Implementation SQ3R Method To Improve Students' Comprehension Of Reading English Textbook (E-Book) Of Muhammadiyah University Of Buton

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ABSTRACT

This research aimed to determine the improving of students' comprehension in reading English textbook (e-book) through SQ3R at Communication Science Study Program, Muhammadiyah University of Buton. This research was classroom action research. Respondence of this research are 28 students in class B odd semester of 2018/2019 of academic year. The results of this research was to increase reading comprehension of English-language e-book was not too big. This is shown in the written test evaluation results in the second cycle, 5 students got a score of 82 and 5 students got a score of 28 students, and the average value is 66.25 Then, the SQ3R method can not only improve the ability to understand reading, but, the ability to read verbally where students have the opportunity to correct their reading. This is shown by the results of the second cycle evaluation, where 7 students got a score of 80, 6 students got score of 78 and 7 students got score of 75 of 28 students, and the average value was 72,60714286.

Key Words: Reading, E-Book , SQ3R Method

INTRODUCTION

Reading is one of the activities that must be done to find out written information. The written information can be in the form of icons or symbols, codes, numbers, words and sentences. To be able to understand these things one must first learn about the type of reading and the type of language used in reading texts. Learning the type of reading and the type of language is not a simple thing. A lot of effort is needed to have language skills. Having language skills means that someone has been able to apply language in daily life, for example reading independently or without guidance. Someone can understand the purpose or meaning of reading quickly if you already have an initial idea or concept even comprehension.

The developing of technology in education brought simplicity of learning such as printed book be expanded to e- books. This made students have more options to choose the easiest and efficient to read reading resources. In the past, students was

struggling to find printed books due to not all place in the city providing essential books. But today, everything had changed e-books raised with simplicity and flexibility because it could be access on students' android phone, gadget, computer and laptop. This changing should made students growth their interested and attractive to did reading longer to get more comprehension but unfortunately it was not happen there were number students who still failed in gain it.

This reading comprehension should be known by all students, in particular students who are studying in university. Reading comprehension today become literary mandatory for each student. Due to of necessity to have the comprehension skill, students are trying their best to get improvement. Some of them were success and the rest fail to gain it and even got lower score which was under 50 %. It showed based on the data which is taken on final examination which was held on odd semester of 2018/2019 of academic year. So, it will be the main reason do action research classroom to solve the problem through SQ3R.

LITERATURE REVIEW

Previous Study

The previous study was done by Asiri, A., & Momani, M. M. with the title of research was "The effectiveness of using SQ3R to Teach Reading skills" in 2017. reseachers found that "students using SQ3R reading comprehension strategy performed reading activities better than those who did not. By using SQ3R strategy students can retain several reading pages, which otherwise are very stressful for them. They can take down notes in their own words, recite them and review them as they finish chapter or at any other suitable time. Teachers can use this strategy to make the reading process less difficult and more interesting."

Locher & Pfost (2019) "Competent readers tend to read more and therefore show greater improvement in their reading skills". This means that someone already has the competence to read if he has the desire to continue reading, not in bits and pieces but through to completion because he has an interest in what he reads. This attraction that provides motivation. When experiencing difficulties in reading. Do not stop to but will continue to try to understand and comprehend reading with help, for example by using a dictionary. Diligent reading will make someone find a way or reading strategy that makes it easy. This is also in accordance with the opinion, Winiharti, Herawati& Rahayu (2014) "As students read to eliminate their confusion and develop their comprehension, they begin to make connections between passages of the text and their own experiences". This means that information that is poorly understood can be known with certainty the truth by reading. Reading must be complete because each part of the text or discourse has a relationship with each other that makes understanding complete, reading texts that have a personal experience link will make reading more memorable for a long time.

Reading Comprehension

Ahmadi (Cain, Oakhill, & Bryant, 2004, 2017) "Reading comprehension is defined as the process of making meaning by coordinating a number of complex processes that involve language, word reading, word knowledge, and fluency". This means knowing what is read so that conclusions can be drawn from written text information is an understanding of reading. Knowledge from reading is derived from a series of processes which the reader can provide interpretations of reading after knowing the type of language. Knowing the type makes it easier for readers to recognize words and the accuracy of the mention of those words. Next, Marloes, Swart, Planting, Droop,Verhoeven &Jong (Pressley, 2017) "good text comprehension emerges if a reader is able to predict what the textmay be about, relates information in the text to background knowledge, asks questions while reading, monitors the understanding of the text, and summarizes what is being read". The reader will easily gain understanding not only based on the ability to read but also supported by the text itself. Text in accordance with the rules of language will help the meaning without producing multiple meanings. Academic reading should not give a double meaning, therefore, the text used must be text that meets the linguistic element, the discussion in the reading must be in accordance with the title, the paragraph has relevance, is able to answer questions from the reader and can be drawn conclusions.

Reading and language are inseparable. When deciding to start reading, determine what type of reading to start. One of the languages most widely used as an language of instruction is English, because it is an international language. Akbari, Ghonsooly, Ghazanfari, & Shahriari (2017)"For all students—foreign language learners in particular, reading has been the main channel for acquiring academic knowledge". Masadeh (2015)"Teachers of English as a foreign language everywhere are responsible for developing students' abilities in various lan-guage skills, particularly reading comprehension". So that, in higher education lecturer also should find method or atrategy to improve students ability.

E-Books

E-Books are sophisticated versions of print books, which print no longer use paper but soft files that can be stored or opened in a computer folder. Olsen, Kleivset & Langseth (2013) "The emergence of e-books readers as a realistic alternative for content delivery gives us the opportunity to reexamine usability issues with regard to e-books and other e-texts". Roskos, Burstein, Shang, & Gray (2014) "E-book given the role of haptic perception in digital reading experience, access to mobiles may favor behaviors that support literacy motivation, sense of control, and interaction". The presence of e-books is very helpful for its users in terms of practicality. Simply using computer media that is already contained in a computer or mobile phone, the reader can immediately read a lot of reading without having to carry a lot of books and heavy. Embong, Noor, Ali, Bakar, & Amin (2012)There are three basic components of e-Books*: first*, hardware or reader, software and

the e-Book files. Because in the form of a file it is very easy to access and share. *Second*, Good e-Book readers will be able to perform tasks like printing, audio-visual, interactive touch, and even wireless communications. *Third*, Software book readers allow the access on personal computers or any latest computer technologies. *Fourth*.This could offer better access to the information because with the keyboard utilities, users can manipulate the display through changing the settings. A file type is a file which contains an embedded signature.

Embong, Mutalib, Azelin, Noor, Hashim, Ali & Shaari (2012)Strategies of Using e-Books in Classrooms: *first*, the use of e-books in the classroom involved few parties: teachers, school administrators, and technology specialists. *Second*, the prerequisite of introducing e-Books in class is the technology. *Third*, How do schools provide instructions and manuals to students who are not IT savvy, are ESL students, or are with special needs? How can e-Books support teachers in helping these groups of students? *Fourth*, Parents must adapt themselves to e-Book technology when e-Books replace the traditional textbooks. *Fifth* E-Books may not have a long shelf life if not regularly and properly maintained.

SQ3R Method

Ahmad (2018) "SQ3R is a strategy used for studying of the texts or documents, firstly by understanding the text, and build a mental framework into the facts that can be applied". Biringkanae (2018) SQ3R technique is designed to make the students read faster to get knowledge and information from the text. Rayanto& Rusmawan (2016) SQ3R strategy involves (1) reading the heading in the chapter quickly to get its important part, (2) turning the headings into a question, (3) reading to find the answer to the question, and (4) recall the important point (i.e. the answer to the question) by retelling them or writing them in one's memory at the important point.

METHOD

Design and Samples

Research held at the Muhammadiyah University of Buton, especially at the Communication Science Study Program. Respondence of this research are 28 students in class B odd semester of 2018/2019 of academic year. This research was designed using Classroom Action Research. Its cyclical research is carried out collaboratively to find and solve learning problems in the classroom and ultimately aims to improve learning in that class. Classroom action research in this study uses the DDAER model (diagnosis, design, action and observation, evaluation and reflection) developed by Mulyatiningsih (Tanujaya & Mumu, 2016).

Instrument and Procedures

The test is in the form of a written test and an oral test. It aims to determine the level of reading skills of students before applying the SQ3R method in learning English. In this study there was no pre-test. The stages of classroom action research, which are problem diagnosis, action design, action implementation and event observation, evaluation and reflection. For diagnosis of problems presented in the background of the study. Indicators of Success. The criteria for the success of this action will be seen from the process and indicators of learning outcomes. The process indicators specified in this study are if students' learning completeness towards material reaches 75% (enough criteria). The quality of learning can be known in terms of processes and in terms of results. In terms of processes, learning is known to be successful and of quality if all or at least most (75%) of students are actively involved, both physically, mentally, and socially in the learning process, showing a great spirit of learning and self-confidence. Assessment of learning outcomes is a change that occurs consciously, is continuous and functional after experiencing training and experience in learning activities.

Data Analysis

In this study there was no pre-test. Reference value is the value at the simulation stage which is then used as a comparison of cycle 1 and the next cycle. The reflection in cycle 1 is to explore the things that need to be improved or improved in the learning process in the implementation of cycle II. The technical data analysis carried out written test are to find out the average value by using the formula as follows:

$$X = \frac{\sum x}{N}$$

Note:
X = average value
$\sum x$ = Total value of students
N = The sum of all grades of students

Criteria on the assessment of oral test skills are:

No.	Kriteria	Skor
1	Accuracy of Reading	35
2	fluency	35
3	Intonation	30
	Total Score	100

RESULTS AND DISCUSSION

Evaluation results of Phase Simulation

After evaluating the written test at the simulation stage, data is obtained as shown in Figure 1.
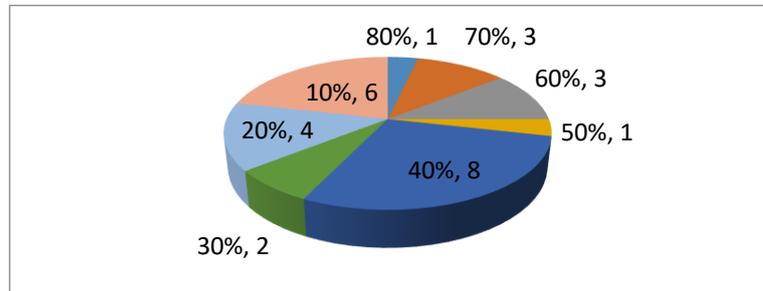

Fig. 1 Evaluation Results of Written Test of Simulation Phase

From the data in the image. 3 obtained the average of student learning outcomes is 37.14286. From the results of the evaluation it was found that students still had difficulty in answering questions from previously read passages. This is due to students being unable to remember the readings that have been read before because of basic skills and lack of English vocabulary. At this stage there is no limitation on the number of words students must read, so to improve students' understanding of reading, cycle 1 will limit the number of words, so students are able to remember what they have read. After evaluating the oral test at the simulation stage, the data is obtained as shown in the figure. 2
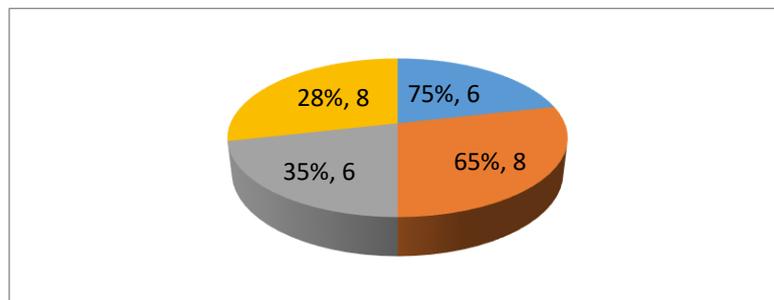

Fig.2 Oral Test Evaluation Results of Simulation Phase

From the data in the image. 3 obtained the mean of student learning outcomes is 50.14285714. From the results of the eavaluation it can be seen that the reading ability of students is better than the ability to answer written tests. The fluency and accuracy of saying the words in reading is a difficulty faced by students.

Evaluation Results of Cycle 1

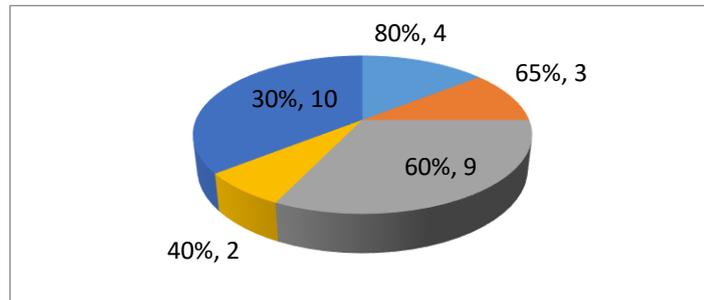After evaluating the written test at the Cycle 1 stage, data are obtained as shown in Figure 3.

Fig. 3 Evaluation Results of Written Test of Cycle 1

From the data in the image. 3 obtained the average of student learning outcomes is 51.42857143. In this cycle the researcher limits the number of words in the reading to between 3000-3500 words. This increase in cycle cycles was not significant because of the problems found in the simulation stage, namely the amount of English vocabulary, low ability to remember.

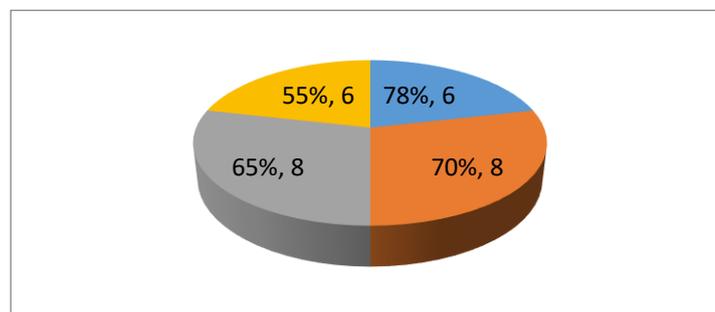After evaluating the oral test at the simulation stage, the data is obtained as shown in the figure. 4

Fig.4. Oral Test Evaluation Results of Cycle 1

From the data in the image. 4, the average obtained for student learning outcomes is 67.07142857. Increasing the ability of students in this cycle is also not too large, because when learning is only focused on improving understanding of reading. Then it needs to be improved again in cycle II.

Evaluation Results of Cycle 1

After evaluating the written test at the Cycle II stage, data are obtained as shown in Figure 5.
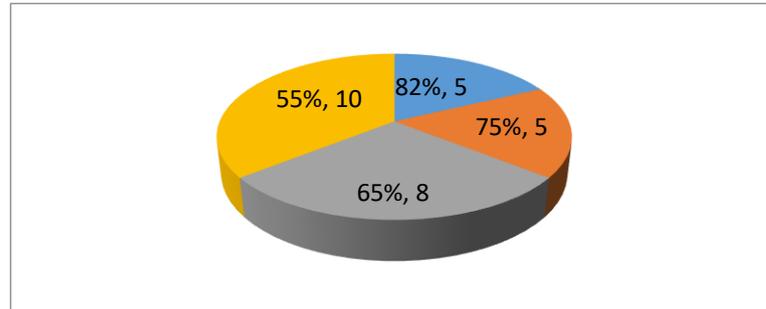
Fig. 5. Evaluation Results of Written Test of Cycle II

From the data in the image. 5 the average obtained of student learning outcomes is 66.25. In this cycle the number of words in a student's reading is reduced to 1500 words. And students are asked to read their readings over and over again so that they can remember what they have read.

After evaluating the oral test at the simulation stage, the data is obtained as shown in the figure. 6
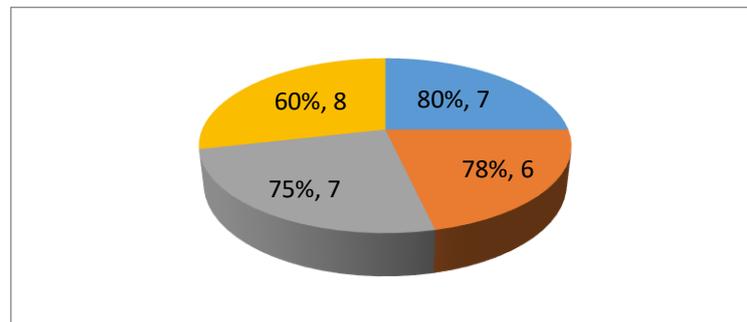

Fig.6. Oral Test Evaluation Results of Cycle II

From the data in the image. 6 obtained the average of student learning outcomes is 72,60714286. At this stage an increase in students' oral reading ability because when reading reread students are asked to correct pronunciation of words that are not appropriate.

CONCLUSION

The conclusion of this study is that Improving students' comprehension of reading English Textbook (e-book) through SQ3R on students who still have poor reading skills, especially lack of vocabulary will have an impact on the low ability to remember reading. There is an increase in reading comprehension in English in e-books. This is shown in the written test evaluation results in the second cycle, 5 students got a score of 82 and 5 students got a score of 28 students and the average value is 66.25 Then, the SQ3R method can not only improve the ability to

understand reading, but, the ability to read verbally where students have the opportunity to correct their reading. This is shown by the results of the second cycle evaluation, where 7 students get a score of 80, 6 students get a score of 78 and 7 students get a score of 75 of 28 students and the average value is 72,60.

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