

Improving Reading and Understanding Habits Text News with the SQ3R Method

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Abstract—This classroom action research aims to describe reading habits and the ability to understand news texts after participating in learning activities using the SQ3R method. The research subjects were class VIIIA students of MTs 7 Bantul 2017/2018 Academic Year. Class action research with these two cycles includes the steps of planning, implementing actions, observing, and reflecting. The results of the study showed that after attending the study, there were 80% of students who achieved mastery learning individually. Student reading habits also increase. Students become accustomed to reading and enthusiastic about learning.

Keywords—sq3r, reading habits, news text

I. INTRODUCTION

The ability of students to understand the news text on Indonesian language subjects so far is still said to be low. Although various means can be used to read news texts, but the enthusiasm of students to understand the contents of the reading still needs to be improved.

Based on observations, the ability that should grow through learning activities to understand the news text has not been reached to its full potential. Students still have difficulty understanding the text well, especially in terms of understanding the news text. Similarly, the aspects of reading habits possessed by students are still lacking. This is in line with the opinion expressed by Tierney, *et al.* in [1] which states that one of the indicators that shows a lack of reading habits is that students have not been able to answer correctly when given questions that require logical thinking, especially if asked to make a summary of the story in writing. The lack of student reading habits is also reflected in the low interest and mastery of vocabulary possessed by students.

Learning to understand the news text will work well if the learning process is interesting and fun for students. In order for students to feel comfortable and happy to take part in learning, the teacher must be good at packing learning according to the characteristics of his students. The way to choose is to implement relevant learning methods that can improve reading habits and the ability to understand news texts.

The rest of this paper is organized as follow: Section II describes the theoretical background. Section III describes the material & methodology of this research. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. THEORETICAL BACKGORUND

A. Reading Habits

Nagaraja & Manalan in [2] states that good reading habits for life are instilled and nurtured from an early age. This effort can be applied when a child begins to communicate verbally. The way to do it starts from very simple things such as recognizing a book, learning from an example that he gets from parents or other family members, so that it can help children balance the level of simple cognitive abilities by building the vocabulary and general knowledge they have.

In addition, students who read a lot will increase verbal intelligence [3]. The number of frequencies of reading a student is also an indicator that can be used as a reference for how well reading habits. This is reinforced by the opinion of Kalb & Ours in [4] which says that the frequency of reading has a direct effect on learning achievement regardless of family background and their home environment.

Reading activities accompanied by the emergence of an understanding are considered as the core of reading [1]. Furthermore, Cunningham and Stanovich (in [3] stated that the volume of reading both inside and outside school had a significant impact on the development of reading and fluency speed, vocabulary, general knowledge in overall verbal abilities, and academic achievement. By reading, the child will not feel the loss either done on the basis of his pleasure or intentional learning related to the subject matter at school. This is in line with the opinion of Greenhough & Martin Hughes in [5] which states that reading activities with the aim of learning or having fun have the same level of importance because both will help expand the experience and knowledge of young people.

B. News Text

In the Indonesian language material for the 2013 curriculum, one of the texts studied is news text. News text is defined as a nonfiction genre text that is very recognizable to the public. News classified into nonfiction text genre means that in writing it will not use narration even though in reality there are activities linking storytelling to imagined and created [6]. Meanwhile in the Indonesian Language Dictionary Sugono, in [7] it was stated that the news is news, information, or press reports. The information reported is usually in the form of important information.

Barus in [8] reveals that news is all reports about events, ideas, interesting facts, and important to be submitted or published in the mass media so that it is known in general.

Furthermore, Oramahi in [9] states that news is a new information that is important, interesting and has an influence on people who hear or read it. Badjuri in [10] defines news as actual or timely information, concise, accurate, and real. The report is presented to the general public through print mass media, television media, and radio.

From some of the above meanings, it can be concluded that reports on events, ideas, and facts that are actual, important, and interesting, are beneficial to humans, and can be published through mass media, called news. The mass media used to publish news is print, radio and television mass media. News in the form of text can be obtained through various media, both mass media and electronic media. In this study the news used in the learning came from the daily *Kedaulatan Rakyat*, *Tribun Jogja*, and *KrJogja.com*.

A news is composed of several elements which include 5W + 1H, which are events that occur (what), where the event occurred (where), when the event occurred (when), who is involved in the event (who), why events That can happen (why), and how these events occur (how) [11], [12].

C. SQ3R Method

One of the learning methods that are expected to improve reading habits and the ability to understand news texts is the SQ3R method. SQ3R is a method of the most popular method used in reading activities [13]. This method includes five steps in reading, namely S (survey), Q (question), R (read), R (recite), and R (review) [14], [15].

Furthermore, these five steps are described by Huber in [15] stated that S (survey) students are asked to survey the text they are about to read, then students must ask questions (Q) that they hope can be answered in the reading. Carlston in [16] suggests that at this stage of the survey a reader checks the content and knowledge or information contained in a reading that includes titles, charts, numbers, identified words, and summaries). The 3R is interpreted as reading, rereading, and reviewing.

III. METHODOLOGY

This research is a classroom action research consisting of two cycles. This research was carried out at MTs 7 Bantul, Yogyakarta, during the month of March. May 2018. The subjects of this study were VIIIA class students who were taking an even semester in the 2007/2018 academic year. The target subject of this study amounted to 30 students. The procedure of research conducted refers to the research design proposed by Kemmis and McTaggart in [17], [18] consisting of three stages, namely the planning stage, the implementation stage (action and observation), and the reflection stage.

The classroom action research conducted consisted of two cycles, the first and second cycles were carried out in two meetings. To obtain research data used learning devices, namely syllabus and lesson plans. The research instrument to find out reading habits is a questionnaire, while the ability to understand news texts uses observation sheets of learning activities, field notes, documentation, and tests.

The data obtained were analyzed quantitatively and qualitatively. Quantitative techniques are used to describe the ability to understand student news texts, student responses to learning activities, and to find out whether the implementation

of learning can improve students' reading habits. Qualitative techniques are used to determine the feasibility of learning plans and action plans, describe the activities of students and teachers in learning activities, the ability of students to complete tasks, and the obstacles that arise in the implementation of learning supported by observations of learning processes and field notes.

To describe the implementation of the SQ3R method will be viewed from the aspect of teacher activities in carrying out learning activities, student activities in participating in learning activities, student participation in learning activities, constraints faced in implementing the SQ3R method and other specific aspects.

To describe the ability of students to understand the news text will be reviewed from the completeness of learning. A student is said to complete learning if he gets a value of more than or equal to 75. Furthermore, a class is said to be completed in a classical manner, if there are at least 75% of students have completed learning individually. Meanwhile, to describe reading habits, a questionnaire was used.

IV. RESULTS AND DISCUSSION

Based on the results of the first cycle test which can be seen in the table above, data will be obtained that as many as 20 students (66.70%) are stated to have achieved success criteria because they get a value of ≥ 75 , while the remaining 10 students (33.30%) have not reached success criteria because it gets a value of ≤ 75 . The highest score achieved in this first cycle is 90.00. Student grades can be read in Table I below.

TABLE I. SCORE ABILITY TO UNDERSTAND CYCLE NEWS TEXT 1

Value	Frequency	Percentage	Information
86-100	4	13%	Very good
75-85	16	53%	Well
56-74	8	27%	Enough
10-55	2	7%	Less

From the table shows that 4 students (13%) have the ability to understand the news text in the excellent category, 16 students (53%) are in the good category, 8 students (27%) are in the sufficient category, and 2 students (7%) in the less category. By looking at the results of the acquisition, the success criteria have not been reached in cycle 1. In addition to knowing the results of the ability to understand the news text with the SQ3R method, an analysis of the results of filling in the reading habit questionnaire will also be conducted to find out the reading habits of students. The results of the habit of reading habits using the SQ3R method can be seen in table 2 below.

From the Table I, it shows that 4 students (13%) have the ability to understand the news text in the excellent category, 16 students (53%) are in the good category, 8 students (27%) are in the sufficient category, and 2 students (7%) in the less category. By looking at the results of the acquisition, the success criteria have not been reached in cycle 1. In addition to knowing the results of the ability to understand the news text with the SQ3R method, an analysis of the results of filling

in the reading habit questionnaire will also be conducted to find out the reading habits of students. The results of the habit of reading habits using the SQ3R method can be seen in Table II below.

TABLE II. RESULTS OF CYCLE 1 READING HABITS

From the Table II above there are 21 students (70%) in the good category and 9 students (30%) in the fairly good category. The results obtained have not reached the criteria for success of action because students who get grades 2.6 - 3.5 or in the good category only 70% or 21 students. This shows that the reading habits possessed by students have not succeeded because the criteria for the success of reading habits is if $\geq 75\%$ of students have good reading habits, so efforts need to be made to increase in the next cycle.

After the second cycle test data was obtained that as many as 24 students (80%) students get a value of ≥ 75 , while the remaining 6 students (20%) get a value of ≤ 75 . The highest score achieved in this 2nd cycle is 93.00. Obtaining student grades can be categorized as in Table III below.

TABLE III. UNDERSTANDING ABILITY SCORES CYCLE 2 NEWS TEXT

Value	Frequency	Percentage	Information
3.6 – 4.0	0	-	Very good
2.6 – 3.5	21	70%	Well
1.6 – 2.5	9	30%	Enough
0.1 – 1.5	0	-	Less

The Table III above shows that 8 students (27%) have the ability to understand the news text in a very good category, 16 students (53%) are in a good category, 6 students (20%) are in a fairly good category. By looking at the number of students who managed to get a score of ≥ 75 as many as 24 students (80%) out of 30 students, then the second cycle was stated to have reached the predetermined success criteria.

Based on Table III above, it has been proven that the mastery of learning understands the news text in the second cycle reaches 80%. Furthermore, researchers and collaborators discussed the implementation of the second cycle, discussing the results of understanding the news text, most of which had reached the minimum completeness criteria and the learning objectives had been achieved. Researchers and collaborators decided that the study stopped in cycle II because the learning objectives had been achieved. Information through reflection questionnaires has also shown that students' ability to understand news texts increases after an activity to understand news texts using the SQ3R method. the results of the reading habit questionnaire can be categorized as shown in Table IV below.

TABLE IV. RESULTS CATEGORIZATION CYCLE 2 READING HABITS

Value	Frequency	Percentage	Information
3.6 – 4.0	0	-	Very good
2.6 – 3.5	30	100%	Well
1.6 – 2.5	0	-	Enough
0.1 – 1.5	0	-	Less

From the Table IV above, there are 30 students (100%) in the good category. This shows that the increase in reading

habits possessed by students has succeeded in achieving the established success criteria, namely if $\geq 75\%$ of students have good or minimal reading habits in the range of 2.6-3.5.

After the post-action cycle 2 test can be concluded that classically students have experienced mastery learning. This is indicated by the percentage of students who complete their

Value	Frequency	Percentage	Information
86-100	8	27%	Very good
75-85	16	53%	Well
56-74	6	20%	Enough
10-55	0	0%	Less

learning individually by 80%. Learning completeness that has been achieved can be caused by the activities of students in participating in learning, working on tasks according to the steps in SQ3R, deepening the material that must be understood through activities inside and outside the classroom before learning by multiplying reading, discussing with friends, consulting with teachers outside of lesson hours, and there are demands to repeat learning material [19].

Learning to understand the news text can achieve good results by using the SQ3R method in this study. Various theories regarding the application of the SQ3R method (Survey, Question, Read, Recite, and Review) proposed by Burns, Roe & Ross in [20], Rudell in [21], Brown in [22], are not only able to increase the quality of the learning process, but also able to improve students' ability to understand news texts that can be seen from the results of student tests in each cycle. With the support of an explanation from the teacher regarding the steps taken to practice the SQ3R method, it greatly influences the ability to understand student news texts.

The increase in evaluation results from the first cycle to the second cycle is very much in line with the opinion of Burns, Roe & Roes in [20] stated that the SQ3R method is one of the best methods for reading comprehension, because it can help students to memorize reading material better.

So, it can be concluded that the action hypothesis that says the application of the SQ3R method can improve reading habits and the ability to understand the news text of class VIIIA students of MTs Negeri 7 Bantul has been proven.

V. CONCLUSION

Based on the results of the research and discussion it can be concluded that the use of the SQ3R method in this study can improve reading habits and the ability to understand the news texts of class VIIIA students of MTs 7 Bantul. This is evidenced by the demonstrated improvement in the quality of the learning process and improvement in student learning outcomes.

The quality of the learning process is said to increase with the presence of students' reading habits that are getting better since cycle 1 to cycle 2. In addition, the increase in the learning process is said to increase marked by the participation and activeness of students when learning takes place.

Improved student learning outcomes can be seen from the number of students who managed to get a value of ≥ 75 or completed individually, in understanding the news text. The number of students who reached a value of more than 75. At the time of cycle 1 as many as 20 students (66.70%) completed and in cycle 2 became 24 students (80%). The

number of class averages in the post-cycle phase 1 is 74.78, and post-cycle 2 is a class average of 80.56. Starting from the cycle 1 action to the cycle 2 action the class average always increases. The percentage of completeness in the ability to understand the news text has reached 80% of the total number of students in the class, meaning that the classical completeness target has also been fulfilled, which is an indicator of the success of actions in this classroom action research.

From the results of this class action research, the implication is that the right method can improve student learning outcomes. In addition, the ability of teachers to manage classes and provide motivation to students also has an important role in the learning process. The SQ3R method in this study has been proven to be able to improve reading habits and the ability to understand the news texts of class VIII students of MTs 7 Bantul.

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