

IMPROVING INTENSIVE READING SKILLS IN INDONESIAN LANGUAGE THROUGH THE SQ3R STRATEGY IN CLASS VI SD NEGERI 021 TAMBUSAI 2016/2017 ACADEMIC YEAR

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***Abstract,** This research starts from the problem of intensive reading learning in schools that has not been managed optimally. The teacher does not use the stages in the reading process and has not applied the strategies in the reading learning process so that it has an impact on the low reading skills of students and less involvement of students. The aim of the study is to improve reading skills intensively with the SQ3R strategy (survey, read, recite, review) in Class VI of SD Negeri 021 Tambusai, Rokan Hulu Regency. Research uses a qualitative approach. The type of research chosen is classroom action research (CAR). The subjects in the study were students of class VI Elementary School 021 Tambusai in Rokan Hulu Regency in the first semester of the 2016/2016 academic year with 9 students. The study was conducted in 2 cycles. The research data is collected by observations in the form of observation sheets and then reflected to take action in the next cycle. The results showed that intensive reading learning with the application of the SQ3R strategy could improve the intensive reading skills of students in class VI.*

***Keywords :** Reading skills, interest in student learning, intensive reading improvement strategies*

I. INTRODUCTION

Professional teachers must master various abilities in the field of teaching and be able to educate, teach and train as well as recognize and understand teaching problems. One of the problems faced in the learning process in the classroom is Indonesian language lessons. One of the problems in this learning is reading.

According to Officialni and Juanda (2007:73) "Reading is an activity that is often done. But most people don't know what reading it is. Reading comes from the word read which means to understand the meaning of writing. Reading is an

integrated activity that includes several activities such as recognizing letters and words, connecting them with sounds and their meanings and drawing conclusions about the purpose of reading. Reading is one of the skills that must be possessed by students. Reading is a process that is carried out

It is also used by readers to get the message the author wants to convey through the medium of words or written language. According to Officialni and Juanda (2007:79) "Reading in elementary school is divided into two parts. For the low class (1,2,3) reading the beginning,

and for the high class (4-6) reading further. The purpose of reading in high grade is directed at how students can understand, interpret, appreciate, and respond to reading, and can utilize appropriate reading comprehension strategies. In the 2006 curriculum, one type of reading in high grade is intensive reading.

Officialni and Juanda (2007:81) say that: Intensive reading is a reading process that is carried out carefully, carefully, and thoroughly in the detailed handling carried out when reading, because intensive reading activities are not merely reading activities but more emphasizes understanding the content of the reading. In this intensive reading activity, the text that is read is usually presented in short text.

According to Subana Sunarti (2011): 230) the implementation of intensive reading learning that should be carried out by the teacher is: asking students to survey the contents of the reading, (b) asking students to make questions about the content of the reading, (c) asking students to read intensively, (d)) answer questions, (e) ask students to determine the main sentence of each paragraph, (f) ask students to summarize the contents of the reading based on the main sentence, (g)

ask students to respond to the summary results written, (h) ask students to find back to reading content

According to Crawley Mountain (in Rahim, 2009: 2) states that "Reading is essentially a complex thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities".

According to Tarigan (in Dalman, 2013: 7) that "Reading is a process carried out and used by readers to get the message to be conveyed by the author through the medium of words/written language. In this case, reading is an attempt to trace the meaning in writing.

According to Tarigan (2005:35) that "intensive reading is a careful study, study, thorough, and detailed handling carried out in class on a short task of approximately two to four pages per day". Questionnaires, sentence pattern exercises, vocabulary exercises, word studies, dictation, and general discussion are part of intensive reading techniques.

According to Ahmad (2010:29) states that "Intensive reading skills are the key to gaining knowledge. This type of reading is usually called careful reading because it is done carefully, thoroughly, and slowly with the aim of understanding

the whole reading material in depth down to its small parts.

Tarigan (in Rahim, 2013:71) argues that "Intensive reading essentially requires a text that is not more than 500 words long (which can be read in 2 minutes at a speed of approximately 5 words in one second)". The main goal is to gain success in a full understanding of logical arguments, rhetorical sequences, patterns of attitude and the author's goals, as well as the linguistic means used to achieve the goal.

One of the learning strategies commonly used in intensive reading learning is using the SQ3R strategy. SQ3R is a comprehension strategy that helps students think about the text they are reading. Often categorized as a learning strategy, SQ3R helps students "get something" the first time they read a text. For teachers, SQ3R helps them in guiding students how to read and think like effective readers.

SQ3R requires teachers to do the following things (Fisher & Frey, 2004)

1. The teacher explains to the students that effective readers do many things when reading, including surveying, asking questions, reading, rephrasing and reviewing.
2. The teacher selects a quote to read using the five steps of SQ3R.

3. At each stage, the teacher must ensure that he explains what is read and what to do.

II. Research methods

This research is a classroom action research by applying the SQ3R strategy in learning Indonesian for class VI semester I of the 2016/2017 academic year on intensive reading material. research process. Arikunto (2006:75) states that classroom action research (CAR) is research conducted in class with the aim of improving or improving learning outcomes or quality. Class action given in this research is the application of the SQ3R strategy (survey, Question, Read ,Recite,Review) in Indonesian class VI subjects at SD Negeri 021 Tambusai.

The research was conducted in two cycles. The stages that were passed in classroom action research were:

- Perencanaan
- Pelaksanaan
- Observasi
- Refleksi

III. Research Results and Discussion

1. Siclus 1

- a. Learning process.

Based on observations in cycle I, the first meeting in the initial activity of the

first characteristics conditioned students to be ready to learn there were 2 descriptors that appeared. The next activity the teacher conveys the learning objectives there are 3 descriptors that appear. In the activity of conveying apperception there are 3 descriptors that appear.

The core activity at the pre-reading stage is asking students to survey/predict (visual activities) the contents of the decryptor reading text that appear are 2. The next activity, the teacher asks students to make questions (question), (oral activities) there are 2 descriptors that appear. At the time-reading stage, the teacher asks students to read the reading text (visual activities) there are 3 descriptors that appear. The next activity the teacher asks students to answer questions (mental activities) there are no descriptors that appear because the teacher is not there to explain and guide students in answering questions.

At the post-reading stage the teacher asks students to retell the contents of the reading text in their own language (recite) (oral activities and emotional activities) there are descriptors that appear 4. Next the teacher asks students to review (review) (mental activities) and give tests about There are descriptor reading texts that appear 3. In the final activity the

teacher guides students to conclude learning descriptors that appear 3. The next activity is the teacher gives homework or follow-up there are 3 descriptors that appear.

Based on the student observation sheet at meeting 2 of cycle 1, it is clear that the activities carried out by students are clearly visible. At the learning stage, the initial activity is that students condition to learn fennel 3 descriptors that appear. The next activity is listening to the learning objectives conveyed by the descriptor teacher which appears only 1, namely listening to the teacher conveying the learning objectives. Furthermore, the activity of paying attention to and responding to the apperception given by the descriptor teacher that appears is 3. In the core activity of the pre-reading stage, where students survey/predict the contents of reading text (visual activities), there are descriptors that appear 3. The next activity is making questions (oral activities) descriptors that appear 3. At the reading stage, namely students reading reading texts (read) (visual activities) there are descriptors that appear 2. The next activity is post-reading, where students retell the contents reading text (recite) (oral activities) there are descriptors 2. Then do a review (mental activities) by answering

questions or descriptor assignments that appear 4. In the final activity, namely concluding the learning descriptors that appear 3. And the next activity, students receive homework.

a. Learning outcomes

The classical student learning outcomes in the first cycle in survey activities amounted to 623 with an average of 69.22. At the question stage, students' learning outcomes classically amounted to 544 with an average of 60.44. The results of the classical read stage amounted to 631 with an average of 70.11. The learning outcomes of students at the classical recite stage amounted to 598 with an average of 66.44. The results obtained by students classically at the review stage were 601 with an average of 66.77

2. Cycle 2

a. Learning process.

The initial activity in this learning is that the teacher conditions students to learn, it is seen that all descriptors appear. It means that this characteristic has been running well. In the activity of conveying the learning objectives, it was seen that 4 descriptors appeared, which means this activity has been carried out properly. The next activity, the teacher conveys the apperception that there are 4 descriptors that appear, meaning that at this stage the

teacher has implemented it well. In the core activity, namely the pre-reading stage, namely surveying / predicting the contents of the reading text (visual activities) there are descriptors that appear 4. The next activity asks students to make questions (questions) (oral activities) there are descriptors that appear 3. Next at the reading stage (read)) (visual activities) the teacher asks students to read the descriptor reading text that appears 2. The next activity asks students to answer questions (mental activities) the descriptor that appears 4 means the activity was carried out well. At the post-reading stage, the activities carried out are asking students to retell the reading text in their own language (recite) (oral activities and emotional activities) there are descriptors that appear 4. Then ask students to review (mental activities) and give tests about In the text of the reading content, there are 4 descriptors that appear. In the final activity, namely concluding learning, there are 4 descriptors that appear, meaning it has been done well. Furthermore, at the stage of giving homework or homework descriptors that appear there are 3.

Based on the observation sheet on the students, it can be seen that the activities carried out are clear. The initial activity of students conditioning to learn there are 4

descriptors that appear. In the activity of listening to the learning objectives conveyed by the teacher, only 2 descriptors appeared. Furthermore, in the activity of paying attention and responding to the apperception given by the teacher, all descriptors appear. In the pre-reading core activity, where students survey/predict the contents of the reading text (visual activities), 3 descriptors appear. Next, students make questions (questions) (oral activities) descriptors that appear 4. The next activity when reading is students reading reading texts (read) (visual activities) descriptors that appear 3. Furthermore, the involvement of students in answering questions (mental) activities) looks at all the descriptors that appear. At the time of post-reading, where students retell the contents of the reading text in their own language (recite) (oral activities and emotional), all descriptors or 4 descriptors appear. Next, students do a review or answer questions/tasks (mental activities) that appear there are descriptors 4. The final activity descriptors that appear there are 4. Then give homework (PR) seen 3 descriptors.

b. Learning outcomes

The results obtained by students classically at the stage of predicting reading texts (survey) amounted to 635

with an average of 70.55. At the question stage, students' learning outcomes classically amounted to 620 with an average of 68.88. The results of the classical read stage are 700 with an average of 77.77. The learning outcomes of students at the classical recite stage amounted to 670 with an average of 74.44. The results obtained by students classically at the review stage were 645 with an average of 71.66.

I. CONCLUSION

Based on the results obtained from the discussions that have been carried out, it can be concluded that the results of improving Indonesian language learning with the SQ3R strategy can improve student learning outcomes in reading Indonesian subjects.

It is recommended for readers to apply the SQ3R strategy in learning Indonesian.

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