

SQRQCQ Method Implementation to Improve Reading Comprehension of 4th Grade: Action Research Conducted in Indonesian Elementary School

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Abstract: This study was motivated by the initial observation that found 4th grade students' reading comprehension skills was still low in SDN Mekarbakti Kecamatan Pamulihan Sumedang Regency. This can be seen from their low ability in answering some questions asked after reading a discourse text, and their activities that were classified as passive during their learning process. The purpose of this research is to increase the activity and improve students' reading comprehension skills. To do so, efforts were deployed to improve reading activity and students' reading comprehension skill. This was done by applying SQRQCQ method (Survey, Question, Read, Question, Compute, Question). The SQRQCQ method is a method used to solve mathematical problems. The research model used in this research was action research model proposed by Kemmis and McTaggart. The model consisted of 3 research cycles and there were 30 students involved. The research instruments used were observation sheet of reading comprehension activity, learning result sheet, questionnaire, student worksheet, and interview sheet. The results showed that students' reading comprehension skills had increased in each cycle by applying SQRQCQ method. This was evidenced by the increased activity and value obtained by students during their learning process.

Keywords: Method SQRQCQ, Reading Skill Comprehension

1. Introduction

Reading comprehension skills are important skills to be possessed by students. It is commonly believed as difficult to achieve this skill in the school among elementary school students. This skill can be performed by few students especially high achiever. The skill comprise contents reading comprehension. This indicates that students' reading comprehension should be achieved when they are reading particular text. This is to say that they should not only have the ability to read a discourse but they are also able to understand the contents of the discourse that they are reading.

PIRLS (2015) conducted a study on reading comprehension ability of fourth grade elementary school children or their average age was 9.5 years old in Indonesia. The findings show that Indonesian average score of reading comprehension was 397, occupying the ninth position from the bottom level. The results of this study indicate that Indonesian elementary school students in understanding the content of reading passage was relatively low.

In relation with PIRLS study, This study conducted preliminary observations which found that at Mekarbakti Elementary School, Sumedang Regency there were some students who had not been able to understand the content of the discourse they had read. Their inadequate reading comprehension is worrying. Their reading comprehension ability should be proper to be able to cope with difficulty in answering the questions posed related to the discourse. Their improper reading comprehension ability will have an impact on their learning outcomes related to reading comprehension.

Students' problem in reading comprehension occurs because of several factors. One of the contributing factors is that they only read at a glance for a particular passage and they use learning methods that are not right. This problem is very alarming and calls for improvement in teaching. Given this problem, this study proposes a method in Indonesian language learning by using SQRQCQ method (survey, question, read, question, compute, question) to improve students' reading comprehension skills.

2. Literature Review

In elementary school, students are taught reading skill. Reading skill has been defined by many scholars. Finochiaro and Bonomo (Tarigan, 1987, Friani, 2014) states that "Reading is picking and understanding the meaning or meaning contained in written language". In line with this statement, Puspita (2017: 204) states that, "Reading can be interpreted as a process to understand what is implied in the explicit, which is to understand the meaning contained in the written words". From the definitions above, it can be understood that reading is a process to understand the meaning contained in a writing.

One of the reading skills that students must perform is reading comprehension. Reading comprehension has been defined by many scholars. As cited in Suhendar, Huba, 2016 defines "Reading comprehension as reading reading material by capturing sharper and deeper points of the mind, so that there seems to be a certain satisfaction on the part of the readers after they read material. Furthermore Huba, 2016 states that, "Reading comprehension is a kind of reading that aims to understand literary standards or norms, critical reviews, written plays, fictional patterns". It is closely related to the effort to understand the important things from the passage that is read. Another opinion expressed by Wilhem (Friani, 2014) "... reading comprehension, than would be the capacity to perceive and understand the meaning communicated by text". While Tarigan (Abidin, 2012) states that, reading for understanding is a type of reading to understand literary standards, norms, reviews, critical, written drama, and patterns of fiction in an effort to gain understanding of the text, the reader uses certain strategies.

In line with some of the opinions above, Puspita (2017: 68) states that, "reading comprehension does not come from reading passage to readers, on the contrary, it is a complex negotiation between text and readers which is immediately formed by situational context and with broader with sociolinguistic context. From the aforementioned opinions above, it can be concluded that, reading comprehension is a reading process to understand the contents of a reading, this reading process can connect the knowledge and experience that the reader has with the discourse to be read. There are several levels in reading comprehension as stated by Burns and Roses (Hairudin, et al; Huba, 2016), namely the level of inferential, critical, literal, and creative understanding.

As a mental activity, reading comprehension has purposes. According to Tarigan (Rupiansyah, 2015) its purpose is "To obtain success in full understanding of logical arguments, ethical sequences or text patterns, symbolic patterns, additional emotional tones and also means - linguistic means used to achieve goals".

Based on the above opinion, it can be seen that the purpose of reading comprehension includes several things. Obviously reading comprehension is needed so that the reader is able to comprehend an entire content of a discourse. One of the aspects investigated in this study is the activity of students during the process of reading comprehension. Learning activity itself according to Sardiman (Riadi, 2014) refers to "Activities that are both physical and mental. In reading comprehension process both activities must be interrelated.

In the context of reading comprehension activities, achievement of the learning objectives can then be expressed as learning outcomes. Sudjana (Tahar and Enceng, 2006: 94) revealed that, "Learning outcomes are abilities that students have after they experience their learning experience". From these opinions, the learning outcomes referred to in this study are all behavioral changes including changes in attitudes, knowledge and skills acquired by students after learning takes place. To increase activity and learning outcomes in a reading course, there is a call for a method that boost both reading activity and reading comprehension ability.

The method applied in this study is the SQRQCQ method. The SQRQCQ method is a method coined by Leo Fay in 1965. It was the development of the SQ3R method coined by Robinson in 1961 (John & Mc. Namara, 1980). This method allows students to logically manage the steps needed to solve word problems and sharpen students' critical thinking skills and reasoning. It is crucial for elementary school student to have this skill. They are expected to have both critical thinking skill and reasoning skill in learning Indonesian language subject.

As expressed by Abidin (2012: 111) that the SQRQCQ method can be carried out through several stages. This method includes the Survey stage, at this stage students do reading activities using high speed. Question stage, at this stage students must continue to ask questions. Read stage, at this stage students read discourse to find the main problems contained in the discourse and determine how to solve them. Question stage, at this stage students compile the basic questions about what mathematical processes should be used in order to be able to answer the problem in the right way. Compute, at this stage students start working or doing calculation activities. Question, at this stage students are required to test the answers they get by asking themselves questions "Is my answer correct?".

The main objective of the application of the SQRQCQ method according to Abidin (2012: 110) is, "To improve understanding of the contents of mathematical reading, to get used to understanding mathematical story problems and their understanding patterns, to maintain that understanding in a longer period of time". This main objective is the framework used in this study.

3. Material & Methodology

a. Data

This research was conducted at Mekarbakti Elementary School, Pamulihan Subdistrict, Sumedang District, Academic Year 2017/2018 with 30 students as participants. The research investigated data on the implementation of actions in the form of student learning outcomes. Their learning outcomes in this study refers to reading comprehension. This data is needed to determine the effect of the application of the SQRQCQ method in learning to comprehend Indonesian subjects. The data were collected by using methods of observation, interviews, documentation and tests.

1) Observation Technique

Observation is a process of data collection in research. It is directed towards teachers and students during learning. It is carried out using observation sheets that have been compiled. Researchers prepare observation sheets and observe each student's activities during the learning process.

2) Interview Technique

Interview activities are carried out for each student to find out the students' responses when participating in learning. They were carried out regularly in every action.

3) Documentation technique

Documentation activities were carried out as gathering evidence of all actions taken when learning takes place. The results of the documentation were in the form of images to strengthen the results of the study.

4) Test Technique

Test activities were carried out after the learning process was complete, with learning outcomes testing activities, researchers could find out the level of their achievement for learning objectives that had been implemented. The test was carried out after the presentation of the material carried out by the researcher to find out the achievement of the learning objectives.

The instrument for assessing the ability to read comprehension in this study was the test. The test required students to mention the information contained in the discourse appropriately, to mention the problems contained in the discourse correctly, to determine the mathematical process that will be carried out to solve the problems contained in the discourse correctly, to do calculations to complete the problems contained in the discourse correctly, to Determine the main sentence of each paragraph contained in the discourse.

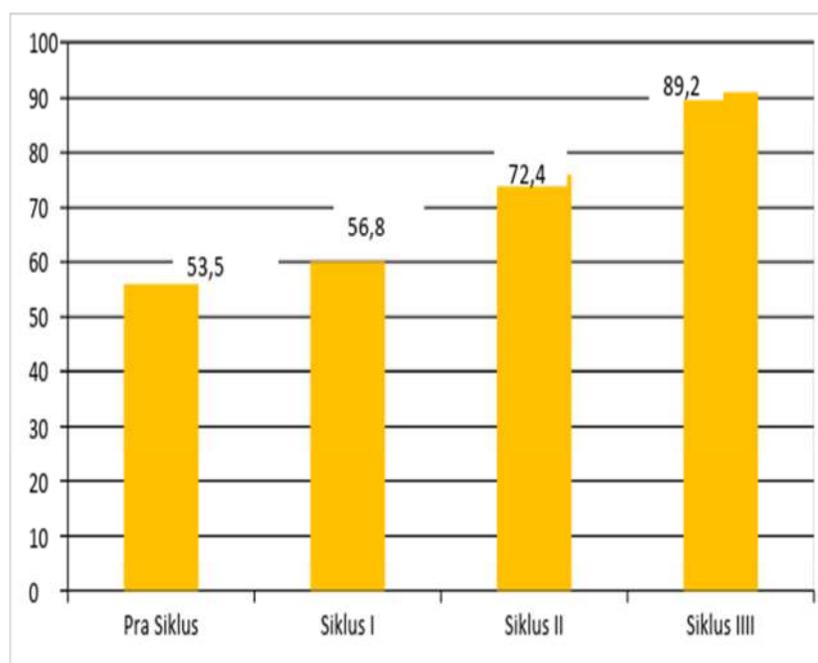
b. Method

The method used in this research was classroom action research method. Classroom action research is carried out with a repetitive cycle in which there are four stages of activities including planning activities, implementation activities, observation activities, and reflection activities. As long as the results of the research in the first cycle have not been satisfactory, the researchers plan for the second cycle. Activities carried out in the second cycle are improvements from the first cycle. This study used classroom action research (CAR) methods with the Kemmis and McTaggart designs. Each cycle has four stages: planning, action, observation, and reflection.

c. Table and Figure

Students' Reading comprehension improvement as illustrated in the following graph

Grafik 3.1 Reading Comprehension Improvement by Using SQRQCQ method



d. Equations and Mathematical Expressions

Calculation of the learning outcomes of students' reading comprehension ability after learning is calculated using the formula

$$\text{Learning Achievement} = \frac{\text{obtained score}}{\text{Ideal score}} \times 100\%$$

Test results are used to determine or interpret students' reading comprehension skills in Indonesian language learning. The categorization of students' reading comprehension skills in this study using the percentage category is as follows.

Tabel 3.1
Students' reading comprehension improvement using formula of Koentjaraningrat (2000)

Percentage amount	Interpretation
0%	Not at all
1% - 25%	A little
26% - 49%	Almost half
50%	Half
51% - 75%	Morethan half
76% - 99%	Almost whole
100%	whole

4. Results and Discussion

e. Result

The research results obtained in this study were taken from observations and tests conducted by researchers on students during their learning process. In this study, mathematical discourse oriented to the formation of language skills and mathematical ability to solve problems contained in the discourse by calculating. The activity of students in learning to read comprehension using the SQRQCQ method has increased in each cycle, in the percentage of pre-cycle research the activity of the participants reached 50.7%, the first cycle reached 57%, the cycle reached II 76.7 and the third cycle reached 91.1% .

The reading skills of students have increased after using the SQRQCQ method from cycle I to cycle III. Improvement in comprehension reading skills can be seen from the results of the work of LKS (worksheet)students in the third cycle far better than the previous cycle. In cycle I, most of the students experienced confusion in filling out the worksheets given by researchers with a presentation of 56.8%,

In the second cycle students were already accustomed to following the reading comprehension learning using the SQRQCQ method although some students still found difficulties with the presentation 72.4 %. Whereas in the third cycle, most of the students have been able to work on the LKS given by the teacher and get a pretty good score. In cycle III most of the students' answers were in accordance with what was expected by researchers with a presentation of 89.2%.

f. Discussion

The research results obtained in this study were taken from observations and tests conducted by researchers on students during learning. Learning is done by applying the SQRQCQ method so that the activities and learning outcomes of students increased. This is in line with what was expressed by Syaodih (Hernawan, et al., 2010: 5) which states that, "Learning is all changes in behavior both cognitive, affective and psychomotor and occurs through experience processes". The changes referred to in this study are changes in activities and reading comprehension skills in a better direction in learningIndonesian subjects.

In the Indonesian language subject, using the SQRQCQ method to improve learning outcomes, students did not use Indonesian discourse but use mathematical discourse. As expressed by Abidin (2012: 6) that language learning must be oriented to the formation of language skills and other

scientific formation, on the basis of these two basic orientations, language learning must be developed into multi-learning through the creation of harmonious, quality and dignified. In this case language learning is oriented to the formation of language skills and the ability of mathematics to solve problems contained in the discourse by calculating.

The application of the SQRQCQ method for reading comprehension learning from cycle I to cycle III brought good changes to the activities of students. Changes that occur significantly increase from cycle I to cycle III. This can be seen from the students' ability to pay attention to the teacher's explanation carefully, ask questions, express opinions, discipline during the learning process and be enthusiastic in presenting the results of the work in front of the class. In accordance with what was revealed by Hanafiah (Riadi, 2014) that, "In the process of learning activities must involve all aspects of students, both physical and spiritual so that changes in behavior can change quickly, accurately, easily and correctly, both related to the cognitive aspects of affective and psychomotor".

The activity of students in learning to read comprehension using the SQRQCQ method had increased in each cycle, so it can be concluded that, the action hypothesis in this study was accepted, that is the application of the SQRQCQ method among 4th grade students of Mekarbakti Elementary School District Pamulihan District Sumedang 2017/2018 school year could improve their reading comprehension ability.

Students' reading skills had increased after using the SQRQCQ method from cycle I to cycle III. This is in line with Heidema's opinion (Ardini and Sumardiono, 2013) which states that, "the SQRQCQ can help students focus on a process to determine what is asked, what information is needed, and what approach is used in solving problems". LKS given by researchers required students to determine what is asked, to determine the information needed and to solve the problems contained in the discourse by calculating.

SQRQCQ method helped students to understand the contents of the discourse, increase their comprehension, to maintain their understanding for a long time. This is in accordance with Abidin's statement (2013: 110) which reveals that, the purpose of applying the SQRQCQ method is "To increase understanding of the contents of mathematical reading, to get used to understanding mathematical story problems and their understanding patterns, to maintain that understanding in a longer period of time".

Students' reading comprehension improvement can be seen from the results of the their work in LKS in the third cycle. Their work was far better than the previous cycle. In the first cycle, most of the students experienced confusion in filling out the worksheets given by the researchers. In the second cycle, they were already accustomed to following reading comprehension learning using the SQRQCQ method, although some students still felt difficulties. Whereas in the third cycle, most of the students had been able to work on the LKS given by the teacher and gained a pretty good score. In cycle III most of their answers were in accordance with what the researcher had expected.

From the explanation above, it can be concluded that, the action hypothesis in this study is accepted, that is, the application of the SQRQCQ method students' learning outcomes for reading comprehension skills of the fourth grade at Mekarbakti State Elementary School, Pamulihan District, Sumedang District, academic year 2017/2018 can be improved.

5. Conclusion

Based on classroom action research that has been carried out by researchers, in general it can be explained that, the application of the SQRQCQ method (survey, question, read, question, compute, question) for reading comprehension material to grade 4 students of Mekarbakti State Elementary School, Pamulihan District, Sumedang District, 2017 Academic Year / 2018 can increase the activities and skills of students in reading comprehension

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