questions (*read*), assess facts and evaluate statements (*recite*), draw conclusions (*review*), choosing reading texts available in the class

independently, explaining the contents of the reading during reading in the class.

3. The ability to understand reading: Answering questions according to the contents of the reading (C1), analyzing the intrinsic elements contained in the reading (C2), expressing opinions / responses to the contents of the reading (C5).

The data collection techniques and instruments used in this study were observation, field notes, interviews and tests. Observation aims to observe students' reading interest and critical thinking skills. This observation was carried out by researchers and other teachers who acted as observers and took place as long as corrective actions were taken in each cycle. Field notes contain observations of teachers about students' reading interest, critical thinking skills during the application of *SQ3R*.

Interviews were conducted for students to find out the opinions of students regarding the application of *SQ3R* in Indonesian language lessons. The test in each cycle aims to determine the development of students' reading comprehension skills in learning Indonesian by applying *SQ3R*.

After the data is processed and presented in the graph then it is analyzed descriptively qualitatively. Broadly speaking, the analysis stage has 4 components, namely: (1) analyzing the data, (2) reducing the data, (3) presenting the data (4) drawing conclusions.

Indicator of success in this study if 75% of the number of students achieve reading interest, critical thinking skills and the ability to understand reading with a medium and high category, so the improved actions are considered successful.

Data analysis of each variable was measured using:

1. Student Reading Interest

Determine the reading interest category for each student by following the provisions in accordance with Table 1.

Table 1. Mina Category Read Students

Number of Emerging Indicators	Category
0 - 1	Low
2 - 4	Medium
5 - 6	Height

2. Critical Thinking Skills:

Fill in the score 1-4 on the assessment sheet, sum up each score

and determine the value obtained by using the following formula:

$$\text{Value} = \frac{\text{Acquisition Score}}{\text{Maximum Score}} \times 100$$

Then the data calculation results are compared with Table 2.

Table 2. Categories of Critical Thinking Skills

Value	Category
<70	Low
70 - 80	Medium
> 80	High

3. Reading Comprehension Ability

Determine the value obtained by students using the formula:

$$\text{Value} = \frac{\text{Acquisition Score}}{\text{Maximum Score}} \times 100$$

Then the data calculation results are compared with the value category classification table according to Table 3.

Table 3. Categories of Understanding Readings

Value	Category
<70	Low

70 – 80	Medium
> 80	High

RESULTS AND DISCUSSION

Lippo Cikarang SPH are located in the Lippo Cikarang area, which is an industrial intensive area, there are many foreign workers, especially Koreans who bring their families to live in this area.

Class VI of Elementary School in SPH Lippo Cikarang consists of 17 students, as many as 11 Korean students, one Taiwanese student and the remaining five Indonesian students. The five Indonesian citizens joining the Indonesian A class were added with one Taiwanese student and two Korean students. The three foreign national students have taken the Indonesian language proficiency test first in order to be able to take lessons well. Indonesian Language lessons are held three times a week, each meeting consisting of 55 minutes of lesson hours.

Students Reading Interest Developments

Based on Table 4 and Graph 1, we can see the development of students' interest. In the category of high reading interest there was no increase in Cycle I (0%), but there was an increase in Cycle II as many as two students (25%) and Cycle III as many as seven students (87.5%). While for the

category of being unstable there was an increase in Cycle I as many as four students (50%); Cycle II was 6 students (75%) but there was a decrease in Cycle III as many as one student (12.5%). In the low category there was a decrease from Cycle I as many as four students (50%) became absent in Cycles II and III.

The above explanation shows that there was an increase in students' reading interest by applying *SQ3R* on Indonesian language lessons. This is in accordance with the opinion of Soedarso (2002: 15) which states that by using *SQ3R* the reader tends to more easily master the contents of the reading. This happens because before reading, the reader conducts a *survey* reading first to get a general idea of what to read. Then ask various questions whose answers are contained in the reading, answering the questions that were asked previously. Then reread the notes and review the notes that were made back.

Table 4. Summary of development of students reading interest

Category	Cycle I		Cycle II		Cycle III	
	Σ	Students %	Σ	Students %	Σ	Students %
Low	4	50	0	0	0	0
Average	4	50	6	75	1	12.5
High	0	0	2	25	7	87.5
Total		8100		8100		8100

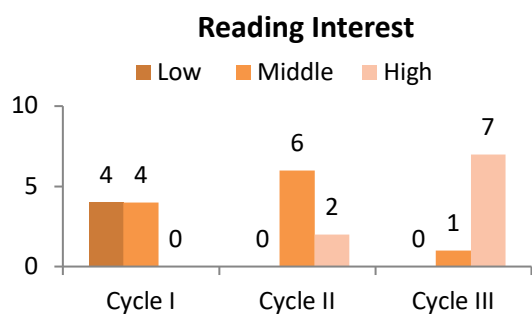


Figure 1. Interest Read students

Development of Student Critical Thinking Skills

Based on Table 5 and Graph 2, it can be seen the development of students' critical thinking skills in Indonesian language learning. In Cycle I students who have a high category reached 12.5%, medium category 75% and low category still 12.5%. In Cycle II there was an increase in the number of students in the high category when compared to Cycle I, which increased by 75%, the medium category fell 62.5% to 12.5%. In Cycle III when compared with Cycle II it is stable in the high and medium categories. Overall there is an increase in students' critical thinking skills in Indonesian language learning by applying SQ3R.

Table 5. Summary of Development Critical Thinking Skills

Category	Cycle I		Cycle II		Cycle III	
	Σ Students	%	Σ Students	%	Σ Students	%
Low	1	12,5	0	0	0	0
Medium	6	75	1	12,5	1	12,5
High	1	12,5	7	87,5	7	87,5
Total	8	100	8	100	8	100

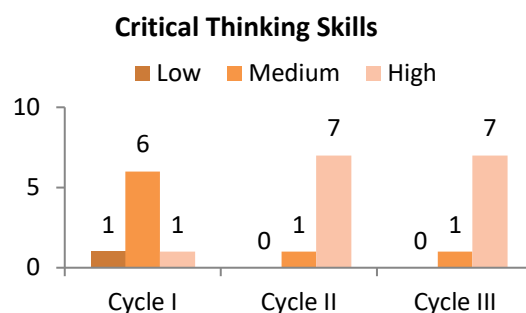


Figure 2. Development of Critical Thinking Skills

Development of Reading Comprehension Ability

Based on Table 6 and Graph 3, it can be seen the development of students' reading comprehension abilities. In the category of high reading comprehension ability there was an increase from Cycle I as many as one student (12.5%), Cycle II as many as five students (62.5%) and Cycle III as many as seven students (87.5%). While for the category of being unstable from Cycle I as many as one student (12.5%), then experiencing an increase of 25% to 37.5% (three students), and down again in Cycle III to 12.5% (one student).

Furthermore, for the low category there was a decrease from Cycle I as many as six students (75%) became absent in Cycle II and Cycle III (0%).

Table 6. Summary of Development of Understanding Ability to Read

Category	Cycle I		Cycle II		Cycle III	
	Σ Student	%	Σ Student	%	Σ Student	%
Low	6	75	0	0	0	0
Medium	1	12,5	3	37,5	1	12,5
Height	1	12,5	5	62,5	7	87,5
Total	8	100	8	100	8	100

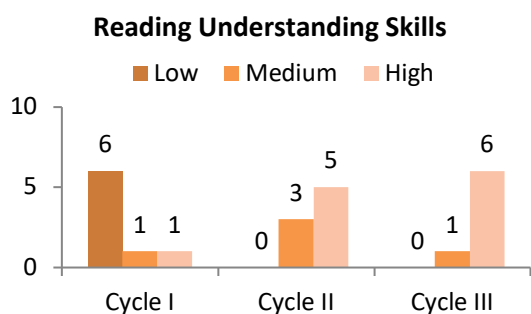


Figure 3. Development of the Ability to Understand Reading

Comparison of Average Value Class Capabilities Understanding the Reading

Table 7 can be seen that there is an increase in the average grade value in the ability to understand reading where in Cycle I only 25% of students are at the level of mastery learning, and increased in Cycle II to 87.5% and at the end of Cycle the student learning completeness reaches 100% .

Table 7. Comparison of Average Value Class To The ability of Understanding Reading

Condition	Average Value Class	Level of Mastery Learning Students
First cycle	67.4	25%
Cycle II	84.2	87.5%
Cycle III	88.6	100%

DISCUSSION

Based on the results of observations and evaluations, the implementation of corrective actions has not yet reached the predetermined indicators of success, namely 75% of the number of students. This can be seen in the implementation of the action in the first cycle which is far from expected. According to observers' observations, researchers seemed in a hurry when explaining the application of SQ3R, students still tended to be passive and less enthusiastic in following the learning process. Also there are still some students who are not serious when reading Bobo/storybooks in class. Almost all students still need guidance in carrying out the stages SQ3R.

Based on the results of observations, evaluations, and reflections on the implementation of Cycle I actions it has not yet reached the target of the Indicator of Successful Research that has been determined, so the researchers plan corrective actions in Cycle II. Weaknesses

and shortcomings in the first cycle will be corrected in Cycle II, as well as successes in the first cycle will be maintained and improved in Cycle II.

The results of observations and evaluations of the implementation of the second cycle of action have been better than cycle I. The results of observations and evaluations on the implementation of the second cycle of action showed an increase of students' reading interest, significant critical thinking skills because the learning process has gone well as planned.

According to researcher's observations, at the start of the lesson have revealed learning objectives well, have motivated students, and have also created a pleasant learning environment, and have tried to make classroom arrangement well by providing reading corners in one corner of the classroom. This reading corner is intended to stimulate student's interest in reading. In each cycle, students are given 3-5 minutes to read the reading provided in the reading corner, both Bobo magazine and other children's stories.

This is also evident when the teacher asks each student to present the reading chapters in Acep Novel to the *Powerpoint*

Presentation, students look enthusiastic, excited and try to display the best. All students describe the stories of each chapter that are read using simple but precise images and translations. And at the end of each presentation reinforcement was given to his friends in the form of questions so that it helped all students understand the whole story of Acep Novel. All students also looked enthusiastic and competitive to give answers to the questions asked. At the end of the entire presentation, the teacher invites students to discuss and ask what things they learned / got from the whole story of the novel.

The teacher was very impressed when the CS student said that he felt moved by his nationality when he read the Acep story. He realized that during this time he did not take seriously the meaning of the struggle of the heroes to fight for independence from the hands of the invaders. But after reading this novel, he promised to appreciate the services of heroes more actively. Other students began to respond, some promised to be proud of being an Indonesian nation by using locally made products, some promising not to be ashamed of using Indonesian as a daily language. Even the students promised to be serious and

solemn when attending the red and white flag-raising ceremony at this school which was held only twice a year namely on the celebration of Indonesia's independence on August 17 and the Youth Oath Day on October 28.

They realized that all this time they had a reluctant attitude and were not serious when the ceremony took place even though some of them complained that they had to stand long in the field, nor did they really sing the national anthem. But over time, these students began to like the films made by children of the nation, especially in the fields of education and heroism such as the movie of *Garuda di Dadaku, Di Timur Matahari, Senandung Di Atas Awan*, and so on.

Not only Indonesian students are influenced by their nationality, three other non-Indonesian students also reflect on their respective nationalities and promise to respect the services of their country's heroes and Indonesian heroes.

Through this novel, the sense of nationality of the students grows where they experience meaningful learning. David Ausubel (1963) an educational psychologists suggest that the substance of the lessons learned should be "meaningful". Meaningful learning is a

process of linking new information to relevant concepts contained in a cognitive structure such as facts, concepts and generalizations that students have learned and remembered. Through the application of SQ3R this, students have experienced meaningful learning in which students connect the meaning of the novel to be applied in their daily lives and a more meaningful (behavior change occurs *meaningful*).

Based on the results of observations the implementation of the third cycle was better than the first and second cycles. This can be seen from the implementation of the third cycle of action, reading interest, critical thinking skills and the ability to understand reading in class VI Indonesia A shows an increase from cycle I, II and cycle III, in other words has reached the target of the Research Success Indicator specified.

Based on the aforementioned matters, it can be concluded that the application of SQ3R to 6th Grade Class of Indonesian A students at SPH Lippo Cikarang Elementary School has a significant impact on increasing reading interest, critical thinking skills and reading comprehension skills.

CONCLUSION

Based on the above problem formulation, the findings and discussion of the results of this study can be concluded that the application of *SQ3R* (*Survey, Question, Read, Recite, Review*) can increase reading interest, critical thinking skills, and students' reading comprehension skills 6th Grade Class of Indonesia A at SPH Lippo Cikarang Elementary School.

Development of student reading interest in Cycle I, II and III in Indonesian language lessons increased, Cycle I was only 50% in the high and medium categories, in Cycle II and III it rose to 100%. The development of critical thinking skills of students in Cycles I, II and III increased. In Cycle I only 87.5% in the high and medium categories, in Cycle II and III it rose to 100%.

The development of the ability to understand reading in Cycles I, II and III increased. In Cycle I the average ability to understand reading was 67.4, in Cycle II it increased to 84.2 and in Cycle III it increased by 12.5% to an average of 88.6 with a level of learning completeness of 100%.

RECOMMENDATION

For the curriculum coordinator can socialize the application of *SQ3R* in training and seminars on teaching methods to teachers, both inside and outside the school, thereby enriching the techniques and methods of teaching teachers in developing teaching in the classroom.

The application of *SQ3R* can be applied to other subjects that do not use many formulas and numbers such as science subjects, social studies and so on.

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