Application of The SQ3R Method to Improve Learning Motivation and Ability to Read English Text Understanding of it in Vocational High School of Ibnu Sina Batam

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Abstract. The finding from the researcher's observation at SMK Ibnusina Batam was that the student's learning motivation and achievement in English reading comprehension were still at a low level. Based on the researcher's assumption, it was due to uneffective instruction used by the teacher. Therefore, the researcher tried to apply SQ3R method learning to improve student's learning motivation and achievement in English reading comprehension IT's a department. This classroom action research was aimed to enhance student's learning motivation and achievement in English reading comprehension IT's a department. There were two cycles done in this research, and each cycle consisted of four steps; planning, acting, observing, and reflecting. The researcher provided observation sheets, questionnaire, and test for data collecting. Based on the data analysis shown from cycle I to II, student's learning motivation and achievement in English reading comprehension IT's department were improved. The student's motivation was improved from "ENOUGH" with 60.8% to "GOOD" category with 63%. The students had gained the minimum standard of achievement which was 75. The average score of the students in reading comprehension in pre-cycle was 69.09 and improved to 80.23 in cycle II. Prior implementing the cycle only 6 of 22 student's or 27.3% passed and increased to 36.4% or 8 of 22 students in cycle I. in cycle II, 19 of 22 or 86.4% students had passed and the improvement from pre-cycle to cycle II was 59.1%.

Keywords: SQ3R Method, education, Vocational High School.

1. Introduction

Learning English at Ibnu Sina Vocational High School in Batam City currently tends to be lectured using a whiteboard, in focus, textbooks, and internet media. Media like this make students not concentrate when the learning process occurs in the classroom. Teaching and learning activities will be passive because of the lack of interaction between students and teachers[1], [2]**.**

Learning is a teaching and learning activity that takes place within a classroom that aims to be developed based on an increase in the required competencies or abilities that must be

possessed by each student after completing teaching and learning activities (Prawiladilaga, 2009: 18). Furthermore, Yasin (2008: 181) argues that the information students will learn starts from reading (15%), looking (35%), looking and listening (55%), speaking (75%), speaking and doing it (95%)[3], [4].

English learning aims to learn foreign languages at school in the form of mastering reading skills, speaking and listening and writing by becoming students who can listen and recite foreign languages properly and correctly (Nunan, 2003: 48). In reality, this goal still cannot be optimally achieved. This is caused by several factors such as lack of training in the classroom, limited learning media that support the improvement of speaking skills and listening skills, and the implementation of learning media that do not provide opportunities for students to develop speaking and listening skills.

Speaking and listening skills are seen as very important skills to be mastered by someone to communicate with the international world. This is related to the function of language as a communication tool that requires users to be able to use the language in real communication. The implication of this is that the teacher should be able to create a learning environment that can facilitate students to practice functional expressions actively and communicatively.[5][6]

Based on this research conducted on class X students at Ibnu Sina Vocational High School in Batam City in the odd semester of the 2018/2019 academic year, obtained some information including: there are still many students who are less enthusiastic in participating in the learning process, where students do not pay attention to the explanation teacher in front of the class. Students are busy with their respective activities. This is due to the way one teacher is delivered in one direction, so students act as passive recipients, which in turn can lead to boredom for the students themselves[7].

Some students who do not understand or do not understand the material taught at all. This shows that a teacher can teach material to students well, but all or part of their students does not learn at all. Another problem found is that the media applied by the teacher in the teaching and learning process still uses the teacher as center learning methods. While in the 2013 curriculum students are required to be more active and the teacher acts as an of facilitator, but the teachers at Ibnu Sina Vocational High School in Batam City have not been able to position themselves as facilitators. So, the learning objectives outlined by the 2013 curriculum has not been maximally achieved[6].

Meanwhile, the achievement of speaking and listening skills in English language learning for students at Ibn Sina Vocational High School Batam City in 2017/2018 academic year in the odd semester (odd) is still relatively low and has not met the value limit standard the minimum set by the school is that is 75[8].

2. Method

This research is a Classroom Action Research which is a research activity with a class context that is implemented to be able to solve learning problems faced by teachers, in improving the quality and learning outcomes and trying new things in the teaching and learning process to improve the quality and learning outcomes. According to Hopkins class action research is a study by combining research procedures with substantive action, an action that can be done in the discipline of inquiry, or is a person's attempt to understand what is happening and while involved in the process of improvement and change[9].

Apart from that classroom action research is in the form of research (action research) that can be done by teachers in class and has several series of "research-action-research-action-research-action ...", The series is done to solve problems [10]. So it can be concluded that

classroom action research is a research activity carried out by teachers in the classroom and aims to solve learning problems to improve the results and quality of learning[11].

In this study, an action was taken to apply the Cooperative learning model of the SQ3R Method (Survey, Question, Read, Recite, Review) to increase learning motivation and students' reading comprehension abilities. The researchers targeted the achievement of completeness according to the stipulated by the Ministry of National Education, which amounted to 85%. In its implementation, researchers are assisted by colleagues who act as collaborators and collaboratively carry out observations on the activities of students and teachers in the learning process of reading comprehension at Ibnu Sina Vocational High School in Batam.

3. Result and discussion

3.1 Text Reading Comprehension Learning Outcomes in the IT field

In the cycle I, an evaluation was held by giving tests to students. Student learning outcomes can be seen from the following table:

Table 1. Student Learning Outcomes in Cycle I

Value Range	Total of students	Description
50-59	1 Person	Not finished
60-69	6 Persons	Not finished
70-74	6 Persons	Not finished
75-85	8 Persons	finished
86-95	1 Person	finished
95-100	0	--
Total	22 Persons	

Source: Research Processed Data (2018)

From the student learning outcomes in the cycle I, it was seen that out of 22 students, only nine students co completed or 41%, while 13 students or 59% were not yet complete. The low student learning outcomes are caused by students being less careful in reading the text content in the questions, just answering carelessly and always working in a hurry so that the results obtained are not satisfactory. The low student learning outcomes are also caused because students are not familiar with the learning model applied by the teacher. Individual student learning outcomes can be seen in Appendix 14.

At the end of the cycle, before the researcher reflects with collaborators, the researcher gives a questionnaire for students' responses, the results of which are shown in Appendix 9. This is to find out how far students respond to the SQ3R learning method which will also be a reference for the next action by the expectations of researchers.

Table 2. Student responses to the SQ3R Method in Cycle I

No	Category	Total	Percentage
1	Less	0	0%
2	Enough	13	59%
3	Good	9	41%
Average		Enough	

Source: Research Processed Data (2018)

From the table above, it shows that student responses to the SQ3R learning method for each element are good, although it is still not very satisfying this is evidenced from 22 students who gave answers, 13 while giving enough responses with a percentage of 59% while 9 people responded well with the percentage of 41% of the analysis data can be seen in Appendix 10. For this reason, the researcher will give the questionnaire back to cycle II and look again at whether the student's response to the SQ3R learning method is good enough and makes student learning motivation increase.

3.2 Learning outcomes

Based on the data obtained from the cycle I, the learning outcomes of English subjects using the SQ3R method for reading comprehension of the English text in the IT field have not yet obtained maximum results. Referring to the Ministry of Education's regulations that the minimum grade completeness that must be achieved in the exam is 85%, while in the cycle I in this study, the results achieved are 41%, so it is still very far from the expected and determined results. Then conclusions are taken with student learning outcomes that have not been maximal; the action will be continued to cycle II. To improve learning outcomes, a number of actions will be added in cycle II, including giving additional activities to students, namely home learning activities in the form of assigning worksheets to the material taught to provide a deeper understanding of the material taught, giving material discussion to students, to be studied at home, so that in the next meeting students have better understanding and understanding about learning activities.

4. Conclusion and suggestions

4.1 Conclusions

Referring to the results of the research conducted with the application of learning media on the X-class comment poster of the Ibnu Sina Vocational High School in Batam on English subjects, it can be concluded that:
1. The results of the study show that the student learning outcomes in class X Accounting (Experimental class) using comment poster media get better results because students are more active, creative, innovative, in the learning process, in terms of delivery, there is interaction between teacher and students because learners can comment freely in turns to develop ideas that they think about when viewing the images displayed. The images used are combined with clear, conspicuous and more attractive colors with the intention to attract attention to students so that it is easier to convey in learning shown by the value of speaking and listening.
2. Student learning outcomes using conventional methods (lectures) on class X Marketing students (control class) then student learning outcomes are much lower because the teacher/researcher plays a role in delivering the material and students only listen.
3. There are differences in student learning outcomes in class X Marketing (control class) that use conventional methods (lectures) with student learning outcomes in class X Accounting (experimental class) that use media poster comment.

4.2 Suggestion

Based on the findings of the research that the researchers did and which have been explained in the conclusions and implications of the results of the research regarding the application of comment poster learning media, it is suggested as follows:

1. The comment poster learning media should be used as a learning media for English subjects at Ibnu Sina Vocational High School in Batam City in order to improve the quality of education in the future
2. Comment poster learning media should be used by the teacher as a more interactive learning media because it is very easy to make and use in learning activities.

For reasons of limited time and research funds so that there are still many things that have not been studied, it is necessary to conduct further research on more samples.

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