APPLICATION OF THE SQ3R READING METHOD IN LEARNING MEDIA TO UNDERSTAND FRENCH TEXT LEVEL B1 "SUPER TEXTE DYNAMIQUE B1"

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Abstract
Reading comprehension is one of the important components in language. This reading comprehension can be assisted by using a reading method, with the aim that the text to be read is easy to understand and quickly understood. The use of the SQ3R reading method in the application that has been made, namely Super Texte Dynamique B1, is a medium for reading French level B1 text designed using the SQ3R reading method. This application contains seven main themes, namely Sports, Health, Education, Culture, Tourism, Social and Technology. Each text is equipped with SQ3R tools. This study uses quantitative methods, and uses the SUS system. The results showed that from 10 questions given to respondents, using the System Usability Scale (SUS) formula, the results of using this application at the excelent level were 96%, indicating that this application is very good when used to help French learner to understand B1 level texts.

Keywords: SQ3R Reading Method; Super Texte Dynamique B1; System Usability Scale (SUS).

INTRODUCTION

Reading is one of the language skills that language learners must be able to master, especially for foreign language learners. Reading is a complex process. This complexity in the reading process involves various internal and external factors of the reader. Internal factors include intelligence, interests, attitudes, talents, motivation, reading goals, etc. The main purpose of reading is to seek and obtain information, including content, understand the meaning of reading. Meaning, meaning (meaning) is closely tied to purpose, or our intensive reading (Tarigan, 1994). Reading activities are not simply reading the text in the reading, but must be accompanied by an understanding of the correct reading content so that there are no errors in interpreting the reading content. Reading comprehension is a major component of reading activities. The understanding of the foreign language text might experience the errors of the interpretations during this activity of reading, the difference of the grammatical factors, the social factor, and the culture are the causes of this problem.

For foreign language learners especially those learning French, a rich vocabulary and an adequate understanding of the language are very necessary. In French, reading ability will be tested in the DELF exams, this is something French learners should pay attention to, so that they can understand the reading text correctly. Because when reading, the eye will recognize the word while the mind connects it to its meaning. Comprehension towards the meanings of words which relate to the meaning of sentences, clauses, and ultimately the meaning of the whole reading, it would help to be able to answer questions during the exam of the DELF. Students majoring in French generally have to pass a minimum test at level B1. Level B1 is an intermediate level in French, we can say that at this level all students are already able to argue with their situation or their environment and are able to respond to the social issues currently under discussion. According to the CEFR standard (The Common European Framework of Reference for Languages - Learning, Teaching, Assessing) of the Council of Europe in 2001, there are criteria for reading ability at level B1 on the site www.delfdalf.fr, namely "Level B1

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corresponds to the specifications of the Threshold Level for a visitor to a foreign country. Two features particularly characterize it.

The first is the ability to continue an interaction, and then to get what you want in different situations". Based on this explanation, it can be concluded that to reach level B1, learners must have the ability to understand the text from different sides, so that they not only translate the text but must also be able to understand the other side of French, such as social conditions, what kind of culture there, skills must be possessed in order to be able to interact with one's environment which is understood by the text. Some of the special criteria established by the CEFR for reading ability at level B1 in the Lilate journal "Live Language Test" in 2020, namely "can understand the main points when clear and standard language is used and if it is acts familiar in work, school, leisure, etc., also can cope with most situations encountered while traveling in an area where the target language is spoken, can produce simple, coherent speech about familiar topics and areas of interest. Can recount an event, experience or dream, describe a hope or a but and briefly state reasons or explanations for a project or idea". Current technological advancements related to this area of reading can make it easier for students to obtain learning materials that meet their learning subject needs. Like the support made by the experts, Jean Ecalle, Potocki, Jabouley and Magnan in 2014, called LoCoText, the name of a reading application.

The software above is a written comprehension program. Established for children who are learning the French language in writing. It includes some treatments, these are the extraction of literal information, with the inferences of cohesion and on the other hand, the guaranteed inferences on the knowledge. The medium has been tested experimentally and has shown its effectiveness on reading performance in primary school with children in CE1 followed for a year and in middle school with adolescents from "SEGPA 2". Based on the success these media made, we have the initiation to do some media development on the domain. This support, which is aimed at level B1 students, uses "SQ3R" reading techniques. SQ3R (Inquiry, Question, Reading, Recitation and Review), developed by Robinson (1941) in Jerry et al (1980), is one of the reading strategies that provides students with a systematic approach presenting a detailed step-by-step overview of what readers need to complete and accomplish while reading to promote more effective learning of reading materials (Tearney, Readence, & Dishner, 1990). Along the same lines, Nuttal (1989) states that SQ3R makes students responsible for guiding themselves in reading texts, and that it also promotes students' voluntary and active involvement in reading texts.

The success of applying the SQ3R method can be seen in a study titled "Pengaruh Metode Sq3r Terhadap Kemampuan Membaca Pemahaman" authored by Halimah (2015) in the Auladuna Journal, showing that the application of the SQ3R method in reading comprehension which was tested showed that the average reading comprehension score obtained by students of the PGMI II study program after applying the SQ3R method was 91.32 out of a maximum score of 100. Based on the categorization of reading comprehension skills, the results of this study can be concluded that the reading comprehension ability of students in the curriculum.

Students' needs were also recorded by circulating a questionnaire on student needs in reading comprehension at B1 level, this questionnaire was compiled using a Google form which was distributed to students. The number of respondents to this needs data collection questionnaire was 20 people, who were students from UPI and STBA YAPARI-ABA Bandung. The results of the questionnaire show that some of the difficulties encountered by students when understanding B1 level texts are the large number of difficult and new vocabulary, vocabulary tends to be rarely used in their everyday language, many arguments are difficult to understand, the text is too long so it is difficult to find the main ideas in the text. Lots of new synonyms and tends to be difficult, lots of transmission of certain things using French citation, need to learn lots of B1 level vocabulary, difficulty understanding new vocabularies with the layout of sentences used.

Based on the description above, researchers are encouraged to conduct classroom action research that will provide useful learning solutions. The author will examine this software specifically using "SQ3R" techniques with B1 level compliant material, packaged in Genially which would be easily accessible by teachers and learners, to facilitate understanding of the applied text in the classroom of the reading the text, we hope that with this tool to work the students can understand the text more easily with this research entitled Software Development "Super Texte Dynamic B1"

LITERATURE REVIEW

Language skills

There are four aspects of language skills, namely listening, speaking, reading and writing. Listening and reading are receptive aspects, while speaking and writing are productive aspects. In the spoken activity, the sender of the message sends a message using the spoken language. Meanwhile, by listening to the receiver of the message, he tries to make sense of the spoken language conveyed by the sender. In writing activities, the sender of the message sends a message using written language. On the other hand, by reading the recipient of the message tries to make sense of the written language conveyed by the author. When sending messages, among other things, the sender must have skills in the encoding process. On the other hand, in receiving messages, the recipient must have skills in the decoding process, Lepola et al. (2005).

Reading skills

Reading is one of the four language skills that play an important role in shaping the level of understanding and mastery of certain aspects of a person. Reading is a process that is carried out and used by readers to obtain messages, which the writer intends to convey through the media, Tarigan (2008, p. 7).
To understand the reading text, everyone must have a technique of reading the text so that it is easy to understand. Reading strategies could be defined as the specific methods of approaching a problem or task, modes of operation to achieve a particular goal, planned designs controlling and manipulating certain information, Brown (2007). The reading strategy is divided into three namely Upward Reading Model, Downward Reading Model and Interactive Reading Model, Subadiyono (2014, pp, 12-19).

Reading comprehension ability

The ability to understand reading is the ability to derive meaning, both expressed and implied, from reading by involving the knowledge and experience that has been possessed. Reading comprehension is a system of reading comprehension taking into account the reading time and the level of comprehension of the reading material. Efficient use of time and level of reading comprehension play a very important role when the reader will understand the content of the reading, understanding both explicit and implicit meaning, Kurniawati (2013). Reading comprehension ability is the ability to understand important things, ideas or content of the message, whether explicit or implicit, that the author wishes to convey through reading texts or written language (Muliana, 2019).

According to Samsu Sumadayo (2011) in Maulina (2019), there are four types of written comprehension, namely (1) literal comprehension (2) interpretative comprehension (3) critical comprehension (4) creative comprehension. Factors that affect reading comprehension ability are (1) physiological factors; physical health (2) intellectual factors; thinking ability (3) environmental factors; socio-economic and cultural context (4) psychological factors; motivation, interest and emotion.

SQ3R reading strategy

The SQ3R method is a method with five stages of activities, namely revise, ask questions, read, answer questions and revise. Helping students get something the first time they read the text used, think about the text they read, Sulistyowarni and Irmayanti (2016). According to Sulistyowarni and Irmayanti (2016), the advantages of the SQ3R method are: (1) It helps to determine whether the book/reading we are going to read meets your needs or not. (2) More flexible in reading, which means the reader can adjust the reading speed, (3) It can lead to a systematic learning system so that readers can achieve learning outcomes more efficiently and efficient.
Then according to Robinson (1961, p. 342) states that the SQ3R method can be considered from the aspect of the process of carrying out reading activities seems very systematic, so it is assumed that the application of the SQ3R method can improve students.
SQ3R was first proposed by Francis P Robinson in (1941) where this reading system is the most popular system used by many people. According to Robinson in Soedarso (1991, p. 59) divides SQ3R into 5 stages, namely:

1. Survey

The survey according to Soedarso (1991, p. 60) is a technique to know the material before reading it completely, it is made to know the organization of the reading text which aims to:

a. Quickly grasp the meaning

b. Get a summary

c. Know the important ideas

d. View arrangement/organization of reading material

e. Pay special attention to reading

f. Allows you to remember and understand the text better. In the study of a reading text

According to Soedarso (1991, p. 61), it is divided into several stages, namely:

a. Pay attention to the first and last paragraphs. Sometimes writers use the paragraph to set aside what will be discussed in a text or summary.

b. Pay attention to the summary of a text as it is sometimes given by the author in a separate section so that it is easier to get an overview of a text.

c. Pay attention to subtitles, most authors always provide subtitles in every text read. But unfortunately, many readers ignore it, even though the subtitle helps to clarify the reading text. With the subtitle, the reader will increasingly know the relationship between the content parts of a read text.

2. Question

To understand a text, several questions must be asked, according to Soedarso (1991, p. 63), in which the questions can use the interrogative words who, what, when, where or why. When reading as a whole, the reader will usually raise general questions, but if you read by paragraph, the questions will be more specific.

3. Read

After passing the polling stage and raising a few questions, the reader will read the text. Reading is the third step, not the first or only step in reading comprehension.

4. Recite/Recall

After completing several steps, stop for a moment and then try to answer the questions that arise when reading by paragraph, trying to mention some important things in the reading text. Some important things found in reading can be written down as notes, if you are still having difficulty understanding the text, re-read each paragraph of the text, making sure these four steps go well, until you are able to understand well the content of the reading.

5. Review

At the revision stage, it is very necessary, because human memory is limited, even reading, we understand very well, but sometimes there will be things that disturb our mind, so that some things are easily forgotten. According to Soedarso (1991, p. 64), this revision stage is very important if we complete the reading as a whole until we are able to find the main ideas of the reading.

Genially as a way of learning

Genially is an application that allows users to create interactive content, be it in the form of posters, infographics, presentations, quizzes, learning materials, etc.

Thanks to the Genially platform, learning will not be boring because the features offered are very interesting. The various features provided include presentation content, infographics, animated and video presentations, e-posters, resumes, quizzes, gamification, and more. The end result of Genially comes in the form of a link or a barcode which can then be distributed to students either through assistive applications such as Google Classroom.

In 2020, Genially was recognized as "Top Educational Technology Initiative" at the Global EdTech Startup Awards. Even more extraordinary, Genially received again in 2021 an award from the EdTechX All Stars Startup Awards in the Startup Innovation & Growth category.

For educators (professors, lecturers and instructors), they try to explain any material that is difficult to get students' attention. But with the help of Genially, students will be happy when the learning takes place. Because with the help of Genially, educators can create authentic collaborative experiences. Also supported by animations that make learning not boring.

METHOD
Research Design
In this research, we decided to use Sugiyono's R&D method because Sugiyono's steps are more innovative and shorter in R&D research's field. The R&D method according to Sugiyono (2013) covers seven stages, i.e., determine the problem and create the idea to solve the problem, gather information, conceptualize the product, validate the design, revise the design, produce, and test the product. The followings are the elaboration for each stage.

1.   Determine the problem and create the idea to solve the problem
The main idea of this research is in accordance with the difficulties of students to understand the French text. Pujiati (2017) in their research, they indicated that the difficulty in understanding foreign language texts is one of the main causes for people in general who have difficulty in understanding the text of the language studied, and that is the main problem for foreign language learners.
In this research, we focus on issues that we have found in some research to help reduce the difficulties encountered by French as a foreign language learners in reading comprehension by creating innovative learning software.

2. Gather information
In this research, we collect all the data and information concerning his problem. They are classified according to some categories of data that we need for research. This study is called literary study. After the data is all collected well, we enter the stage of designing the software to be created.

3. Conceptualize the product
The result of the research is a teaching software in the form of "Gentilly". The concept of the representation of this media is completed by the text in French for the learners of the level B1, in the process, some concepts were combined like the image which supports, sounds and provided by the mini dictionaries or lexical lists. All would make it easy for the learners to better understand to the studied texts.

4. Validate the design
This step is a process to determine how the performance of the learning medium is effective or not. This validation is still a provisional assessment based on the rational reflection of experts and not on facts on the ground. This validation is done during exchanges with supervisors, grammar teachers holding a doctorate.

5. Revise the design
After a discussion with experts regarding the research and the learning medium that was created, we reviewed it to really check the outcome of the expert review. Then, it was stored in the research in the concept of the learning medium that was created.

6. Produce
After some stages of research in writing and proof of concept of teaching media, so in this stage we started to make the software which is named "Super Dynamic Text B1", this software was produced based on the "Genially".

7. Test the product
After the software product is finished its creation in the form of "Genially". This application will be rated by users using the utility testing method.

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Research Population

The population in this research is a generalization area consisting of objects/subjects that have certain quantities and characteristics applied by the researcher to study and then draw conclusions, Sugiyono (2018:p.126). According to this theory, it can be concluded that the population is not only the person, but also the objects and other natural things. Here, the sample data or students from the French department who were the research samples, were divided into two groups, one received processing using the Super Text Dynamic B1 learning aid, and the other group got plain text and received no processing when using the Super Dynamic Text B1 learning material.

Research Samples

According to Margono (2004:121) sampling refers to a research activity whicdone because of a few factors as   follows:

a.   The researchers aim to reduce the respondent of the research. Thus, we only needed those with relevant data.

b.   The researchers' intention is to generalize the various results of these studies. In other words, related to various conclusions about objects, symptoms and also broader events.

c.   We involved the students of the French Department of one private university and one state university in Bandung.

Research Instruments

Questionnaire and Measurement Scale

The questionnaire is one of the research instruments we use in this study. Questionnaire is a technique of collecting data by giving a set of questions or written statements to respondents to answer, Sugiyono (2010: 199).

The questionnaire for this study as seen in table 1 was created using the Google Form platform and later distributed to the respondents of this study.

Table 1
Questionnaire for users

No	The questions
1.	This app quickly executes commands to other menus.
2.	This app is easy to use
3.	I don't need to study too long to use this app
4.	This application contains interesting themes
5.	The text in this application is easy to read
6.	The SQ3R Strategy helps me understand the text
7.	Color selection in the app is good
8.	I am very happy to use this app
9.	I will always use this app to understand the text
10.	Important Vocabulary in easy to remember app

The questionnaire consists of ten questions regarding the respondents' experience as users of the application. The respondents fill in the questionnaire using the evaluation criteria as shown in table 1.

Table 2
Evaluation criteria

Value	Description

5	Totally agree
4	Agree
3	Doubtful
2	disagreement
1	Not agree at all

L'Étude bibliographiques
Étude bibliographique est une méthode de recherche bibliographique scientifique systématique, qui comprend la collection de documents bibliographiques liés aux objectifs de la recherche ; techniques de collecte avec la méthode de la littérature ; et organiser et présenter les données, Danandjaja (2014). Donc, la recherche en bibliothèque est une activité de recherche réalisée en collectant des informations et des données à l'aide de divers matériaux de la bibliothèque, tels que des livres de référence, des résultats de recherche antérieurs similaires, des articles, des notes et diverses revues liées au problème à résoudre.

Data Analysis Technique
In this study, the data analysis technique was performed after collecting the data for each respondent. The data, then was calculated based on the System Utility Scale (SUS) formula. The System Usefulness Scale (SUS) is a questionnaire that can be used to measure the usefulness of a computer system from the subjective perspective of the user. SUS is a questionnaire consisting of ten questions (Brooke, 1996). Here is the formula for calculating the SUS score:

$$x = \frac{\sum x}{n}$$

Information:

X = Average Score
$\sum x$ = Total SUS Score
n = Number of respondents
$Score\ SUS$ = ((Q1−1) + (5−Q2) + (Q3−1) + (5−Q4) + (Q5−1) + (5−Q6) + (Q7−1) + (5−Q8) + (Q9−1)+ (5−Q10)) * 2.5).

FINDINGS AND DISCUSSION
After having developed learning aids for reading level B1 texts, we distributed the evaluation grid for the usefulness of the product to FLE students. Based on these results. In this part, we will discuss about the appearance of the Super Dynamic Text B1 application and explain the results of the questionnaire using the SUS (System Usability Scale) theory.

Application coverage
In the main menu of this application, we are going to see an attractive and colorful display, and is equipped with the logo of Universitas Pendidikan Indonesia, then it is equipped with the name of the creators who are also the researchers namely Andra Juliawan, Dadang Sunendar, M. Hum and Prof. Dr. Tri Indri Hardini. Th Figure 1 is the image of the main app cover:

Figure 1
Application first page
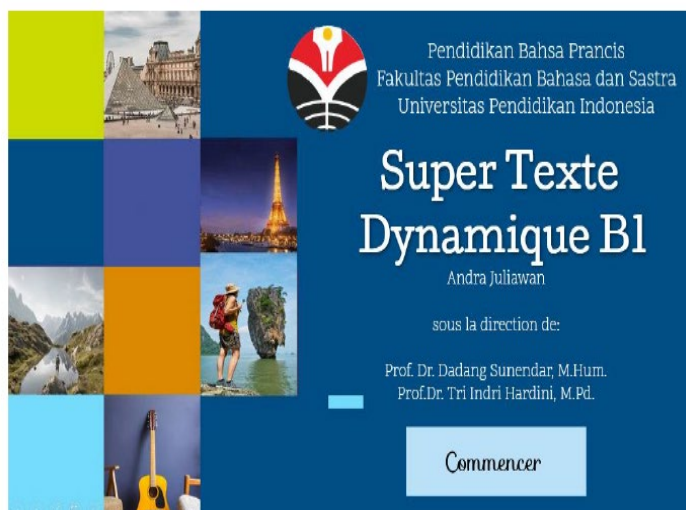
Reading topics

In the menu, we can see some themes that we can click directly on the icon in the image, and we will be directly linked to the page of the theme that we clicked on. They are available 7 main themes, they are social, health, sport, tourism, education, technology and culture as we can see in the Figure 2 below.

Figure 2
Reading Topics

Appearance of the B1 Super Dynamic Text SQ3R Menu

In Super Text Dynamics B1, there are tools that allow the users to access reading texts using the SQ3R method. Each text is equipped with a button which will be easily accessible by the user when reading the text. Figure 3 shows some views of the SQ3R button

Figure 3
Appearance of the B1 Super Dynamic Text SQ3R Menu

Image 3 is an example of the page with the button in the text of the theme of culture with the title Indonesia: This text entitled Culture is quoted from the website it is https://www.lonelyplanet.fr/destinations /asia/indonesia/culture, published on October 31, 2019. On the left side of the image there are several buttons of the SQ3R, if we click on one of them we will be connected to this page, for example if we click on Poll (poll), so we will be redirected to the Poll page, as well as other buttons, will be directly connected to the menu we want.

The results of the calculation of the questionnaire using SUS
The following are the results of the assessment of the questionnaires that have been distributed to respondents and calculated using the SUS formula.

Table 3
de calcul du SUS

Répondeur	Question										Total	Total Marque (Total x 2,5)
	1	2	3	4	5	6	7	8	9	10		
R1	4	3	5	4	4	4	4	3	4	5	40	100
R2	4	4	4	3	4	5	5	4	4	3	40	100
R3	3	4	4	3	4	5	4	4	4	3	38	95
R4	5	5	4	5	5	4	5	5	5	5	48	120
R5	5	4	4	4	3	4	2	3	3	5	37	92,5
R6	4	4	5	3	4	4	4	4	4	4	40	100
R7	3	4	3	3	4	4	3	4	3	4	35	87,5
R8	4	4	4	3	3	3	3	3	4	3	34	85
R9	4	3	3	5	4	4	4	4	3	4	38	95
R10	4	4	3	4	5	3	4	4	3	4	38	95
R11	4	4	4	3	3	4	3	3	4	4	36	90
R12	4	4	4	3	4	4	3	4	5	3	38	95
R13	3	4	3	3	4	4	3	4	3	4	35	87,5
R14	4	4	5	4	4	5	4	4	3	3	40	100
R15	4	4	4	3	5	4	3	4	4	5	40	100
R16	5	5	3	4	4	5	4	4	4	4	42	105
R17	5	5	5	4	4	5	4	4	4	4	44	110
R18	3	4	3	3	4	4	3	4	3	4	35	87,5
R19	5	3	4	5	3	4	4	5	4	3	40	100
R20	5	4	4	4	3	4	2	3	3	5	37	92,5
										TOTAL	775	1937,5

$$x = \frac{\sum x}{n}$$

$$x = \frac{1937{,}5}{20}$$

$$x = 96{,}85$$

Media Eligibility Category
Then the formula for the percentage of results can be calculated by the following formula using the presentation formula Arius, (2009, p.35).

$$\text{Result} = \frac{\text{Score total obtenu}}{\text{Score maximale}} = \frac{\text{Score total obtenu}}{\text{Score maximale}} \times 100\%$$

$$= \frac{96}{1000} = \frac{96}{1000} \times 100\%$$

$$= 96\%$$

Based on the results of the questionnaire this app is doable to use as it achieves 96% is on the scale of Excellent.

CONCLUSION
Super Dynamic Text B1 application was made in R&D method using Genially system, a page that supports users to create online learning materials and presentation applications, then the designs are created using Canva app help.
This application is equipped with seven major themes that are often encountered in everyday life, and adapted to the latest news, so that they are always up to date for each selected text. Several strong sources are selected to obtain reading texts intended for level B1. This application is also equipped with

the SQ3R reading method, which is a systematic and practical learning procedure. The SQ3R method is an excellent reading method for intensive and rational reading. The SQ3R method in the Super Dynamic Text B1 application, assisted by a special button, is makes it easier for users to use the application, not only that before using several SQ3R command buttons, in the application there is also an understanding of what The SQ3R method is. Such as S for (Survey), Q for (Question), R for (Lire/Read), R for (Recite/Recite) and R for (Révision/Review).

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