

Effect of Read, Record, Recite (3R Method) on Students 'Reading Comprehension at Grade Xi SMA Negeri 2 Rantau Utara

Anna Leli Harahap¹

*English Education Study Program
The Faculty of Teacher Training and Education
Al Washliyah University of Labuhanbatu
Jl. H. Adam Malik / Jl. Sempurna Rantauprapat*

ABSTRAK

This study aims to determine the effect of Read, Record, Recite (3R Method) on students' reading comprehension at grade XI SMA NEGERI 2 Rantau Utara, both in validity and partially, the validity test of the number of students (N) = 34, if f is significant @ = 0.05 obtained r table = 0.278. Meanwhile, the data obtained (validity) of each item. Meanwhile, the determination of the reliability coefficient of reliability with (N) = 34 and significance level @ = 0.05 is 0.278 while r count = 0.668. service criteria if r count > r table it is said that all material becomes an item in. Based on the results of the analysis using the t test, the t value = 9.488 and it is known that the value in the t table at the level of $\alpha = 0.05$ is 1.668. Furthermore, by comparing t count with t table to determine the criteria for acceptance and rejection of Ho, it is known that the coefficient value of t arithmetic > t table. Based on the previous provisions, Ho refused and accepted Ha.

Keywords: Read, Record, Recite (3R Method), reading comprehension.

INTRODUCTION

Reading is the activity of receiving, analyzing, and interpreting which is done by the reader to obtain the message to be conveyed by the writer in the media of writing. Reading activities include reading aloud and reading silently .

According to Hodgson (in Tarigan, 2010 : 7) said, "Reading is a process carried out and used by the reader to obtain the message that the author wants to convey through the media of words or written language".

According to Noor et al (in alek and achmad, 2019: 92) said, "Reading comprehension is a reading activity that aims so that the reader can know and understand the overall contents of the reading material".

According to Dalman (5:2018) reading is an activity or cognitive process that seeks to find various information functions contained in writing. This means that reading is a thought process to understand the contents of the text being read. Therefore, reading is not just looking at a collection of letters that have formed words, groups of the words, sentences, paragraphs, and discourse, but more than that reading is an activity to understand and interpret symbols/signs/writings/ that are meaningful so that the message conveyed by the author can be accepted by the reader.

Based on the 2013 curriculum, learning to read in high school is intended to enable students to obtain information from their reading using speed reading, skimming, intensive reading, extensive reading. Especially for eleventh grade, limited to intensive reading, extensive reading. In extensive reading, eleventh grade students read at once done quickly, and then repeated with intensive reading in detail. Students must obtain a message or information quickly and at a glance, then it will be repeated with intensive intensive reading in detail. And the specific reading value of KKM is 75. To be able to see the value that can be obtained by students as a whole can be seen in the table below.

No	Students	Score	Mean
1	Maximal	80	60
2	Minimal	40	

THEORETICAL FOUNDATION

Definition of Reading

Reading is a process that is carried out and is used by readers to obtain messages that the author wants to convey through written language, messages or knowledge gained from reading activities will make students have broad insights or gain knowledge that was not previously owned by students through reading can not be separated from the ability of

students to understand the contents of reading. Therefore, the ability to read is the provision and key to the success of students in undergoing the educational process.

Zinte (in alek and achmad, 2010: 79) said, "reading is the process of thinking, evaluating, deciding, imagining, giving reasons, and solving problems". This is in line with the opinion of oka (in alek and achmad, 2010: 79) saying, "reading is a process of reading a critical and creative reading that is comprehensive about the reading, an assessment of the circumstances, values, functions and impact of the reading".

Reading should have a purpose, because someone who has a clear reading goal will easily understand the contents of the reading, because of that there will be a focus on the goals achieved. Therefore, before reading we should determine the goals to be achieved. The purpose of reading is to seek and obtain information or knowledge that we want can be achieved. The purpose of reading is to seek and obtain information or messages conveyed by the author through written media to gain understanding and gain knowledge.

Musthafa (2005: 62) states that the purpose of reading is as follows:

1. To develop children's personality in various problems in their lives
2. Requires knowledge
3. Enrich the experience
4. Awaken his fantasy
5. Increase feelings
6. Enrich the vocabulary
7. Make children understand themselves and others

Musthafa (2005: 62) states that, "the above objectives will not be realized, if the teacher cannot understand two of his obligations, namely:

Definition of Method

The method is a way to present learning material to students to achieve the goals set. Therefore, the lesson material delivered without regard to the use of the method will actually make it difficult for teachers to achieve teaching objectives. Experience shows that teaching failure is one of them caused by the selection of inappropriate methods. Less enthusiastic

classrooms and conditions of students who are less creative due to the determination of methods that are not in accordance with the subject matter and not in accordance with teaching objectives. Therefore, Hamalik (2005: 30) argues "That the Method is learning activities carried out in learning something, meaning that activities that should be carried out in certain learning situations generally in certain situations do certain ways of learning as well".

Learning to Read with the 3-R Method

In this development, there are many learning methods that provide opportunities for students to be active so that students are interested and they want to know about the lessons they are learning. One such learning method is the 3- learning method (read, record, recide).

Shaffat (2010: 165) says, "reading a book systematically can also be used using a simple method called 3-R: read, record, recide

The method of reading with the 3-R method is a way of presenting teaching material by starting with reading activities, then taking notes and expressing what has been read from the prepared reading text.

3-R learning methods have not been widely applied in the learning process. The 3-R learning method was developed so that students can actively explore or practice the material that they have learned because they are looking for information on their own.

Shaffat (2010: 166) says that the advantages and disadvantages of the 3-R method are as follows:

- The advantages:

1. Can train students to read students accurately and quickly
2. Can train students how to record abenar by making the essence of the readings.
3. Students are able to express verbally from what is read.

4. Students can determine and understand the main idea of each paragraph in the text read

correctly.

5. Can train the student's accuracy, accuracy, and accuracy.

6. Mamapu improves student learning outcomes to the level of completeness.

- Weaknesses:

1. There are times when students feel tired of reading and taking notes

2. Quiet students find it difficult to tell what is read.

3. Students who are lazy to think less feel calm by using this learning method.

4. If you cannot, it is difficult for students to follow this learning method.

Reading Comprehension

Reading comprehension is reading skill that is in a higher order. Reading comprehension is reading to understand. In reading comprehension, the reader is required to be able to understand the contents of the reading. Therefore, after reading the text, the reader is required to be able to understand the contents of the reading. Therefore, after reading the text, the reader can convey the results of his reading comprehension by making a summary of the contents of the reading using his own language and conveying it both orally and in writing.

Principles of Reading Comprehension

Some studies suggest that many factors influence the success of reading comprehension. According to McLaughlin and Allen (in Rahim, 2002: 3) argues that, the principles of reading that are based on research that most influence reading comprehension are as follows:

- a) Understanding is a social constructivist process. constructivist intent is the use of language and the construction of meaning. Students build the knowledge that must be obtained by the knowledge they already know.

- b) The balance of literacy is a curriculum framework that fosters understanding. The point is that which gives the same position between reading and writing and recognizing the importance of cognitive and affective knowledge that makes us involved in the process of reading and writing directly.
- c) The superior reading teacher influences student learning. It means that the teacher who excels will do the best and provide what their students need to become successful students.
- d) Good readers hold strategic roles in taking an active role in the reading process. A good reader is a reader who actively participates in the reading process. They have a clear purpose and monitor the purpose of reading them from the text they are reading.
- e) Reading should occur in a meaningful context. That is, when the reader reads a text, of course it must have the benefits of the reading and understand the contents or important things of the text what is read can be meaningful.
- f) Students find the benefits of transactions with various texts at various levels. It means to transact with various types of reading material that increase student understanding. The experience of reading various types of reading material gives students knowledge of a number of structures and improves the process of understanding a text.
- g) Vocabulary development and teaching affect reading comprehension. The meaning of vocabulary teaching and learning from context should be balanced. Teaching should be meaningful to students, include words from student readings and focus on various strategies to determine the meaning of words that are unknown to students.
- h) Participation is a key factor in the understanding process. The point is that the involvement of the reader with the reading that is read can build understanding based on the relationship between prior knowledge and new information. The involvement of readers is motivated to read with a variety of purposes, utilizing knowledge gained

from previous experience to generate new understanding and participate in meaningful social interactions about reading material.

- i) Strategies and understanding skills can be taught. The intention is to link skills and strategies to make it easier for students to understand understanding strategies that are generally more complex than understanding skills.

Dynamic assessment informs understanding teaching. Assessment is a collection of data, such as test scores of information records to measure student learning outcomes, while evaluation is the interpretation and analysis of data. Assessing student progress is important because it allows teachers to find strengths and weaknesses, plan teaching appropriately. Communicating student progress to parents, and evaluating teaching strategies.

Population is the overall the subject research. If someone you want to be scrutinizing all elements in the study, then her research is a study of the population. Or a population adalah seorang sets (atau collection) of all elements possessing one or more attributes of interest (Arikunto 2010:173). The population in this study will students of class XI (eleventh) IIS SMA NEGRI 2 RANTAU UTARA in academic year 2019/2020. Which consist of three classes with a total of 110 . The number of male stidents is 44 and 66 female students.

TotalNumber of the Population

NO	Classes	Number of Students
1	XI IIS 1	42
2	XI IIS 2	34
3	XI IIS 3	34

	TOTAL	110
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Sample

Based on the total population above, the population is large enough to be all taken as sample of the research. Any location within which we find an intact group of similar characteristic (population member) is cluster. Cluster sampling is most useful when the population is very large. It is also a feasible method to select the sample and provide the research where the educational researcher frequently cannot select and assign individual participants. Based on the limitation of the research, the researcher took only two classes after doing clustering sample randomly. According to Gay, cluster sampling randomly select group, not individuals. All the members of selected groups have similar characteristic.

The similar characteristics intended for both of class are. The students are taught by the same teacher of english, the students have the same level, and the students have the same material about learning of writing. So, in this research, the class taken is XI IIS-2 as the control class.

The Number of Sample at the Second Grade Students of SMA Negeri 2 Rantau Utara

NO	CLASS	AMOUNT
1	XI IIS ³ (EXPERIMENTAL CLASS)	34
2	XI IIS ² (CONTROL CLASS)	34
TOTAL		68

Instrument of the Reasearch

Researchers use the test as an instrument, the following explanation: Test is a series of questions or exercises and other tools used to measure the skills, intelegency, abilities or talents possessed by individuals or groups (Arikunto, 2010:193). The tests used in this study were the mastery ability of the vocabulary test. Teste is divided into 2, namely:

Pre-Test is a form of question, which teachers ask students before starting a lason. The question is the material to be taught on that day (new material). The question is usually done for Bye teachers at the beginning of the opening lesson.

Post test is a form of question given after the lesson/material has been delivered. In other words, the post test is the final evaluation when the material taught on the day has been given that Theacer gave a test post with the purpose of WHETHETR students have understood you understand the material that was just given that day.

RESULT

After testing tested the test is used as instruments Researt, then from the calculation of items (question) as follows:

Validity issues

Number of students(N) = 34, if the level is significant @ = 0, 05 obtained r table = 0278. While the data is Proleh (validity) Lot attachment item 1. The evaluation criteria if $R_{XY} > R_{table}$ is currently said about a valid product. From the 10 essays that have been tasted contained 7 essays that valid.

Reliability issues

By using formula determination the Reliability in Chapter III is obtained reliability coefficient with (N) = 34 and the signivicances level at @ = 0.05 by0.339 while r count = 1.216. Assesment criteria If R counts > R table is said that the whole material had been middle reliable item.

Data Analysis Research

Calculation of the average and standard deviation of student learning outcomes are:

Test Data normality.

1. Test data normality is performed to determine whether or not the data is normal distribution. Test data normality done with Liliefors test. Based on the normality Test performed on the group Experimenpre test class, obtained L count = 0.095 and L count on the control class is = 0.965, whereas on L table = 0.151 in the equivalent of 0.05 significance to $n = 34$. Based on the above data, it was concluded that the data was a normal distribution at a significant level of 0.05 for $n = 34$ as L count was smaller than L table.

CONCLUSSIONS AND SUGGESTIONS

This chapter speaks of conclusions and suggestions for the expression based on the previous chapter. The purpose of the study was to illustrate the influence of the significant influence of the Model 3R on the reading comprehension of students in the XI class SMA NEGERI 2 Utara.

5.1. Conclusion.

Based on the research analysis in the previous chapter, it can be concluded as follows:

1. Model Learning 3R strategy to help each other learn the material or practice academic tasks.
2. Model Learning Strategy 3R works best when students from writing recount Tex students.
3. Model Learning 3R Strategy is a type of teaching strategy where students are taught good learning strategies, trained and supervised by class teachers.

4. The 3R strategy Learning Model is a powerful way to improve academic, social, and student attitudes.
5. Model Learning Strategy 3R is a thorough approach to the learning and teaching process in the instructional system is a full planning of calculations that are likely to be taken in the implementation and detailed with conscious and careful.

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