

PENGARUH METODE *SURVEY, QUESTION, READ, RECITE, REVIEW* (SQ3R) TERHADAP KEMAMPUAN MEMBACA PEMAHAMAN ANAK TUNARUNGU

(Single Subject Research Pada Anak Tunarungu)

(2019)

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ABSTRAK

Penelitian ini bertujuan untuk melihat pengaruh metode *Survey, Question, Read, Recite, Review* (SQ3R) terhadap kemampuan membaca pemahaman anak tunarungu kelas V di SDN Rambutan 01 Jakarta Timur. Fokus penelitian ini adalah membaca pemahaman dalam bagian literal yaitu menyebutkan fakta atau detail dalam teks bacaan dan mengurutkan cerita (*sequence*). Subjek penelitian ini adalah satu anak tunarungu berinisial SA. Metode yang digunakan adalah Penelitian Dengan Subjek Tunggal atau *Single Subject Research* dimana tahapan pada metode tersebut terdiri dari tahap *Baseline* (A1), Intervensi (B), dan *Baseline* (A2). Data penelitian diperoleh melalui tes tertulis dan hasil pengamatan. Pada tahap *Baseline* (A1) persentase stabilitas 100% menunjukkan data stabil untuk diberikan intervensi. Pada tahap Intervensi (B) persentase stabilitas meningkat menjadi 87,5% menunjukkan data sudah stabil. Pada tahap *Baseline* (A2) persentase stabilitas menjadi 100% menunjukkan data stabil. Berdasarkan penelitian yang telah dilakukan, dapat disimpulkan bahwa metode *Survey, Question, Read, Recite, Review* (SQ3R) dapat memberikan pengaruh positif terhadap kemampuan membaca pemahaman anak tunarungu di SDN Rambutan 01 Jakarta Timur. Oleh karena itu, diharapkan guru dapat menggunakan metode SQ3R dalam mengajar membaca pemahaman anak tunarungu.

Kata kunci: Metode SQ3R, membaca pemahaman, tunarungu.

**THE INFLUENCE OF SURVEY, QUESTION, READ, RECITE, REVIEW
(SQ3R) METHOD ON READING COMPREHENSION ABILITY OF
HEARING IMPAIRMENT CHILDREN**

(Single Subject Research of Children with Hearing Impairment)

(2019)

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ABSTRACT

This research aims at observing the influence of Survey, Question, Read, Recite, Review (SQ3R) method on reading comprehension of the fifth grade-hearing impairment children in SDN Rambutan 01, East Jakarta. The focus of this research is reading comprehension in the literal part, specifically mentioning facts or details in the text and sequencing the events in the story. The subject of this research is a hearing impairment children with an initials SA. The method is used in this research is Single Subject Research, that consists of three phases; Baseline (A1), Intervention (B), and Baseline (A2). The data of this research are obtained through written tests and observations. Based in the Baseline phase (A1) the percentage of stability showed 100% of the data were stable to be given intervention. In the Intervention phase (B) the percentage of stability increased, indicating 87.5% of the data were stable. In the Baseline phase (A2) the percentage of stability became 100% which indicating data were stable. Based on the research is conducted, it can be concluded that Survey, Question, Read, Recite, Review (SQ3R) method brings positive impact on reading comprehension of the fifth grade-hearing impairment children in SDN Rambutan 01, East Jakarta. Therefore, it is expected that teachers are able to use SQ3R to teach reading comprehension for hearing impairment children.

Keywords: SQ3R method, reading comprehension, hearing impairment.