

## IMPROVING LEARNING OUTCOMES TO EXPLORE INFORMATION THROUGH SQ3R METHOD IN CLASS V

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**Abstract:** This study aims to improve the learning outcomes of information-gathering material using the SQ3R method for fifth-grade students. This study used a qualitative approach with a classroom action research design. This research procedure consists of four stages including planning, implementing, observing, and reflecting. The analysis results of teacher activity, student activity, and learning outcomes in each cycle have increased. Based on the results of this research, it can be concluded that the use of the SQ3R method can increase the learning outcomes of information-gathering material in fifth-grade students.

**Keywords:** SQ3R method, learning outcomes, information-gathering material

Language has an important role in the continuity of the teaching and learning process. Minister of National Education Regulation No. 22/2006 states that language has a major role in supporting the success of students to study all fields of study. Language learning also aims to improve students' ability to communicate, both verbally and in writing. Therefore, language learning needs to get special attention from the teacher.

Based on the results of observations at SDN Bendo 1 Blitar City conducted by researchers on Wednesday, November 20, 2018, the results showed that the total number of VA class students at SDN Bendo 1 Blitar City were 20 students. The activities carried out by the teacher and students during the observation took place, namely discussing material to dig information from the reading text. The level of student involvement in the learning process is still relatively low, indicated by the small number of students who respond to teacher questions. In the learning process, the teacher uses the lecture, question and answer, and assignment methods. Based on these problems, many students score less than the minimum Minimum Mastery Criteria (KKM), which is 75. Of the total 20 students, there are 55% of students or 11 students who have not yet achieved the KKM value and only 45% of students or 9 students have achieved the KKM value on material excavating information.

The learning outcomes of the material explored the information of students at the VA SDN Bendo 1 Blitar City which were far from expectations due to methods that were not appropriate with the material. The solution that can be used to solve the problem is by applying a learning

method that can increase student activity in finding important details of the reading so that important information can be explored properly. One of the appropriate learning methods to overcome these problems is the SQ3R method.

The SQ3R method is one of the methods that can be used to increase student activity in finding important details from reading and being able to remember it longer, Soedarso (2010: 59). The steps of the SQ3R method according to Robinson (in Huda, 2016: 244) include survey (investigate), question (ask), read (read), recite (retell) and review (review). The advantages of this method according to Shoimin (2016: 194) are: 1) can increase student motivation to learn, 2) can encourage students to think critically and actively in learning, being able to invite students to ask questions and find answers to their questions through reading activities, 3) the material learned by students can be attached for a long period.

Previous research has been conducted on the application of the SQ3R method. One of them is a study conducted by Chariroh (2016) which states that the application of the SQ3R method can improve classical completeness before and after the implementation of the SQ3R strategy. In cycle 1 the classical completeness obtained by 82% and an increase of 13% in the second cycle to 95%. From this research, it can be seen that the SQ3R method is quite effective in helping students find and understand important reading details, such as important information, facts, and new knowledge.

## **METHOD**

This study uses a qualitative research approach to the type of classroom action research (CAR) developed by Arikunto (2013: 137). This research was conducted in 2 cycles, in which each cycle consisted of four stages including (1) planning, (2) implementation, (3) observation, and (4) reflection.

There are 2 types of data needed, namely process data and learning outcome data. Process data can be known from the results of observations of student and teacher activities during the learning process that takes place with data sources namely teachers and students of VA class SDN Bendo 1 Blitar City. While the learning outcomes data obtained from the assessment which includes the realm of knowledge, and skills (describing written information, using standard vocabulary and effective sentences) in the action cycle I to cycle II during and after the learning process with student data sources.

Data analysis, evaluation, and reflection were carried out in the initial stages until the final stages of the study. Data from observations, interviews, tests, field notes, and documentation were analyzed through three stages, namely data reduction, data presentation, and concluding. The data analyzed are the results of students' knowledge data, the results of the students' skill scores and the

observation data of teacher and student activities. The next step is data evaluation. Data evaluation consists of evaluating process and results. Process evaluation is done by observing students during the learning process using observation sheets of teacher and student activities while the evaluation of results is done by looking at the results of the value of students' knowledge and skills. After the evaluation phase is completed, then a reflection is conducted to find out the shortcomings during the study both in cycle I and cycle II.

## RESULT AND DISCUSSION

The results of the implementation of the actions are explained sequentially starting from the first cycle and then continued on the second cycle. The following is a recapitulation table for teacher and student activities while applying the SQ3R method to the material to extract information from narrative texts.

**Table 1 Recapitulation of Teacher and Student Activities When Applying the SQ3R Method**

Activity	Cycle I		Cycle II	
	M I	M II	M I	M II
<b>Teacher</b>				
Percentage	80	85	90	100
Criteria	Good	Good	Very Good	Very Good
<b>Student</b>				
Percentage	69,8	78,6	85,3	91,6
Criteria	Less	Enough	Good	Very Good

Information:

M1: Meeting 1

MII: Meeting 2

Based on table 1, it is known that the teacher has implemented the SQ3R method very well. This can be seen through the percentage of teacher activity that increased from 80% with good criteria to 100% with very good criteria from the first meeting in the first cycle to the second meeting in the second cycle. While the percentage of student activity when participating in learning using the SQ3R method has gradually increased. In the first cycle of meetings I and II, the percentage of student activities each was 69.8% (less), increasing 8.8% to 78.6% (enough). In cycle II the percentage of student activity continued to increase to 85.3% (good) and at the second meeting increased by 6.3% to 91.6% (very good). Recapitulation of student learning outcomes on aspects of knowledge, and skills are presented in tables 2 and 3.

**Table 2 Recapitulation of Student Learning Outcomes Aspects of Knowledge**

Knowledge Aspect	Cycle I		Cycle II		Increase From C1P1 to C2P2
	PI	PII	PI	PII	
Average Class	75,9	81,6	86,0	89,9	14,0
Criteria	Enough	Good	Good	Good	
KBK Percentage (%)	65	75	80	90	25
Criteria	Less	Enough	Good	Very Good	

Based on table 2, student learning outcomes on aspects of knowledge gradually increase. In the knowledge aspect of the first cycle of the first meeting the class average of 75.9 (enough) and classical learning completeness of 65% (less). Then in the second meeting the class average increased to 81.6 (good) with a classical learning completeness of 75% (enough). In the second cycle of meeting, the percentage of classical learning completeness was 80% (good) and the class average increased to 86.0 (good). While at the second meeting the percentage of mastery learning increased to 90% (very good) and the class average became 89.9 (good). The percentage of classical learning completeness from the first cycle of the first meeting to the second cycle of the second meeting increased by 25%. While the average grade increased by 14.0.

**Table 3 Recapitulation of Student Learning Outcomes Aspects of Skills**

Skills Aspect	Cycle I		Cycle II		Increase from C1M1 to C2M2
	MI	MII	MI	MII	
1. Use Standard Vocabulary					
The number of students completed	10	15	16	18	40%
Percentage (%)	50%	75%	80%	90%	
Criteria	Very Less	Enough	Good	Very Good	
2. Use Effective Sentences					
The number of students completed	9	14	16	18	45%
Percentage (%)	45%	70%	80%	90%	
Criteria	Very Less	Enough	Good	Very Good	
3 Describe Information in writing					
The number of students completed	13	16	17	19	30%
Percentage (%)	65%	80%	85%	95%	
Criteria	Very Less	Good	Good	Very Good	

Based on table 3 it can be seen that the learning outcomes in the aspect of skills have increased. The percentage of students completeness in skills using standard vocabulary increased from 50% in the first cycle of meeting 1 to 90% in the second cycle of meeting 2. The percentage of students' scores on the skill using effective sentences increased from 45% in the first cycle meeting 1 to 90% in the cycle II meeting 2. The percentage of students' scores on information presentation skills also increased from 65% in the first cycle of meeting 1 to 95% in the second cycle of meeting 2. So, it can be concluded that the application of the SQ3R method to the material of information gathering is done by teachers and students very well, can improve student learning outcomes in the realm of knowledge and skills.

Teacher and student activities in applying the SQ3R method increase gradually starting from cycle I to cycle II. In cycle I meeting 1, the percentage of teacher activity only reached 80% with good criteria, then increased to 85% in meeting 2. In cycle II meeting 1, the percentage of

teacher activity increased from 90% with the excellent category to 100% with the very category well. Likewise with student activities. In the first cycle, the percentage of student activity increased from 69.8% in the less category to 78.6% in the moderate category. In cycle II, the percentage of student activity increased from 85.3% in the good category to 91.6% in the very good category.

The steps for implementing the SQ3R method by the teacher are explained as follows. The first step in applying the SQ3R method is to survey or investigate. In this stage, the teacher should guide the students to do several activities, namely: skimming, finding titles, and underlining the important parts of the reading. At the 1st cycle 1 meeting, the teacher had not done 1 step activity in the survey stage, namely informing students to find the title of the reading. This can happen, because the teacher is too busy conditioning the class at the beginning of the lesson, even though all of these steps have already been listed in the student's LKK, but if it is not explained it makes some students not do the stages. But the teacher has improved it in cycle 1 of meeting 2 to the next meetings.

Meanwhile for student activities, in the first cycle, there are still 4-5 students who have not done the survey stage properly. This is because these students talk too much and are noisy, so they skip skipping activities and underline important parts of the reading. The teacher decides to improve classroom conditioning at subsequent meetings, so that, at the 2nd cycle II meeting, almost all students have done the survey stage well.

The second step is the question stage. In the question stage, the teacher is required to inform students to make the question what, who, when, where, why, and how that is in accordance with the contents of the reading. In cycle 1, the teacher has not done 2 steps of activity in the question stage, the teacher has not given the opportunity for students to give examples of question words and the teacher has not gone around to ensure all students do the activities that are informed. But the teacher has made improvements in the second cycle.

Meanwhile for student activities, in the first cycle 1 meeting, some students still need guidance from the teacher to arrange questions that are relevant to the content of the reading, especially on what aspects, why, how. But in the second cycle 2 meeting almost all students were able to make 6 aspects of questions to dig up information independently.

The third step is the read phase. In the reading stage, the teacher is required to inform students to read the reading text and mark answers to questions that have been made. The teacher has done this at every meeting. Meanwhile for student activities at the read stage is still not optimal. At the first cycle 1 meeting, some students still lacked concentration in this stage. They read interspersed with jokes, so there are some answers that they cannot find from reading. But in

the second cycle 2 meeting, almost all students have concentrated and can find all the answers to the questions they made.

The fourth step is the recite or retell stage. At this stage, the teacher is required to inform students to write answers to questions that have been made and retell important reading information in their own words in writing. The teacher has performed these steps in each meeting. Meanwhile, the activities of students at the recite stage are still not optimal. At the first cycle 1 meeting, there are still many students who have difficulty recounting the contents of the reading in writing, thus requiring special guidance from the teacher in composing the right sentence. Students' skills in retelling the contents of this reading continue to be sharpened at each meeting. So that they are increasingly accustomed to writing stories using their language coherently and completely.

The fifth step is the review stage. At this stage, the teacher is required to inform students to re-examine the title of the reading, the important parts of the reading, as well as the questions that have been answered. In cycle 1, the teacher still did not inform students to check important parts of the reading. But in cycle II, the teacher has corrected the error. Meanwhile, the activities of students at the review stage are still not optimal. In the first cycle 1 meeting, there were still many students who did not check the answers, the children sitting in the back were busy chatting with friends. But in the second cycle 2 meeting almost all students have checked the answers. The teacher informs students to check the correct answers and cross for their wrong answers.

From the description of each of the steps above can be concluded as follows. The teacher has implemented the SQ3R method well. In cycle I, the teacher has not implemented the SQ3R steps as a whole and is unable to condition the class. Then, the teacher makes improvements from the deficiencies made in the first cycle, so that in the second cycle these deficiencies can be overcome and all steps of learning can be done in their entirety.

As for the implementation of student activities, the outline has been going well. This is evidenced by the increase in student activity in each cycle. In the first cycle 1 meeting, the percentage of student activity was only 69.8% with a less category. This is because some students have not been actively involved in making question sentences, recounting the contents of the reading (recite), and checking the answers (review).

Students still need intensive guidance to do the stages in the method, because they are not familiar. Classroom conditioning is also still lacking, so many students are noisy and not concentrated in learning, and some are even left following the steps of learning. Class management should be done effectively, so that every child in the class can work in an orderly manner, and learning objectives can be achieved effectively and efficiently, Djamarah (2010: 178). The things that can be done to improve classroom management include: stopping student behavior that

interferes with class attention, giving gifts to groups on time in completing assignments, and setting rules, Djamarah (2010: 173).

This learning was improved and enhanced at the 2nd meeting by providing intensive guidance to students who were still experiencing difficulties. The teacher also optimizes classroom conditioning by going around to the student bench to ensure all students carry out well-informed activities, set rules when learning, and provide rewards and punishment. At meeting 2, student activity increased to 78.6% with enough categories and continued to increase until the second cycle. In cycle II, from meeting I to meeting II the percentage of student activity was 85.3% in the good category and 91.6% in the very good category.

Based on the steps of the SQ3R method that have been carried out by teachers and students, it can be seen that in the SQ3R method students are actively involved in the activities of skimming, making questions, reading to find answers, retelling, and checking again. These steps are in accordance with the opinion of Garvey and Krug (in Supriatna, 2007: 6) which states that students will be able to dig information well if they are actively involved in reading, asking questions, and taking notes.

An increase in the percentage of teacher and student activity proves that if the SQ3R method is applied correctly, then the activities of teachers and students in learning to explore information will increase. This is in line with the opinion of Soedarso (2010: 59) which states that the SQ3R method can increase student activity in finding important reading details.

Based on the findings obtained, it is known that the learning outcomes of grade V SDN Bendo 1 students in Blitar City are increasing gradually. The increase includes 2 domains, namely the realm of knowledge and skills. Learning outcomes on the aspects of knowledge obtained from the results of student evaluation tests about the material digging information from reading.

The knowledge aspect has gradually increased from cycle I to cycle II. In cycle I, the percentage of successful class actions at meetings 1 and 2, respectively 65% (less) and 80% (good). While the average grade in the first and second cycles is 75.9 (enough) and 81.6 (good), respectively. In the second cycle, the CBC increased from 85% (good) to 90% (very good), with an average grade of 86.0 (good) and 89.9 (good). Improved learning outcomes in the realm of knowledge prove Soedarso's opinion (2010: 59) which suggests that the Survey, Question, Read, Recite, Review (SQ3R) methods can be used to increase student activity in finding important details from reading and remembering longer material. With the increased ability of students to find detailed reading and remembering longer, it will also make it easier for students to work on the evaluation questions provided, so that the learning outcomes obtained can be improved.

Student learning outcomes in the aspect of skills also increased gradually. In cycle I, the percentage of students' skill scores in using standard vocabulary in cycle I meeting 1 only reached

50%. In each meeting, students practice using standard vocabulary with the guidance of the teacher. The teacher also makes improvements in the delivery of material and also the conditioning of the class so that the classroom atmosphere becomes more conducive. In the second cycle of meeting 2, the percentage of students' skill scores in using standard vocabulary increased to 90% with very good criteria.

The percentage of students' skills in using effective sentences in the first cycle of meeting 1 only reached 45%. In each meeting, students practice using effective sentences with the guidance of the teacher, so that in the second cycle of meeting 2, the percentage of students' skill scores in using effective sentences increases to 90% with very good criteria.

The percentage of students' skills in presenting information in the first cycle of meeting 1 only reached 65%. In each meeting, students practice presenting information with the guidance of the teacher, so that in the second cycle of meeting 2, the percentage of students' skills in presenting information increased to 95% with very good criteria.

In relation to students' mastery learning, Sudjana (2009: 8) states that a class is said to have achieved classical mastery if 80% of students in the class have reached the KKM. From the results of student learning for 2 cycles, it can be seen that VA class students have reached classical completeness in the material digging information. Improved learning outcomes in both aspects, as has been explained prove that if the SQ3R method is applied correctly, then the learning outcomes of material digging information on students in VA class Bendo 1 SDN Blitar City will increase.

## CONCLUSION

The SQ3R method can be applied very well in accordance with the steps available namely: 1) survey, students skim the historical narrative text to find the title and important parts of the reading text, 2) question, students make questions using question words, 3) read, students, read historical narrative text to mark answers to questions that have been made, 4) recite, students write down the answers that have been found and explain the information obtained in paragraph form, 5) review, students review the title, important parts, and the answers to the questions made. This is evident from the increasing percentage of teacher activity in the first cycle which is 80% with good criteria to 100% with very good criteria in the second cycle. Student activities in learning using the SQ3R method also increased from cycle I by 69.8% with the criteria of not increasing in cycle II to 91.6% with very good criteria.

The SQ3R method can improve student learning outcomes in 2 aspects, namely knowledge and skills. The value of students' knowledge increased from the class average of 75.9 (enough) to 89.9 (good), with a percentage of mastery learning 65% (less) to 90% (very good). The number of students who have finished studying the skill aspect has also increased. The

percentage of students completeness in skills using standard vocabulary has increased from 50% to 90%. The percentage of students' scores on skills using effective sentences also increased from 45% to 90%. The percentage of students' scores on information presentation skills also increased from 65% to 95%. So, it can be concluded that the application of the SQ3R method to the material digging information done by teachers and students very well, can improve student learning outcomes in the realm of knowledge and skills.

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