

Improving Reading Comprehension for Indonesian Language Learners by Learning Starts with Questions Strategy

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Abstract

The research problem of this research is how the implementation of the LSQ strategy could improve the learners' reading comprehension skills for Elementary School level at Indonesian language subjects. This research aims to describe the improvement of learners' reading comprehension skills after the implementation of the LSQ strategy. This research applied Classroom Action Research. The data analysis technique is a descriptive qualitative data analysis, using the method of Learning Starts with Question and student learning processes. Result of this research that the class teacher's

Keywords: Learning, reading the Indonesian language, questions, strategy.

Introduction

Education is primarily an aware and deliberate work to shape a whole person or a process in humanizing human activities. Education is subject to produce human's quality as desired in the national education goals in Indonesia. The quality of education requires renewals, including an adequate education budget, an education curriculum quality, complete facilities, and infrastructure as well as qualified teaching staff (McDonald, 1966).

Indonesian language learning in Elementary Schools based on Education Unit Level Curriculum of the Republic of Indonesia, emphasizes more involvement in the learning process. This can be seen in the competency standards that must be mastered by learners, that is the competence of listening, speaking, reading, and writing. Especially, learners must master reading and writing competence because they are compulsory in the learning process. One of the steps that teachers can take in carrying out tasks in a professional manner is to improve learners' reading skills, including innovating, in learning with learning strategy. This is very important so that learning is not monotonous through the implementation of the varied Learning Starts with Questions (LSQ) strategy and emphasizes the activeness of learners in learning so that learners do not feel bored taking the lessons.

In principle, the LSQ strategy is one of the cooperative learning methods. According to Slavin (2011), cooperative learning is a learning model where learners learn and work in small groups collaboratively with members about 4-6 people with heterogeneous group structures. Cooperative Learning is a method of series of strategies specifically designed to encourage learners to work together during the learning process (Johnson, 1994; Johnson & Johnson, 1999;

Lie, 2002; Robert E Slavin, 1980, 1983, 1991). It can be concluded that learning with the Cooperative model could motivate learners to be brave in expressing their opinions, respect the opinions of friends, and sharing ideas. The LSQ strategy is a learning strategy where the learning system starts from the questions by learners who work in small groups of 4-6 people collaboratively so that it can stimulate learners to be more passionate in learning because learners will mutually in groups, making questions in completing tasks based on the reading text.

Language has a central role in learners' intellectual, social, and emotional development and is a supporter of success in learning all fields of study (Oxford & Amerstorfer, 2018). Language learning is expected to help learners get to know themselves, their culture, and the culture of others, express ideas and feelings, participate in communities that use the language, discover, and use the analytical and imaginative abilities (BSNP, 2006). Language learning is directed to the ability of learners to communicate in the Indonesian language properly and correctly, both in verbal and written form as well as fosters an appreciation of the work of Indonesian human literature. The success of learners' learning in following the process of teaching and learning activities in schools is largely determined by the mastery of reading skills or abilities. Learners who are not able to read well will have difficulty in participating in learning activities for all subjects. Learners will have difficulty in capturing and understanding the information presented in various textbooks, supporting reading books and other written learning resources.

Reading skills is one crucial component to improve learners' ability in language acquisition (Perfetti, Landi, & Oakhill, 2005). By reading, learners could gain experience, information, and knowledge that is not possible except through the reading process. Reading is also not free from language problems because it is one aspect of other language skills. Reading is also an activity or cognitive process that seeks to find various information contained in writing considered very important in school (Dickinson & Tabors, 2001). This is because learning to read does not only play a role in improving learners' language skills but also further benefits the abilities of other subjects so that the desired learning objectives can be achieved as expected.

The research problem of this research is how the implementation of the LSQ strategy could improve the learners' reading comprehension skills for Elementary School level at Indonesian language subjects in Makassar, South Sulawesi, Indonesia. This research aims to describe the improvement of learners' reading comprehension skills after the implementation of the LSQ strategy. This research is expected to be significant for some issues. For academics, it becomes input and information to improve the quality of education. For researchers, this research is expected to increase the treasury of knowledge and insights in the preparation of scientific papers on the theme of education and also as fundamental research to conduct further research by introducing an alternative in improving reading comprehension skills using the LSQ strategy. For learners, it can help learners in their reading comprehension skills. For teachers, as input for teachers in managing education in Elementary Schools in connection with efforts to improve reading comprehension skills. For schools, the results of this study are expected to be able to add information that can be used by elementary schools in improving teacher performance and

those involved in it, as well as information about the effectiveness of the LSQ strategy in learning the Indonesian language.

Literature review

Definition of cooperative learning

Slavin (2011) mentioned cooperative learning is a learning model that has been known for a long time, at which time the teacher encourages learners to collaborate in certain activities such as discussion or peer teaching. Isjoni (2013) revealed that cooperative learning is learners learn together in small groups that help each other, that arranged classes in groups of 4-6 people with heterogeneous abilities. Furthermore, Slavin (1995) stated that cooperative learning refers to a variety of teaching methods in which learners work in small groups to help one another in learning subject matter. In a cooperative class, learners are expected to be able to help each other, discuss, and argue with each other, to hone the knowledge they have mastered at the time and close the gap in their understanding. The existence of cooperative learning, it is expected that later the heterogeneity gathered in each of these groups can work together, help each other, and discuss problems and then find solutions to problems without having to feel awkward among fellow friends.

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Learning starts with a question

The Learning Start with Questions (LSQ) strategy is one of the strategies in the cooperative learning models. The strategy directs learners to study independently by making questions based on the reading given by the teacher, then learners try to find answers to these questions through discussions with other learners and the teacher helps if learners have difficulty in finding out the answer (Meidiana, 2014). LSQ strategy encompasses a learning strategy in which a new process will be more effective if learners actively ask before they get an explanation of the material to be learned from the teacher.

Learning Starts with Question strategy is fundamentally attributed to active in learning, for example, learners actively read and make questions based on the material they have learned so learners do not feel bored in learning. According to Suprijono (2009) that steps for the LQS strategy are as follows:

- Select the appropriate reading materials then share it to learners; in this case, the reading materials are unnecessary to copy.
- Choose a particular topic or chapter from a textbook and then reading the reading materials that contain general information or reading that gives opportunities for a different interpretation.
- Ask learners to study reading alone or with friends.
- Ask learners to mark the parts of the reading passage that are unclear, encourage them to give as many marks as possible when time permits, combine the study pairs with other pairs, then ask them to discuss the unknown points.

- Ask learners to write questions about the materials they have read in pairs or small groups.
- Gather questions that have been written by learners.
- Summarize the subject matter by answering the questions.

Based on the learning steps, the researchers concluded in this study, the steps of the LSQ strategy are implemented into the steps of reading comprehension learning so that they become:

- The teacher showed the reading materials.
- Learners read the reading text.
- The teacher distributed worksheets.
- Learners were grouped into at least 2 people each.
- Learners gave marks on the unclear reading passage and arrange a question.
- The teacher regrouped small groups into large ones of 4-6 people.
- Learners in groups were asked to write questions about the passages they are reading.
- The group members read questions.
- The teacher explained the answers to the questions.
- Directed learners to conclude.

The teacher asked learners to work on evaluation parts.

Indonesian language learning at Elementary School

Indonesian language learning is one of the important subject materials in primary schools of the Republic of Indonesia. The purpose of learning the Indonesian language is that learners have good and correct Indonesian language skills and can live up to Indonesian language and literature following the situation and language objectives and level of experience of elementary school learners. Therefore, Indonesian language teaching needs to emphasize receptive skills, they are listening and reading skills, while productive skills are writing and speaking skills (Saddhono & Slamet, 2014).

Language learning is very important in schools, so learners can use the Indonesian language well and know themselves, their culture and culture of others, express ideas and feelings, participate in communities that use the language and discover and use existing analytical and imaginative abilities in him.

The Indonesian Language curriculum is an important tool in realizing and achieving Indonesia's linguistic goals

(Abidin, 2012). The goals of the Indonesian Education Unit Level Curriculum are making learners have the following abilities:

- Communicate effectively and efficiently both in spoken and written form without against the ethics.
- Respect and be proud to use Indonesian as the language of unity and the language of the State.
- Understand Indonesian language and use it appropriately and creatively for various purposes.

- Using the Indonesian language to improve abilities, intellectual, and emotional and social maturity.
- Enjoy and utilize literary works to broaden horizons, character, and improve knowledge and language skills.
- Appreciate and boast Indonesian literature as a cultural and intellectual treasure of Indonesian people.

Indonesian language learning is subject to form learners' communicative competence. Communicative competence itself is not only seen as the ability to use language in communication but more broadly includes the ability to master the ability of language grammar sociolinguistics, pragmatics, discourse, as well as the strategy.

38 Method

This research applied Classroom Action Research (CAR). CAR is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together (Rust & Clark, 2007). This class of action research model is in the form of cycles including planning, action, observation, and reflection. CAR in this research is subject to examine the implementation of the Learning Starts with Questions (LSQ) strategy for improving learners' reading comprehension skills in the Indonesian Language class.

Research settings

CAR was carried out in one of public Elementary Schools located in Makassar City, South Sulawesi, Indonesia. The respondents were set based on some considerations. Firstly, the level of cognitive development in the class was not yet fluent in reading. Secondly, there were student variations in the form of social status, education, and parents' job. Thirdly, the problems experienced by learners in learning to read.

Research subjects

The subjects of this research were a teacher and students of one of public Elementary School in Makassar city, South Sulawesi, Indonesia. Thirty-five learners consist of twenty-three male and twelve female participated in this research. The leading intention of deciding the research subject is improving learners' reading comprehension skills on Indonesian language subject through the implementation of the Learning Starts with Questions (LSQ).

Research design

This research was conducted in 2 cycles with two meetings per cycle. The design of the action taken consists of four repetitive components, namely planning, implementation, observation, and

reflection. The results of reflection in the first cycle are used to refine the actions in the second cycle. This class action research procedure can be described as follows.

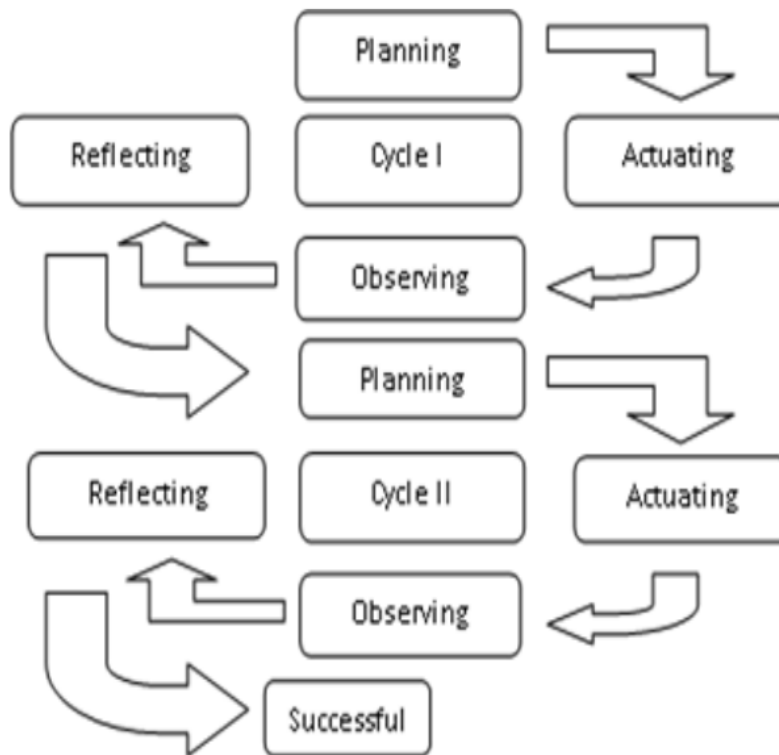


figure 2: First cycle reflection

Planning

Action planning is the preparation of the action plan for learning the reading comprehension skills by applying the LSQ strategy with the following steps:

- Equating perceptions among class action research implementers (authors) and teachers about the concepts and objectives of using the LSQ in learning to read.
- Systematically compile cycle 1 action learning plan.
- Determine the learning materials and media to use.
- Arranging the indicators of data instruments as a success indicator for learners and teachers in the form of formats, observations, tests, and photographs the action.

Actuating

The implementation phase of the action is the stage of implementing the action plan that has been prepared in collaboration between the writer and the teacher as an observer. At this stage, the researchers began to carry out the action i.e. carrying out the learning process following the action scene that has been prepared at the planning stage. This learning activity intends to help learners improve their reading comprehension skills individually. Learning action activities carried out by researchers and assisted by a teacher in 2 cycles. The activity ended after all learners reached the specified indicators of success in understanding the reading materials.

Observing

Observations were carried out researchers during the learning process in each meeting. The purpose of this observation is to find out the activities of a teacher and learners related to the implementation of the learning LSQ during the learning process. As a result, the researchers could decide the score for student reading learning outcomes at the end of the cycle.

Reflecting

The results obtained in the observation stage were collected and analyzed at this stage. Matters that still need to be improved and developed were discussed with the class teacher. The results of the first cycle of analysis were a reference for planning the second cycle so that what would be achieved in the next cycle is in a line with the expectation.

Data collection techniques

Observation

Observation in action research is a data collection technique by observing every event that is taking place and recording it with an observation tool about things that would be observed or examined. Observation aims to determine the suitability of planning and actions that have been prepared and to determine the extent to which the implementation of actions can produce changes following what is desired.

Test

Instrument test in this research is a collection of data to measure the ability of learners in cognitive aspects, or the level of learning material mastery. The test was conducted aiming to gather information to determine learners' reading skills in reading the contents of reading in a discourse. In this research, the end of the cycle test is used to find out the increase in learners' reading comprehension skills, while the type of test was written test is in an essay form.

Documentation

In this research, the data also were obtained by the documentation technique. The researchers were provided with the list of learners' names, student achievement in Indonesian language

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subjects, and school curriculum. In addition, the researchers also provided the observation sheets filled out by observers. The other data supporting research are such as letters permission from the faculty and permission from the local government.

Data analysis

The data analysis technique is a descriptive qualitative data analysis. Descriptive qualitative data analysis was carried out in three stages namely data reduction, data presentation, and data verification (Miles & Huberman, 1984). Data reduction is the process of selecting, focusing, and simplifying all data that has been obtained from data collection to report preparation. Data presentation can be done to organize data reduction by way of compiling narratively a collection of information that has been obtained from the results of education, to provide the possibility of conclusions and taking action. Data verification to verify the results of interpretation and evaluation. This activity includes searching for the meaning of data and providing explanations.

Results and Discussion

In this chapter, the researchers deal with the results of research that shows an increase in learners' reading comprehension skills, as well as student learning activities and teacher's teaching activities after the learning process of LSQ. In the implementation of learning actions, researchers acted as observers and a teacher acted as implementers of learning. This learning activity was carried out in two cycles by following the CAR stages. The procedure for each cycle is as follows:

Cycle 1

The action phase of the first cycle is learning carried out to determine the initial conditions of learners after the implementation of the LSQ. Data obtained from this activity were the results of evaluation tests at the end of the cycle and student behaviour during the learning process. The implementation of the first cycle took place in two meetings. An evaluation test was given at the end of cycle I. This activity consisted of four stages as follows:

The planning stage

In this stage, the researchers compiled and prepared steps to carry out at the planning stage. The researchers equated perceptions between researchers and a class teacher about LSQ applied in learning. The researchers also studied the curriculum to prepare learning plans. The researchers developed a lesson plan by applying the LSQ and prepared observation sheets to find out the activities of learners and a class teacher during the learning process.

Implementation phase

The learning of reading comprehension skills by applying the LSQ for the first cycle of action was carried out twice multiply 35 minutes. In the implementation of this first cycle of action, the

researchers acted as observers. A school teacher, at this point, acted as the implementer of learning. Here are the details:

Initial activities

The activities carried out by the class teacher in the first stage of the action were opened the lesson by greeting and asking what the learners should do before the lesson begins. The teacher checked the presence of learners and committed (apperception) to motivate learners to play an active role in the learning process. In addition, the teacher conveyed learning objectives to achieve.

Main activities

At the main stage of learning activities, the class teacher implemented learning by the procedure that is at the first stage or the first meeting, the teacher showed the reading materials (*going to the post office*) to be learned. The teacher then asked the learners to read the reading text. Furthermore, the teacher made a group of two learners after distributing the worksheets. Then learners were asked to mark the passages that are unclear and compiled questions according to the instructions on the worksheet, and then the teacher combined small groups into 4-6 learners in one group. After that, learners in the group were asked to write questions about the materials they have read. Then the group read questions that have not been resolved to be responded by other groups. After that, the teacher explained the answers to the remaining questions that have not been answered. Where as in the second meeting, the class teacher showed the reading materials, *the market reading text in the morning*, to be studied. All the machines in the second meeting were the same as the first meeting.

Final Activities

The next activity is providing evaluation question used as a formative test in the first cycle. This was done to find out the extent to which learners can understand the reading that has been given. At the end of the learning activities, the teacher reflected on the learning activities and together with the learners concluded. Next, the teacher provided moral messages to learners. Finally, the teacher closed the lesson by guiding learners to pray before leaving school.

Observation phase

The teachers' teaching in cycle 1

The results of the observation on teaching activities by teachers were conducted by applying the LSQ. It aimed to improve learners' reading comprehension skills in the first cycle of meeting 1 and 2. The researchers observed learning activities consisting of 10 indicators and checked the observation checklist. Observation checklist used a rating scale consisting of very good, good, and poor. In cycle 1, teaching activities by the class teacher in meeting 1 reached 63.33%, which is in the good category. Indicators of a teacher activity that are in the very good at meeting 1

showed reading materials and the class teacher asked learners to read the reading text. Indicators of teacher activity that is in the good category are as follows:

- Delivering the learning objectives to be achieved
- Group learners into small groups of 2 people
- Directing learners to mark the passages that are not understood
- The teacher combines small groups into large groups of 4-6 people in one group
- The teacher asks learners to write questions about the material they are reading.

Indicators of teacher activity that are in the poor category are as follows:

- Directing learners to read questions that have not been resolved for other groups to respond
- Explain the answers to the remaining questions that have not been answered
- Directing learners to conclude.

The results of observations of teaching activities by a class teacher in cycle 1 of meeting 2 reached 66.66%, which is in the good category. Indicators of teacher activity that are in the good category at meeting 2 are as follows;

- The teacher conveys the learning objectives to be achieved
- The teacher shows the reading material
- The teacher asks learners to read the reading text
- The teacher combines small groups into large groups of 4-6 people in one group.

Indicators of class teacher activity that are in the good category at meeting 2 consists of two indicators, namely, group learners into small groups of 2 people, and directing learners to mark the passages that are not understood.

Indicators of class teacher activity that were in the poor category at meeting 2 are as follows:

- Directing learners to write questions about the material they are reading
- the teacher directs learners to read questions that have not been resolved for other groups to respond
- Explain the answers to the remaining questions that have not been answered
- Directing learners to conclude.

The learners' learning in cycle 1

Observation of student learning activities in the first cycle of meeting 1 is in the good category with a percentage of 60% achievement. Indicators of student activity that is in the very good category at meeting 1 are learn ersread the reading text. Indicators of student activity that is in the good category at meeting 1 consists of 6 indicators.

- Learners study reading the material.
- Learners group in small groups of 2 people.

- Learners give a mark on the reading that is not understood according to the worksheet instructions.
- Learners join into large groups of 4-6 people in one group
- Learners listen to the answers to the remaining questions that have not been answered.
- Learners conclude learning material.

Indicators of student activity that is in the poor category at meeting 1 consists of 3 indicators as follows:

- Learners pay attention to the learning objectives to be achieved
- Learners write questions about the material they are reading
- Learners read questions they write based on worksheets.

The results of observations of teaching activities of learners in the first cycle of meeting 2 with the percentage of achievement that is 66.66% which is in the good category, the indicator category of success. Indicators of student activity that is in either very good category at meeting 2 consists of 1 indicator, namely learners read the reading text. Indicators of student activity that is in the good category at meeting 2 consists of 8 indicators as follows:

- Learners study reading material
- Learners group in small groups of 2 people
- Learners give a mark on the reading that is not understood according to the worksheet instructions
- Learners join into large groups of 4-6 people in one group
- Learners write questions about the material they are reading
- Learners read questions they write based on worksheets
- Learners listen to the answers to the remaining questions that have not been answered
- Learners conclude learning material.

Indicators of student activity that is in the poor category at meeting 2 consists of 1 indicator, namely learners pay attention to the learning objectives to be achieved.

The completeness of learners' reading comprehension skills in cycle I

After the learning process was held in the first cycle, the researchers provided the evaluation test at the end of cycle 1. The evaluation was conducted after the application of Learning Starts with Questions to find out the extent to which increased learners' reading comprehension skills. Individual test results conducted on reading comprehension through the application of the Learning Starts with Question (LSQ) could be seen in the following Table 1:

Table 1: Completion of reading skills comprehension of learners in cycle 1

Completion Criteria	Category	Frequency	Percentage
0 – 67	Incomplete	15	46.87%
68 – 100	Complete	17	53.12%
	Total	32	100%

Table 1 above shows that out of 32 learners, there were 17 learners or about 53.12% who completed the test with a passing grade between 68-100. Learners who did not complete the test consists of 15 learners or about 46.87% with a passing grade between 0-67. By this percentage, the completeness of learners' reading comprehension skills for the first cycle is in the poor category. Therefore, the value of learning outcomes of learners' reading comprehension skills do not meet the minimum completeness criteria of 68 or about 80% of all learners, the class is considered an incomplete category.

Reflection phase

In the first cycle of action, reading learning is focused on improving learners' reading comprehension skills by applying the Learning Starts with Questions (LSQ). To obtain data about the implementation of the action cycle I, the observations and tests were carried out. The results of observations and tests during the implementation of the action were analyzed and discussed by the researchers teachers. The results of the observation in this phase are as follows:

- The quality of teachers' mastery of the learning implementation plan still needs to be improved. This is based on the steps in the learning implementation plan that are not implemented.
- The teacher in explaining the learning material has carried out quite well, doing a question and answer with learners. However, when explaining the learning material the teacher is still not sensitive to student activities. Thus, some learners pay less attention to learning material so that it will have an impact on learners' reading skills test results.
- The use of reading material that would be read by learners, to measure learners' reading comprehension skills needs to be adjusted to the allocation of learning time.
- Under the learning outcomes of learners' reading comprehension skills through the application of the Learning Starts with a Question (LSQ) method is carried out by providing an evaluation test at the end of the cycle I.

Based on the analysis and reflection above and referring to the established completeness criteria, it could be concluded that the learners' reading comprehension skills for the first cycle of action had not been successful. In the first cycle, there was 53.12% as many as 17 learners completed the test and 15 learners did not complete out of 32 learners. So that the action cycle I concluded was not successful, the learning activities in this study could be continued in the next cycle to improve the previous learning cycle.

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Cycle 2

The second phase of the action cycle is learning activity undertaken to determine the initial conditions of learners after applying the Learning Starts with Question (LSQ). Data obtained from this activity were the results of evaluation tests at the end of the cycle and student behaviour during learning. The implementation of the second cycle was two meetings, at the second meeting on cycle II, an evaluation test was given. This activity consists of four stages: planning, implementation, observation, and reflection.

The planning stage

The researcher compiled and prepared steps to carry out at the planning stage consists of four steps as follows:

- Equating perceptions between researchers and teachers about Learning Starts with Question (LSQ) applied in learning
- Studying the curriculum to prepare learning plans.
- Developing a lesson plan by including the Learning Starts with Question (LSQ).
- Preparing observation sheets to find out the activities of learners and teachers during the learning process.

Implementation phase

The learning of reading comprehension skills by applying the Learning Starts with Question (LSQ) in Elementary School of Makassar for the second cycle of action was carried out with a time allocation of 2 x 35 minutes. The number of learners attended the first meeting was 33 and 30 in the second meeting. In the implementation of the second cycle of action, the researchers act as an observer, while the Elementary School teacher act as the implementer of learning.

Initial activities

The activities carried out by the teacher in the first stage of the action are the teacher opened the lesson by greeting and asking how the learners are doing before the lesson begins. Next, the teacher checked the presence of learners. Eventually, the teacher committed to motivating learners to play an active role in the learning process and convey learning objectives to be achieved.

Main activities

At the core stage of learning activities, the teacher implemented learning by a particular procedure. In the first meeting, the teacher showed the reading material to be learned that is the reading text *I have been aware of*. After that, the teacher then asked the learners to read the reading text. Furthermore, the teacher grouped learners into small groups of 2 people, after which the teacher distributed worksheets. Then, learners were asked to mark the passages that are not understood. The researchers compiled question according to the instructions of the

worksheet, then the teacher combined small groups into large groups of 4-6 people in one group. After that, learners in the group are asked to write questions about the material they have read. Then the group read questions that have not been resolved to be responded by other groups. After that, the teacher explained the answers to the remaining questions that have not been answered. Finally, the teacher-directed learners to conclude.

Whereas in the second meeting, the same as in the first meeting, the teacher showed the reading materials to be studied, namely *the mango reading text of grandparents*, after that the teacher then asked learners to read the reading text. Furthermore, the teacher grouped learners into small groups of 2 people, after which the teacher distributed worksheets. Then learners were asked to mark the passages that are not understood and compile a question according to the instructions of the worksheet. Then, the teacher combined small groups into large groups of 4-6 people in one group. After that in the group were asked to write questions about the materials they have read. Then the group read questions that have not been resolved to be responded to by other groups. After that, the teacher explained the answers to the remaining questions that have not been answered, and then the teacher-directed learners to conclude. The next activity is providing evaluation questions. This evaluation question is used as a formative cycle II test; this is done to find out the extent to which learners can understand the reading that has been given.

Final activity

At the end of the learning activities, the teacher reflected on the learning activities and the teacher and the learners draw conclusions. Next, the teacher provided moral messages to learners; finally, the teacher closed the lesson by guiding learners to pray before going home.

Observation phase

Teachers' teaching in cycle 2

In cycle 2, the teaching activities of teachers in meeting 1 reached 80%, which is in a very good category. The indicators of this category are as follows:

- The teacher conveys the learning objectives to be achieved
- The teacher shows the reading material
- The teacher asks learners to read the reading text
- The teacher directs learners to put a mark on the reading that is not understood according to the worksheet instructions
- The teacher combines small groups into large groups of 4-6 people in one group
- The teacher explains the answers to the remaining questions that have not been answered

Indicators of teacher activity that is in the good category in meeting 1 consist of 2 indicators as follows:

- The teacher groups learners into small groups of 2 people

- The teacher directs learners to read the questions they write based on the worksheet.

Indicators of teacher activity that are in the poor category in meeting 1 consist of 2 indicators as follows:

- The teacher asks learners to write questions about the material they are reading
- The teacher allows learners to summarize learning outcomes.

The results of observations of ²²teaching activities of teachers in the second cycle of meeting 2 reached 86.66%, which is in the very good category. The indicators of this category are as follows:

- The teacher conveys the ¹⁰learning objectives to be achieved
- The teacher shows the reading material
- The teacher asks learners to read the reading text
- The teacher groups learners into small groups of 2 people
- The teacher combines small groups into large groups of 4-6 people in one group
- The teacher directs learners to read the questions they write based on the worksheet.

Indicators of teacher activity that are in the good category in meeting 2 consists of 4 indicators.

- The teacher directs learners to put a mark on the reading that is not understood according to the worksheet instructions.
- The teacher asks learners to write questions about the material they are reading.
- The teacher explains the answers to the remaining questions that have not been answered.
- The teacher allows learners to summarize learning outcomes.

In this step, there are no indicators that showed a poor category.

Learners' learning in cycle 2

Learners' learning in the second cycle of meeting 1 was in the very good category that reached 70%. Indicator of students' activity that is in the very good category in meeting 1 was only 1 indicator, it is *learners read the reading text*. Indicators of student activity that is in the good category in meeting 1 consists of 9 indicators are as follows:

- Learners pay attention to the learning objectives to be achieved
- Learners study reading material
- Learners group in small groups of 2 people
- Learners give a mark on the reading that is not understood according to the worksheet instructions
- Learners join into large groups of 4-6 people in one group
- Learners rite questions about the material they are reading
- Learners read questions they write based on worksheets
- Learners listen to the answers to the remaining questions that have not been answered

- Learners conclude learning material.

There is no indicator of student activity, which is in the poor category in meeting 1. The results of the observations of teaching activities in the second cycle of meeting 2 reached 80% which is in the very good category are as follows:

- Learners pay attention to the learning objectives to be achieved
- Learners study reading material
- Learners read the reading text
- Learners give a mark on the reading that is not understood according to the worksheet instructions.

The result of student activity that is in the good category in meeting 2 consists of 8 indicators as follows:

- Learners group in small groups of 2 people
- Learners join into large groups of 4-6 people in one group
- Learners write questions about the material they are reading
- Learners read questions they write based on worksheets
- Learners listen to the answers to the remaining questions that have not been answered
- Learners conclude learning material

This step showed that there is no indicator of student activity shows poor category.

Description of completeness of learners' reading skills in cycle II

After the learning process was held in the second cycle, the evaluation test was given to the research subject. This step aims to find out the extent of the improvement in learners' reading comprehension skills after applying the LSQ in Indonesian subjects. Data on the results of individual reading comprehension skills tests conducted in Elementary School of Makassar, South Sulawesi, Indonesia regarding reading comprehension through the application of the Learning Starts with Question (LSQ), can be seen in the following table:

Table 2: Completion of reading skills comprehension of learners in cycle 2

Completion criteria	Category	Frequency	Percentage
0 – 67	incomplete	3	10%
68 – 100	Complete	27	90%
	Total	30	100%

Table 2 above shows that out of 30 learners, 3 learners did not complete the reading test that reached 10% with a completeness score of 0-67. Whereas, learners who completed the learning were 27 learners or 90% with a completeness grade between 68-100. Thus, the completeness of

the results of learners' reading comprehension skills for cycle 2 is in the very good category. Therefore, the value of the results of learners' reading comprehension skills has met the minimum completeness criteria of 68 learners or about 80% of all learners. The class is considered to be complete. For more details, Table 3 below shows the average value of learning outcomes achieved as follows:

Table 3: Distribution of frequency and score percentage on cycle 1 and 2

No	Score	Category	Frequency		Percentage (%)	
			Cycle I	Cycle II	Cycle I	Cycle II
1.	85-100	Excellent	4	15	12.5%	50%
2.	65-84	Very good	13	12	40.6%	40%
3.	55-64	Good	14	3	43.7%	10%
4.	35-54	Poor	1	0	3.1%	0%
5.	0-34	Very poor	0	0	0%	0%

Based on Table 3 above, it is indicated that there is an increase in learners' reading comprehension skills after an evaluation test is carried out at the end of the first and second cycles. In the first cycle, there were 12.5% learners were in the excellent category, and 40.6% were in the very good category, 43.7% were in a good category, 3.1% was in the poor category, while there is no learner in the very poor category. Whereas, in cycle II there were 50% of the learners were in the excellent category, and 40% were in the very good category, 10% were in a good category. There are no learners in the category of a poor and very poor category. Thus, there was an increase in the results of learners' reading comprehension skills through the application of the LSQ for Elementary School learners of Makassar City, South Sulawesi, Indonesia.

Reflection phase

Several observations and data processing in conducting research was discussed in this phase. The findings of the second cycle are as follows:

- The teacher has improved the implementation of learning following the learning implementation plan that has been made, although there are still steps in the learning implementation plan that have not been maximally implemented.
- Learners pay close attention and take an active part in the learning presented by the teacher. Teachers are more sensitive to student activities, namely by providing reinforcement for positive student activities and giving reprimands to negative student activities such as playing and making noise in class.
- The teacher has used reading material that will be read by learners, to measure learners' reading comprehension skills that have been adjusted to the allocation of time.

The increase in learners' learning outcomes in learning reading comprehension skills and the application of the Learning Starts with Question (LSQ) have met the specified completeness criteria. Although 3 learners have not yet reached the required score. From the results of student learning in cycle II, the teacher has been able to carry out improvements planned after the implementation of cycle I. Based on the results of these reflections, this research has reached the established indicators of success so that there is no need to proceed to the next cycle.

Conclusion

Based on the results of research and discussion, it can be concluded that the application of the Learning Starts with a Question (LSQ) strategy in learning can improve the learners' reading comprehension skills. This can be seen in terms of the success of teaching activities of skilled teachers using the method of Learning Starts with Question (LSQ) and student learning processes. The class teacher's observation in cycle 1, meeting 1 and 2 are in the very good category. In cycle 2, the results of the class teacher's observation in the meeting and 2 is in a good category. Student learning activities in the first cycle of meeting 1 and 2 are in a good category and the results of the observation of student learning activities in the cycle 2 of meeting 1 and 2 are in the very good category, Likewise with reading comprehension skills, learners have increased from poor category in the first cycle to the very good category in the cycle 2. The achievement exceeded the standards in the indicators of success that have been set for public elementary school so that they have been completed.

Primary school teachers are encouraged to use learning strategy that supports the improvement in reading comprehension of learners in Indonesian subjects, namely the application of the Learning Starts with a Question strategy as an alternative to making it easier for learners to understand reading, material to increase learning outcomes in reading skills.

As consideration for schools in establishing policies regarding the use of learning strategy to improve the quality of learning both in terms of the process and in terms of results, namely the application of the Learning Starts with a Question strategy. For the next researcher, it is hoped to further develop the results of this study through the next research which is about the application of the Learning Starts with a Question (LSQ) strategy as a learning tool that is proven to be effective and efficient in improving learners' reading comprehension skills in understanding reading texts.

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