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INCREASING ABILITY TO READ UNDERSTANDING THROUGH PQ4R METHOD IN CLASS IV STUDENTS SDI ARRAYAAHIIN BEKASI DISTRICT

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ABSTRACT

The purpose of this study is to make improvements in the learning process and improve learning outcomes Indonesian fourth grade student at Arrayaahiin Elementary Islamic School west C ikarang Bekasi District using the PQ4R method (Preview, Question, Read, Recite, Reflect and Review.) This research was conducted in SDI Arrayaahiin Bekasi Regency. This research method is a class action research that uses a spiral or cycle model from Kemmis and Taggart. The cycle is carried out twice with four rounds of each cycle, namely planning, implementation, action, observation and reflection. That is, in the first cycle, the percentage of reading comprehension reached 67%, with a teacher observation size of 93%. In the second cycle, the percentage of reading comprehension reached 80%, and observation measured 94% of teachers. Once discovered, there is a gradual increase in learning after the action. The PQ4R method not only helps students in the skills expected in the learning process at school. However, it is very important to equip students with a systematic learning method. The method of use for the benefit of the studio will produce supported understanding, not memory. Understanding that discuss relative will last longer in the brain, than just remembering the facts.

Keywords*: Reading Comprehension Ability; PQ4R*

INTRODUCTION

Education is a universal activity in human life. Education is also seen as a means of giving birth to human beings who are intelligent, creative, skilled, responsible, productive, and virtuous. Wherever and whenever in the world there will be education. The nature of education is humanizing the man himself, namely to cultivate humans. The process of education is directed at humans to develop the fundamental potentials of human beings to be real.

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Learning activities are also a social process that always involve some individuals who are set in personal and different ways of learning, so it is sought to make the material delivered can be fun and interesting. In teacher-class learning activities, we use Bahasa Indonesia as an introduction. Bahasa Indonesia is taught since elementary school level gives understanding that how important it is to learn Bahasa Indonesia (Karyati, Bintoro, & Adiansha, 2018).

Language has a central role in the development of intellectual, social, emotional learners and is supporting success in studying all fields of study. Language is a very vital tool for people in communicating (Hartono, Rasyid, & Adiansha, 2019). People communicate to learn about each other's experiences. Language learning is expected to help students know themselves, other cultures and cultures. To raise ideas and feelings, participate in the community using the language and find and use the analytive and imaginative skills that exist within.

One aspect of language skills is the reading skills, which exist in each learning theme that proves the importance of mastery of reading skills. Reading is the gate for the inclusion of the concepts of science in the brain. The Slogan "No day without reading" that is displayed in many public places does not show satisfactory results (Putra, Bintoro, & Adiansha, 2018). People who love to read will acquire new knowledge and can improve intelligence and can broaden insight. Decent reading skills are not easy to get, if one already has adequate reading skills it is very likely that someone is successful (Karyati et al., 2018).

Most of the people of Indonesia have not reached the stage of making reading activities as a fundamental necessity. Though reading is very necessary, by reading someone can expand his insight and views, can add and shape a good attitude of life, as entertainment as well as adding science by reading like can open the "windows of the World".

One of the things you need to get attention to reading is the ability for students to understand their text. The high low-level reading skills that students possess will greatly influence the degree of understanding of the text. Through understanding the reading is expected to increase the student's knowledge of something he reads in line with the statement Blanton suggests that the purpose of reading is gaining understanding and answering specific questions (Astuti, Rahmat, Hidayat, & Adiansha, 2019).

Reading, especially reading understanding is not a passive activity actually (Putra et al., 2018). At the higher level, reading is not merely understanding the written emblems but also understanding, accepting, rejecting, comparing and believing the opinions that are in the reading. Read this understanding that was built and developed gradually in school. The ability to read understanding includes the ability to understand content, find key ideas, conclude reading content and give opinions on the content of readings.

But in fact the ability to read in grade IV students SDI Arrayaahiin Cikarang Barat Bekasi Regency is still low. Based on the research experience as teacher and observation researcher while teaching at SDI Arrayaahiin Cikarang Barat Bekasi Regency showed low results. The low ability to read this understanding was evident from the evaluation of the reading test, 25 students who reached a score of ≤ 70, and 13 students who achieved a score of ≥ 70, so there were still many students who lacked the reading content. In addition, students ' interest in reading is very low, less interesting reading

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books, school facilities and infrastructure are less supportive of students to keep reading. This has an impact on the students so that they cannot work on the task provided by the teacher properly and correctly in all subjects, especially in Bahasa Indonesia lessons. This is evident from the ability to read low students especially in Indonesian language lessons in reading comprehension.

Factors cause low student reading ability because of the use of methods or approaches that teachers use less attractive. Based on interviews and observations done with Indonesian teachers in elementary school there are several problems in the learning process reading understanding in understanding the content of reading text. The problem arises because of several factors, such as the selection of methods of learning which is less varied. Teachers tend to use lecture or conventional methods in the learning process so that the learning process appears monotonous and boring for students. If the teacher allows such a culture in learning to read in class, the purpose of learning will not be achieved.

Reading ability is not a sudden acquired ability for a child. To overcome these difficulties so that a learning method is required that invites students to help students understand and remind the content of the material they read (Qomar, Marini, Sumantri, & Adiansha, 2019).

Learning to read with PQ4R methods in general has many advantages over reading learning by applying a conventional approach. The excess of the PQ4R method is that it can help students to memorize lesson concepts, assist students in improving the questioning process skills and communicating their knowledge and can reach subject matter within a wide scope. This kind of learning invites students to be fully engaged, in a sense involving the entire mind so they can think systematically (Dewi

& Adiansha, 2018). Therefore, if limiting it all means blocking the mind to function optimally. So using this PQ4R method is expected to help students in enhancing their comprehension reading skills.

Based on the background above and the question of learning, the problem is as follows: (1) Students have difficulty understanding the content of a discourse; (2) Less varied teaching methods that tend to be boring to students; (3) The presentation of a monotonous, less attractive learning material; (4) Learning activities do not involve students fully thinking; (5) Passive students in the teaching and learning activities take place.

METHOD

Based on research objectives, the research method used is class action research (PTK). The research methods used are class action research (PTK), a process method that refers to the PTK model of Kemmis and MC Taggart. The process Model used in PTK is cycle (round/spiral). Model from round or cycle to cycle with target for better learning quality .

To implement class action research, designed based on cycle to cycle, each cycle consists of: (1) planning, at this stage the researcher makes a joint planning of the colabolator with the position of the researcher as the planning leader, meaning that the researcher leads the process of making the planning. The planning is divided into 2 planning, namely general planning and special preposition. General planning is a plan made by researchers on the whole aspect of research. This general planning is made based on the problems that have been explained in Chapter1 namely the increase in the ability to read understanding of students SDI Arrayaahiin Cikarang Barat Bekasi Regency. This general planning includes: (a). Timing of research, (b)

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Determination of approaches or methods used, (c) the creation of learning and media implementation plans, (d) the creation of action monitoring and evaluation instruments for class IV students, while special planning is a planning made for each meeting in the cycle. Plan a learning implementation plan that contains the steps of activities in learning, preparing the research instrument. Simulating action execution and testing its reliability and preparing a means of learning that supports the implementation of action; 2 Implementation, this stage of action implementation (acting) is the realization stage of the planning process that has been compiled and agreed with the Colabolator. Researchers conducted learning to read understanding through PQ4R method in SDI Arrayaahiin Cikarang Barat Bekasi Regency. Implementation of the action is carried out during 2 cycles, each cycle consists of 2 meetings. Each meeting is conducted for 2 hours lessons (2x35 minutes). The implementation of the action is adjusted to the schedule of existing lessons. (3) Observation/observation, aims to observe and evaluate developments after action. This analysis aims to determine whether the learning process is in accordance with planning or not. Action observations were carried out using peer observation approaches or observations of the learning of peers. In addition to making field records in the form of observation data in writing, observers also make documentation of photographs taken through the camera. The purpose of documenting photo documentation is that every activity done in action can be displayed and presented clearly and prominently. This photo is used as complementary data from field record data. All data or documentation of the observation either the activities or the learning process and the increased ability of learners are used as a reference to take action on the 2nd cycle. (4) reflection, after the remedial action is done, then the activity of the sequel is the reflection of the action. Reflection Action (Reflecting) is an activity undertaken by researchers and associates or colabolators in order to review critically by discussing changes that occurred after corrective action. The changes here include the learning process done by the teacher and the ability to read learners ' understanding. Activities undertaken in the reflection of this action are data analysis and data interpretation obtained in the research of actions. The reflection of this action is done in order to analyze the extent of the achievement of the learning action process conducted by the researcher, in addition, the action reflection also aims to determine what constraints are faced so that the learning action process has not succeeded. Constraints and causal factors of an action are said to be a result of reflection. The result of this reflection is used as a reference to improve the action in the next cycle, but if the corrective action has reached or even exceeded the established success indicator, then the research is terminated.

The data used in the study there are 2 kinds of: (1) Data Monitoring Action obtained through direct observation of the implementation of learning by using the method PQ4R so that it can be seen the conformity between the actions given and the pre-made action plan that is seen through the observation sheet of the activity of teachers and students, (2) Research studies data is variable data research that is about increasing the ability to read students ' understanding through the PQ4R method. While the data source is all class IV students SDI Arrayaahiin Cikarang Barat District Bekasi totalled 38 people. It consists of 20 female students and 18 male students.

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The data collection techniques used to obtain research data are as follows: (1) through direct observation by using observation sheets for the retrieval of learning process data using the PQ4R method. The observation used is a direct observation that is carried out from the beginning of the activity to the end of activities. (2) field Records to register every act of both students and teachers, both positive and negative, (3) documentation in the form of photographs during the learning activities (4) data collection techniques conducted by researchers is a test technique to see how much the ability of learners.

RESULTS AND DISCUSSION

The ability to read understanding in Indonesian subjects is obtained through certain methods after one learns. The achievement of reading comprehension is basic to know the results of reading students ' understanding in Bahasa Indonesia lesson. Test the ability to read comprehension in grade IV students SDI Arrayaahiin Bekasi Regency using PQ4R method as a method of learning to improve the ability to read comprehension in grade IV students SDI Arrayaahiin West Cikarang Bekasi Regency The PQ4R method provides students with the opportunity to interact and communicate with each other and do the work independently to solve a problem. Through communicating activities convey each other's opinions that are able to foster students ' courage, more confidence, and policy, independence in learning. In research, researchers act as planners, implementers and teachers in the classrooms where they are researched.

In firsth cycle results of students have not achieved the target of a defined researcher, i.e. 80% of students get scores $\geq$ 70. Only 67% of students reached the score of $\geq$ 70. Percentage for student activity 80%

while teacher activity 93%, student reading ability has not reached the target that has been determined by the researcher is 80%. This is because students still adapt to the learning model applied. So according to the reflection, the study continued on the second cycle.

On firsth cycle enthusiasm students were lacking when answering questions from teachers. In order to solve the problem, in cycle II the teacher gives the reward and praise to each student who dare to answer the question from the teacher and give special attention to the students who have not yet dare to answer and give more opportunities to the students. Through that way in the cycle II students ' enthusiasm in answering the teacher's questions becomes increased.

Students form a seat neatly, this atmosphere is seen in cycle II. In the I cycle, students scramble for a seat and have friends to become their peers. This is solved by the teacher by the way the teacher confirms to the students not to exchange the place. This can bring students to a neat and conducive classroom atmosphere during learning.

In the I cycle of the 1st meeting when the teacher shares the reading text. Students read it in a loud voice, between students reading each other in a noisy sound so that the classroom is not conducive. But in the cycle II the classroom atmosphere looks conducive and neat, no more reading in a noisy sound. Teachers have successfully brought students in a conducive situation. The teacher will reward the most daring student in expressing his opinion. The results in cycle II are all students engaged in reading and communicating their opinions on the reading text. Students who by the time of the 1st meeting play around when learning, on their II cycle, appear to be directly involved in the learning process

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In addition, when students are directed to sit based on the order of the predetermined name, students on the 2nd meeting of the 2 meetings are neat and the classroom atmosphere is conducive. In the I-cycle of the 2nd meeting, there were a few students who were untidy, students rescramble the seats and did not tidy up the seat back when students were directed to sit on the sequence. Teachers applying new rules in cycle II will give a reward that symbolizes sadness to the untidy, if the student only get one reward. Through these regulations can encourage students to sit neatly and the classroom atmosphere is conducive to the II cycle.

In the I cycle, when a student's representative is progressing to the front of the class and reads out his opinion, it is still ashamed to present his opinion. Teachers motivate students to be more confident when delivering their opinions. The outcome in the II cycle of students is more confident when reading his opinion about the reading text.

There is a representative student who presented his reading results, on the cycle II almost all students raise his hand to each other to get a chance to ask. In cycle I, there are only a few students asking questions and responding. In the II cycle the teacher gives the action by giving reward to the student who asks and motivates the student to boldly ask the question to another student. Such actions are effective and appropriate to bring students to boldly ask and argue.

The teacher gives the sanctions (clearing the Class) and rewards the students in violation when the activity exchanges between students of his opinion. Through the sanctions, in cycle II the exchange of opinion runs according to the path that has been determined by the teacher. In the I cycle before there is a student sanctions select a friend at the exchange of opinions between students and violate the Exchange path that has been determined by the teacher. Therefore, researchers assisted by the observer in this study decided to execute the cycle II by observing the results of observations and reflections on cycle II.

Based on the results of the process data analysis, in cycle II experienced increased reading ability and student activity and teacher activity when learning Bahasa Indonesia through PQ4R method. For the ability to read students ' understanding increased. The percentage of study results in cycle I is 80% in cycle II of the number of students reaching the score ≥ 70. On the I cycle for student activity 80% to 95% in cycle II. The percentage of teacher activity in cycle I reached 93% to 94% in cycle II. The goal of achieving student activity and teacher activity is 85% of all activities undertaken.

Thus, the ability to read comprehension in grade IV students in Arrayaahiin can be improved through the PQ4R method with two cycles that have been implemented as class action research.

One aspect of language skills i.e. reading skills based on reading ability able to read does not mean automatically skilled reading. According to Juel (Siagian, Rafli, & Attas, 2020), reading is the process of knowing the word and combining the meaning of the word in sentences and reading structures. Reading is a skill to make an interpretation of the material being read.(Saepurokhman, 2020) states that the reading process consists of 9 aspects, namely: sensory, perception, order, experience. Associations, attitudes and ideas. Reading is a complex process. This process involves a number of physical and mental activities.

According to (D'amour Nisa, 2019) Reading on the essence is a complicated one involving many things, not merely reciting

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writings, but also involving visual activity, thinking, psycolinguistic, and metakognitive. As a visual process of reading is the process of translating the writing symbol (letter) into spoken words, as a thought process, reading includes word recognition activities, literal understandings, interpretation, critical reading and creative understanding. Word recognition can be an activity to read words using a dictionary.

According to (Susilawati, Gailea, & Masrupi, 2019) reading is communication. This suggests that reading involves more than just the ability to recite or recognize words that are written. The purpose of communication here is to share a person's maknaketics speaker saying something that is not understood by his listeners, then communication occurs, and vice versa.

So, reading is a complex process of thinking, which involves many things not just writing or oral, also involve attitudes, thoughts and experiences. To focus on each reading.

PQ4R is an abbreviation for P stands for Preview (quick reading of a glance), Question (question), Read (Reading), Reflect (reflection), Recite (self-questioning), Review (repeat thoroughly), this method was first triggered by Thomas and Robinson in 1972. This method is based on PQRST strategy and PQ3R strategy (Dewi & Adiansha, 2018).

The PQ4R learning method is a part of a learning strategy that asks students to do a Preview (quick reading task with regard to the main titles and topics, general purpose and summary, as well as the formulation of reading content), Question (deepen the main topic and title by asking the question that the answer can be found in the reading, then try his own answer), Read (the task of reading the reading material carefully by submitting a painting in the second step) , Reflect (reflection while reading by creating a visual picture of the reading and linking new information in the readings of what has been known), Recite (resarizing by answering the questions through the loudest voice submitted without opening the book) and Review (repeating the whole reading then reread as needed and once again answering the questions asked) on the material being studied (Dewi & Adiansha, 2018).

The elaboration strategy is a learning strategy that helps students in the process of developing new information meanings with the addition of details and discovery of relationships. The elaboration strategy consists of analogy, matrix notes, and PQ4R. A long-known elaboration strategy is the PQ4R method. This method is used to help students remember what they read. P stands for Preview (quick reading of a glance), Question (Ask), Read (Reading), Reflect (reflection), Recite (the question of his own answer), Review (repeat thoroughly).

The PQ4R method not only assists students in mastering the skills expected in the learning process at school. However, it is very important to equip students with a method of learning that is sitematis. The use of this method for study will result in a comprehensive understanding, not memory. A comprehensive understanding of relative will last longer in the brain, than just remembering facts.

CONCLUSION

1.   Ability to read understanding Grade IV students SDI Arrayaahiin Bekasi Regency by using the PQ4R method showed an increase in the ability to read understanding students, with an average value of class 66.7 on Cycle 1 to 79.7 in Cycle 2.

2.   The use of PQ4R method in Bahasa Indonesia, especially in reading aspects,

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makes it easy for students to understand reading content.

3. Overall learning to read understanding through the PQ4R method can have a greater impact on the learning outcomes of reading understanding, therefore learning by using the PQ4R method deserves use in elementary school.

4. The PQ4R method of learning Bahasa Indonesia, especially on the reading aspect, can create students to think systematically according to the steps of PQ4R method and easily be able to understand the contents of the reading.

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