



Increasing Students' Effective Reading Speed Competence by Using The KLOS Method at SMP Negeri 02 Rumbia, Indonesia

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Abstract

The effective speed of reading has a very important role, because with fast reading accompanied by the ability to understand quality reading one can master science and technology. However, the habit of reading Indonesian that is not good has a negative impact on a person's level of readability, especially a student. To overcome this much needed effort and creativity of the teacher. One of them is through the application of the KLOS method in learning to read. This study aims to increase the Effective Reading Speed (KEM) using the KLOS method for Class VIII students of SMP Negeri 02 Rumbia. This classroom action research took place at SMP Negeri 02 Rumbia grade VIII, with a total of 30 students. Implementation of activities carried out through three cycles. Data from the three cycles are in the form of student and teacher observations during the learning process. The entire data was analyzed qualitatively. While the data on the results of the Effective Reading Speed (KEM) test for students using the KLOS method were analyzed quantitatively. The results of the data analysis show that learning speed reading activities using the KLOS method can increase students' Effective Reading Speed (KEM).

Key words: KEM, KLOS Method, Increase.

Introduction

Based on the researcher's experience, learning to read both experienced by oneself and what is known so far, the learning model always refers to the reading in the textbook. The existing reading teaching technique is generally in the form of reading comprehension. Basically, there are many teaching techniques that have not been used to practice reading skills, for example the gap test technique. The fact that occurs in addition to the abilities and skills that are lacking in students, teaching reading always refers to the techniques in the book. Thus students assume that teaching reading aims solely to answer questions, look for difficult terms and so on.

Another issue that always arises in learning to read is that Indonesian language teachers in general only prioritize completing target material in the curriculum whose orientation refers to efforts to improve students' ability to work on questions, although this is not always true because the questions often do not refer to skills. language skills including listening, speaking, reading, and writing.

Another factor that is no less important is the lack of Indonesian teachers understanding and mastering reading teaching techniques. Not to mention choosing reading material that should be in teaching reading teachers are required to be able to choose reading material that is in accordance with the goals and level of student development, student competency, interest and level of reading proficiency.

Based on the brief description above, the researcher took action, namely "Increasing the Effective Speed of Reading by Using the Klos Method for Class VIII Students of SMP Negeri 02 Rumbia".

The researcher chose the klos method to increase the Effective Speed of Reading because the klos method can be used to measure the readability of a discourse and to train reading skills and abilities. The formulation of the problem from this study, namely how to apply the KLOS method in increasing the Effective Reading Speed of class VIII students of SMP Negeri 02 Rumbia and is there an increase in the Effective Reading Speed of class VIII students of SMP Negeri 02 Rumbia after using the Klos method? Therefore the expected goal of this study is to describe the application of the Klos method in increasing the effective speed of Grade VIII students of SMP Negeri 02 Rumbia after applying the Klos method.

Literary Review

Concept of Reading

Reading skill is one of the language skills of the four aspects of language skills. Typically, these four skills are considered the responsibility of the English teacher alone in the process of improving them. However, such perceptions need to be straightened out. Because every teacher in any subject should be responsible for the ability of his students. However, one very dominant factor in determining student learning success is depending on the reading skills they have.

It should be noted that each skill possessed by the student is very closely related to other skills with a variety of skills. In acquiring language skills, usually through an orderly sequence relationship, starting in the family environment before entering school children learn to listen and speak, after school they learn to read and write.

From era to era the model of reading has always been influenced by the development of human civilization and science. Between the 1950s and 1960s reading models were influenced by definitions and explanations of reading, in the 1970s models and theories of reading emerged which had a starting point from the views of developmental psychologists, cognitive psychology, psycholinguistic information processes, while in the 1980s reading processes influenced by experimental psychology.

Reading is a skill whose skill requires an intensive and continuous training (Akhmad Slamet Harjasujana, 1997:103). Reading activities and assignments are very important in the world of education because these activities will determine the quality and success of a student as a learner in his studies. A teacher at school should be able to motivate students in two ways, namely reading ability. In this case, an Indonesian language teacher needs to choose an appropriate method to achieve the goals as stated in the high school curriculum.

In order to achieve these learning objectives the teacher must be able to determine a method that is considered easier to implement than other methods or tools, for example using the KLOS method. According to Subyakto (1988:148),

reading quickly tends to think that only a fast reader is an effective and efficient reader. Thus a student who reads slowly cannot complete his task at the allotted time.

Effective Reading Speed (KEM)

Effective Reading Speed (KEM) a term to reflect the actual reading ability achieved by readers. Two elements supporting the reading process, namely the visual element (the ability to motorize the eyes in seeing and identifying graphic symbols) and the cognitive element (the brain's ability to digest and understand graphic symbols) have been included in the KEM formula. Therefore, KEM can be determined by multiplying the average reading speed by the percentage of understanding of the contents of the reading (Harjasujana, 2000:109).

To achieve high KEM requires training and habituation. One's KEM can be fostered and improved through the practice process. There are two main factors suspected as factors influencing KEM, namely internal factors and external factors. What is meant by internal factors are factors that are within the reader himself, namely: intelligence, interest, and motivation, reading attitude, linguistic competence, reading goals, and others. What is meant by external factors are factors that are outside the reader. This factor can be divided into two things, namely factors related to reading (readability and organization of reading) and the characteristics of the reading environment (teachers, facilities, learning models, reading methods, and others) (Harjasujana, 2000: 110) .

Based on the results of studies by experts in Japan, an adequate speed for final grade elementary school students is approximately 200 kpm, junior high school students between 200-250 kpm, high school level students between 250-325 kpm, and freshman levels between 325-400 kpm. With an understanding of the content of the reading of at least 70%. With this description it can be grouped into Effective Reading Speed (KEM) for each level, namely elementary level = $200 \times 70\% = 140$ wpm, junior high school/junior high school level = $200 \times 70\%$ up to $250 \times 70\% = 140-175$ wpm, high school/high school level SMA = $250 \times 70\%$ up to $350 \times 70\% = 175-245$ wpm, and tertiary level $350 \times 70\%$ up to $400 \times 70\% = 245-280$ wpm. (Harjasujana, 2000:108).

Clos method

Klos comes from the word "Clozure" which is a term from Gestalt psychology. This is as stated by Wilson Taylor quoted by Kamidjan, that: The concept of this klos technique explains the tendency of people to perfect an incomplete pattern into a unified whole (Kamidjan, 1996:66).

Based on the opinion above, in the klos technique the reader is asked to understand incomplete discourse, because certain parts have been omitted but the reader's understanding remains perfect. The parts of the word that are omitted are usually called the word ke -an. The word ke -an is replaced with a horizontal line or dotted line, because the word ke -an can be a noun, a verb, a conjunction, and other words that are considered important. The reader's task is to fill in the blanks according to the original text.

The Klos method according to Heilman, Hittleman, and Bartmuth (in Sujana, 1987: 144) states that, this klos technique is not only useful for measuring the readability of discourse, but also for measuring the level of understanding of its readers. Through this technique we will know the development of students' linguistic concepts, understanding, understanding, and knowledge.

The advantages and disadvantages of the Klos method

According to Kamidjan (1996:72) a measuring instrument certainly has advantages and disadvantages. The advantages are as follows: there is a pattern of interaction between readers and writers, assessing readability as well as reading skills, the clos technique is a test tool that is flexible and concise, the klos test can reach a large number of readers, the klos technique can also be used as a tool for teaching in class, This test can also be used to practice reading comprehension, and to train students (readers) to be critical of discourse. While the weaknesses are: the validity of the superiority of understanding is lacking, the reader does not necessarily understand the understanding of the discourse, and there are multiple fillings that are consistent.

To overcome these weaknesses the researcher gave readings that were in accordance with the students' abilities. Researchers do not give readings that are too high or too low with students' abilities.

RESEARCH METHODS

Approach and Type of Research

The approach used in this study is a qualitative approach, because this research was carried out starting from the problems of learning in class, then followed up with the application of an action lesson then reflected, analyzed and reapplied in the following cycles, after revisions were carried out based on the findings during reflection .

The type of research used is Classroom Action Research (CAR), in which the researcher tries to implement an action as a remedial effort to overcome the problems found. Because the research was carried out in a classroom setting, it was called Classroom Action Research.

Research Model

This research is a class action research, Stephen Kemmis and Mc Taggart's model (in Suranto, 200:49), this model uses a self-reflective spiral system that starts from plans, actions, observations, reflections, and re-planning which are the basis for a solution design. problem. Classroom Action Research (PTK) according to Kemmis and Mc Taggar (in Suranto, 2000:49).

Research Procedures

The research procedure begins with pre-action, namely identifying the Clos method and Effective Speed of Reading (KEM) then carrying out actions consisting of 3 cycles. Each cycle of action has four stages, namely 1) preparation/planning of action, 2) implementation of action, 3) observation and evaluation, and 4) analysis and reflection. In detail, each action cycle is as follows:

Action Preparation

Each cycle requires preparations including the following:

- ✓ Develop a learning implementation plan that refers to the discussion syllabus that has been made by the teacher.
- ✓ Prepare teaching materials
- ✓ Preparation of instruments as an observation tool
- ✓ Sheet ability levels of readability and understanding of students.
- ✓ Observation sheet of problems encountered to increase students' effective reading speed
- ✓ Determination of class action schedules.

Action Implementation Plan (Action Implementation)

In general, class actions for each cycle are carried out as follows:

- ✓ Students discuss the klos method.
- ✓ Students and teachers conclude about the gap discourse and how to improve the gap.

- ✓ Students form groups. Of the 32 students, each odd number of absences is the respondent group, and the even number of absences is the observer group or timekeeper and calculates the respondent's KEM. Thus every odd absent number is paired with an even absent number.
- ✓ Students with odd number of absences read the discourse that has been provided and students with even number of absences as timekeepers and calculate the respondent's KEM.
- ✓ Students who as individual observers measure the level of readability of respondents (pairs).
- ✓ In the next stage, the group that was originally the respondent changed to the observer group. The task of the observer group is to record the time and calculate the respondent's KEM
- ✓ Students and teachers conclude reading results using the KLOS method as a reference for reflection.

Observation and Evaluation

In each cycle, observations are made with the instruments provided, namely:

- ✓ The level of readability and understanding of the klos method
- ✓ Discourse length as a teaching tool
- ✓ Delisi (lesapan) is adjusted to the needs of students and the teacher's considerations, namely skills in mastering grammar elements and vocabulary skills and their meanings
- ✓ Evaluation as a teaching tool (contextual) means that it may be synonymous or meaning that can replace the position of the word being released.
- ✓ Observation Sheet Problems encountered to improve KEM

This instrument is used to monitor the problems faced by students in the process of learning speed reading using the klos method.

- ✓ Language knowledge level
- ✓ Cognitive abilities
- ✓ Reading experience
- ✓ Teacher/Researcher Activity Observation Sheet

In the final (third) cycle, questionnaires were given to students regarding the implementation of Effective Speed Reading (KEM) learning using the Klos method.

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- ✓ Observation Sheet Problems encountered to improve KEM
- ✓ This instrument is used to monitor the problems faced by students in the process of learning speed reading using the klos method.
- ✓ Language knowledge level
- ✓ Cognitive abilities
- ✓ Reading experience
- ✓ Teacher/Researcher Activity Observation Sheet
- ✓ In the final (third) cycle, questionnaires were given to students regarding the implementation of Effective Speed Reading (KEM) learning using the Klos method.

Action Preparation

Each cycle requires preparations including the following:

- ✓ Make a plan

Reflection

At the end of each cycle, reflection is always carried out to find out the level of students' readability and understanding. Discussions are always held with students in the process of inputs as well as responses and comments from students so that reflection is in accordance with the development of students' reading progress.

Research Data Sources

The data collected in this study were in the form of notes, learning syllabus, learning implementation plans (RPP), students' Effective Reading Speed (KEM) results, and observations of learning activities.

The data sources in this study were class VIII students of SMP Negeri 02 Rumbia in the 2019/2022 academic year, and teachers, as well as observers during the class action assessment.

Data analysis technique

In this classroom action research using two data analysis techniques with regard to the type of data collected, namely qualitative analysis and quantitative analysis. Qualitative analysis of the qualitative data obtained from the observations of students and teachers during the course of learning in class. Meanwhile, quantitative analysis was used on the results of the students' Effective Reading Speed test (KEM) using the Klos Method.

The formula used to determine the Effective Reading Speed is as follows:

$$\frac{K}{Wm} \frac{K}{Wm} \times \frac{B}{SI} = \text{Kpm}$$

$$\frac{K}{Wd : 60} \times \frac{B}{SI} = \text{Kpm}$$

$$\frac{K}{Wm} (60) \times \frac{B}{SI} = \text{Kpm}$$

Information :

K : The number of words read

Wm : Read travel time in minutes

Wd : Travel time in seconds

B : The weighted score of the test that was answered correctly

SI: Ideal score or maximum score

Kpm : Words per minute

Students are said to have successfully read (completed) if their reading speed is at least 250 kpm and the ability to understand reading is at least 80%, it means that students are said to have successfully read (completed) or in accordance with the KKM (Minimum Completeness Criteria), that is, if the effective reading speed (KEM) is at least 175 kpm . This was based on Harjasujana's opinion which said that the minimum KEM for the classification of readers were: Elementary School (140 kpm), Junior High School (140-175 kpm), High School (175-245 kpm), and Higher Education (245-280 kpm). (Harjasujana, 2000:110).

RESULT AND DISCUSSION

Result

Cycle I

Planning

To carry out the previous actions requires preparations, namely: preparing a learning implementation plan that refers to the learning implementation plan that has been made by the teacher. In order for the learning process to run smoothly, teaching materials about the KLOS method and Effective Speed of Reading (KEM) are needed as well as preparing reading materials according to the KLOS criteria. Obtaining research results prepared observation tools for both students and teachers. The observation tools are in the form of the clos method instrument, the student KEM individual assessment instrument, the KEM observation instrument, the teacher activity observation instrument, and student questionnaires. The researcher was assisted by observers from teachers and also observers from students.*Implementation*

Implementation of actions in cycle I requires 2 (two) face-to-face meetings, each face-to-face requires 2 x 45 minutes with the following learning steps:

- ✓ The initial activity of students forming groups. Of the 32 students, each odd number of absences was used as the respondent group (or the group under study), and the even number of absences was used as a group of observers or timekeepers and calculated the respondent's Effective Reading Speed (KEM). Thus every odd absent number is paired with an even absent number.

- ✓ Students record the learning objectives to be achieved.
- ✓ Students in group A, namely the group with odd number of absences, read the discourse that has been provided and students in group B, namely the group with even number of absences, recorded and counted the respondents.
- ✓ Group B students (as observers) individually measure the readability level of the respondent (his partner)
- ✓ In the next stage, the group that was originally the respondent changed to the observer group whose job was to record the time and calculate the respondent's KEM, as well as the group that was originally the observer changed to the respondent group.

In the final activity, students discussed the obstacles to improving KEM by using the Klos Method as a reference for reflection.

Observation and Evaluation

Learning to read fast using the KLOS method, the students were very enthusiastic. At the beginning, students happily formed groups with simple but interesting settings, namely each student in pairs facing each other, namely between students with odd number of absences and students with even number of absences.

A total of 32 students from student activity data in learning to read and at the same time as the application of learning management both in groups and individually, details of the students' readability level in speed reading can be obtained using the KLOS method as follows: the number of words in the discourse is ± 630 words. As a standard measurement tool per minute is 250-350 words. After setting 2 minutes of reading time, the reality in class did not want to stop, so the time was added to 3 minutes. Thus the function of the measuring tool turns into a teaching tool, which is between 150 and 200 words per minute.

Based on the observer's report when observing the activities of the teacher/researcher during the lesson, at the beginning it was seen that the teacher had explained the learning objectives, and had also motivated students to be able to improve student KEM. When students form groups, both respondent groups and observer groups, the teacher also helps. Clos modeling method to improve KEM is very visible. The assessment is always conditioned referring to KLOS and KEM criteria. Discussions to find out KEM's constraints were carried out as a reference for reflection in the next cycle

The results of the gap filling ability test can be explained, namely: 1) Independent Level 7 students = 22%, 2) Instructional Level 15 students = 47%, 3) Frustration Level 18 students = 56%. Effective Reading Speed (KEM) of students who complete or comply with the Minimum Completeness Criteria, namely 175 words per minute and above is 0 students. Students who do not complete or less than 175 words per minute and above are 32 students. = 30 kpm, and the average KEM is 87 kpm.

In group discussions, the problems faced by students in speed reading were recorded, namely problems with the level of language knowledge of 80% or 32 students, problems with cognitive abilities of 80% or 32 students, and problems with reading experience of 90% or 36 students.

Analyzing and Evaluation

From the problems faced by students while reading using the KLOS method, it can be reflected as follows:

- ✓ Students need to increase their knowledge of the Indonesian language by frequently reading the Indonesian Dictionary, and about linguistic theory.
- ✓ Students need to improve their cognitive abilities by increasing their reasoning power and sensitivity to understand and comprehend the contents/messages contained in a text as efficiently as possible.
- ✓ Students should read frequently to enhance the reading experience. People who often read are far different in KEM than people who rarely read.
- ✓ The teacher/researcher needs to produce dominant discourse and avoid marginalized discourse, namely: discourse which functions to shape and condition actual discourse. The dominant discourse provides direction on how an object should be read and understood. The dominant discourse provides a special attraction for readers, so that students are very happy when they read something new.

Based on the findings of the reflection results above, improvements are made for planning the next cycle.

Cycle II

Action preparation

In preparing for class action in cycle II, it was the same as in preparing for class action in cycle I, but in this cycle the preparation was a follow-up. Lesson implementation plans (RPP) are made by researchers/teachers assisted by two observers from teachers of similar subjects. The readings are prepared as actual (dominant) discourse entitled: "Shoot in Place of Indonesian Rioters, Pejarah and Corruptors". To smooth the learning process, learning is equipped with teaching materials. At the observation stage, the researcher was assisted by two observers from teachers of similar subjects and observers from students, especially in calculating KEM.

Implementation of Action

Implementation of the action in cycle II, the teacher/researcher applies learning with the following steps:

- ✓ Initial activities of students form groups as in cycle I and students record learning objectives.
- ✓ Students with odd numbers of absences read a non-literary text entitled "Shoot in Place of Indonesian Rioters, Pejarah and Corruptors" which has a discourse length of approximately 400 words and 2 minutes of reading time is allotted.
- ✓ After 2 minutes the reading is taken by the teacher, then the student is given another text with the same text but overlaid with 15 gaps, and students are given the opportunity to work on it for 10 minutes.
- ✓ Students who have an even number of absences as observers whose job is to measure the level of readability of the respondent (his partner)

- ✓ □ In the next stage, the group that was originally the respondent changed to the observer group whose job was to record time and calculate the respondent's KEM, as well as the group that was originally an observer changed to a group of respondents.

Observation and Evaluation

In the observation and evaluation in cycle II, the learning activities are very conducive. The teacher applies student-centered learning, so that the class conditions are very meaningful and enjoyable. In line with that the assessment that is applied is process assessment, namely when students apply the KLOS method to improve KEM.

The results of the gap filling ability test at the independent level were 25 people or 78%, at the instructional level were 10 people or 31% and at the frustration/failure level were 0 people or 0%. This has increased a lot when compared to cycle I. The Effective Speed of Reading (KEM) of students in this study was recorded as follows: 1) KEM of students who completed according to the minimum completeness criteria (KEM = 175 kpm and above) were 14 students or 44% , which did not complete 18 students or 56%. This has also increased when compared to cycle I. In cycle II, the highest KEM is 217 kpm, the lowest is 70 kpm, and the average is 150 kpm.

In the recorded group discussions, problems began to be solved. The problems are grouped into 3 classifications, namely the level of language knowledge, the level of cognitive ability, and the classification of reading experience begins to decline with the solutions that have been implemented. At the level of language knowledge, only 12 students or 30% experienced problems in that area, and 16 students or 40% in the area of cognitive abilities, and 19 students or 47.5% in reading experience.

Analysis and Reflection

Student problems that already have a solution as an implementation of reflection need to be continued, considering that the results are very encouraging, especially students are expected to continue to develop their reading experience by reading frequently to practice Effective Reading Speed (KEM)

Cycle III

a. Preparation for action

Based on the findings in cycle II, cycle III is part of consolidating the implementation of this classroom action research. In preparation for the action, the teacher/researcher prepares a lesson plan (RPP), and the researcher's teaching materials directly use 250 words of reading with a planned reading time of only 1 minute. Observation sheets to find out KEM and questionnaires for students were also prepared so that this classroom action research could be maximized.*Implementation*

Implementation of the action in cycle III is the final cycle. researchers apply learning with the following steps:

- ✓ The initial activity of students forming groups as in the previous cycle.
- ✓ Students also note the learning objectives to be achieved

- ✓ Students with an odd number of absences read a non-literary text entitled "Traffic Order", which is approximately 250 words long and only 1 minute of reading time is allotted.
- ✓ After 1 minute the reading is taken by the teacher, then the student is given another text with the same text but there is an overlap of 15 overlapping
- ✓ Students work on the time allotted 10 minutes.
- ✓ Students with an even number of absences act as observers whose job is to measure the level of readability of the respondents.
- ✓ Furthermore, the group that was originally the respondent changed to the observer group and the group that was originally the observer changed to the respondent group

Analysis and Reflection

At the end of this cycle the researcher gave a questionnaire to students regarding the implementation of learning, it turned out that students responded positively to the implementation of learning. In the learning process 100% of students answered yes to the point that it was easy to accept when explaining the KLOS method to improve KEM, 100% answered yes to the point giving you the opportunity to ask questions about the KLOS and KEM methods, 50% answered yes to the statement helping you when forming groups of respondents and observer group, on the other hand the observer group became the respondent group, 100% of students answered yes to the statement conditioning you to implement the KLOS modeling method to improve KEM, 100% of students answered yes to your statement invited to discuss KEM constraints, and 100% of students answered yes In your statement, you are invited to discuss the advantages and disadvantages of the Clos method.

In the assessment 100% of students answered yes to the statement you were given the opportunity as an observer to assess their own friends, and 100% answered yes to the statement that the assessment was based on KLOS criteria and KEM criteria. Learning outcomes 90% of students answered yes to the statement that you are very happy with the KLOS method of learning to increase KEM, and 100% of students answered yes to the statement and KEM increased when using the KLOS method. Thus the implementation of learning up to cycle III experienced success.

Discussion

In the learning process the teacher must be very clever in choosing a learning model. Learning Indonesian must be able to apply language skills. There are 4 aspects of language skills, namely listening, speaking, and writing both about language and literature.

Reading is an important part of the 4 aspects of language skills. Read many kinds including speed reading. Not a few students' Effective Reading Speed is below 175 kpm, but using the klos method to increase students' KEM. In this class action research (PTK) in cycle III it turned out that all KEM students were 175 kpm and above. According to Kamidjan (2000: 68) the klos method can be used to measure the readability level of a discourse, namely: a) it can be used to test the level of difficulty and ease of a discourse, b) it can classify readers into 3 groups, namely: independent (free level), instructional

(teaching level), and frustration (failure), c) as well as to determine the feasibility of discourse according to students' abilities (Kamidjan, 2000:68).

In line with that, he also said that the klos technique could also be used to practice reading skills and abilities. What is considered in practicing reading skills and abilities is: a) in using syntactic cues, b) in using semantic cues, c) in using schematic cues, d) in using vocabulary numbers, e) in training the reader's reasoning power, and f) in train reading comprehension (Kamidjan, 2000:69).

The early learning activities in the pre-action showed that all students were interested in the teacher's explanation of the klos model/technique and an explanation of someone's KEM (Effective Speed of Reading), even when discussing these methods students were very enthusiastic about asking questions and providing comments and opinions. This is very relevant if the KLOS method is used to improve KEM, because students are concerned. It means that meaningful and enjoyable learning has been formed, and is very good for starting actions in both the first cycle and subsequent cycles.

The implementation of reflection by way of group discussions and class discussions has proven that the KEM obstacles must be overcome immediately so that student KEM increases. According to Harjasujana (2000: 90) KEM's constraints include: weak knowledge of language, lack of cognitive abilities, and apprehensive reading experience.

The solution to the problem of language knowledge is that students are expected to often read the Indonesian language dictionary, and for cognitive abilities, students are expected to increase their reasoning power and sensitivity to make it easier to understand the contents/messages contained and lastly, on the constraints of reading experience, students are expected to read often because someone who often reads, KEM is much different from people who rarely read. That means that in order to achieve a goal, you need to look at the causes, if you already know the reasons, then you have to move on to find a way out.

Conclusion and Suggestion

Conclusion

Based on the results of this class action research it can be concluded as follows:

- ✓ The students' reading speed is low because reading learning techniques have so far not been directed at practicing reading skills, and the learning model always refers to existing books, so that students think that teaching reading aims solely to answer questions, find words/terms that difficult and others. This is faced by students with a very slow process.
- ✓ The KLOS method can be used to measure the readability level of a discourse, that is, it can be used to test the level of difficulty and ease of a discourse. In addition, the KLOS method can also be used to determine the feasibility of discourse according to students' abilities, and can also be used to train skills and reading ability.

Suggestion

Based on the conclusions of this classroom action research, the researcher would like to provide the following suggestions.

- ✓ Skilled reading should be trained and taught from the elementary level, because reading skills have an influence on other subjects.

- ✓ Practicing proper, correct and fast reading is the responsibility of all teachers and not only the responsibility of Indonesian language teachers.

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