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k@ta

Editorial Board

k@ta is a refereed journal published 2 twice a year in June and December by the English Department, Faculty of Humanities and Creative Industries, Petra Christian University, Surabaya, Indonesia. It presents articles on the study of language, literature and culture.

In the field of linguistics, it covers language issues researched in the branches of applied linguistics, such as sociolinguistics, discourse analysis, critical discourse analysis, pragmatics, stylistics, corpus linguistics and others. In the area of literature, it covers literature in English which may include written texts, movies and other media. Its overriding objective is to provide a forum for scholars and practitioners within any of the various subspecialties of the discipline to address a broad cross-section of the profession.

Appropriate subjects include, but not limited to, the dissemination of well-conceived analysis, research reports, studies, and application of theories or approaches (critical theory, cultural studies, rhetorics, and many others). No area is less welcome than any other, as long as the topic is of general interest within the profession.

This journal was first published in 1999 and was nationally accredited in 2002, 2005, 2008, and 2011. The online version with DOI number for each article is now available at http://kata.petra.ac.id and it can also be accessed from ProQuest e-journal (http://www.proquest.com). K@ta has also been covered by Directory of Open Access Journals (DOAJ), Mendeley, CrossRef, and Google Scholar. k@ta is now in its bid to develop into an international journal (to be indexed in Scopus).

Contents

Information for Paper Submission

The Editorial Board welcomes articles and research reports that have never been submitted for consideration nor published elsewhere. The writing guidelines are as follows:

1. Manuscript is based on research findings or the equivalence, such as literary analysis, on the topic of language, literature, and culture.

2. Manuscript is written double-spaced in English, in Times New Roman size 11, on 15-20 pages of A4 paper, and with 3 centimeters from all margins.

3. As this journal employs a double blind-review process, please provide information about the author(s)'s name(s), institution(s) or affiliation(s), email address(es), research interests, recent publication(s), and the complete mailing address of the corresponding author on a cover sheet available at http://kata.petra.ac.id Do not write these details in the article.

4. All manuscript should conform to APA Style Manual, and it should follow the journal format below.

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5. A sample of format is presented below (taken from *k@ta* vol. 14, no. 2).

Title	:	**Systemic Strategies to Improve the Readability of the English Version of Indonesian Children Stories**
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Heading and Subheading	:	**METHOD**
		Block paragraph
		FINDINGS AND DISCUSSION
		Text Structure
		Block paragraph
		Text Texture
		Block paragraph
Conclusion	:	**CONCLUSION**
		Block paragraph
References	:	**REFERENCES**
		Halliday, M. A. K. (1994). *An introduction to functional grammar*. London: Edward Arnold.
		Martin, J. R., & Rose, D. (2004). *Working with discourse*. London: Continuum.

6. Guidelines to APA Style, which is used for in-text citations and References, is available at http://www.apastyle.org . A quick guide is provided below (examples taken from APA Guides and other sources).

	Examples for In-text Citation	In References
A monograph	Critser (2007) noted that ... (p. 5). .... (Critser, 2007, p. 5).	Critser, G. (2007). *Generation Rx: How prescription drugs are altering American lives, minds and bodies*. New York: Houghton Mifflin.
A book written by two authors	According to Koukkari and Sothern (2006), ... (p. 107). .... (Koukkari & Sothern, 2006, p. 107).	Koukkari, W. L., & Sothern, R. B. (2006). *Introducing biological rhythmns*. New York: Springer.
An article written by more than two authors	As Diessner et al. (2008) advised, ... (p. 323).	Diessner, R., Solom, R. C., Frost, N. K., Parsons, L., & Davidson, J. (2008). Engagement with beauty: Appreciating natural, artistic, and moral beauty. *The Journal of Psychology, 142*, 303-329.
A book chapter in an edited book	As Denton (2006) suggested, ... (pp. 65-66)	Denton, N. A. (2006). Segregation and discrimination in housing. In R. G. Bratt, M. E. Stone, & C. Hartman (Eds.), *A right to housing: Foundation of a new social agenda* (pp. 61-81). Philadelphia, PA: Temple University Press.
A journal article	Yanovski and Yanovski (2002) reported that "..." (p. 600). ...... (Yanovski & Yanovski, 2002, p. 600)	Yanovski, S. Z., & Yanovski, J. A. (2002). Drug therapy: Obesity. *The New England Journal of Medicine, 346*, 591-602.
An article from a magazine	McKibben (2007) described ..... as ...... (p. 35). .... (McKibben, 2007, p. 35).	McKibben, B. (2007, October). Carbon's new math. *National Geographic, 212*(4), 32-37.
An article from a newspaper	Svoboda (2008) stated that	Svoboda, E. (2008, October 21). Deep in the rain forest, stalking the next pandemic. *The New York Times*, p. D5.
Online sources: An article	Hoppin and Taveras (2004) pointed out that .... "............." (Weight-Loss Drugs section, para. 6).	Hoppin, A. G., & Taveras, E. M. (2004, June 25). Assessment and management of childhood and adolescent obesity. *Clinical Update*. Retrieved from http://www.medscape.com/viewarticle/481633
A journal article with DOI	Whitmeyer (2000) mentioned that .... (p. 534).	Whitmeyer, J. M. (2000). Power through appointment. *Social Science Research, 29*, 535-555. doi:10.1006/ssre. 2000.0680.
A journal article without DOI	Ashe and McCutcheon (2001) studied	Ashe, D. D., & McCutcheon, L. E. (2001). Shyness, loneliness, and attitude toward celebrities. *Current Research in Social Psychology, 6*, 124-133. Retrieved from http://www.uiowa.edu/~grpproc/crisp/crisp.html

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9. Manuscript on linguistic issues is preferred to include the following discussion in the Introduction without further subheading: the background of the study, a brief review of literature, the research problem, the purpose of the study and the aims of the paper. The paper can then discuss the method of research, the finding(s) and discussion, and conclusion.

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SQ3R Techniques with *Let's Read Application* for Improvement of Reading Comprehension in Low Class Elementary Students

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ABSTRACT

The purpose of this study was to determine the planning, process, student responses and the obstacles faced in the application of the SQ3R method with illustrated story media in learning reading comprehension for fourth grade elementary school students. This research is a qualitative descriptive study which was conducted in the fourth grade of SDN 03 Baosan Lor, Ponorogo with a total of 31 students. The methods of data collection were observation, interviews, questionnaires, and documentation. Data analysis uses the Milles and Huberman model, namely data reduction, data presentation and conclusion drawing. The results of this study indicate that lesson plans such as syllabus, lesson plans and media are well structured and planned. The learning process creates an effective atmosphere, runs smoothly and pleasantly, students respond to learning with a very positive response, and the obstacles faced are less than optimal time allocation, and there are 2-3 students who have difficulty in following the learning stage because they are still confused and do not understand. pay attention to the teacher during the learning process.

Keywords: reading comprehension, SQ3R technique, illustrated story media.

INTRODUCTION

Elementary school education in Indonesia is an education that provides knowledge, basic attitudes and basic skills which include reading, writing, listening, and speaking skills according to the level of student development. These skills are taught with the aim of equipping students in learning various subjects and preparing for higher education. The four basic skills are interrelated from one skill to another. For example, reading skills can also improve writing skills.

According to Atikah, Iswara, and Hanifah (2017) reading learning in elementary school is divided into two parts, namely, preliminary reading (grades 1-3) and continuing reading (grades 4-6). Advanced reading is a reading activity by understanding and responding to a reading. This reading skill is also known as reading comprehension skill. According to Sabarti Akharga (as cited in Nadzifah, 2016) suggests that the process of reading comprehension with a well designed and implemented language makes students not only gain an increase in language skills, but also in reasoning, creativity, and appreciation of moral values.

In learning to read, students are required to understand the content of the reading, not just reading. Reading comprehension consists of activities that aim to understand the contents of the reading (Khasanah &

Cahyani, 2016). This means that students are required to understand the contents of the reading, not just reading the text. Teachers have an important role in learning reading comprehension, including helping students to interpret reading, assess and understand. In addition, teachers must be able to motivate, foster interest in learning and students' attention in learning to read and understand.

Reading comprehension is reading to understand a passage by summarizing the contents of the reading in its own language and being able to express it both orally and in writing (Dalman, 2013). This means that students are required to understand the content of the reading, not just reading the text. Teachers have an important role in learning reading comprehension, including helping students to interpret reading, assess and understand. In addition, teachers must be able to motivate, foster interest in learning and students' attention in learning to read and understand.

Based on the results of observations, students' difficulties in reading comprehension were also experienced by students at SDN 03 Baosan Lor, Ngrayun, Ponorogo, there were problems in reading comprehension skills in fourth grade students. This can be seen in the learning process, namely the lack of interest of students in learning to read and low reading comprehension skills when students read and understand reading.

Based on the observations and interviews of teachers in class IV SDN 03 Baosan Lor, the results showed that students' reading comprehension skills were low, this was indicated by the low student scores with an average score of 67.43, students had difficulty answering questions that came from reading. as many as 12 students, 8 students were less serious in reading activities, 6 students often joked and chatted while reading, most of the students' roles tended to be passive in learning activities, and 11 students were shy and did not dare to retell in front of the class. Students want to express their opinion when appointed by the teacher.

From the results of interviews and observations of class IV teachers at SDN 03 Baosan Lor, it is known that the method used in reading comprehension is the lecture method with textbook learning media. Such that it is known that the lecture method is an interaction through oral communication tools (Amaliah, Fadil & Narulita, 2014). In the application of the lecture method the teacher is more active in learning so that students become passive. The teacher asks students to read the reading text in the package book then asks students to read on a certain page and answer the questions.

Based on the problems that occur in the field, the purpose of this study is the application of the SQ3R method with illustrated story media on the reading comprehension skills of fourth grade students with the theme of the area where I live at SDN 03 Baosan Lor Ponorogo.

METHODS

This study uses a descriptive method with a qualitative approach because the researcher describes the object of research regarding the facts or circumstances as they should (Nawawi & Martini, 1996). This study describes the application of the SQ3R method with illustrated story media on the reading comprehension skills of fourth grade students with the theme of the area I live in SDN 03 Baosan Lor Ponorogo with a total of 31 students. The data collection techniques in this study were observation, interviews, questionnaires, and documentation. Observations of teachers and students were carried out during the learning process, to obtain in-depth information, interviews were conducted with fourth grade teachers to find out the plans and obstacles faced by teachers in implementing this learning. Questionnaires were carried out to find out student responses in this application, and data on documentation was carried out to obtain data in the form of learning device files such as syllabus, lesson plans, student worksheets and field notes.

FINDINGS AND DISCUSSION

Based on the results of observations, interviews, questionnaires, and documentation that support this research, it is found that (1) the overall learning planning of the lesson plans and learning media designed by the researchers are well structured. according to the component format, the language is easy to understand and the appropriateness of the content at the learning step according to the approach used; (2) the learning process is not boring by following each stage or steps according to the *survey, question, read, recite* and *review stages* without passing any of the steps. Learning becomes more active, creating effective, smooth and pleasant atmosphere conditions so as to achieve the learning objectives that have been set; (3) students respond to learning by being actively involved 81.2%, easy in implementing the learning process 87.8% and in-terested in the methods and media used as much as 86.2%; (4) the obstacle faced in this is the teacher's learning planning difficulty in finding the appropriate picture in the reading. The teacher's learning process is overwhelmed because they must guide step by step which is followed by 31 students so that the time allocation used is not optimal. The obstacle from the students themselves is that there are still 2-3 students who have difficulty in following the learning stage because they are still confused and do not pay attention to the teacher.

In this section, the results of the research on the application of the SQ3R method with illustrated story media on the reading comprehension skills of grade IV students with the theme of the area where I live are explained at SDN 0 3 Baosan Lor Ponorogo. The results of this study are: (1) learning planning; (2) the learning process; (3) student responses; (4) obstacles in learning.

Lesson Planning

At this stage the researchers compiled a research design on learning to read comprehension using the SQ3R method accompanied by illustrated story media for class IV SDN Manguhajro, Madiun City. Planning The results of the research using document analysis and interviews with fourth grade teachers stated that the preparation of the lesson plans was in accordance with the component format, language and content of the lesson plans which included school identity, identity theme/subtheme, class/semester, time allocation, KI, KD, research objectives, materials learning, methods, media, learning steps. In addition, it has used

language that is easy to understand and the appropriateness of the content in the learning steps according to the approach used.

The results of the documentation carried out on learning planning is by analyzing the RPP document made by the teacher. The implementation of learning is the implementation of the lesson plan, which includes three activities, namely introduction, core and closing. The results of interviews conducted with informants at the planning stage of the application of the SQ3R method accompanied by illustrated story media, the teacher has prepared the lesson plans according to the existing components, the language used is easy to understand and the content is in accordance with the approach and assessment that has been systematically arranged based on the guidelines of the Indonesian Minister of Education and Culture (2016).

Learning Process

In the 2013 curriculum learning process, teachers should use effective learning methods and media to be applied in learning activities to achieve learning objectives. By applying the SQ3R method along with illustrated story media, the learning process is not monotonous, and students can pay more attention and be enthusiastic about participating in learning. Before implementing learning, the teacher prepares the media to be used, namely illustrated story media which contains pictures so that it can be used as an intermediary in the learning process that has been designed in accordance with the Learning Implementation Plan (RPP) and adds pictures that tell a fictional story entitled Rorojonggrang.

In observing the learning process, the teacher begins by preparing students for learning activities, giving apperception, conveying learning objectives and explaining the methods and media that will be used during learning. So that students can follow the learning optimally and not feel confused by applying this new method, the teacher provides direction for each step that will be taken. After that, do a reflection to find out the students' abilities in learning before evaluating. In addition to the teacher, students pay attention to the teacher according to each direction from the teacher and some students tell stories in the text with confidence. That way, in the learning process, the application of the SQ3R method with illustrated story media runs smoothly.

The results of the process of applying the SQ3R method accompanied by illustrated story media emphasize fun learning, students are invited to follow each stage or steps according to the *survey, question,* *read, recite,* and *review stages* without passing any of the steps. This learning is very well applied to elementary school students, especially grade IV, so it can help teachers and students become more active in the learning process, creating an atmosphere that is effective, smooth, and fun so as to achieve the learning objectives that have been set.

Similar research that supports this research was conducted by Putri, Putra and Zulaikha (2014, p. 8) who stated that the process of learning Indonesian by applying the SQ3R learning method was optimal. This is because the teacher teaches students, especially in the aspect of reading skills by applying the steps of the SQ3R learning method in learning Indonesian. During the learning process, students become active in reading the contents of the response stories from the stories read.

Student Response to Learning

Implementation of learning during the process obtained results from observations and questionnaires that the students' responses were interested in learning as much as 81.2%, easy in implementing the learning process as much as 87.8% and interested in the methods and media used during learning as much as 86.2%. Learning to read which is usually conventional using the lecture method which is carried out by the teacher at the time of teaching by asking students to read the reading text then answer the questions makes learning less interesting and students are not enthusiastic in reading activities because they feel that reading activities are less fun and monotonous activities.

In accordance with the percentage of responses above, the application of the SQ3R method with illustrated story media on the reading comprehension skills of grade IV students with student responses was more active by following each stage of learning, happy, and enthusiastic about learning in other words students gave a positive response to the application of this learning.

The results of this study are supported by classroom action research conducted by Bua, Santoso, and Hasanah (2016, p. 1751) that the response and enthusiasm aspects show positive things during learning. The application of media can provide good feedback in learning. Changes were seen from the first day to the third day of observation. This change is shown from the exposure to observational data which shows a change in the aspects of the response and enthusiasm of students in learning to read beginning by using the media picture story. According to Nurani, Suhita and Suryanto (2017, p. 44) that the results of the research and discussion can be concluded that the application of

the SQ3R method can improve the quality of the process and results of learning to read fast in fifth grade students of SD Negeri I Karang Duren. This is evident in the first cycle of students who seem interested and motivated in learning as much as 32%, in the next cycle it continues to increase to 47% in cycle II and 74% in cycle III (p. 45).

Learning Barriers

Besides the implementation of the learning process, there are several obstacles experienced by teachers and students. The obstacle faced by the teacher is that in planning the lesson first, prepare learning media that is in accordance with the reading text in the theme book. The difficulty that the teacher encountered during this preparation was that it was difficult to find the appropriate picture in the reading if he was going to use the media. In addition, in the learning process the teacher must guide every step of the method applied. The large number of students in one class, which is 31 students, requires the teacher to guide subjectively and objectively to students so that the time allocation is less than the maximum in the application of the SQ3R method with illustrated story media. In addition, there are obstacles from some students, namely 2-3 students who do not pay attention to the teacher in the learning process feel confused and have difficulty in following the learning process.

Previous research that supports this research, namely, Classroom Action Research conducted by Krismanto, Khalik, and Sayidiman (2015, p. 241) which states that in the application of the SQ3R method it is advisable to pay attention to things such as time management optimally because there are several stages in the SQ3R method that it is necessary to design the time allocation carefully, must guide students to carry out the SQ3R method step by step so that it requires extra hard patience from the teacher, it is recommended that this method be applied to small classes (maximum 20 students) so that the results are optimal and the provision of reading materials should pay attention to the characteristics of students at each level or class.

CONCLUSION

Based on the results of research that has been carried out in class IV SDN 03 Baosan Lor, Ngrayun District, Ponorogo Regency on the application of the SQ3R method with illustrated story media in reading comprehension skills in Indonesian language learning, it can be concluded in the overall learning planning stage, the syllabus, lesson plans and learning media designed by researchers are well structured. The lesson plans are made according to the component format, the language

used is easy to understand and the suitability of the content at the learning step according to the approach used. The learning process is not boring by following each stage of the *survey, question, read, recite,* and *review* without going through any of the steps. Learning becomes more active, creating effective, smooth, and pleasant atmosphere conditions to achieve the learning objectives that have been set. In learning, responses were obtained by being actively involved as much as 81.2%, easy in implementing the learning process 87.8% and being interested in the methods and media used as much as 86.2%. The constraint faced in this research is the teacher's learning planning, it is difficult to find the appropriate picture in the reading. The teacher's learning process is overwhelming because they must guide 31 students so that the time allocation used is not optimal. The obstacle from the students themselves is that there are still 2-3 students who have difficulty following the learning stage because they are still confused and do not pay attention to the teacher.

In the application of the SQ3R technique accompanied by illustrated story media, it is recommended to pay attention to the following: 1) the provision of reading should pay attention to pictures that are in accordance with the content of the text, so that students will be more interested, learning feels more meaningful and increases knowledge. 2) The allocation of time used when learning takes place must be as much as possible, considering that there are five steps that must be taken when using the SQ3R method. 3) The teacher must guide with full patience because students have to do each step-by-step SQ3R, the application of this method technique is recommended to be applied to a class with a maximum of 20 students. 4) Other researchers who want to study more about the SQ3R technique can use other subjects besides Indonesian, because basically all student subjects require skills in understanding good reading.

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FINAL GRADE

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GENERAL COMMENTS