

**APPLICATION OF SQ3R ON THE SUCCESS OF THE "ROLE PLAY" METHOD IN
"ENGLISH FOR SPECIFIC PURPOSE" COURSE, ADMINISTRATIVE STUDY
PROGRAM, STIA BANTEN, PANDEGLANG, BANTEN**

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ABSTRACT

SQ3R is a method to get knowledge from reading sources. Thus, the contents of a reading source will become effective as a knowledge, in this case the knowledge instructed by the lecturer in the "English for Specific Purpose" Course. The desired knowledge obtained is the knowledge of "ISO" (International Organization for Standardization). After getting the contents of a reading about the "ISO", the lecturer will form a group for a conversation simulation in a company meeting by using the "Role Play" method, where students in the group will act as managers in a company. The limitation of this research is to only focus on the role of the SQ3R method on the "Role Play" method as one of the methods for teaching students' Speaking Skills at STIA Banten, especially students of the "English for Specific Purpose" class. In conducting this research, the author used the Action Research method or take certain actions or treatments to see the success of students to be able to communicate. Then, the data used is observation data with recording techniques and also the value of student learning outcomes.

The results achieved in this study are that there is a close relationship between SQ3R conducted by students to find out about "ISO" and then practice it in the classroom using the "Role Play" method. From the results obtained by students, there is also visible progress before using the SQ3R method with students' speaking ability after using the SQ3R method.

Keywords: SQ3R, Role Play, Speaking Ability

Introduction

In conducting a conversation, knowledge is very important to develop what is in the mind. Moreover, this knowledge is indeed a very new thing for students. Therefore, the source of reading to support this knowledge is very important for students in addition to the explanation from the lecturer.

Therefore, because of more searching and digest of a discussion topic, the topic discussion will be more remembered because of the efforts of the students themselves. In this case, the writer as a lecturer supporting the "English for Specific Purpose" course instructs students to find out and digest the description of ISO in general and then search and digest about ISO 9000: 2001 on Management and Quality. And after knowing about ISO, the writer divides the class into several groups. After that, the group was set up as a company consisting of several managers; such as "General Manager", "Manager of Finance", "Manager of Human Resources", and "Manager of General Affairs."

Based on what is seen, the writer sees that there is progress in the student in carrying out his role in the classroom in the "English for a Specific Purpose" course. Starting from students who are not very fluent in English to begin to speak English.

And also seen that students begin to be responsible for their respective roles.

The focus of this research is about the SQ3R method that can support the "Role Play" method in language skills in Semester III Students, Business Administration Study Program at the Banten College of Administrative Sciences (STIA Banten), Padeglang, Banten. The advantages of this research can be divided into two parts; 1). Theoretical study: how the SQ3R method can help "Role Play." In this case, see how the role or application of SQ3R is and also its role in the "Role Play" Method; 2). Application review: where pursuers can apply the SQ3R method first before starting an activity, especially those using the "Role Play" method.

The SQ3R method is a method based on cognitive theories of educational psychology that are specialized in reading. SQ3R itself stands for "Survey", "Question", "Read", Recite "and" Review. "There is a preparation process before the full reading is done. Means, this method involves prior information, perception, and Menmonic or trying to link something information with other information in the real world. SQ3R method is a method that is based on learning theories about memory or human storage

media. There are two kinds of memory, namely "Short Term Memory" and "Long Term Memory." What often happens in learning theory is "Short Term Memory" or "Working Memory", so that learning cannot be "recalled" for further learning. Theory of Memory was put forward by Atkinson and Shrifin in 1968. How is learning received will become "Long Term Memory", one of which is by using the technique "Mnemonic". This theory tries to link (linking) a learning with other things that are found in the existing reality. Also, the SQ3R method refers to Neisser's cognitive learning theory in 1976 which said the cognitive information process is a process of "bottom up" and "bottom down" interaction. Bottom down can be said to be memory and bottom up is perception. It can be concluded that a stimuli will make humans respond to make it a perception of what is being learned, the problem is sometimes our memories of stimuli that there are only a few, so they can not respond or perceive for subsequent learning. At "Bottom Down" there is also a context in existing languages, so that the meaning can be adjusted based on the real world.

SQ3R was originally developed by a professor named Francis Robinson from Ohio State University in 1940. SQ3R is

actually part of the ASTP (Army Specialized Training Program) which provides training to military personnel to become better readers and be able to master the material quickly.

When a person absorb information, then what is read will go into short-term memory. The review process is done after the reading process is finished so that what is read does not only enter into short-term memory but into long-term memory. Thus, whenever students need to recall the reading material, all they have to do is call the process from long-term memory.

"Survey" in the SQ3R method means searching for titles, sub-headings, pictures, graphics, or additional information from a book or text. This includes looking for bold letters or italics. The function of the "Survey" is so that we get a general picture of what we are going to read. Previous readers have the reading or text outline. "Question" means the reader raises various questions in the head after conducting the "Survey" earlier. This "Question" function is so that the reader is focused on what is being read. Armed with an outline or general description of a text or reading that readers glimpse through the survey earlier, a person can raise questions so that we can focus on reading material or text. "Read" means the

time the reader reads from beginning to end. In this stage the questions that the reader raises should be answered after carrying out this "Read" process. At this stage the reader tries to answer the questions that had arisen during the Q (Question) phase while continuing to read. The next step is recitation, or in English Recite. "Recite" means to express or write what has been read in a different way (meaning the sentence itself) and relate it to what is already known (rephrasing and connecting). Its function is to know the reader's understanding of what is read. In other words communicating in different languages. Communicating here does not mean communicating with others, but communicating with yourself. The reader conducts questions and answers by himself to gain a more complete understanding of the text or reading being studied. "Review" means recollecting what has been read. Here the reader decides what the writer wants to convey. What things need to be remembered. Are the questions raised fully answered. Are there things that readers don't understand or there are things that we don't agree with the author. The function of "Review" is to increase the understanding of the reader to a higher level. This SQ3R has been proven to be successful in increasing

reading comprehension skills in several studies in several countries. Thus it is certainly very useful for students.

Then, after having the ability to read and also know about the contents of reading material through the SQ3R method, students will also be divided into several groups and then have their respective roles. In this case, students will do a "Role Play" or play a role. However, what is the "Role Play"? Role play is a simulation method to play a particular person so that students will feel like they are played. In this case, the person in question is not a character but a certain position or role within a certain scope. And, the role of role play is also very important for teaching methods because it can make students to try certain social context contexts. and also the student will feel that he is given responsibility for the role he holds.

The purpose of this research is to make a Class Action on how the SQ3R Method can provide development of Student Communication Skills in carrying out "Role Play" in front of the class. So, by examining what is the essence of a reading for certain themes will provide in-depth knowledge of a student in carrying out his role in a group.

This research is located at Banten Administrative College (STIA Banten),

Business Administration Class Semester III. STIA Banten itself is located on Jalan Raya Serang-Pandeglang. This research is in the form of class action that began since the Midterm Examination up to the End Semester (November 19, 2016 to January 31, 2016 or as many as 7 meetings) in the "English for Specific Purpose" course.

As a research setting, the subjects of the study were STIA Banten Students majoring in Commerce Administration, semester III. Most of the students are students from Pandeglang whose main language is Sundanese. From the appearance, there were more active female students than male students.

METHOD

The method taken for this research is the "Action Research" method where the writer will carry out certain treatments to students, in this case the SQ3R method and then will divide the class and see how the development of what students read can give effect to the "Role Play" that is applied in front of the class. Thus, the author will see the value before the action (pretest) and then will do the treatment and see the results on the post test. This action research also usually starts with qualitative and then ends in quantitative. Thus, to see the validity and reliability of a data, a statistical test will be

performed. And in the procedure, the researcher will test how the students' speaking ability is before an action is taken and then, the writer gives an action to read in the SQ3R method. And, then see how it works. In this case, students' knowledge of ISO, in general, and ISO 9000: 2001, specifically. In this case, the author will also provide a knowledge assessment. After that, the writer will divide the class into groups. And make several positions in the group. The data taken during the process of observation is primary data in the form of pre-test values, post-test values. Then, the authors also interviewed what students knew after the SQ3R process related to ISO. Finally, the author will also assess how the "Role Play" process takes place.

The data collection procedure technique that is performed is recording technique. The author will write what was interviewed and then record the process "Role Play."

DISCUSSION

Background of the Research

And in the procedure, the researcher will test how the students' speaking ability is before an action is taken and then, the writer gives an action to read in the SQ3R method. And, then see how it works. In this case, students' knowledge of ISO, in general, and ISO 9000: 2001, specifically. In this case,

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The data collection procedure technique that is performed is recording technique. The author will write what was interviewed and then record the process "Role Play." Today, finding the latest reading material in a particular field in Indonesian is very difficult because most of the latest information must be in English. This happens because there is still a lack of Indonesian writers in certain fields. Thus, inevitably students will get the latest information by reading reading in English. What's more, reading in English will add to the student's vocabulary (Vocabulary). However, there are some limitations in reading material in English, such as limitations in English language proficiency as mentioned above. However, this need is very urgent so that it requires more than one reading material for one object. Therefore,

the SQ3R learning method is very adequate for taking the contents of several books in a very short time.

To retrieve the contents of the book, the first thing to do is survey or review or review the book to be read and linked to the previous information. There is a repetition or review process to ensure understanding of reading material. Survey is a reading preparation process by glancing at the contents of a book from what is seen and connecting with what is already known. For example from the Main Title, for example the title about "ISO", then students will "recall" the previous information obtained about "ISO" in general and then "ISO 9000: 2001" specifically. About ISO, for example about "Standardization". Then the students see the subtitles, and after matching their perceptions about "Standardization", then the student will indirectly guess about what the book is about. In fact, pictures can also provide information related to the perception of students earlier. In fact, the names that often come out from page by page also determine the core of the discussion of a book. Table of contents can also provide information related to learning perceptions; roughly match or not the information requested by the contents. In fact, other terms in italics and bold are the most

important parts of an existing information and perception. The picture on the cover can also provide visual information about the discussion to be discussed, which also functions as visual representation. Thus, it can connect these images with others.

The second stage is "Question". "Question" is to make questions related to the book to be read. This second stage requires this stage to be carried out simultaneously with the survey process, especially when students study the table of contents and start skimming through page quickly. While reading chapter titles, chapter subtitles, special words in bold or italic forms, tables and pictures, at the same time, students do the process of asking themselves. Here students carry out an active process by analyzing, synthesizing and arguing the main points conveyed by the book's author. Students can create questions such as: "In my opinion this chapter should explain in advance what" standardization "is.

Note from the questions above, a reader has an active dialogue process even before the full reading is done. Thus, mentally the reader is ready to plunge into the content of the reading including to test the discussion proposed by the author of the book with what has been learned and understood

previously by the reader. This process will later help to actively read. In this way, the reader does not merely "obey" what the writer has said but also does the analysis, synthesis and argumentation of the contents of the book.

After the two stages above have been carried out, the whole reading process begins. With the preparation before reading or "Read", then the whole process of reading the contents can be done at high speed. This is helped because the reader has recognized the main ideas conveyed by the writer, understands the structure, and terminology that is widely used. This whole reading process can be done by breaking at the end of each chapter and then doing a review or by completing it first in total. Speed reading process can be done by skimming and scanning. The scanning process is speed reading based on what you want. For example, related to the above, the student only wants to look for "standardization" so he will only look for readings with the word "standardization" and let the other subject matter. Meanwhile, the process of "skimming" is speed reading as a whole and takes the essence of the whole.

The process of recitation or reflection on reading material can be done immediately after ending a chapter. This step is done to

test the understanding of what has been read. This process is done by retelling the main ideas discussed in the book in their own language style. If this can be done shows that a student understands the contents of the book. However, if this cannot be done, the actual understanding of students is still in doubt. This recitation process is very useful especially when reading textbooks that are mandatory to master. This process is not trying to memorize what is read but rather trying to understand in their own language what has been read. In conclusion, in this section the student tries to deduce what he has read and "recall" learning by using his own language.

After doing the "Recite", the next process is the "Review" process in which the reader tries to develop what the author of the article wants to convey. Whether it is suitable or not with what the reader wants.

Result

In the "English for Specific Purpose" Course, there are several focus courses, namely "Marketing", "SWOT Analysis",

and also about "ISO 9000: 2001). And on the last course focus, which is about "ISO 9000: 2001 "; the author tries to provide some treatment. The number of students in the "English for Specific Purpose" class is 29 people consisting of 13 male students and 14 female students. However, in the middle of the lecture, there were two students who were not active and one died. So, there are 11 male students. In the last course focus, the average student has not been given treatment or treatment about the SQ3R method, so that, on average, students have not been very good. Before the Semter Middle Exams, students were only given the role of "Role Play" with a particular focus, namely "how companies can launch new products by looking at threatening situations, namely seeing" competitors. "

In the conversation, students are still confused with the conditions faced and still do not know what collaboration is in a company. Therefore, the value obtained in the post test (Test before the SQ3R method) is not as good as in the following table:

No	Name	Points	No	Name	Points	No	Name	Points
1	Ali Mubin	70	9	Lia Awaliah	75	17	Rt. Khoirunnisa	95
2	Budi Setia	70	10	Linda	70	18	Rt. Sarah Safana Rahman	95
3	Dede Yusuf	70	11	M. Andrean Rustandiyansyah	75	19	Siti Aina Firdaus	95
4	Eneng Aulia Hasanah	75	12	M. Dendi Nurhidayat	70	20	Sri Utami	80

5	Gita Permatasari	70	1 3	Moch. Septian Nurzaman	70	21	Susi Rini Silawati	70
6	Ila Puji Lestari	70	1 4	Muhamad Aripin	75	22	Tika Devi	75
7	Iqbal Maulana	75	1 5	Muhamad Kusnadi Irwan	95	23	Vany Alfina Devi	75
8	Khusnul Khotimah	75	1 6	Nurus Solilhatun	85	24	Weniarti	70
						25	Willy Merlina	75

Therefore, it can be concluded that the points of the learners as following:

Report

pretest

Mean	N	Std. Deviation
76,8000	25	8,88351

The average value of students is 75, 8. But concluded the average value of students in the pre-test can be said to be normal. And also, it is still influenced by the inability of students to carry out such stimulation.

Therefore, it can be said that students are still not able to have a conversation in the classroom. After that, the author began to do the SQ3R method which starts from the first week after the Midterm Examination (18 November 2016). In the first process, which is "Survey", the author gives 50 minutes to conduct a "Survey" about "ISO." Many students immediately activate the internet either on their laptops or by using their "Smartphone". The author also instructs

students to find out what is "ISO" and also "ISO 9000: 2001." From observations seen in the classroom, many students write about "ISO" and also "ISO 9000: 2001." However, sources that are visible from 60% students are looking for sources that speak Indonesian. Seeing this, the author requires students to look for writings in English.

After 50 minutes, the author also assigns students to do the second process, the "Question" process, which has questions related to the reading core desired. Then, the writer asks questions that are in the head of students related to the sources of the earlier reading sources. Most of the students issue basic questions that the author also asks to be written on a paper, such as:

- What is ISO?
- Why is ISO an NGO (Non-Government Organization)?
- How is the definition of standardization?

- How are the advantages of having ISO certification?
- Why is ISO general secretariate located in Genewa?
- What is ISO 9000: 2001

All of these questions are very useful as a focus to be sought in the next process, namely students begin to do analysis, synthesis and argumentation. In this case, students begin to think things related to ISO.

After that, the author begins instructing students to do the third process, which is the process of reading or "reading." In this process, the author explains the process of "Scanning" or "Skimming" in reading the source of the ISO reading earlier at home.

In the following week (November 25, 2016), the writer began to want students to do the "Recite" or "Recitation" process. Based on the questions in the student's head, the writer began to instruct students to think about what they were looking for in English. Then, the writer also wants the last process in SQ3R, the process of "Reviewing" or seeing what the author wants to convey.

Students may also make small notes in the form of words or phrases but not in sentences. In this case, the writer also emphasizes that the writer only evaluates the contents and the way to deliver it in front of the class. The author does not judge how errors are likely to occur in grammar or pronunciation. This will be done the following week (December 2, 2016).

When the following week (December 2, 2016), began taking values to find out the source of reading material about "ISO" and "ISO 9000: 2001." However, due to lack of time for this process, the "Recite" and "Review" process were carried out two weekly lectures (2 December 2016 and 9 December 2016). Most of the students look very tense and also from observations that occur, there are still students who memorize where students see a piece of paper and then memorize what they want to say. Then, the students were summoned one by one to explain the contents of the reading and how their opinions were about the source of the reading and obtained the following values:

No	Name	Points	No	Name	Points	No	Name	Points
1	Ali Mubin	70	9	Lia Awaliah	75	17	Rt. Khoirunnisa	90
2	Budi Setia	70	10	Linda	75	18	Rt. Sarah Safana Rahman	90
3	Dede Yusuf	70	11	M. Andrean	75	19	Siti Aina	85

				Rustandiyansyah			Firdaus	
4	Eneng Aulia Hasanah	75	12	M. Dendi Nurhidayat	70	20	Sri Utami	70
5	Gita Permatasari	75	13	Moch. Septian Nurzaman	70	21	Susi Rini Silawati	70
6	Ila Puji Lestari	80	14	Muhamad Aripin	75	22	Tika Devi	80
7	Iqbal Maulana	70	15	Muhamad Kusnadi Irwan	90	23	Vany Alfina Devi	70
8	Khusnul Khotimah	75	16	Nurus Solihatun	85	24	Weniarti	75
						25	Willy Merlina	80

And, when calculating the average standard of student knowledge about "ISO" and "ISO 9000: 2001" using the IBM SPSS 23 program, the following table is seen:

Report

VAR00001

Mean	N	Std. Deviation
76,2000	25	6,96419

Thus, it can still be said that students' knowledge for "ISO" and "ISO 9000: 2001" can be said to be still standard. However, what is the knowledge of the students with the ability to speak conducted by the method of "Role Play."

In the December 9 2016 meeting, the writer also divided classes randomly, not absently, so students could work well together. There are 6 groups of students assigned to become managers of a company. One group consists of 4 students and there is

a group of 5 students. The small groups contain:

1. General Manager
2. Manager of Finance
3. Manager of Human Resources
4. Manager of General Affairs
5. Administration (optional)

Then, in order for this simulation to look very natural or like in a company, the writer also asked for bench settings to look like a meeting table and also students wearing clothes like managers, like men wearing neat clothes with ties (not jeans), and women wear work clothes and "make up." The value collection for the "Role Play" method will be carried out for three weeks (16, 23 and 30 December 2016) with random sampling. Thus, all students can prepare themselves. The theme taken for the "Role Play" Method is about "how to have ISO 9000: 2001 certification."

When taking grades with the "Role Play" method, it turns out, students have prepared themselves well. In appearance, they have been able to give advice and even argue well in English. Students who are not very good

at English have started to speak and even argue English. By value, their performance was significantly better. The value can be seen as below:

No	Name	Points	No	Name	Points	No	Name	Points
1	Ali Mubin	75	9	Lia Awaliah	85	17	Rt. Khoirunnisa	95
2	Budi Setia	80	10	Linda	85	18	Rt. Sarah Safana Rahman	95
3	DedeYusuf	85	11	M. Andrean Rustandiyansyah	80	19	Siti Aina Firdaus	90
4	Eneng Aulia Hasanah	85	12	M. Dendi Nurhidayat	80	20	Sri Utami	90
5	Gita Permatasari	80	13	Moch. Septian Nurzaman	80	21	Susi Rini Silawati	80
6	Ila Puji Lestari	85	14	Muhamad Aripin	80	22	Tika Devi	80
7	Iqbal Maulana	80	15	Muhamad Kusnadi Irwan	90	23	Vany Alfina Devi	80
8	Khusnul Khotimah	85	16	Nurus Solilhatun	85	24	Weniarti	80
						25	Willy Merlina	80

There was an increase in student value in appearance and in communication using the "Role Play" method. Also an increase in value was seen in the method. The increase in student value in appearance and in communication using the "Role Play" method was also seen. on average is: e is on average is:

Report
VAR00001

Mean	N	Std. Deviation
84,2000	25	5,33854

It can be concluded that the knowledge of students using the "SQ3R" method is more influential on the "Role Play" method than the previous "Role Play" method without using the knowledge gained from the SQ3R method.

CONCLUSION AND SUGGESTION

Conclusion

Based on the treatment carried out in class using the SQ3R Method, the writer can conclude that knowledge is a very important asset for students before conducting a conversation. Thus, the SQ3R method used by students in the classroom is very helpful for making an appearance in front of the class. In this case to encourage motivation or desire of students to have knowledge about "ISO" or "ISO 9000: 2001". After that, students will explain again what they have been looking for in a book in the most frequent way in reading, namely "scanning" and "skimming." So that students can absorb information based on what is needed. And after, the "Role Play" method is implemented, students can do their assignments well.

Suggestion

Before starting a conversation, it is better for the teacher to give direction to the students to understand the contents of the reading first. Thus, when the method for speaking is implemented, students can carry it out properly and not be responsible. And also, don't make students see mistakes in grammar which are also obstacles for students in communicating.

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