
Improving the Ability to Read Fiction Texts through Learning Methods Survey Question Read Recite Review (SQ3R) for Adventist Middle School Students UNKLAB Airmadidi

Mayske Rinny Liando, Frenny Ingrit Inkiriwang

Manado State University Education Management Study Program

Viktory Nicodemus Joufree Rotty

Indonesian Language Education Postgraduate Program Students

Abstract: Learning Indonesian in schools has a very important position. Learning Indonesian is used as a way to preserve Indonesian as the identity of the Indonesian nation. Language is a means of communication for humans, through language people can convey and receive information. Language is an interactive communicative process, considering that essentially learning a language is learning to communicate. The type of research used is Classroom Action Research (CAR) with qualitative methods. This research is an effort to improve student learning outcomes in Indonesian subjects, especially reading comprehension. This Classroom Action Research is used because the problems that occur in the classroom are related to the implementation of teaching and learning activities. Based on the data exposure and discussion of the research results, it can be concluded as follows. The use of the SQ3R method in learning to read fiction reading comprehension follows five main stages, namely the Survey, Question, Read, Recite, and Review stages. The Survey stage directs students to observe topics and pictures from the reading.

Keywords: SQ3R, learning method, students, reading.

INTRODUCTION

Learning Indonesian in schools has a very important position. Learning Indonesian is used as a way to preserve Indonesian as the identity of the Indonesian nation. Language is a means of communication for humans, through language people can convey and receive information. Language is an interactive communicative process, considering that essentially learning a language is learning to communicate. Success in communicating is determined by the ability to understand aspects of language, namely listening, speaking, reading and writing skills. Of the four aspects of language, reading is seen as a very important language skill in addition to the other three language skills.

As stated by Tarigan (2008:9) that "The main purpose in reading is to seek and obtain information, including content, understanding reading". Based on this, students need to master reading skills. That way students can get a variety of clear information and can understand the content and meaning of the readings they read. Observing the importance of reading skills, learning to read should receive great attention in learning Indonesian at school.

Based on the observations found in the field and the results of the analysis of cognitive values in seventh grade students of UNKLAB Airmadidi Adventist Middle School, especially in reading fiction texts contained in Basic Competence: Finding elements of fictional texts read by intensive reading, the results of the learning are still not enough. Based on the KKM

determined by the school that the Indonesian language score is 72, and out of 33 students only 12 students or 36% can read fiction texts well because there are still many that have not been completed when given assignments or quizzes about the intrinsic elements of fictional texts that have been written. be read. This condition is evidenced by field observations, students seem to find it difficult to understand the content and meaning of the readings they read, as illustrated by students still having difficulty answering or making questions related to the texts they have read. One of them is in determining the intrinsic elements in the reading text that is read. This situation is caused by their lack of understanding of the meaning of the texts they have read. After further analysis based on the learning process in the classroom, there are many factors that are closely related and mutually influence this problem, including the absence of an innovative learning process. Learning is still carried out in a conventional way. Where in the process Students are assigned to read and continue to answer questions about the contents of the reading. The process of students reading is not the main goal, which is the essence of reading to understand the reading as a whole. But the main goal in this learning is that students are able to find the intrinsic elements (character, plot, conflict, climax, point of view, setting and mandate) given by the teacher. Based on the problems above, the teacher applies one of the techniques or learning methods that are oriented to the process of understanding in reading, namely the SQ3R method. "The Survey Question Read Recite Review (SQ3R) method was designed by Robinson in 1961 which can be used in learning to read to improve students' memory and understanding of reading content" (According to Burn in Karrwapi, 2012). According to the Education Unit Level Curriculum (Depdiknas, 2006:81), Indonesian language learning is directed at improving students' ability to communicate in Indonesian properly and correctly, both orally and in writing, as well as fostering an appreciation of the work of Indonesian human literature. In conclusion, the nature of learning Indonesian, it can be concluded that the nature of learning Indonesian is an effort to direct students so that they are skilled at communicating in Indonesian, both orally and in writing, as well as in both formal and informal situations. as well as growing appreciation for the works of Indonesian human literature. In conclusion, the nature of learning Indonesian, it can be concluded that the nature of learning Indonesian is an effort to direct students so that they are skilled at communicating in Indonesian, both orally and in writing, as well as in both formal and informal situations. as well as growing appreciation for the works of Indonesian human literature. In conclusion, the nature of learning Indonesian, it can be concluded that the nature of learning Indonesian is an effort to direct students so that they are skilled at communicating in Indonesian, both orally and in writing, as well as in both formal and informal situations.

RESEARCH METHODS

The type of research used is Classroom Action Research (CAR) with qualitative methods. This research is an effort to improve student learning outcomes in Indonesian subjects, especially reading comprehension. This Classroom Action Research is used because the problems that occur in the classroom are related to the implementation of teaching and learning activities. According to Kemmis & Mc. Taggart (in Rofi'uddin 2002:10) class action research as a form of collective self-reflection that involves participants in a social situation to develop rationalization and justification of educational practice, as they experience in everyday practice.

Classroom action research has a series of activities as a whole in a cycle span, which includes: action planning, action implementation, and reflection. The location of this research is UNKLAB Airmadidi Adventist Middle School, which is located on the Klabat University campus, Airmadidi sub-district, North Minahasa. UNKLAB Airmadidi Adventist Middle School is an educational institution managed by the church, in this case the Seventh-day

Adventist Church Education Foundation. The number of students enrolled in the 2021/2022 school year, namely class VII 134 students. Spread in 4 classes of study groups. Class VIII 132 students, spread over 4 classes of study groups. Class IX, totaling 133 students, is spread over 4 classes of study groups. The total number of students from class VII to class IX is currently 394 students. However, the class in which the research was conducted was class VII C which consisted of 33 students. The current principal of the UNKLAB Airmadidi Adventist Middle School is AdrinLumangkun, S.Pd., MAEd. The principal is assisted by 3 deputy principals, namely in the field of curriculum, student affairs, and public relations. Meanwhile, there are 21 teaching staff (teachers) and staff at this school.

The teacher analyzes the results of the observation sheet which is the student's assessment in learning before and after using the SQ3R method in reading Fiction Text.

Data collection technique

Data collection techniques used in this study are:

Test Technique

This test technique is used to obtain data about learning outcomes. As for the research data collection test tool using item questions / instrument questions. This test is given at the end of each cycle and is given in learning activities with indicators of understanding questions to measure students' understanding abilities.

Non-Test Technique

- a. Observations are used to collect data about student activities in the teaching and learning process and the implementation of SQ3R learning takes place. Observation or observation is an observation activity (data collection) to photograph how far the effect of the action has reached the target.
- b. Field Notes Researchers used field notes to reveal student and teacher activities that were not disclosed using observation sheets.

Research Instruments

The technique for analyzing the data in this research is using descriptive analysis. What is meant by qualitative description is research conducted to collect information about a symptom that

There is a time when the research is being conducted. What will be seen from the students is the observation of students' activities following learning to read fiction texts and their ability to answer each question in the table below.

Table 3.1. Student Activity Observation Sheet Participating in Learning to Read Fiction Texts with the SQ3R Survey Method Question Read Recite Review

Sangat Baik	Sangat memahami, sangat teliti, sangat responsif, sangat proaktif
Baik	Memahami, teliti, responsif, proaktif
Cukup Baik	Cukup memahami, cukup teliti, cukup responsive, cukup proaktif

Table 3.2. Student Activity Assessment Sheet Following Reading Comprehension Learning with SQ3R . Technique

No	Unsur-unsur teks cerita fiksi	Jawaban Essai	Poin
1	Tokoh		10
2.	Alur/plot		20
3.	Konflik		15
4.	Klimaks		15
5.	Latar		15
6.	Sudut pandang		10
7.	Amanat		15

Data analysis

The data that has been obtained from the test results are then analyzed. The data generated from the reading comprehension test were categorized as successful, moderately successful, and unsuccessful.

Table 3.3. Ability Mastery Level

Level of mastery or ability (%)	Qualification	Score	Information
80%-100%	Tall	80-100	Succeed
65%-79%	Enough	65-79	Quite Successful
0%-64%	Low	0-64	Not successful

The result of the percentage of students' reading and writing abilities is the number of indicators that students carry out in accordance with the guidelines for assessing students' reading and writing abilities, divided by the number of existing indicators and multiplied by 100%.

$P = \frac{\text{the average value of the indicators implemented}}{\text{Existing indicators}} \times 100$

Existing indicators

DISCUSSION

The data exposure cycle 1 includes the results of the application of the SQ3R method in reading a fictional text. This presentation is divided into three parts, namely action planning, implementation of learning and assessment of learning outcomes, and reflection on the results of actions.

The things that are done are to prepare a learning program plan (RPP) and prepare how to present it. This design is compiled and developed based on the even semester program. This lesson plan is presented in 2x40 minutes (1 meeting), held on Wednesday, February 2, 2022. The lesson plan that has been prepared by teachers and researchers consists of several components. The first component is basic competence. The basic competence expected of students is intensive reading. The basic competence expected of students is intensive reading. These basic competencies are quoted from the 2013 curriculum, revised edition for class VII odd semesters. The selection of basic competencies is adjusted to the aspects studied, namely increasing understanding of the reading content. The second component is analyzing learning indicators. The indicators for achieving these basic competencies are (1) being able to express the knowledge they have related to the main idea, (2) being able to express their knowledge related to facts, and (3) being able to find facts in the reading text, and (4) being able to find opinions. in the reading text. Learning activities at this stage are emphasized on the ability of students to make questions related to fictional story texts. Before students arrive at the

reading, let students ask themselves questions about things related to the reading. These questions can lead us to understand the reading of fiction texts and direct our minds to the content of the reading that will be entered so that students are active. Learning activities at this stage begin by formulating questions related to pictures and topics. The teacher asks students to formulate questions about the information they want to know based on pictures and fiction text reading topics as well as predictions made previously. The teacher guides the students by asking questions. The teacher asks students to respond to the questions asked so that from these responses students can formulate

The ability of students to understand the contents of the reading in cycle 1 is presented in table 4.2.

Table 4.2. Results of Students' Reading Comprehension Fiction Text Test Results Cycle 1

No.	Subjek Penelitian	Butir Soal/Skor							Jumlah Skor	Nilai
		PL		PK		PI		PE		
		1	2	3	4	5	6	7		
1.	1	10	15	15	10	5	10	15	80	80
2.	2	10	15	10	10	10	10	10	75	75
3.	3	10	15	15	10	5	10	15	80	80
4.	4	10	15	15	10	5	10	15	80	80
5.	5	10	15	10	8	5	10	10	68	68
6.	6	10	15	10	10	10	10	10	75	75
7.	7	10	15	15	10	5	10	15	80	80
8.	8	10	15	10	10	10	10	10	75	75
9.	9	10	15	10	10	15	10	15	75	75
10.	10	10	15	10	10	10	10	10	75	75
11.	11	10	15	10	8	5	10	10	68	68
12.	12	10	15	15	10	5	10	15	80	80
13.	13	10	15	5	10	10	10	10	70	70
14.	14	10	15	10	10	10	10	10	75	75
15.	15	10	15	10	10	10	10	10	75	75
16.	16	10	15	10	8	5	10	10	68	68
17.	17	10	15	10	8	5	10	10	68	68
18.	18	10	15	10	10	10	10	10	75	75
19.	19	10	15	10	10	10	10	10	75	75
20.	20	10	15	15	10	5	10	15	80	80
21.	21	10	15	15	10	5	10	15	80	80
22.	22	10	15	10	10	10	10	10	75	75
23.	23	10	15	15	15	5	10	15	80	80
24.	24	10	15	5	10	10	10	10	70	70
25.	25	10	15	15	10	5	10	15	80	80
26.	26	10	15	5	10	10	10	10	70	70
27.	27	10	15	15	10	5	10	15	80	80
28.	28	10	15	15	10	5	10	15	80	80
29.	29	10	15	10	10	15	10	15	75	75
30.	30	10	15	15	10	5	10	15	80	80
31.	31	10	15	10	10	10	10	10	75	75
32.	32	10	15	15	10	5	10	15	80	80
33.	33	10	15	10	10	10	10	10	75	75
Total		330	495	380	327	255	330	405	2497	2497

Based on the table above, it is shown that individually not all students have achieved the minimum completeness score, which is 72. A total of 7 students (21%) have not achieved the specified minimum completeness. Meanwhile, as many as 26 (79%) students have achieved or even exceeded the minimum completeness criteria that have been set. The result of the percentage of students' reading and writing abilities is the number of indicators that students carry out in accordance with the guidelines for assessing students' reading and writing abilities, divided by the number of existing indicators and multiplied by 100%.

$P = \frac{\text{the average value of the indicators implemented}}{\text{Existing indicators}} \times 100$

Existing indicators

Based on the above formula, classically the average score obtained by students is 75.66. This average value exceeds the minimum completeness criteria.

Furthermore, to determine the level of students' ability in reading comprehension, the following criteria were used.

90%-100%	:	Students are very capable
80%-89%	:	Students are able
70%-79%	:	Students are quite capable
0%-69%	:	Underprivileged students/incapable students

Based on these criteria, the classical average of students' abilities is in the range of 70%-79% or with sufficient qualifications.

Action Reflection

Based on the data exposure of the application of the SQ3R method to improve reading comprehension skills of fiction texts in each meeting, in general it can be formulated things that need to be emphasized in the implementation of the next cycle of activities. In general, learning with the SQ3R method has been carried out quite well. However, there are still shortcomings that need to be improved so that the learning in the next cycle can be better. To get an idea of the implementation of learning in cycle 1, reflection was carried out. Reflections are divided according to the stages of learning that have been carried out, namely the Survey, Question, Read, Recite, Review stages. This is done to see the advantages and disadvantages of implementing learning in cycle 1.

Survey Stage

The first is the Survey stage, when the teacher conveys the learning objectives and understanding of the SQ3R method, there are some students who take notes and ask questions so they are able to understand. However, there are still some students who do not take notes and do not understand so that the teacher needs to explain in more detail how to survey a fictional text.

The pictures and topics given in fiction texts to students are very good and interesting, but unfortunately, in awakening students' ability to understand correctly, the teacher's abilities need to be improved. For this reason, the teacher needs to provide several varied questions to explore the knowledge possessed by students. To raise students' abilities in surveying a fictional text, teachers need to motivate students with the aim of being brave and active in expressing their opinions when surveying a fictional text without being afraid of being wrong.

Question stage

Teachers need to clarify and explain how to make questions about what they want to know from reading. Teachers need to provide detailed guidance to students to make questions and if necessary the teacher can provide examples of making good questions and stimulate students to think critically. Guidance from teachers needs to be improved. The activity of making questions is not too good because there are still students who have not been able to make good and clear questions.

The next activity, the teacher distributes fiction texts to all students and asks students to read silently. Before the students read the fiction text that was distributed, the teacher asked the students to raise questions in their minds related to the titles and pictures in the fictional text that had been distributed. Supposedly when students are thinking about the questions that will be raised in their minds, the teacher stops giving directions so that students can concentrate on making questions related to titles and pictures from existing fictional texts. In addition, teachers need to guide students to find keywords in making a question.

Read stage

At the Read stage, the teacher asks students to read the fictional story text carefully in order to answer the questions asked. The teacher will lead students to be more enthusiastic in reading fiction texts and will give students more time to read. So that students are able to understand the fiction text that is read.

Recite Stage

At this stage, there are still some students who do not practice it well so they still do not understand with certainty the fictional text they are reading. The teacher asks students to finish reading one part of the text to make important notes using their own words. The teacher will guide students to be more detailed in making these notes. So that students will remember more what they have read when they finish reading.

Review Stage

At this stage, it was found that there were still some students who passed this part because they thought that they had read it well at the Read stage. Though this stage is also very important to ensure that no part of the fictional story is missed. Therefore, at this stage the teacher will pay attention and emphasize students so that they can reread the fictional text as a whole and review the important things so that students can understand the fictional text as a whole.

Based on the reflection above, the findings of the implementation of the implementation of the SQ3R method in the first cycle in learning to read comprehension of fictional texts are as follows.

- 1) At the Survey stage, the teacher needs to clarify again to students how to properly survey a book.
- 2) At the Question stage, what needs to be improved is guidance to students in terms of making questions related to titles and pictures from readings.
- 3) At the Read stage, what needs to be improved is the students' accuracy when reading a fictional text.
- 4) At the Recite stage, what needs to be emphasized again to students is to make important notes from each part of the fiction text.
- 5) At the Review stage, what needs to be improved is the desire of students to repeat reading

fiction texts that have been read before so that they can remember well the texts that have been read.

Furthermore, based on the results of the tests carried out in the first cycle individually, not all students scored beyond the minimum completeness, which was 72. A total of 7 students (21%) had not achieved the specified minimum completeness. Meanwhile, as many as 26 (79%) students have achieved or even exceeded the minimum completeness criteria that have been set. Furthermore, classically the average value obtained by students is 75.66 or is in the range of 70%-79% with the qualifications of students being quite capable.

Based on the results achieved by students related to reading skills as stated above, it shows that the increase in students' reading abilities achieved in the first cycle has not achieved the expected results. Therefore, further improvements are needed when cycle II is implemented.

Cycle II Research Results

Action Planning

The learning design in the second cycle is basically the same as the learning design in the first cycle. However, in the second cycle the emphasis is on improving the things that are still lacking, especially in the learning steps. This learning design is presented in 1 meeting but with a time allocation of 2 hours, namely 2x40 minutes. Held on Wednesday, February 9, 2022. The basic competence expected of students is intensive reading. These basic competencies are quoted from the 2013 curriculum, revised edition for class VII odd semesters. The selection of basic competencies is adjusted to the aspects studied, namely increasing understanding of the reading content. The reading material that will be read by students is entitled "The Shell for the Turtle" is quoted from the book "Series 3 Collections of AESOP Fables" by Benedicta Hanna, published in 2007.

Based on the basic competencies of learning, a learning scenario is prepared. This learning scenario is basically the same as the learning scenario in cycle I. However, there are improvements to the activity steps. The steps of the activity are divided into 5 stages, namely the Survey, Question, Read, Recite, and Review stages.

At the Survey stage, activities are (1) preparing and distributing fiction text readings, (2) conveying learning objectives, (3) explaining the steps of activities using the SQ3R method, (4) generating schemata or exploring students' knowledge related to the content of the reading. At the Question stage, activities are held (1) making questions related to the titles and pictures in the fictional text, (2) asking each student to write down questions that arise in students' minds in Indonesian language notebooks related to the titles and pictures on the text. At the Read stage, activities are (1) reading the fiction text that is distributed, (2) looking for answers to the questions raised at the Question stage. In the Recite stage, activities (1) are carried out to rephrase by making important notes about the part read in their own words. At the Review stage, activities are carried out (1) reviewing important things that have been read, (2) finding important parts that need to be recalled.

To assess the learning process and results, an assessment design was used as used in cycle II. The assessment is divided into two parts, namely process assessment and result assessment. Process assessment is observing student activities in carrying out activities. Outcome assessment is an assessment carried out by the teacher to measure the results of students' understanding of the fictional text they read.

Action Execution

Learning to read comprehension of fiction texts in cycle II was carried out in 1 meeting but 2 hours of learning. The application of the SQ3R method to improve students' ability to

understand the content of reading, as has been implemented in cycle I. The stages of learning are described below.

Survey Stage

In this learning activity, the Survey stage is an introductory part of the learning stage. In opening the lesson, the teacher said that today the Indonesian language lesson would be continued. After that, the teacher asks students' attendance and prepares students to receive lessons. The class leader responded to the teacher's question by saying that all students were present. Next, the teacher asked the students to prepare their learning equipment in the form of Indonesian language textbooks and writing utensils. All students prepare their own books. After all students are ready to receive lessons, the teacher conveys the learning objectives and tasks that must be done by students. Learning objectives are conveyed orally and displayed in powerpoint. Next, the teacher distributes a fictional text entitled "The Shell for the Turtle". It seems that the students are very interested in the pictures from the text. The activity of extracting students' schemata is done by asking questions related to the pictures and reading topics displayed by the teacher. In this activity, the teacher asked questions with the students.

Table 4.3. Results of Observation of Student Activities Following Learning to Read Fiction Texts with the SQ3R Survey Method Question Read Recite Review Cycle 2

No.	Subjek Pendidikan	Aspek Penilaian / Kualifikasi			
		Respon	Kecakupan	Kecermatan	Penyelamatan Tugas
1	1	SB	B	SB	SB
2	2	B	B	SB	B
3	3	SB	SB	SB	SB
4	4	SB	B	SB	SB
5	5	B	B	B	B
6	6	SB	SB	SB	SB
7	7	SB	SB	SB	SB
8	8	B	SB	SB	SB
9	9	B	B	SB	SB
10	10	SB	SB	B	B
11	11	B	B	B	B
12	12	SB	SB	SB	SB
13	13	B	B	B	B
14	14	B	B	B	SB
15	15	B	SB	SB	SB
16	16	B	B	B	B
17	17	B	B	SB	SB
18	18	B	B	SB	SB
19	19	SB	SB	SB	SB
20	20	B	B	SB	SB
21	21	SB	SB	SB	SB
22	22	B	B	B	B
23	23	B	B	SB	SB
24	24	SB	SB	B	B
25	25	SB	SB	SB	SB
26	26	B	B	B	B
27	27	B	B	SB	SB
28	28	B	B	SB	SB
29	29	B	B	B	B
30	30	SB	SB	SB	SB
31	31	B	B	SB	SB
32	32	SB	SB	SB	SB
33	33	B	B	SB	SB

Table Description

- SB = Very good
- B = Well
- C = Pretty good

The observation table above shows that students follow students in learning to read fiction texts with the SQ3R Survey Question Read Recite Review method in cycle 2 very well.

Test Giving

After learning to read fiction texts is carried out, to determine the students' ability to understand the content of the reading, a test is carried out. The test questions given are in the form of description questions. The test questions carried out by students consisted of 7 questions, consisting of 2 questions for literal understanding, 2 questions for critical understanding, 2 questions for interpretative understanding, and 1 question for evaluative

understanding. The questions that students do are as follows. Write down the elements of a fictional story text.

1. Figure
2. Plot/Plot
3. Conflict
4. Climax
5. Background
6. Point of View
7. Message

Before the test is given, the teacher asks students to save the reading text that has been distributed as in cycle I. The teacher asks students not to reread the reading text when working on the test questions. The time allotted to do the test questions is 20 minutes.

Based on the given test, a score is obtained (a value that describes the ability of students to understand the contents of the reading in cycle II). To calculate students' reading comprehension skills based on test results, the following grid is used. The ability of students to understand the contents of the reading in cycle 2 is presented in the following table.

Based on the table above, it is shown that individually, all students get a minimum completeness score, which is 72. The minimum mastery achievement of individual students reaches 100%. Furthermore, classically the average value obtained by students is 86.48. The result of the percentage of students' reading and writing abilities is the number of indicators that students carry out in accordance with the guidelines for assessing students' reading and writing abilities, divided by the number of existing indicators and multiplied by 100%.

$P = \frac{\text{the average value of the indicators implemented}}{\text{Existing indicators}} \times 100$

Existing indicators

Furthermore, to determine the level of students' ability in reading comprehension, the following criteria were used.

90%-100%	:	Students are very capable
80%-89%	:	Students are able
70%-79%	:	Students are quite capable
0%-69%	:	Underprivileged students/incapable students

Based on these criteria, the classical average of students' abilities is in the range of 80%-89% or with the qualifications of capable students. Thus, it can be stated that the use of the SQ3R method can improve students' ability to understand the content of reading fiction texts.

Action Reflection

To get a comprehensive picture of the implementation of the SQ3R technique in learning to read and understand fictional texts for class VII UNKLAB Airmadidi Adventist Middle School and its achievements, another reflection on the actions that have been carried out is carried out. Cycle II reflection is described as follows.

Survey Stage

The first stage of the Survey, the teacher can convey the learning objectives well. The teacher displays it in a Power Point slide so that students better understand the goals to be achieved.

In addition, the teacher explains in more detail how to survey a fictional text.

The pictures and topics given in fiction texts to students are very good and interesting. Likewise, in generating students' schemata, the teacher did well. In generating students' schemata, the teacher gives various questions to explore the knowledge possessed by students. The use of time in digging schemata and surveying fictional texts can be used efficiently.

Question stage

At this stage, the teacher explains how to make questions about what students want to know from reading. The teacher has given detailed guidance to students to make questions. The activity of making questions is maximized so that all groups can make good and clear questions.

Read stage

At the Read stage, the teacher asks students to read the fictional story text carefully in order to answer the questions asked. The teacher will guide students to be more enthusiastic in reading fiction texts and will provide more time for students to read, so that students are able to understand the fictional texts they are reading.

Recite Stage

In the Recite stage, the teacher guides students to be more detailed in making notes from the fictional text they have just read. So that students will remember more what they have read when they finish reading.

Review Stage

In the Review stage, the teacher asks students to quickly reread the fictional text. This is to ensure and ensure that there is no missing part of the fictional text they have read earlier.

Based on the results of the tests carried out in the second cycle individually, all students obtained scores beyond the minimum completeness, namely 72%. The minimum completeness achievement of individual students reaches 100%. Furthermore, classically the average value obtained by students is 86.48%. This average value exceeds the minimum completeness criteria. The classical average of students' abilities is in the range of 80%-89% or with capable qualifications. Based on the results achieved by these students, it can be stated that the use of the SQ3R method can improve students' reading comprehension skills of fiction texts.

Based on the research results that have been obtained, the implementation of learning will be carried out well if the teacher makes preparations. Therefore, this is where the essence of planning must be prepared. The findings of the study indicate that a well-prepared learning design, starting from: KD, indicators, objectives, reading materials, step-by-step student activity plans have an impact on the ongoing learning process and the learning outcomes achieved. The better the learning design prepared by the teacher where the learning steps are more clearly detailed, the better the teaching and learning activities will be, so that they can support the achievement of learning objectives. This finding is in line with the opinion of Arends (2008: 97) that teacher planning is a factor that determines the success of teaching in schools.

At the beginning of the lesson, it is important for the teacher to convey the learning objectives. Teaching and learning activities in the classroom are based on achieving teaching goals because the objectives state what students must master, know or can do after carrying out teaching and learning activities. By understanding the learning objectives, it means that

students have prepared themselves to receive lessons so that learning will run smoothly and will not experience difficulties. This is in accordance with the results of research by Baihaqi (2004:116) that introducing the learning objectives to be achieved will help smooth the learning process. To prepare students to understand the content of reading, the teacher must try to generate student schemata related to pictures and reading topics. This is in accordance with the opinion of Tompkins (1991: 267) which states that the activity of generating schemata by observing pictures, illustrations, and reading titles is the initial process in starting reading activities. Activities like this need to be used to start each lesson. Sujak (2002:176) suggests generating students' prior knowledge through surveying the reading text starting from the title, reading the first paragraph in its entirety, reading the first sentence of the following paragraphs, and reading the entire last paragraph. To explore students' schemata related to the topic of reading, the teacher uses pictures that are in accordance with the contents of the reading. The images displayed are interesting for students and close to students' lives. The more appropriate the picture is with the content of the reading, the easier it is for students to predict the content of the reading. As well as, the more recognized and the more attractive the images are for students, the more students' schemata and predictions of the reading content will increase. Thus, pictures are very important in attracting students' schemata and directing students to predict the content of the reading so that students understand the content of the reading better. The implication in learning is to choose an image that fits the content of the reading, is known, and is interesting for students.

The findings of the first cycle research show that the formulation of questions made by students is still very simple. This is influenced by the schemata that students have and the results of the initial prediction of the content of the reading. In the second cycle, it shows that the formulation of questions made by students is getting better. Here, it is very important that the guidance provided by the teacher asks prompting questions that can lead students to formulate questions.

Read stage

After the students formulate the questions, it is continued with reading silently. In relation to reading silently, there are three objectives of reading silently at the reading stage, which were obtained from the research, namely: (1) so that students enjoy reading reading texts, (2) to encourage students to understand the contents of the reading, and (3) to help students develop words in order to understand the content of the reading.

Silent reading activities are intended to seek and find information you want to know from reading. The information that students want is the answer to the questions that have been made previously.

The research findings show that in the first cycle, students still have difficulty in determining important information related to the picture. However, in cycle II, students were able to find important information according to topics and pictures. This is made easier by the teacher's efforts to give examples of important information contained in the reading. With such an example, students can find other important information, although it is not optimal

Recite Stage

Learning activities at this stage are emphasized on the ability of students to express information that has been obtained from reading. Make important notes from fiction text stories that have been read.

The research findings indicate that the activity of re-recording important points obtained from fiction texts that have been read in cycle I is not so complete but in cycle II where the teacher has provided motivation and direction first so that students can be more complete in

recording important points. what they get from fictional texts.

Review Stage

Learning activities at this stage are emphasized on the ability of students to review or re-read quickly reading fictional texts. This repetition will help the student's memory to clarify understanding of the reading that may have been missed. The findings of the study showed that the activity of rereading/reviewing fictional texts in cycle I did not get the whole of the fictional text but when in cycle II where the teacher had given direction and re-emphasis to students, students were able to review the important parts that were missed. so that students can remember the contents of the book as a whole.

Action Reflection

From the reflections carried out, it was found that the SQ3R method in terms of the process can grow the enthusiasm and motivation of students during learning. In the process, all students are so responsive to every activity that has been designed by the teacher. This is illustrated in cycles I and II. This of course cannot be separated from the lesson plans that have been prepared. The good process of learning reading comprehension with the SQ3R method has an impact on student learning outcomes to understand the content of the reading. In the first cycle individually, not all students scored beyond the minimum completeness, namely 72. A total of 7 students (21%) had not achieved the specified minimum completeness. Meanwhile, as many as 26 (79%) students have achieved or even exceeded the minimum completeness criteria that have been set. Furthermore, classically the average value obtained by students is 75.66. In cycle II, student learning outcomes have increased significantly. Individually, all students scored above the minimum completeness score, which was 72 or reached 100%. Furthermore, classically the average value obtained by students is 86.48. This average value exceeds the minimum completeness criteria. Thus, it can be stated that the use of the SQ3R method can improve the reading comprehension ability of grade VII students at UNKLAB Airmadidi Adventist Middle School. This average value exceeds the minimum completeness criteria. Thus, it can be stated that the use of the SQ3R method can improve the reading comprehension ability of grade VII students at UNKLAB Airmadidi Adventist Middle School. This average value exceeds the minimum completeness criteria. Thus, it can be stated that the use of the SQ3R method can improve the reading comprehension ability of grade VII students at UNKLAB Airmadidi Adventist Middle School.

CONCLUSION

Based on the data exposure and discussion of the research results, it can be concluded as follows. The use of the SQ3R method in learning to read fiction reading comprehension follows five main stages, namely the Survey, Question, Read, Recite, and Review stages. The Survey stage directs students to observe topics and pictures from the reading. The Question stage directs students to determine the purpose of reading through activities to formulate questions related to the content of the reading before reading the fictional text. The Read stage directs students to read in order to find answers to the questions asked at the beginning. The Recite stage directs students to make important notes from the fictional text they have read. The Review stage directs students to reread as a whole so that no part is missed. The use of the SQ3R method can improve the reading comprehension of fiction texts for seventh grade students of UNKLAB Airmadidi Adventist Middle School, both individually and classically. Individually, all students scored above the minimum completeness score, which was 72 or reached 100%. Furthermore, classically the average value obtained by students is 86.48.

REFERENCES

1. Gumilar, Kamaludin. (2013). Application of the SQ3R (Survey, Question, Read, Recite, Review) Method to Improve Students' Reading Comprehension Ability in Indonesian Language Subjects. Thesis Journal of the Indonesian University of Education.
2. Irdawati, Desi. (2016). Application of the CIRC (Cooperative Integrated Reading and Competition) Model to Improve Students' Reading Comprehension Skills in Indonesian Language Learning. Thesis Journal of the Indonesian University of Education.
3. Mulyaningsih, Tri. (2015). Application of the SQ3R (Survey, Question, Read, Recite, Review) Method to Improve Reading Comprehension in Grade IV Students. Thesis Journal of the Indonesian University of Education.
4. Noortiany, Sarah. (2014). Improving Reading Comprehension Skills of Children's Story Texts Through Survey, Question, Read, Recite, Review (SQ3R) Methods in Class V SDN 2 Suntenjaya, West Bandung Regency. Thesis Journal of the Indonesian University of Education.
5. Taofik, Ade. (2015). Application of SQ3R Learning Method to Improve Reading Comprehension Ability in Fourth Grade Elementary School Students. Thesis Journal of the Indonesian University of Education.
6. Ani Rahman, (etc.). (2008) The Influence of Fiction Reading and Interest in Reading on Academic Achievement of Students of SMA II Tasikmalaya, Young Researcher Research (litmud). Bandung: Padjadjaran University.
7. Supriyadi. (2006). Appreciative and Integrative Literature Learning in Elementary Schools. Jakarta: Director General of Higher Education Directorate of Manpower.
8. Abidin, Y. (2013). Learning to Read Based on Character Education. Bandung: RefikaAditama.
9. Nurhidayah, Suaka, K. (2018). Intrinsic elements of the romance Mistake by AbdoelMoeis. Counseling Education, 16(1), 67–84.
10. Adhi, A and Nova, T. (2018). Application of the SQ3R Method to Improve Concept Understanding of Class VIII Functional Materials. In the journal GENTA MULIA. Volume 9 , number 1. pp. 122-133.
11. Arikunto, S, et al. 2015. Classroom Action Research. Jakarta: PT. Earth Literature.
12. Finalisa, A. (2014). Improving Reading Comprehension Skills Through Application of the SQ3R Method (Survey, Question, Read, Recite, Recite, Review) for Class V Students. Thesis for Teacher Education at Madrasah Ibtidaiyah, FITK.Universitas
13. Hanafiah, et al. (2010). Learning Strategy Concept. Bandung: PT. RefikaAditama.
14. Henry Thunder Tarigan. (2008) Reading as a Language Skill. Bandung: Space Bandung.
15. Iskandarwassid and DadangSunendar. (2011). Language Learning Strategy. Bandung: PT. Rosdakarya Youth.
16. NofiyaYuliani. (2013). Application of SQ3R Method to Improve Intensive Reading Skills of Grade IV Elementary School Students. Surabaya: State University of Surabaya.
17. Novi Officialni and Dadan Juanda. (2007). Indonesian Language & Literature Education in the High Class. Bandung: UPI PRESS, first press.
18. Ruslinda. (2013). Improving Reading Comprehension Ability in Indonesian Language

Subjects Through the SQ3R Method Class V Madrasah Ibtidiyah Negeri 3 Kotabumi 2012/2013. (Metro: STAIN Jurai Siwo Metro. 2013.

19. Sari, Ika Purnama, Slamet, Peduk Rintayati. (2013). Effect of SQ3R Learning Method on Intensive Reading Ability. PGSD Student Journal. Vol 1 (5) : 1-7.
20. SuharsimiArikunto, Suhardjono, and Supardi. (2006). Classroom action research. Jakarta: Earth Literacy.
21. Gumilar, Kamaludin (2013) APPLICATION OF SURVEY, QUESTION, READ, RECITE, REVIEW (SQ3R) METHODS TO IMPROVE STUDENT'S READING ABILITY IN INDONESIAN LESSONS. Accessed from <http://repository.upi.edu/651/>
22. Drs. Kholid A. Harras (2014) The Nature and Process of Reading. Accessed from <https://core.ac.uk/download/pdf/198234644.pdf>
23. DwiCahyadi Wibowo, et al (2014) aspects of skills in language education. Accessed from http://dwicahyadiwibowo.blogspot.com/2014/05/aspect-aspect-keterampilan_dalam.html