

**IMPROVING STUDENTS 'INTENSIVE READING ON BAHASA
INDONESIA STUDY WITH PQ4R STRATEGY AT THE FIFTH GRADE
OF PRIMARY SCHOOL MIS KESUMA LKMD**

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Abstrak

Penelitian ini merupakan pembelajaran Bahasa Indonesia dalam strategi PQ4R untuk meningkatkan kemampuan membaca intensif siswa. Tujuan dari penelitian ini adalah untuk menentukan ketelitian dan rata-rata hasil belajar siswa, serta peningkatan yang signifikan dalam kemampuan siswa setelah menggunakan strategi PQ4R pada studi Bahasa Indonesia. Lokasi penelitian ini adalah MIS Kesuma LKMD. Hal ini didasarkan karena rendahnya tingkat keaksaraan dan kurangnya perhatian siswa dalam studi Bahasa Indonesia yang berpartisipasi. Subyek penelitian adalah siswa kelas XI SIMM Kesuma LKMD, dengan jumlah siswa 27 orang, dan objeknya adalah penggunaan strategi pembelajaran PQ4R dalam pembelajaran Bahasa Indonesia. Instrumen yang digunakan adalah tes lapangan dan lembar observasi. Berdasarkan analisis yang telah dipelajari diperoleh peningkatan hasil siklus I sebesar 74,07 menjadi 85,19 pada siklus II dan rata-rata hasil belajar siswa pada siklus I sebesar 80,00 dan 67,78 menjadi peningkatan yang signifikan dalam kemampuan siswa setelah menggunakan strategi PQ4R.

Kata kunci: Strategi PQ4R, kesempurnaan dan peningkatan kemampuan siswa

Abstract

This study is a learning Bahasa Indonesia in PQ4R strategy to improve students intensive reading ability. The purpose of this study was to determine the thoroughness and the average student learning outcomes, as well as a significant increase in the ability of students after using the PQ4R strategy on Bahasa Indonesia study. The location of this research is MIS Kesuma LKMD. This is based due to low literacy and lack of attention of students in participating Bahasa Indonesia study. The subjects were fifth grade students of MIS Kesuma LKMD, with the total number of students were 27, and its object is the use of teaching PQ4R strategy in Bahasa Indonesia study. The instrument used is the field test and observation sheet. Based on the analysis that has been studied is obtained an increase in the results of the I cycle of 74,07 into 85,19 in the II cycle and the average student learning outcomes in the I cycle of 80,00 and 67,78 into a significant increase in the ability of students after using PQ4R strategy.

Keywords: Strategy PQ4R, completeness and improved ability of students.

Introduction

When talking about education people often confuse it with schooling. Many think of places like schools or colleges when seeing or hearing the word. They might also look to particular jobs like teacher or tutor. The problem with this is that while looking to help people learn, the way a lot of schools and teachers operate is not necessarily something we can properly call education. They have chosen or fallen or been pushed into ‘schooling’ – trying to drill learning into people according to some plan often drawn up by others. Famously called this banking – making deposits of knowledge. Such ‘schooling’ quickly descends into treating learners like objects, things to be acted upon rather than people to be related to (P: 1972).

Education, as we understand it here, is a process of inviting truth and possibility, of encouraging and giving time to discovery. It is, as John Dewey (1916) put it, a social process – ‘a process of living and not a preparation for future living’ (Dewey: 1916). In this view educators look to act with people rather than on them. Their task is to educate (related to the Greek notion of *educere*), to bring out or develop potential. Such education is:

Deliberate and hopeful. It is learning we set out to make happen in the belief that people can ‘be more’;

Informed, respectful and wise. A process of inviting truth and possibility.

Grounded in a desire that at all may flourish and share in life. It is a cooperative and inclusive activity that looks to help people to live their lives as well as they can.

Experts, by definition, are able to think more effectively about problems. Defining expertise as the possession of an organised body of conceptual and procedural knowledge that can be both readily accessed and used with superior metacognitive skill (Chi: 1988). Through invoking the concept of expertise it is being posited that teachers who achieve chartered status should be experts in promoting learning.

By viewing teachers as experts in the promotion of learning, it would be reasonable to expect them, in line with experts in other areas, to have acquired a

large, integrated knowledge base which reflected deep understanding and which allowed the effortless retrieval of pertinent information (Brown: 2000). Such a proposition is perfectly consistent with the claim that chartered status can be distinguished from fully registered status by virtue of the chartered teacher's significantly enhanced skill and understanding (Scottish: 2002). One component of this skill and understanding, and the focus of the study reported here, is teachers' knowledge of approaches to, and research on, teaching, and learning.

Teachers should lead classes with more effective and innovative teaching methods (Schleicher: 2012). As a consequence, improving the quality of teaching continues to be one of the major objectives of education (Vaillant: 2005). One of the crucial issues is the quality of in-service teacher training. As Talis' survey reports, there is a very strong correlation between the development activities of teachers and their actual development as teachers. If teachers feel that a development activity has had limited impact, this is likely to colour their decisions, and perhaps those of their colleagues, regarding future participation in that activity (Ocse: 2009).

Education and educators are in the spotlight as never before. Parents, politicians, business, and the media are calling for better "results." And yet almost no attention is being publicly paid to how people learn naturally, and what sort of teaching best addresses natural learning. The body is active. Senses are engaged. Students are searching for meaning and trying to understand. The way that they connect with others powerfully influences what they are thinking and feeling. And so on. Notice that the Principles rely on teaching that is dynamic, i.e., experiential, project based, challenging and largely student directed.

There is just too much going on for each element to be addressed separately by teachers as they teach. However, some general patterns emerge from the principles that become a very useful frame of reference for teaching. We just refer to them as the three core elements of effective teaching. Here they are: (Funderstanding: 2011)

1. Relaxed Alertness

All learning is impacted by the state of mind of the learner and the relationships and overall atmosphere in a learning environment. The principles indicate that the optimal state of mind and atmosphere are what we call relaxed alertness. It consists of a state of mind that combines confidence, competence and intrinsic motivation in the learner, together with a low degree of threat.

When in this state of mind, students are ready and able to respond to appropriate exposure to the subject matter of the curriculum by asking questions that personally engage them, and to persist with their inquiries and with appropriate practice and rehearsal.

2. Orchestrated Immersion of Learners in Adequate Experience

The only way to simultaneously engage the many processes and capacities reflected in the 12 Brain/Mind Learning Principles is through complex experience. That is because life experience is the context within which all the different aspects of brain/body/mind functioning are naturally integrated. For example, even when just sitting and typing a report on a computer, a person is seeing, moving, thinking, feeling, remembering and paying attention.

The way to translate this notion into education is to orchestrate the immersion of learners in experiences in which content standards are embedded. More specifically, students need opportunities to do such things as:

- a. Physically interact with what is to be learned or understood.
- b. Make associations or have opportunities to recognize how what is being experienced links to what they already know.
- c. Frame their own actor (learner) centered adaptive questions.
- d. Research the world of formal knowledge, which includes what experts know about the students' questions.
- e. Be where those who are more expert in the subject matter can be imitated and where they can participate in natural conversations about the subject matter.

- f. Pick up concepts and procedures by simply being in places where the subject matter is being lived, just as people pick up much of their culture and first language.
 - g. Engage in deliberate or mindful practice and rehearsal as they master a wide variety of skills.
 - h. Create products or perform in ways that call for the use of vocabulary, concepts and skills tied to real world standards.
 - i. Receive feedback on their work.
 - j. Use the new knowledge in spontaneous situations.
3. Active Processing of Experience

Although experience is essential, students do not automatically learn all that they need to learn just by being immersed in experience. The key is for the teacher to move away from providing information only to assuring that students have many opportunities to receive feedback and digest, think about, question, examine and process what they are experiencing – guided by teachers and the questions asked by teachers and others. This continuous and personal engagement by students is what we mean by active processing.

Active processing should include, where appropriate:

- a. Detailed sensory observation;
- b. Deliberate practice and rehearsal;
- c. Making links to previous learning;
- d. Multiple modes of questioning;
- e. Incorporation of expert knowledge;
- f. Analysis of data and sources;
- g. Ongoing reflection on feedback; and
- h. Expansion of capacities for self-discipline and self-regulation

Active processing is doubly useful because it simultaneously provides feedback for both teachers and students while it can be used to expand and deepen student thinking. As Fullan and his colleagues point out (2006), the timing of feedback and the timing of responses to feedback is critical. In this way formative and summative assessment are largely integrated.

These three elements and their components do not need to occur in a linear or sequential fashion. Rather, they should be seen as a triple helix, with each element supporting and being a part of the other two. For instance, when a student pays attention to a chemical reaction in a test tube, and responds to a supportive teacher's questions that help him/or her to see more clearly, all three elements are incorporated into the same process.

Based on the Malay trade dialect, Bahasa Indonesia is the national language of the Republic of Indonesia. It unites the over 254 million people of Indonesia (2014), whose native tongue may be one of the over 300 distinct languages or regional dialects. Older people may speak some Dutch and English is the foreign language of choice for business, tourism and academia.

While it may be technically possible for foreigners to live in Jakarta, Bali, or other big cities without learning/speaking Bahasa Indonesia, it is highly recommended that you obtain a working knowledge of the Indonesian national language. An inability to communicate in Bahasa Indonesia will cut you off from the mainstream of society, and dealing with those Indonesians who don't speak your foreign language will be very difficult.

By not learning the language, you also deny yourself the rich cultural experience of fully communicating with those from another culture. Indonesians are very appreciative of foreigners who make the effort to learn Bahasa Indonesia and build relationships with them. Both business and personal relationships with Indonesians will improve because of the effort made to learn their language (IALf: 2015).

Bahasa Indonesia is not as difficult to learn as many other foreign languages; for example, verbs aren't conjugated as in English and French. Bahasa Indonesia also uses the same alphabet as English, making it much easier to learn when compared to other Asian languages where tonal differences and pictograph written languages are common. The importance of learning Indonesian properly from the beginning cannot be stressed enough.

Teachers that are employed from quality schools may be the most qualified and have a proven curriculum that they will follow. Some expats opt to

learn Bahasa Indonesia on their own. Excellent books to learn Bahasa Indonesia are available in bookstores in the major cities. The diligent will quickly pick up enough Bahasa Indonesia to feel comfortable interacting with Indonesians on a daily basis.

The Bahasa Indonesia that is used on a daily basis by Indonesians is quite different than what you may learn in a formal course, though most Indonesians will certainly understand formal Indonesian grammar as well as the more relaxed versions. Look at your needs and who you will be speaking with to determine the best method for you to learn the language.

Discussion

No country can progress without having a sound education system. Those developing nations who realize this earlier; works effectively for sustainable development of economy and society. The most important resource of a nation is its human-capital. Educated individuals have the ability to become entrepreneurs, technology professionals, scientists and agriculturists. The world of today is driven by Information Technology and Innovation. The major dilemma for underdeveloped and developing nations is low literacy rate, and large numbers of people are still living below the poverty line. Educational development is vital for the economic prosperity of a nation (Backbone: 2016).

The National Education Law no. 20 of 2003 : "Education is a planning conscious effort to create an atmosphere of learning and the learning process so That Learners are actively developing the potential for him to have the power of religious spiritual, self-control, personality, intelligence, noble character, and the skills needed themselves and society "(Skills: 2004).

A lot of attention has been given to what is good, great or effective 'teaching', and not much to what actually teaching is. However, 'being clear about what teaching is matters vitally because how teachers understand teaching very much affects what they actually do in the classroom'. He makes two very important points. For him teaching should involve: Setting out with the intention of someone learning something.

Considering people's feelings, experiences and needs. Teaching is only teaching if people can take on what is taught (Hirst: 1975). Teaching is process which usually takes place in the class room situations. It is more of formal processes. In the class room situations we see that the teacher has something in his mind and he wants to convey it to the students. For this purpose, he takes the help of teaching. He makes all efforts to make the students understand it. His teaching is successful if the students are able to grasp it fully.

Learning is a process, of both humans and animals can be seen. In a simple learning a process of living things is won their behavior based on the experiences change. It is also expressed by *Gage* (1984), stating that learning is a process in which an organism changes its behavior as a result of experience. Learn Experience in the life of a person to do something, or take an action premised is, is a result of the learning process.

Learning can be defined as the process someone to gain the skills, abilities and attitudes. "Learning a modification or behavior through experience reinforce (learning as changing or reinforcing behavior is defined by experienced)." According to this understanding, learning is a process, an activity and not a result or goal. Learning, not only remember, but broader than that, the experience. The results of the study not to change a command of the drill, but the behavior. This understanding is very different in another sense of learning that learning is gaining knowledge; Learning exercises are habit forming machines and so on. (Oemar : 2003).

Every teacher has distinctive application in constructing leadership personality because it related to knowledge, maturity and experience life. A good leader should possess certain specific features in conducting the role is best possible and control skills needed to organize members to achieve organizational goal (Mohamad: 1998). In fact, according to David (1996), a leader should also have the nature of which is capable, aggressive and confident in performing their duties as a leader.

Meanwhile, in the view of western figure of Edwin Ghiselli in the study that a leader must have the determination and confidence to yourself. Without the

passion and belief in yourself can cause an organization will not run properly (Daut: 1996). Similarly, the intelligence quotient is too high or too low will reduce the effectiveness of lead. Personality characteristics that should exist in a leader is self-confidence, responsibility, adaptability, friendly, can be received and result-oriented (Mohammed: 2008). According to Thesaurus Dictionary, student is a person formally engaged in learning, especially one enrolled in a school or college; pupil.

Interaction between teachers and students can contribute to effective communication in the classroom or may be the source of problematic situations and even school violence. In the centre of this approach in action is the teacher and he knows how to communicate with his students. Hoy and Winstein (in Evertson, Weinstein, 2006) by a synthesis of different perspectives from the literature reveals three important aspects that put a teacher in position to be considered a "good teacher" by his students: (1) the ability to establish positive interrelations with students (to demonstrate that "cares" for them); (2) ability to exercise authority and provide structure and clarity of rules without doing so in a rigid, threatening way, or following the use of punishment; and (3) the ability to make learning fun by using creative teaching strategies.

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, ex-perience with text and other strategies to help them understand written text.

Several types of reading may occur in a language classroom. One way in which these may be categorized , as suggested by Brown (1989) can be outlined as follows: (Douglas: 1994)

- a. Oral
- b. Silent :
- c. Intensive:

- d. Linguistic
- e. Content
- f. Extensive:
- g. Skimming
- h. Scanning
- i. Global

The first distinction that can be made is whether the reading is oral or silent. This web page will not deal with oral reading, only silent reading. Within the category of silent reading, one encounters intensive and extensive reading. Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an *end* in itself. Extensive reading on the other hand, involves reading of large quantities of material, directly and fluently. It is treated as a *means* to an end. It may include reading simply for pleasure or reading technical, scientific or professional material. This latter type of text, more academic, may involve two specific types of reading, scanning for key details or skimming for the essential meaning. A relatively quick and efficient read, either on its own or after scanning or skimming, will give a global or general meaning.

So, teaching reading is a difficult work. Teachers must be aware of the progress that students are making and adjust instructions to the changing abilities of students. It is also important to remember that the goal of reading is to understand the texts and to be able to learn from them. Reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in printed materials and, ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn.

Research Method

This research has been conducted in MIS Kesuma LKMD of the academic year 2017/2018 in the even semester. Reasons for choosing the location because (a) the reading ability of grade V students in the school is still low, (b) lack of student motivation in reading.

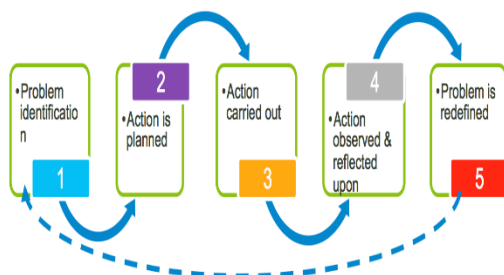
The treatment of this research conducted by adjusting the schedule of Bahasa Indonesia subject. The object of this study is to improve student ability in intensive reading. And as the object of this research is the application of learning by using PQ\$R strategies in learning Bahasa Indonesia subject. Determination of this class based on the observation of the class to be examined with input or suggestion from the teacher or principal.

The type of this research is Classroom Action Research (CAR) that leads to the efforts of teachers in the form of various activities undertaken to improve learning outcomes that are less than the maximum so that the learning objectives are achieved. CAR aims to assist teachers in solving classroom learning problems. Action research is a form of collaborative self-reflective inquiry undertaken by teachers to improve their own practices, their understanding of those practice, and the situation in which those practices are called out (McTangart: 1988).

As mentioned in the introduction, a classroom action research is done through a cycle and is designed into four steps. Kemmis and Taggart (1988) state that the research is started by *planning* for an action. Then the plan is *implemented* as an action in classroom and the action is then *observed*. The *reflection* is done to analyze the data obtained during the action. Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research.

The goal of Classroom Action Research is to improve your own teaching in your own classroom, department, or school. While there is no requirement that the findings be generalized to other situations the results can add to knowledge base. Classroom Action Research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. Validity is achieved through the triangulation of data. The focus is on the practical significance of findings, rather than statistical or

theoretical significance. Findings are usually disseminated through brief reports or presentations to local colleagues or administrators.



Findings

The result of the research has been conducted in MIS Kesuma LKMD of academic year 2017/2018 in grade V and the total number of students as much as 27 students who follow Class Action Research (CAR). From the results of improvements in the implementation of learning by researcher using the strategy PQ4R strategy on *Bahasa Indonesia* study on the subject intensive reading is presented in the following table

Table Percentage of PQ4R Strategy Test Results On *Bahasa Indonesia* Lesson

Cycle	Teacher's Activity	Students' Activity	Classical Mastery	Average Value
I	60	68	74,07%	67,78
II	80	88	85,19%	80

Observation result of learning activity in Cycle I and II is as followed:

Observation results of teachers' activities in cycle I with a value of 60% in categorized "enough" and in cycle II with a value of 80% in categorized "well".

Results Observation results of students' activities on cycle I with a value of 68% in categorized "enough" and on the second cycle with a value of 88% in categorized "good".

Learning Outcomes in Cycle I and Cycle II are as followed:

Students' learning outcomes in students who successfully pass the passing grade in cycle I as many as 20 students with percentage of 74.07% and students who do not successfully pass the passing grade as many as 7 students with the percentage of 25.93%, not yet completed in the classical because not yet reached $\geq 85\%$ of the number of students in the class reached the value of Minimal Mastery Criteria (*Kriteria Ketuntasan Minimal: KKM*)

Students' learning outcomes, students who successfully pass the passing grade in cycle II as many as 23 students with percentage of 85,19% and students who do not successfully pass the passing grade as many as 4 students with percentage 14,81%. The learning outcomes in cycle II have reached a classical mastery.

The average student learning result in Cycle I is 67,78% and cycle II is 80,00% has increased. So it can be concluded that in cycle II mastery of student learning by using PQ4R strategy on the lesson of *Bahasa Indonesia* on the subject reading intensive in grade V in MIS KESUMA LKMD academic year 2017/2018 year has been completed individually and thoroughly in a classical manner. The overall results of this study can be seen in the following diagram:

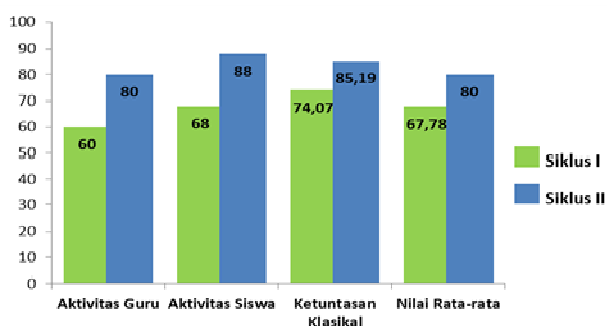


Figure 1. Percentage of PQ4R Strategy Test Results On *Bahasa Indonesia* Lesson

Closing

From the result of data analysis and result of discussion then it can be concluded that: (1) Implementation of learning by using strategy of PQ4R on subject Intensive Reading in grade V MIS Kesuma LKMD academic year

2017/2018 belong to good category. (2) Students' learning outcomes increase after using PQ4R strategy on Intensive Reading material in grade V in MIS Kesuma LKMD academic year 2017/2018 with average earnings in cycle I 67,78 and cycle II 80,00 then the improvement of learning result is 18.03%.

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