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The Effectiveness of Religious Image Stories Teaching Materials on the Learning achievement of Students's Class 1 SD Negeri 31 Pusuea

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Abstrak

Abstract

This study aimed to determine the effectiveness of religiously charged pictorial story teaching materials on learning achievement. The subject of this research was the 1st-grade students of SD Neg. 31 Pusuea with a total of 14 students. The teaching material used is a picture book containing religious values. This study used experimental research methods with the research design used as pre-experiment one group pre-test-posttest. The test questions were in the form of multiple choices with a total of 20 questions. Data analysis used Normalized Gain Test. The results showed that the total pretest score of all students was 1890 and the total post-test score of all students was 2480. These results were processed using the N-Gain formula and reached a value of 0.53 with the interpretation of "Medium", with these results there was a significant increase in student achievement by using illustrated story teaching materials with religious values. It can be concluded that teaching materials containing religious values are effective on student achievement in grade 1 SD Neg. 31 Pusuea..

Keywords: *teaching materials, religious content, learning achievement*

A. Introduction

Education is the most important thing that becomes a benchmark for the development of a nation so that it is not left behind by other nations. Thus, elementary school is a place to obtain a first experience that can provide the foundation for the formation of an individual personality (Setyarini, 2019).

Character is the most important thing that must be properly developed in every young generation. Character is the main basis and foundation for fortifying oneself from all the bad things that are present in the dynamics of life. Learning aims to provide students with important knowledge and value. These important values cannot be obtained if the teacher does not use interesting learning resources for teaching and learning. To achieve the goals that have been set, it takes some materials that are very supportive to be given to students, some materials that can support achieving the goals that have been determined are in the form of teaching materials that must be conveyed by educators to students.

Providing teaching materials cannot be done haphazardly, these teaching materials must be accountable and have scientific knowledge or fulfil the conditions to achieve their goals.

Teaching materials are used by educators to make it easier to convey learning material to students and students more easily accept the material provided with the help of teaching materials. The National Education System has been regulated in Law no. 20 of 2003 then elaborated in PP no. 19 of 2015 related to the National Education Standards article 19 paragraph 1 in it, it has been stated that the learning process in schools can be carried out interactively, inspiring learning, happy learning, and challenging learning, to grow activeness, fostering creativity, fostering a sense of independence, following the talents, interests and physical and spiritual development that each student has. Thus, when the teacher designs teaching and learning activities, it can be carried out using media and learning resources to make it easier for educators and students to convey and accept the desired learning objectives. According to Ahmadi and Supriyono (Aslach, 2020), in the teaching and learning process, teachers must encourage, guide and provide learning facilities for students to achieve goals. The teacher has the responsibility to seeing everything that happens in the classroom to help the student's development process. The delivery of subject matter is only one of the various activities in learning as a dynamic process in all phases and processes of child development.

The ongoing teaching and learning process must be carried out by the changing times that continue to develop. Teaching materials are arranged systematically, meaning that they are arranged sequentially that it making it easier for them to learn. In this way, teaching materials enable students to learn a competency or skill that must be mastered by students as a whole and integrated so that they can achieve the expected learning objectives. Many forms of teaching material that can be found. The teaching materials are in the form of audio, audio-visual, print, multimedia, and visual. Various teaching materials were adjusted to the material to be conveyed. Examples of printed teaching materials include the Students worksheet, modules, and books. Teaching materials are a set of materials that are arranged systematically, both written and unwritten, to create an environment or atmosphere that allows students to learn (I. Lestari, 2018).

As for the rules that must be fulfilled in compiling teaching materials, namely self-instructional which means minimizing the desire of students to depend on other people so that students are accustomed to learning confidently; self-contained means that all the material studied is integrated into one set, be it the expected competencies or sub-competencies of other small parts; stand-alone means that in its use, teaching materials can be used without having to be related to other teaching materials, adaptive means that teaching materials can easily adapt to developments in science and technology; and friendly, means that the instructions from the explanation of the information conveyed are helpful (M. A. Lestari et al., 2017).

The problem often faced by elementary school children is the use of to learn resources less attractive to students and do not always use learning resources in learning. Limited learning resources make students lazy to learn, which can have an impact on their achievement. Teaching materials are a learning resource. The use of teaching materials that are

less interesting and limited makes students lazy about reading. Students should be invited to participate in learning to read so that interest in reading can grow and develop properly. Students' interest in reading can be fostered through the existence of interesting reading for students. One way to realize learning that attracts the attention of students is learning resources that are packaged in the form of picture books. "Picture storybooks have short texts, generally consisting of 32 pages consisting of words and pictures combined in stories to convey information" (Ratnasari & Zubaidah, 2019). The role of images is important for children in the learning process. In general, children are more interested in reading books that containing many pictures. Because it is structured in such a way that it attracts the attention of children, it will be easier for parents and teachers to convey the material properly using illustrated stories that students like (M. A. Lestari et al., 2017).

A storybook is not just a book that unites writing and presentations decorated with pictures. Of course, storybooks have several requirements so they are said to be suitable for use, especially for children. A storybook is not just a book that unites writing and presentations decorated with pictures. Of course, a storybook has several requirements so that the book is said to be suitable for use, especially for children as a medium for reading because a good storybook has conditions, including a) the visual appearance of the book is designed using a full-colour display; b) the visual appearance of the storybook emphasizes the pictures more than the writing; c) the variety of letters in story books has an effective legibility level for children; d) the title of the storybook has represented the whole story; e) colour display is able to provide perception and is easily captured by visual aids (Effendy et al., 2013).

Based on the results of observations and interviews with Mrs Lutfi Haryati (grade 1 teacher) SD Neg. 31 Pusuea in March 2020. Various obstacles were found including the limitations of teachers in developing interesting teaching materials for students. Teaching materials available in schools do not meet the needs of students. Limited teaching materials make students lazy to learn, this can lead to low interest in reading and low learning achievement. Grade 1 grades that achieve KKM (Minimum Completeness Criteria) are less than half of the number of students in grade 1 and student achievement is not maximized. Religious values in the teaching materials available in schools are not fully available. Only on certain themes. One thing that teachers can do to make learning more interesting is that teachers can develop existing teaching materials to be more interesting so that students don't get bored easily when participating in class lessons.

Picture books are companion teaching materials used to expand and develop material so that students gain a broad knowledge and more knowledge. The way for students to expand and gain more knowledge can be started by reading, through reading activities students can expand and gain more knowledge. This activity is in line with what has been stated in Law no. 20 of 2003 Article 4 paragraph 5, education can be provided through a culture of reading, writing and arithmetic for all people. To realize this, students do not only read student books and teaching materials, but students can balance reading books with accompanying teaching

materials, to broaden and enrich knowledge, so that students are more focused and enjoy participating in learning.

This picture storybook can also be used as reading material for all students, both from low and high grades. Students not only see the picture but also know the information in it briefly. When learning the teacher can make the pictures in the book as game material for students, so that learning is more interesting and fun. The purpose of this study was to determine the effectiveness of pictorial story teaching materials with religious values on student achievement in grade 1 SD Neg. 31 Pusuea.

B. Literature Review

Teaching materials have a fundamental role in learning. In one learning topic, a number of learning resources are needed that are in accordance with the objectives of competency standards or in the 2013 Curriculum called core competencies which are the fields of study included in it. Materials to be used can be in the form of primary source books or other supporting books.

According to Abdul Majid, teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities. competencies that will be mastered by students in learning activities. (Nasution, 2002: 205)

From some of the definitions above, it can be concluded that teaching materials can be interpreted as any form of material that is arranged systematically which allows students to learn independently and is designed according to the applicable curriculum.

The types of teaching materials include: (1) printed teaching materials (printed) such as modules, student worksheets (LKS), handouts, textbooks, photos/pictures, models/models, leaflets, and wallcharts, (2) teaching materials audio (audio) such as cassettes, radio, LPs, and audio compact discs, (3) audio visual teaching materials such as video compact discs (VCD), digital compact discs (DVD), and films, (4) audio materials interactive multimedia teaching (interactive teaching material) such as Computer Assisted Instruction (CAI), Compact Disc (CD) interactive learning multimedia, and network-based teaching materials (Purwanto, 2011: 7)

A good textbook is a book that has the following characteristics: first, it uses good and easy-to-understand language; second, the presentation is attractive and equipped with complete pictures and descriptions; third, the contents of the book describe something according to the author. The preparation of teaching materials or learning materials must pay attention to several principles, including the principles of relevance, consistency, and adequacy.

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One of the teaching materials that has a very important role in the development of children's knowledge is picture story books. A picture story book is a book in which there are pictures and words, where the pictures and words do not stand alone, but depend on each other to form a unified story. Picture story books have a plot that really tells a story, illustrations in picture story books have a role that is as important as the text. Some of the characteristics of picture story books according to Sutherland include: (1) picture story books are concise and direct; (2) picture story books containing serialized concepts; (3) written concepts can be understood by children; (4) the writing style is simple; (5) there are illustrations that complement the text. (Elmaiya, 2014:27).

Picture storybooks contain messages through illustrations and written text. Both of these elements are important elements in the story. These books contain a variety of themes which are often based on the experiences of children's everyday lives. The characters in this book can be both humans and animals. Human qualities, characters and needs are presented in comics so that children can understand and relate to their personal experiences.

Based on some of the definitions above, it is clear that a picture story is a story that is written in a light language style, tends to be in a conversational style, accompanied by pictures which are the unit of the story to convey certain facts or ideas.

The characteristics of a good picture storybook for students are as follows:

- a. Picture story books must be suitable for the age level and ability of students,
- b. Simple, that is, in the sense that it is not too complex, because with the picture, students will get a more basic picture, and
- c. Realistic, which means that the pictures in the book are in accordance with what will be described, so you have to pay more attention to the comparison of the size of a book and pictures as one of the learning media.

By the characteristics of picture storybooks, educators are easier and able to make good teaching materials for students. In making picture storybooks must be in accordance with the age level of students, if it is made not according to the age level of students it will be more difficult to understand the picture storybooks because students are seen from age levels and have different abilities.

Every child is happy with the story. Because a story is a reflection of real life, it has its own charm for listeners and readers, including children. For them, stories not only provide emotive benefits but also help them grow in various aspects. It is necessary to believe that stories are an important and integral part of educational programs for children, especially elementary school students. Viewed from various aspects, the benefits of the story will be described as follows:

- a. Channeling the needs of imagination and fantasy
- b. Stimulating children's verbal abilities
- c. Stimulate children's interest in writing

- d. Stimulate children's interest in reading
- e. Opening the horizons of children's knowledge

C. Methodology

This research is a type of pre-experimental design research, it is said to be pre-experimental design because this research is not yet a serious experiment. The research design used was the One-Group Pretest-Posttest Design, namely an experiment carried out in one group only without a comparison group. In this design using a pretest before being given treatment. Thus the results of the treatment can be known more accurately, because it can compare conditions before treatment (Hardianto & Baharuddin, 2019) For more details, the researcher describes the design in the schematic below:

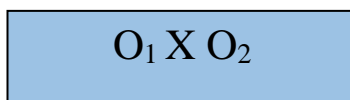


Figure 1. Scheme of One Group Pretest Posttest Design

Schematic Description:

O₁ = Before the treatment was given

O₂ = After the treatment is given

X = Treatment given

Because this study only used one class, it means that there was only an experimental group before being given treatment before being given a pretest. After the pre-test was carried out, they were given treatment using religiously charged pictorial story teaching materials. The post-test was carried out after the treatment was given so that the researcher could find out more precisely the student's learning achievement before and after the treatment was given.

The subjects of this study were grade 1 students of SD Neg. 31 Pusuea as many as 14 students. The data collection technique in this study is a test technique. The instrument used to measure student achievement is a test instrument. The test used is in the form of multiple choice test questions totalling 20 questions. Before the test is used for pre-test and post-test, the questions are tried out to get good question criteria. The analysis of the test instrument includes the validity, reliability, discriminating power and level of difficulty of the questions. Data analysis used the normalized gain test (N-Gain). This test was conducted to determine the increase in learning achievement after being given treatment. This increase was taken from the students' pretest and posttest scores. Because this study only used one class, it means that there was only an experimental group before being given treatment before being given a pretest. After the pre-test was carried out, they were given treatment using religiously charged pictorial story teaching materials. The post-test was carried out after the treatment was given so that the researcher could find out more precisely the student's learning achievement before and after the treatment was given.

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D. Findings and Discussion

The data obtained from start to finish was obtained by giving a pretest to students before receiving treatment using illustrated story teaching materials containing religious values and giving a posttest to students after being given treatment. This illustrated story teaching material with religious values contains material about knowing the parts of the human body, how to care for body parts, getting to know the five senses and caring for the five senses in which there are religious values such as the rules of the letter At-Tin concerning the perfection of humans from other living things, prayers before and after eating, prayer before entering and leaving the bathroom, prayer before going to bed and prayer waking up. The research results obtained from the data analysis describe the research that has been carried out. The research data obtained are then analyzed to interpret the combined data and at the same time answer the research hypothesis. The following is an explanation of the results of the test instrument analysis test, pretest and posttest scores of grade 1 SD Neg. 31 Pusuea.

The analysis of the test instrument is through trying out student achievement test questions, namely testing validity, reliability, discriminating power and level of difficulty so that questions that are feasible to be processed as research results will be obtained. The validity of the multiple choice test was obtained using the product moment correlation formula. The results of the validity test obtained 20 valid questions and 10 invalid questions from 30 multiple-choice questions tested by the researcher. Of the 30 multiple-choice questions, 20 valid questions were obtained, namely numbers 2, 4, 7, 8, 10, 12, 13, 14, 17, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30 .and 10

invalid questions, namely numbers 1, 3, 5, 6, 9, 11, 15, 16, 18, 23. Based on these results, the researcher waited for 20 valid questions to be applied in research on pre-test and post-test questions.

To test the reliability of this research instrument, researchers used the Spearman-Brown formula for multiple-choice questions. The results of calculating the reliability of the items obtained a reliability coefficient of 0.800, and a reliability coefficient value of 0.889 with very good criteria. The difficulty index of this question shows the level of difficulty of the question. The criteria used are the smaller the index obtained, the more difficult/difficult the item is. And the greater the index obtained, the easier the problem is. The results regarding the calculation of the difficulty level of the items show that there are 6 questions in the easy category, 13 questions in the medium category, and 1 item in the difficult category. The results of the calculation of the discriminating power of the items were that there were 6 items in the category of poor discriminating power, 8 items in the sufficient discriminating power category, 5 items in the good discriminating power category, and 1 item in the very good discriminating power category.

Effectiveness is obtained from the results of using teaching materials containing religious values to improve student achievement in grade 1 SD Neg. 31 Pusuea can be known through the results of the students' pre-test and post-test. Data regarding pretest and posttest scores were obtained by students at the beginning and end of learning. Students were assigned to work on 20 multiple-choice questions and the results of the pretest and posttest scores on the parts of the body and the five human senses can be seen in the following table.

Tabel 1. Nilai Pretes dan Postes Siswa Kelas 1

No	Indicator	Pre-test Score	Post-test Score
1.	Total students	30	30
2.	KKM	65	65
3	Lowest value	45	60
4	The highest score	80	90
5	Total value	1890	2480
6	Average value	63	83
	Test Gains	$(g) = \frac{2480-1890}{3000-1890} = \frac{590}{1110} = 0,53$	

The results of the effectiveness of using graphic story teaching materials in an effort to improve the learning achievement of class 1 students at SD Neg. 31 Pusuea table which is known that the results of the pretest questions about knowing the parts of the body, how to maintain a healthy body, knowing the five senses and caring for the five senses of all students is 1890 and the results of the posttest of all students are 2480. These results are processed using the N-Gain formula and achieve a value of 0.53 with the interpretation of "Medium", with these results there is a significant increase in student achievement by using illustrated story teaching materials containing religious values. Teaching materials have benefits including 1) Guidelines for educators who will direct all learning process activities, as well as conveying the substance being taught to students; 2) Student handles that direct all activities in the learning process, as well as substance competencies that should be learned or mastered; 3) Measuring learning achievement. So, the benefits of these teaching materials are very useful for both students and educators because teaching materials can make it easier for educators to transfer their knowledge so that students are able to understand the material being taught easily (Pratiwi et al., 2020).

Picture story is an art that is arranged in such a way that forms a fabric of the story by using motionless pictures. The use of images in the story is expected to be able to attract students' attention to be able to read

the images conveyed so that they can understand the words or sentences written based on the images (Bua et al., 2016). Images contained in the text are equally important in storybooks because images serve as communication intermediaries and convey the message of the story to children. The collaboration between writing and colourful pictures will foster children's interest in reading and curiosity about the stories from the book. With a storybook accompanied by colourful pictures, children will be excited to read it.

A picture storybook is a book that combines interesting pictures with a combination of writings whose contents, both pictures and writing, have the same function, namely to convey information. also, use companion books in supporting the main book so that understanding related to the material can help and strengthen students' knowledge. One of the companion books that educators can use is a picture textbook. This is in accordance with the statement that "students in elementary schools tend to prefer, prefer to read if the contents of the book have rising pictures, and prefer to read picture story books" (Suryaningsih & Fatmawati, 2017). From the explanation above it can be concluded that picture books can help in providing additional information to students or picture books can be used as a support for the main book. This research was reinforced by previous research with the result that there was an effect of giving picture books on increasing knowledge about vegetables (Romadhoni, 2018). As for other research with results that there is a higher and statistically significant increase in knowledge in the picture story group so the pictorial story media is more effectively used in increasing knowledge of healthy breakfasts in elementary school students compared to leaflet media (Gina, 2019).

E. Conclusion

From the results of the research and discussion that have been presented, it can be concluded that effectiveness is obtained from the results of using pictorial story teaching materials with religious values in an effort to improve student achievement in grade 1 SD Neg. 31 Pusuea can be known through the results of the students' pre-test and post-test. The results of the pre-test questions about knowing the parts of the body and how to maintain a healthy body for all students were 1890 and the post-test results for all students were 2480. These results were processed using the N-Gain formula and reached a value of 0.53 with the interpretation of "Medium", with this result then there is a significant increase in student achievement by using illustrated story teaching materials with religious values.

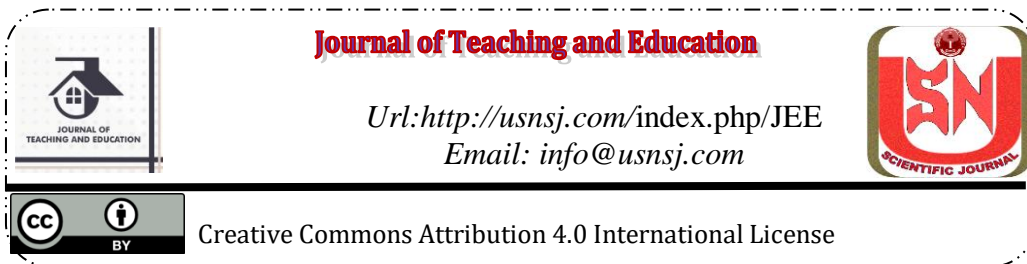
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Application of Role Playing Learning Model To Improve Science Learning Outcomes

Lamiadi

Guru Kelas VI SD Neg. 66 Mambo

Abstract

This research was motivated by the low science learning outcomes of class VI students at SD Negeri 66 Mambo with an average class score of 67.14. Therefore, researchers provide learning alternatives by applying the role-play learning model in class VI SD Negeri 66 Mambo. This research aims to improve Science learning outcomes for class VI students at SD Negeri 66 Mambo by applying for the Role Playing Learning Model. The form of research conducted was Classroom Action Research (CAR) with 2 cycles. Based on the analysis of research data after applying for the Role Playing learning model, the average percentage of teacher activity in cycle I was 62.5% increasing to 85.25% in cycle II. The average percentage of student activity also increased, namely 50% in cycle I increased to 83.3% in cycle II. Student learning outcomes on the basic score with a class average of 67.14 with a completeness percentage of 50% and in cycle I experienced an increase with an average class score of 75.17 with a percentage increase in learning outcomes of 11.96% and the percentage of students who completed 57.14%. Then in cycle II, the class average score increased to 87.85 with a percentage increase in learning outcomes of 30.84% and the percentage of students who completed was 85.71%, after the Role Playing learning model was applied. The results of this study indicate that the application of the role-play learning model can improve science learning outcomes for class VI students at SD Negeri 66 Mambo.

Keywords: *role play*, science learning outcomes

G. Introduction

Science was necessary for everyday life to meet the needs of human life through identifiable problem-solving. Natural Sciences was one of the main subjects in the education curriculum in Indonesia, including at the elementary school level. Science was a subject that was

considered difficult by most students, starting from elementary school to high school.

From the description above, it was clear that currently faced by the world of education was the problem of the weakness implementation of the learning process that teachers apply at school. The learning process that has happened so far was not able to develop students' thinking abilities. The implementation of the learning process that takes place in class was only directed at students' ability to memorize information, and the student's brain was forced only to remember and store various types of information without being required to understand the information obtained to relate it to situations in everyday life.

This condition also applies to science learning, which shows that so far the science learning process in elementary schools was still carried out conventionally. Teachers haven't fully implemented active and creative learning in engaging students and haven't used various learning approaches or strategies that vary based on the character of the subject matter. The goal of science education has not been achieved and was not satisfactory.

Likewise, with science learning outcomes in class VI of SD Negeri 66 Mambo, there were still many obstacles and problems, so students' science learning outcomes were still relatively low. This can be seen from the results of the daily test report that the author did it turn out that out of 28 students only 14 students (50%) completed, and the remaining 14 students (50%) did not complete with an average grade of 67.14. The **KKM** set by the schools was 70. Based on the problem faced by students, namely the low science learning outcomes of class VI students at the Elementary School of SD Negeri 66 Mambo, the author attempted to apply role-playing learning model to improve the learning outcomes of class VI students at SD Negeri 66 Mambo District Mandau.

The formulation of the problem posed in this study is: Can the application of the learning model Role Playing improve learning outcomes in Science, East Poleang District? The goal to be achieved in this research was to improve learning outcomes for Science class VI students of SD Negeri 66 Mambo District of East Poleang with the application of the Role Playing learning model. According to Wahab (2007) role play acts according to a predetermined role for certain purposes such as reviving a historical atmosphere, retelling the struggles of the heroes for independence or expressing the possibility of future situations.

H. Literature Review

The Role-Playing Method "Role Playing" (role-playing) as a learning model aims to help students find themselves (identity) in the social world and solve dilemmas with the help of groups (Uno Hamzah, 2009: 26). This means, through role-playing students learn to use the concept of roles, realize that there were different roles and think about their own behaviour and the behaviour of others. Uno also revealed that this role-playing process can provide living examples of human

behaviour that were useful as a means for students to (1) explore their feelings; (2) obtain inspiration and understanding that affects attitudes, values and perceptions; (3) develop skills and attitudes in solving problems; and (4) explore the subject in various ways.

Role-playing learning was a way of mastering learning materials through the development of students' imagination and appreciation of students (Hamdani, 2011: 87). The development of imagination and appreciation was carried out by students by playing as living figures or inanimate objects.

This method involves many students and allows them to enjoy learning and has added value, namely: (1) it can guarantee the participation of all students and provide equal opportunities to demonstrate their ability to work together to succeed, and (2) the games were a fun experience for students. Games were generally carried out by more than one person, depending on what was being played.

Other experts explain that role-playing was a planned learning activity designed to achieve specific educational goals (Hisyam Zaini, 2008: 98). It was further said that role-playing was based on three main aspects of role experiences in everyday life, namely:

- a. Taking a role (role-taking), namely the pressure of social expectations on role holders, for example as a child, as a police officer and so on
- b. Making roles (role making), namely the ability of role tensioners to change dramatically from one role to another and create and modify roles whenever needed.
- c. Bargaining (role negotiation), refers to the level at which roles were negotiated with other role holders in term of the parameters and barriers of social interaction.

By using the role-playing method, students gained easy of understanding. The role-playing method can direct students to real intouch directly to real everyday life processes, for example, many kinds of needs, various ways of fulfilling needs, various economic activities and so on. In this case, the teacher acts as a facilitator. The success of learning model through role-playing depends on the quality of the role play (enactment) which was followed by its analysis. In addition, it also depends on the student's perception of the role played in a real situation (real-life situation).

From the description above, it was clear that the currents problem faced by world of education faced was the weak implementation of the implied learning process. The learning process that has occurred so far was not able to develop students' thinking abilities. That implementation was only directed at the 2students' ability to memorize information; the student's brain was forced only to remember and store various information without being required to understand the information obtained in everyday life situations.

The success of the learning model through role-playing depends on the quality of the role play (enactment) which was followed by an analysis of it. In addition, it also depends on students' perceptions of the

roles played in real situations (real-life situations). Hamzah (2009: 26) stated that the role-playing procedure consists of nine steps, namely (1) warming up, (2) selecting participants, (3) preparing observers (observers), (4) setting the stage, (5) role play (gig), (6) discussion and evaluation, (7) replaying the role (replay), (8) second discussion and evaluation, and (9) various experiences and conclusions.

Meanwhile, according to Miftahul Huda (2013: 115) explained the essence of role-playing was the involvement of participants and researchers in problem situations and the desire to bring about peaceful resolutions and understand what results from this direct involvement. Role-playing functions to explore students' feelings, transfer and realize views about student behaviour, values and perceptions, develop problem-solving skills and behaviour, and explore the subject matter in different ways.

The steps for learning role-playing according to the Ministry of National Education in Taniredja et al (2011), were as follows: (1) the teacher compiles/prepares the scenarios to be shown, (2) appoints several students to study the scenarios a few days before the KBM, (3) the teacher forms a group of students consisting of five people, (4) gives an explanation about the competencies to be achieved, (5) calls the students who have been appointed to act out the scenarios that have been prepared, (6) each student in their group while observing students were given a sheet work to discuss the performance of each group, (8) each group conveys its conclusions, (9) the teacher gives general conclusions, (10) evaluation, and (11) closing.

I. Methodology

This research was conducted at SD Negeri 66 Mambo, East Poleang District, during the semester of the 2019/2020 academic year. The form of this research was collaborative class action research (CAR). The implementation of the action was carried out by the researcher who acted as a teacher during the learning process. This research consists of two cycles, namely the first cycle and the second cycle. Classroom action research was action research that was carried out with the aim of improving the process and learning outcomes of a group of students.

According to the type of research conducted, namely class action research, then the design of class research was in accordance with what Arikunto (2010) explained, there were four stages that were commonly passed, namely planning, implementing, observing and reflecting.

The purpose of classroom action research was "To improve various real and practical problems in improving the quality of learning in the classroom which was experienced directly in interactions between teachers and students who were learning, with the main objective of solving real problems that occur in the classroom" (Suharjono in Arikunto, 2010).

The subjects of this study were class VI students at SDN 66 Mambo with a total of 28 students, consisting of 14 male students and 14 female students. The instruments in this study were learning tools consisting of the syllabus, lesson plans and worksheets, data collection instruments consisting of a teacher and the students activity observation sheets, and science learning achievement test sheets. The data collected in this study were in the form of teacher activities, student activities and KKM achievement.

Data analysis about teacher and student activities based on the results of observation sheets during the learning process was useful for observing all activities carried out by teachers and students and calculated using the formula:

$$NR = \frac{JS}{SM} \times 100\%$$

(KTSP, 2007)

Note:

NR = Percentage of average activity (teacher/student)

JS = Total score of activities carried out

SM = Maximum score obtained from teacher/student activity.

Tabel 1. Interval dan Kategori Aktivitas Guru dan Siswa

% intervals	Category
81–100	Very good
61–80	Well
51- 60	Enough
Less than 50	Not enough

(Purwanto,

2010)

To determine the value of student learning outcomes can be calculated by using the following formula:

$$HB = \frac{\text{Number of correct answers}}{\text{Number of test}} \times 100$$

Improved student learning outcomes were analyzed using the following formula:

$$P = \frac{Postrate - Baserate}{Baserate} \times 100\%$$

(Aqib, 2009)

Note :

P = Percentage Increase

Postrate = Value after being given an action

Baserate = Value before Action

Analysis of the success of student action individual completeness using the formula:

$$P = \frac{SP}{SM} \times 100\%$$

(Purwanto, 2010)

Note :

PK = Percentage of individual completeness

SP = Score obtained by students

SM = Maximum score

Table 2. Completeness of Student Learning Outcomes

Tabel 2. Ketuntasan Hasil Belajar Siswa

% intervals	Category
80 – 100	Very good
70–79	Well
60 – 69	Enough
40–59	Not enough
0 – 49	Less sec

Purwanto

(2010)

The formula used to determine classical completeness was as

follows:

$$P = \frac{ST}{N} \times 100\%$$

(Purwanto, 2010)

Note :

PK = classical mastery

N = Number of students who complete

ST = total number of students

Classical completeness was achieved when 80% of all students have obtained the minimum completeness criterion score.

Table 3. Classical Completeness Intervals and Categories

% intervals	Category
> 85	Very high
71–85	Tall
56–70	Currently
41-55	Low
< 41	Very low

(KTSP dalam Syahrilfuddin, 2011)

J. Findings and Discussion

This Classroom Action Research was carried out at SDN 66 Mambo class VI in the even semester of the 2019/2020 school year with a total of 28 students consisting of 14 male students and 14 female students. This research was conducted from January to May 2016 consisting of 2 cycles of 4 meetings, each meeting was held for 2 hours of lessons with an allotted time of 2 x 35 minutes. The learning process was carried out using the Role Playing learning model, at every meeting the observer observes teacher and student activities using observation sheets.

Initial learning activities (± 5 minutes) before starting the lesson the teacher greets and takes attendance of students. Then the teacher gives a few questions to students based on experience to construct students' prior knowledge. The teacher motivates students to answer the questions given.

Core activity (± 50 minutes) next learning process was an explanation of the subject matter followed by telling the main contents of the event to be role-played, which tells buying and selling activities in which several students act as sellers and buyers. When determining the players, the teacher chooses several students as actors or players, other students who were not selected as players were assigned to be active spectators because they have to be able to give suggestions and criticism after the role-playing activities were over. The players were allowed to understand their respective roles so that role-playing activities can run smoothly. During the role-playing process, the teacher provides supervision and assessment.

Carry out their duties and some others take the opportunity to play. Next, students were directed to fill in the student worksheets that have been prepared. At the end of the lesson, the teacher gives an evaluation and after the data was collected the teacher holds a follow-up. Then proceed with the second cycle.

Action Results Analysis

Analysis of Teacher and Student Activities Analysis of the results of the action in this research was to analyze the data that has been collected during the research, namely teacher and student activity data as good as student learning outcomes data. To find out teacher and student activities in the learning process of applying the model of Role Playing learning, observations were made on each learning process. The results of these observations can be seen in the teacher activity observation sheet and student activity observation sheet.

Table 4. Percentage of Teacher Activity Cycle I and Cycle II

Cyle	Meeting	Total	%	Category	Cycle percentage
I	Meeting 1	12	50	Enough Good	62,5 %
	Meeting 2	18	75		
II	Meeting 1	20	83	Very good Very good	85,25 %
	Meeting 2	21	87,5		

Based on the table above it can be explained that teacher activity at every meeting and every cycle has increased. In cycle I the first meeting teacher activity got a score of 12 with an average percentage of 2.0 50% with fewer categories. At the first meeting, the teacher didn't master the class yet was accustomed to the atmosphere which led to the role-playing learning model. The second meeting of teacher activities got a score of 18 with an average percentage of 3.0 75% in the Good category.

During this second meeting teacher activities have started to improve, but teacher shortages were still visible when guiding students. Teacher activity continued in cycle II meeting first teacher activity got a score of 20 with an average percentage of 3.3 83% with very good category. The second meeting of cycle II teacher activity increased with a score of 21 with an average of 3.5 percentage 87.5% with very good category. The teacher was used to guiding students good with the application of the Role Playing learning model It can be said that the teacher's activity has increased in this second cycle.

Tabel 5. Persentase Aktifitas Siswa Siklus I dan Siklus II

Cyle	Meeting	Total	%	Category	Cycle percentage
I	Meeting 1	10	41,7	Not enough Good	50 %
	Meeting 2	14	58,3		
II	Meeting 1	18	75	Good Very good	83,33 %
	Meeting 2	22	91,6		

Based on the table above it can be explained that student activity at every meeting and every cycle has increased. In cycle I the first meeting of student activities got a score of 10 with an average of 1.7 percentage of 41.7% in the less category. In this first meeting, the student's activities were still playing but don't pay attention and don't listen to the teacher convey goals and motivation. The second meeting of student activities got a score of 14 with an average of 2.3 percentage 58.3% in the sufficient category. In the second meeting, the student activities were still not good implemented, because when the teacher conveys the lesson objectives and the lesson there were still students who don't pay close attention and it can be seen when the students present the results of the discussion in front of the class there were still students who don't want to and were shy to appear to read the results of the discussion. Student activities continued in cycle II the first meeting of student activities got a score of 18 with an average of 3.0 percentage of 75% in a good category.

The second meeting of the second cycle of student activity increased with a score of 22 with an average of 3.6 percentage of 91.60% with the very good category. At this second meeting, students were getting used to the application of the Role Playing learning model. In cycle II, activity can be said to increase where students have started to be able to follow the Role Playing learning model good.

Analysis of Student Learning Outcomes

Data on students' science learning outcomes in cycle I and cycle II in this study by looking at individual completeness and classical completeness of students' science learning outcomes that reach KKM 70 according to what was determined by the school, namely from basic scores, daily tests I and II.

a. Hasil Belajar Siswa

Data on students' science learning outcomes Before action and after action (Cycle I and Cycle II) with the application of the Role Playing learning model to Grade VI students of SD Negeri 66 Mambo. The data can be seen in the following table:

Table 6. Comparison of Average Science Learning Outcomes

Data	Total students	Average	Enhancement	
			SD-Cycle I	SD-Cycle II
Base Score	28	67,14		
UH 1	28	75,17		
UH 2	28	87,85	11,96 %	30,84 %

From the table above it can be seen that the results of learning with the application of the model learning Role Playing were higher than learning outcomes before applying the model learning Role Playing can be seen that the average increase in student learning

outcomes on basic scores and cycles I and II has increased before action scores were taken basis with an average of 67.15 because the learning process was still teacher-centred and hasn't used a learning model.

As long as in the learning process the teacher still uses conventional methods (lectures), doesn't involve students directly and lacks interaction between students. After implementing the Role Playing learning model learning outcomes have increased, learning outcomes have increased from a basic score to UH I which was 75.17 with an increasing percentage of 11.96%. The increase also occurred in UH II increasing from the base score to 87.85 with an increasing percentage of 30.84%.

If you pay attention to science learning outcomes before taking action it has increased, this proves that the Role Playing learning model can improve student science learning outcomes compared to not applying for the Role Playing learning model. Comparison of completeness individually and classically on basic scores, cycle I, and cycle II with the application of the Role Playing learning model for students of class VI SD Negeri 66 Mambo can be seen from the results of students' science learning, namely the number of students who achieved KKM on the basic score and compared with daily repetitions I, II can be seen in the following table:

Table 7. Individual and Classical Mastery:

Meeting	Total students	Individual Completeness		Individual Completeness	
		Completed Students	Not Completed Students	Category Completeness	Percentage
Skor Dasar	28	14	14	50 %	TT
Siklus I	28	16	12	57,14 %	TT
Siklus II	28	24	4	85,71 %	T

Based on the table above shows that the increase in the completeness of students' learning outcomes continues to increase. This can be seen from the students who complete the basic score of 14 students with 50% classical completeness. In the repeat cycle, I experienced an increase in mastery of learning outcomes, students who completed were 16 students with classical completeness of 57.14% not yet completed classically. In the second cycle repetition, the completeness of learning outcomes has increased, the number of students who complete was 24 students with classical completeness of 85.71%.

Discussion

The results of the teacher's activities with the application of the role-playing learning model can be said to have been well implemented, this can be seen at every meeting there has been an increase in teacher activity. At the first meeting of the cycle I teacher activities got a percentage of 50% in the sufficient category, which experienced an increase At the second meeting of the cycle I with a percentage of 75% in the good category. In the second cycle, the first meeting also saw an increase in teacher activity, namely obtaining a percentage of 83.0% in the very good category, as well as in the second meeting the second cycle experienced an increase in activity with a percentage of 87.5% in the very good category. This shows that overall the teacher's activities have been very good doing role-playing learning. This improvement was obtained by the teacher by way of every meeting always fixing the deficiencies in the previous meeting. Therefore at the second meeting of the cycle II category, the teacher's activity was said to be very good.

Student activity also at every meeting continues to increase activity. This was shown at the first meeting of the first cycle of student activity obtained a percentage of 41.7% in the less category, and experienced an increase at the second meeting of the cycle I with a percentage of 58.3% in the sufficient category. In the second cycle the first meeting also saw an increase in student activity, namely obtaining a percentage of 75% in the very good category, so also in the second meeting of cycle II, there was an increase in activity with a percentage of 91.6% in the very good category. This shows that overall student activities have been well carried out in role-playing learning. An increase in student activity was obtained because students have started to understand the role-playing learning model. This was also because at every meeting students were no longer confused with the role-playing learning model.

Student learning outcomes continue to increase. It can be seen that the average student learning outcomes have increased after applying for the role playing learning model. The average basic score was 67.14, in the first cycle repetition the average student score was 75.17, an increase of 11.96%. In the final test of cycle II, the average score of the students was 87.85, there was an increase from the basic score of 30.84%. Classical completeness on the basic score, which was 34.62, was not classically completed, on the final test cycle I, classical completeness, namely 57.70, was not classically completed. In the final test of cycle II completeness classical namely 85.71% complete classically because it has reached more than 80% of the total number of students.

K. Conclusion

Based on the results of data analysis, it can be concluded that the application of the Role Playing learning model can improve learning outcomes for Science students at SD Negeri 66 Mambo, East Poleang District. Percentage of teacher activity in cycle I first meeting was 50% in the sufficient category. In the second meeting, the teacher's activity experienced an increase of 75% in the good category. In cycle II the first meeting teacher activity was 83% in the very good category teacher activity at the second meeting increased again namely 87.5% in the very good category.

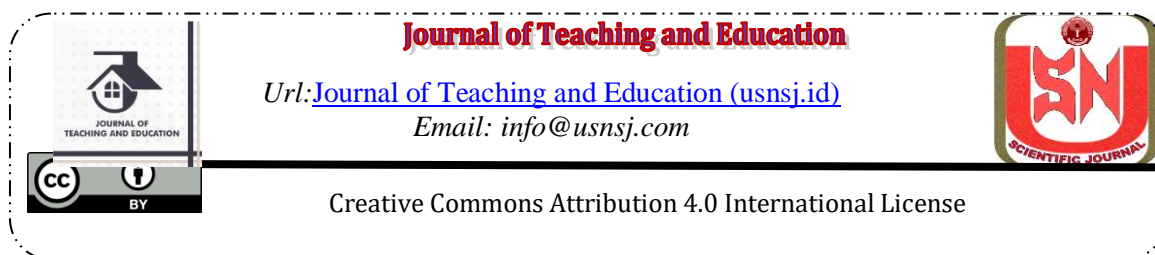
The percentage of student activity in cycle I first meeting was 41.7% at the second meeting increased by 58.3%, cycle II at the second meeting 75% increased again at the second meeting cycle II 91.6%. Science learning results of students in grade VI SD Negeri 66 the Mambo year 2019/2020 lesson, this can be seen from the daily tests cycle I and cycle II there was an increase from each cycle. The class average basic score was 67.14 in cycle I increased to the class average value of 75.17, and then in cycle II, the class average value increased to 87.8. The percentage increase in results In cycle I was 11.96% and in cycle II the percentage increase in learning outcomes increased to 30.84%. The percentage of student completeness with a basic score of 50%, in cycle I increased to 57.14%, and then in cycle II, it increased again to 85.71%, after the Role Playing learning model was applied.

Based on the research results and discussion the researchers put forward several recommendations as follows: The results of this research can be used as one or discussion material to provide input to science teachers who experience difficulties in the learning process. The role-playing learning model can be used as an alternative to learning science at school so that it can improve better learning outcomes, especially in learning science. For researchers who want to conduct research to improve student learning outcomes, then this Role Playing learning model can be used as one of the independent variables in the research title.

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Improving the Students' Reading Comprehension by Using Magazine at the First Grade Students of SMPN 2 Lasusua

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Abstract

This research was aimed to improved of students' comprehension in reading comprehension by using magazine. The subject of this research was 26 students of the first grade students of SMPN 2 Lasusua . The researcher applied classroom action research which has conducted into two cycles.

The finding showed that the students' reading comprehension indicated the significant increase from the average score of reading comprehension within the two cycles (cycle 1 and 2). In average score of test, the achievement score was 61.1 for cycle 1 and 83.3 for cycle 2. From these results, this research indicated that magazine can improve the students' reading comprehension in teaching and learning process, particularly on the aspect of finding the main ideas.

Key words: Reading comprehension and magazine

1. Introduction

Reading is a part of daily life for those who live in literate communities. People consider reading as an important activity, so that people usually say that reading is the way to open the world. Reading can't be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Bloomfield, (1999:143) states there is a level of cognitive domain namely comprehension that is a type of understanding such that the individual knows what is being communicated.

Since English stated in the national curriculum, English subject becomes a compulsory course that should be learned. It is taught from the elementary school until the university level. Savignon, (1991:261) stated that are four basic skills that we should study such as reading, listening, writing, and speaking. Reading and listening are receptive skills thus speaking and writing are productive skills. By having more knowledge of basic skill in English language of course we have much better chance of understanding and getting what we want and need from those around us.

Magazines are printed media besides newspaper, books, pamphlets, direct mail, and billboards. Magazines can be found in many countries with many types and size. Mott (1996) says, “magazine may be defined as bound pamphlets, published periodically. They are issued in various sizes with a variety of formats and contain miscellaneous subject matter which frequently has entertainment as it’s primary objectives”. According to Michael (1998: 498), a magazine is a living-breathing organism and must meet its readers’ needs in more fundamental, more emotional, and more empathetic ways. Magazines are cheap and magazine will have to continue to offer an intelligent perspective on the world.

There have been many studies conducted deal with this the research. One of them was Mustamin (2010). He found that teaching in reading comprehension by using English Magazine articles at the first year students of Madrasah Aliyah Muhammadiyah Jauhpendang Wajo. It is proved by the good result value. Then Firnawati, (2005) found that using magazine is effective in teaching English reading to the student SMP Negeri 1 Pare-pare.

Considering and the function of the magazine especially in education curriculum of junior high school that emphasizes reading in teaching English, the researcher was interested in conducting an action research in teaching reading through magazine. The researcher chose magazine because magazine was one kind of printed media, which has been known since a long time ago. It was understandable since magazines were published in various types according to the need of the society. There were magazines especially published for women, men, and teenagers.

2. Literary Review

There are some definitions of reading based on the experts’ opinions. Reading is probably the most important skill for second language (L2) learners in academic contexts (Celce and Murcia, 2001). Reading is gradually being recognize as a valuable source of language input, particularly for students in learning environments (as in some EFL context) in which fluent speakers of English are generally not available to provide other kinds of language input.

In reading, an individual constructs meaning through a transaction with written text that has been created by symbols that represent language. The transaction involves the reader's acting on or interpreting the text, and the interpretation is influenced by the reader's past experiences, background knowledge as well as the reader's purpose for reading (Hudson, 1994 in Celce & Murcia, 2001). However, the expectation and intention when reading are to comprehend what we read. In addition, Grabe (2009) states that reading is a selective process. It means that reading is a process in which the information is made to be confirmed, rejected, or refined by the readers as reading progress. This process involves partial use of available minimal language clue selected from perceptual input on the basis of the readers' expectation involving perceptual skills, the experience, the language background, the ability of readers to anticipate meaning on the basis of what reader has just read, and also the organization of the text itself.

Actually, the researcher is also interested on Carillo (1976, 1 - 2) who summarized reading into three categories. First of all, reading is purely a mechanical process. Advocates of this narrow view mark progress in reading skill by the reader's accuracy in recognizing words and attacking words those are not known, the amount of print recognized at each fixation of the eye, and the rate of recognition of words and phrases.

Secondly, reading is a mechanical process plus the acquisition of meaning. Advocates of this broader view hold that in addition to acquire efficiency in the mechanical aspects those are given above, the reader must fuse the meanings which are represented by the printed words into a chain of related ideas.

At last, reading is a combination of mechanics understanding, retention and use. In this view, the reader should be able not to perform the mechanics and comprehend the meaning of words, but to critically evaluate the ideas expressed and to apply them to his or her situation. From those three points showed us that reading is a process of getting meaning from the written text.

Different with Carillo, Ram and Moorman (1999: 1) added that by reading we mean the task that takes as its input a body of text in a natural language and produces as its output an understanding of that text. An obvious question to be addressed is the nature of this understanding: what it is, how it is represented, for what and how it is used, and how it might be measured. In other words reading must account not only for what reading produces as its result of an understanding of the given text but also how exactly reading works such that it can produce words which is resulted from the text given.

By those descriptions above, the researcher concluded that reading is not only a process of deriving meaning from a printout text but also a process of understanding meaning by involving the readers' experiential background which closer related to the text.

There are many reasons why the students must read English text is an important part of the teachers' jobs. First of all, many of people want

to be able to read text in English either for study, for careers, purpose or simply for pleasure. But one basic reason for students is reading also provided opportunities to study language, vocabulary, grammar, punctuation and the way to construct sentences, paragraphs, and text.

This statement supported by Carrilos (1976: 3) who stated that reading is an important means of communication which has its dictators today who claim it is not competitive with other words. But it is not so much questions of which is the best means of communication, but rather which is the best for each purpose, each situation and each person.

Meanwhile, there are six principles behind the teaching of reading as cited from Harmer (1998: 70). At first, reading is not a passive skills, reading is not incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures, the words are painting, understand the arguments and work out if we agree with them. If the students do not do these things, then they only just scratch the surface of the text and we quickly forget it. In other words, reading activity is not only how we read word by word from the written text but also we need to gain purpose of the information from the text.

Secondly, students need to be engaged with what they are reading. It is closely related with the students interested. Students who do not engaged with the reading text will also do not interest in the lesson, so then, they only take less benefit of the text.

Thirdly, students should be encouraged to respond to the content of a reading text, not just the language. In this case, the students should have an opportunity to feel the topic of the text. The teacher should over a chance to respond to that message in some way likely, give the students a time to express their feelings about the topic given.

At fourth, prediction is a major factor in reading. Before reading the text, the teacher should warm up the students so that they can predict what is coming up in the reading text. It would help the students to be more engaged readers.

Then, the next basic principle is teacher should match the text to the topic. The authentic material should be placed in this issued. The teacher should choose a good reading text. The teacher also should provide a right kind of question. The more closely related the reading text with the students' background, the most students were enjoy the topic of the reading activity.

At last, good teachers exploit reading text to the full. Reading text would be better if it is integrated with interesting class sequences, using the topic for discussion and using the text as the sources of language

3. Methodology

2.1 Approach

In conducting this research, the researcher applied a classroom action research. According to Kemmis & Mc. Taggart R (1988) cited by Hopkin, (2008) in Arung, there were four strategic cycles of conducting classroom action research, they are:

1) Planning;

- 2) Acting, i.e. implementing the plan;
- 3) Observing, evaluation and self-evaluation;
- 4) Reflection on the results of points 1–3 and making decisions for the next cycle of action research.

Kemmis and McTaggart (1990) argue:

“Classroom action research is a form of collective self-reflective inquiry undertaken by participants in classroom situations in order to improve the rationality and justice of their own educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. The approach is only classroom action research when it is collaborative, though it is important to realize that the classroom action research of the group is achieved through the critically examined action of individual group members in the classroom situations”.

2.2 Technique of Data Collection

There were two kinds of technique of data collecting used in this CAR, namely 1) measurement technique, which measured the students' achievement of reading comprehension and 2) the observation technique, which measured the teacher's action and the students' feedback/response toward teacher's action.

Since this research had two techniques of data collecting, the researcher applied two model of tool of data collecting. First, she applied the objective test of reading comprehension. The second instrument of this research was observation checklist. The observation checklist was constructed to observe the teacher's action, particularly in the teaching activity using magazine.

2.3 Participants

The number of participant in this research was 26 students. The target of students who achieved the minimum score 75 was minimally 20 students. There were four meetings in this research, three meetings for teaching the reading material by using magazine and one meeting to evaluate the students' comprehension in each cycle. The researcher used reading test to get qualitative data and observation sheet to get quantitative data in this classroom action research.

2.4 Data Validity

The post test is believed to have content validity as it aimed at assessing the students' comprehension in reading. The tasks required in the post test were comparable to those covered in practiced in class. In addition, the test instructions were phrased clearly and the examinee's task was defined. Concurrent validity of the post test was determined by establishing the relationship between the students' scores on the post test and their material.

2.5 Technique of Data Analysis

In analyzing the result of cycle test, the researcher used two kinds of data analysis as follows:

1. Analysis of the students' reading comprehension. The researcher used two items were as follows:
 - a. Students' individual score comprehension
 - b. Students' mean score comprehension
2. Analysis of the work of magazine in improving the students' reading comprehension.

There was a checklist table observation used to analyze the process of magazine in the teaching reading in improving students' reading comprehension, namely observation checklist of teacher's action.

4. Findings and Discussion

3.1 Research Finding of Cycle 1

Based on the research purpose in the chapter one, conducting CAR using magazine was aimed to improve the students' reading comprehension. Therefore, there are two main findings will be reported in this chapter: 1) finding of the improvement of students' reading comprehension based on the score of KKM (kriteria ketuntasan minimal) and the findings of the process in applying the magazine in teaching reading comprehension.

3.1.1 Finding of the Test

To know the students' reading comprehension, the researcher has conducted the cycle test that was constructed in essay test with 7 items. This test was conducted after the teaching process of cycle has been accomplished using magazine. The time of test was definitely held on 03rd June 2015. All the students were participated in this test. It means that there were 26 students have taken the test. As a result of the test, it was found that the students' average score was 61.1. From this score result, it indicated that their achievement was not achieved to the KKM, 75.

This result also showed us that there were only 30.5% of the students who passed the test into the KKM but there were 65.5% who still failed the test. Specifically, the result of the cycle test found that the students' difficulties in getting the detailed information on the complication part were the highest than other parts. Some items on this part were failure to answer correctly. By having this result, the researcher decided to conduct the next cycle.

3.1.2 Findings of the Observation

Applying the magazine needed several stages in order to make it meaningful for the students' improvement of reading comprehension. From the result of observation checklist table, it was found that the researcher/teacher actually applied all the stages in completing the procedures of magazine in teaching reading comprehension.

In the result of observation that was found that the researcher focused on the whilst-reading phase of the teaching process. It means that there were phases observed during the activity; exploring, elaborating, and confirming where the magazine teaching procedures were positioned within these phases and all the procedures also have been completed. Both active and passive concerts in magazine procedures seemed to be applied well in the classroom. However, the students looked like confusing about this learning process because they never learnt like this before. Some students were found that they looked like sleepy during the process because of the researcher's voice was low. As a result, the researcher's explanation and instructions might be lost from their concentration.

3.2 Research Finding of Cycle 2

As the procedure of conducting CAR, when the students' score of KKM was not achieved and also the teaching of using the technique/method of teaching did not work well in the cycle 1, the researcher should decide to continue the next cycle. Since the result of the cycle 1 was not achieved to KKM score, the research then conducted the cycle 2 of CAR.

As the result of the cycle 1, the reflection resulted that the researcher should focus on the improvement of the students' reading comprehension, particularly on the complication part. The students' difficulties on this part were the major concern to improve in the cycle 2. As the result of cycle test 2, the students' average score was achieved to KKM score where their average score was 83.3.

5. Conclusion

Based on analysis result and the discussion, it can be concluded that using magazine can improve students' reading comprehension at the first grade students of SMPN 2 Lasusua. It is found that there is an increasing students' reading achievement start from preliminary research, first cycle to second cycle. In preliminary research t, the percentage of students' reading achievement is 30.5% or 5 students who achieve the target score. In the first cycle improve to 61.1% or 15 students who achieve the target score. However, it is not achieve the target yet. Furthermore, it increases to 83.3% or 22 students who achieve the target score in the second cycle. In this case, there is an increasing about 22.22% of students' reading achievement from first cycle to second cycle. Therefore, researcher concludes that using magazine can improve students' reading comprehension at the first grade students of SMPN 2 Lasusua.

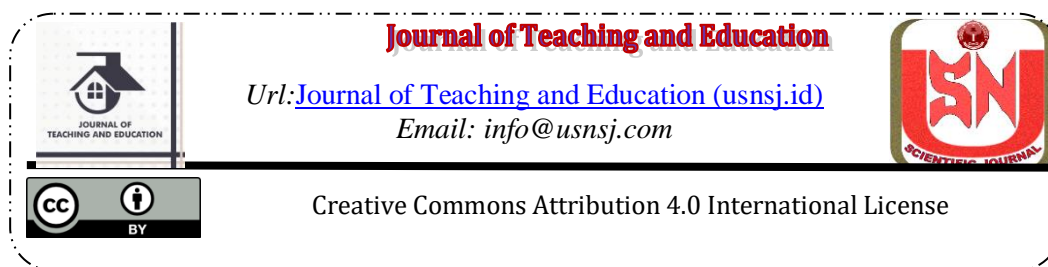
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Developing the Students' Ability in Reading Through Speed Reading Technique at the First Year Students of SMKN 1 Watunohu

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Abstract

The aim of this CAR (Classroom Action Research) was to improve first year students' ability at SMKN 1 Watunohu in speed reading technique. This research consisted of two cycles. The cycle of this research consisted of four steps namely: planning, acting, observing and reflecting on the observation. The subject of the research were 26 students of the first year students of SMKN 1 Watunohu in academic year of 2014/2015. To collect data, the researcher used observation checklist and multiple choice test. The data from the observation and multiple choice test were analyzed to investigate the reading process during the cycles of learning process.

As a result, in the cycle 1 the students' reading ability on speed reading technique could not be improved and could not achieve the minimum level of achievement of reading ability. Meanwhile in the second cycle, students could improve their ability on speed reading technique.

Key words: Improving, speed reading technique, reading ability.

1. Introduction

Reading is transferring informations or ideas of different kinds of the context to reader. Reading is very important thing besides other language skills. Reading ability makes a significance contribution to almost all of skills language.

Students can read not because of incidentally or pushed by inspiration, but because at teach. Reading not natural activity, but component set that dominated personally and gradual, then integration and be automatic. In this case, Wouldiam S. Gray in Oka, (2005: 34) emphasized that reading not other than reader activity which apply

amount of skill cultivates story is written (reading) at read it in order to realize reading.

Speed reading is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension (Wikipedia). Using fast reading supposed students can efficient in use time in learn. By speed reading students can read information more quickly. The students may also get a better understanding of it, as we would hold more of it in short term memory. Speed reading also is how can the students read with better comprehension during quicker and remember it well also at the same time Nurhadi (1987: 31-32) declare to read fast and effective is kind reads that give top priority speed, without leave comprehension towards the reading aspect.

In reading, understanding only us not enough, but we also need the speed in reading. This ability is necessary to make relevance between the student's knowledge and the growing of science and technology now. Combination between speeds in reading, the writer calls "the reading ability". The reader should actively think about what they are reading prior to, during and after the act of reading. A readers understanding of this reading will be affected by the comprehension strategies they are utilizing, their background knowledge and experience with the topic of the passage being read, and readers interest in this topic.

A teacher can provide students with a variety of reading materials utilize a variety of reader response activities and provide both the time to reads as well as some motivational readiness activities and still some students will not read beyond a most basic level understanding.

Some researchers had been conducted research dealt with improving reading ability. They were: Basir (1993) in his study concluded that if a good reader should read at the rate 250, means that he or she should be able to words of the material, each minute.

Lisnayati (2005) has research about correlation of reading speed and reading comprehension ability, she states that reading speed and comprehension can be effective characteristic and circumstances. They are reader's motivation, physical and mental state, reading skills, background of knowledge, etc. Hasnianti (2003) repoted that the average reading rate of the second year of SMP Neg. 1 Batang Kab. Jeneponto is 110 words per minute and their comprehension is 51% in general.

Those previous findings above give a very good base of thinking and so the writer is sure that the facts shown through conclusion of previous research ensure the writer this study is visible to conduct. It is right that those researches above are not exactly the same as this research but those are similar because finding talks about the effect of using speed reading in student's reading ability.

2. Literary Review

According to Cahyono (2011) stated that reading was means of transferring information between the writer and the reader. Therefore reading comprehension understands a written text means extracting the

required information from it as efficiently as possible. Reading with comprehension means understanding what has been read. It was an active, thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge.

Comprehension involves understanding the vocabulary seeing the relationship among word and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating. Smith and Robinson (1980) stated that reading comprehension means the understanding, evaluating and utilize of information and ideas gained through an interaction between the reader and the author.

Reading comprehension was such a kind of dialogue between an author and a reader in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print.

Reading comprehension depends on many factors; a. the reader's ability to attend the printed idea; b. the reader's background knowledge to which new information must be added; the quality of writing itself; d. the reader's purpose or goal in reading material. In this research the reading comprehension understands of the text idea where in reading there were some interaction between teacher and students in classroom activity Adler C.R, (2001) stated that reading comprehension strategies were conscious plans-sets of steps that good readers used to make sense of text.

Comprehension strategy instruction helps students become purposeful, active readers who were in control of their own reading comprehension. Adler C.R making seven strategies here appears to have a firm scientific basis for improving text comprehension.

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds, was to scaffold the strategies for text.

Gasong (2007) stated that scaffolding was a lesson in which students were given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding was as a process whereby a student was helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

From the definition described above it can be concluded that scaffolding was a support, support to students of teachers that enable the development of learning ability so that there was a higher level of mastery of material shown by the completion of more complicated problems.

Think Aloud was a strategy that helps students on learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each step of the way think alouds

strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

Davey (1983) suggest five basic steps when using think-aloud. First, select passage to read aloud that contain points of difficulty, ambiguities, contradictions, or unknown words. Second, while orally reading thinking-aloud, have students follow silently and listen to how trouble spots were through. Third, have students work with partners to practice think-aloud by taking reading short, carefully prepare passages and sharing thoughts. Fourth, have students practice independently, using a checklist to involve all students while verifying used of the procedures.

Finally, to provide for transfer, integrate practice with other lessons, and provide occasional demonstration of how, why, and when to used think-aloud. Five points that can be made during think-aloud were showing how, (1) To develop hypotheses by making predictions, (2) To develop images by describing pictures forming in one's head from the information being read, (3) To link new information with prior knowledge by sharing analogies (4), and to monitor comprehension by verbalizing a confusing point (5) To regulate comprehension by demonstrating strategies.

a) Developing hypotheses by making predictions teacher might model how to develop hypotheses by maing predictions from the title of a chapter or from subheadings within the chapter. Suppose you were teaching with an earth science text. You might say, "From the heading 'How Mineral were used, I predict that this section would tell about things that werea mode out of different minerals." The text continuous: Some of the most valuable minerals were found in ores.

An ores was a mineral resource mined for profit. b) Develop images to model ho to develop imaging, at this point you may stop and say. "I have a picture in my head from a scene I sawin a movie about the Old West. I see blacksmith pumping bellows in a forget to heat up an iron horseshoe. When the iron turns a reddish orange, he picks it up with his tongs, and he hammers.

The sparks fly, but slowly the horseshoe changes shape to fit the horse's hoof."c) Share analogies to model how to link new information with prior knowledge, you might share to following analogies. "this was like a time when I tried to eat a piece of pizza with extra cheese. Every time I took a bite, the cheese kept stretching and stretching into these long strings. It was also like a time when I went to the county fair and watched people make taffy. They got this glob of candy and put it on a machine that just kept pulling and stretching the taffy, but it never broke.

Monitor comprehension to model how to monitor comprehension, you can verbalize a confusing point. "This was telling that metals have metallic luster. I didn't know that that was. I'm also confused because I thought this section was going to be about things that were mode out of different minerals. This was different from what I expected". e) Regulate comprehension to model how to correct lagging comprehension, you can demonstrate a strategy: "I'm confused about what metallic luster means,

and I didn't know why the authors were talking about this when I expected them to talk about stuff made out of minerals. Maybe if I ignore the term metallic luster and keep on reading, I'll be able to make some connections to what I expected and figure it all out."

3. Methodology

4.1 Approach

In conducting this research, the researcher applied a classroom action research. According to Kemmis & Mc. Taggart R (1988) cited by Hopkins, (1988) in Arung, there were four strategic cycles of conducting classroom action research, they were: (1) Planning; (1) Acting; (3) Observing; and (4) Reflection.

The different conceptions of action research can be revealed in some typical definitions of action research, for example Hopkins (1993:31) suggest that the combination of action and research renders that action a form of disciplined inquiry, in which a personal attempt is made to understand, improve and reform practice. He define it as 'a small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention.

Kemmis and McTaggart (1990) argue:

"Classroom action research is a form of collective self-reflective inquiry undertaken by participants in classroom situations in order to improve the rationality and justice of their own educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. The approach is only classroom action research when it is collaborative, though it is important to realize that the classroom action research of the group is achieved through the critically examined action of individual group members in the classroom situations".

4.2 Technique of Data Collection

There were two kinds of technique of data collecting used in this CAR, namely 1) measurement technique, which measured the students' achievement of reading ability and 1) the observation technique, which measured the teacher's action and the students' feedback/response toward teacher's action.

Since this research had two techniques of data collecting, the researcher applied two model of tool of data collecting. First, he applied the objective test of reading ability. The first instrument of this research was observation checklist. The observation checklist was constructed to observe the teacher's action, particularly in the teaching activity using speed reading technique.

2.5 Participants

The number of participant in this research was 26 students. The target of students who achieved the minimum score 75 was

minimally 22 students. There were four meetings in this research, three meetings for teaching the reading material through speed reading technique and one meeting to evaluate the students' ability in each cycle. The researcher used reading test to get qualitative data and observation sheet to get quantitative data in this classroom action research.

2.6 *Data Validity*

The post test is believed to have content validity as it aimed at assessing the students' ability in reading. The tasks required in the post test were comparable to those covered in practiced in class. In addition, the test instructions were phrased clearly and the examinee's task was defined. Concurrent validity of the post test was determined by establishing the relationship between the students' scores on the post test and their pre test.

2.7 *Technique of Data Analysis*

In relation to the problem formulation and form of this research, technique of data analysis is analyzing the students' ability in reading short story progress through speed reading technique. Logically, this action was successful to improve the students' reading ability if the students' achievement of each meeting is increase. In the other words, the technique of data analysis was done by comparing the results of students' progress through process assessment oriented.

In analyzing the result of cycle test, the researcher used two kinds of data analysis as follows:

1. Analysis of the students' reading ability. The researcher used two items were as follows:
 - a. Students' individual score
 - b. Students' mean score
1. Analysis of the work of speed reading technique in improving the students' reading ability.

There was a checklist table observation used to analyze the process of speed reading technique in the teaching reading in improving students' reading ability, namely observation checklist of teacher's activities and students' activities.

4. **Findings and Discussion**

3.1 Research Finding of Cycle 1

Based on the research purpose in the chapter one, conducting CAR using speed reading technique was aimed to improve the students' reading ability. Therefore, there are two main findings will be reported in this chapter: 1) finding of the improvement of students' reading ability based on the score of KKM (kriteria ketuntasan minimal) and the findings of the process in applying the speed reading technique in teaching reading ability.

3.1.1 Finding of the Test

To know the students' reading ability, the researcher has conducted the cycle test that was constructed in multiple choice test. This test was conducted after the teaching process of cycle has been accomplished using speed reading technique. The time of test was definitely held on 03rd June 2015 to 13th June 2015. All the students were participated in this test. It means that there were 26 students have taken the test. As a result of the test, it was found that the students' average score was 58,74. From this score result, it indicated that their achievement was not achieved to the KKM, it was 72.

This result also showed us that there were only 44% of the students who passed the test into the KKM but there were 56% who still failed the test. Specifically, the result of the cycle test found that the students' difficulties in reading faster. Some items on this part were failure to answer correctly. By having this result, the researcher decided to conduct the next cycle.

3.1.2 Findings of the Observation

Applying the speed reading technique needed several stages in order to make it meaningful for the students' improvement of reading ability. From the result of observation checklist table, it was found that the researcher actually applied all the stages in completing the procedures of speed reading technique in teaching reading ability.

In the result of observation that was found that the researcher focused on the whilst-reading phase of the teaching process.

It means that there were phases observed during the activity; exploring, elaborating, and confirming where the speed reading technique teaching procedures were positioned within these phases and all the procedures also have been completed. Both active and passive concerts in speed reading technique procedures seemed to be applied well in the classroom.

However, the students looked like confusing about this learning process because they never learnt like this before. Some students were found that they looked like bored during the process because of the researcher's method was not good. As a result, the researcher's explanation and instructions might be lost from their concentration.

3.1 Research Finding of Cycle 1

Conducting the next cycle or cycle 1 was that the result of students as the procedure of conducting CAR, when the students' score of KKM was not achieved and also the teaching of using the technique/method of teaching did not work well in the cycle 1, the researcher should decide to continue the next cycle. Since the result of the cycle 1 was not achieved to KKM score, the research then conducted the cycle 1 of CAR.

As the result of the cycle 1, the reflection resulted that the researcher should focus on the improvement of the students' reading ability, particularly in reading short story more fast. The students' difficulties on this part were the major concern to improve in the cycle 1. As the result of cycle test 1, the students' average score was achieved to KKM score where their average score was 87.42

5. Conclusion

Based on analysis result and the discussion, it can be concluded that using speed reading technique can increase students' reading ability at the first year students of SMKN 1 Watunohu. It was found that there is an increasing students' reading ability start from preliminary research, first cycle and second cycle. In preliminary research, the percentage of students' reading ability is 32% or 6 students who achieve the target score. In the first cycle improve to 44% or 8 students who achieve the target score. However, it is not achieve the target yet. Furthermore, it increases to 87,42% or 24 students who achieve the target score in the second cycle. In this case, there is an increasing about 43,42% of students' reading ability from first cycle to second cycle. Therefore, researcher concludes that using speed reading technique can improve students' reading ability at the first year students of SMKN 1 Watunohu.

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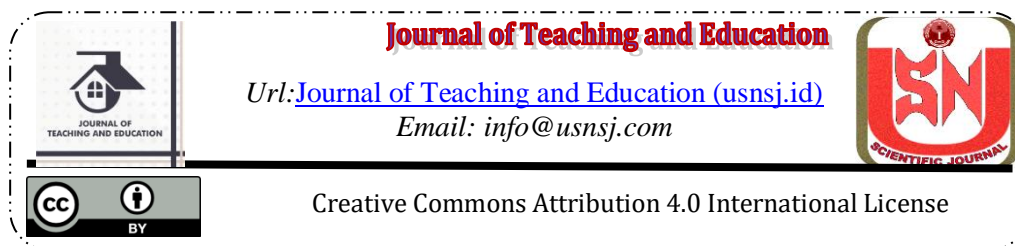
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Improving the Speaking Ability at the Second Grade Students of SMKN 1 Watunohu Through Media Picture

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Abstract

This research was aimed to improved of students' ability in speaking ability through media picture. The subject of this research was 25 students of the second grade students of SMKN 1 Watunohu . The researcher applied classroom action research which has conducted into two cycles. The finding showed that the students' speaking ability indicated the significant increase from the average score of speaking ability within the two cycles (cycle 1 and 2). In average score of test, the achievement score was 55,4 for cycle 1 and 77,6 for cycle 2. From these results, this research indicated that media picture can improve the students' speaking ability in teaching and learning process, particularly on the aspect of introducing someone, retell priffill of the picture and explain someone based on the prifile of the picture.

Key words: Speaking ability and media picture

1. Introduction

English is one of the human languages in the world that has important role in interaction and communication. It has become international language and almost practiced in all part of life. It is important for us to learn the language. There are four skills that should be master in learning English, they are listening, speaking, reading and writing. Speaking skill is one of the main points to master English because it is required to communicate ideas, opinion and comments with other people in conversational situation. Speaking skill is one of the

difficulties in learning English. There are many realities indicate that the students sometimes face many problems in learning English specially in speaking. For instance the students are shy to speak, less motivation, self-confidence, afraid to make mistake and so on. So that's way the writer will focus on speaking ability in this research.

Walter (2008) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language.

In the second and foreign language teaching, speaking is considered to be difficult among the four skills. Chastain (1976) points out that learning to speak are obviously more difficult than learning to understand the spoken language. One who wants to speak to others sometimes faces some troubles. He cannot produce his ideas, argument or feelings communicatively. Therefore, in speaking more efforts are required on the part of teachers. Chastain further states that it is not enough for students to listen to a speech only.

English has been thought in Indonesia as a compulsory subject from elementary school, junior school to senior high school and university. Therefore, we can state that speaking is one of the improvements of their speaking skill. "Speaking is active or productive and makes use of the aural medium. If we think of speaking term of use, however, the situation is rather different. To begin with an act of communication through speaking is commonly performed in face to face interaction and occurs part of dialogue or other form of verbal exchange." (Widdowson, 1983).

The following were some research results which was relevant with this research:

Lukman, (2011) developing students speaking ability by using multimedia at the first year students of SMAN 1 Palopo. It is proved by the good result. The study revealed that by using multimedia could improve the students' speaking ability.

Fauzan, (2013) improving students' speaking ability through multimedia at the second year students of SMAN 1 Kendari. The researcher reported that deal with teaching speaking ability through multimedia was interesting method to see the students' progress in teaching and learning process.

Hikmah, (2007) effectiveness of using multimedia in teaching speaking ability to the first grade students of SMU Negeri 1 Kediri. The study revealed that using multimedia could develop the students' speaking ability. It is proved that the students enjoy in learning, because they interested to speak the information from different types of picture.

Human are social being besides being creatures individuals who have a drive or motive for establishing a relationship with themselves. Humans are also social beings, where humans are have the urge to make connections with other people. This relationship is manifested as a reciprocal relationship. This relationship which is called “interaction”. Interaction occurs when one individuals take action so that individuals cause reactions from individuals other.

There are many definitions of interaction that have been proposed by some expert in language learning Soerjono Sukanto (2010), stated that social interaction the dynamic is that which concerns the relationship between individuals and individuals, between individuals and groups, or between groups and groups. So, in this relationship the behavior or attitude of an individual will affect other individual behavior.

Brown (2001), explains that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. This statement involves a simple concept of the process of interaction. It can be simply that interaction is a process to get an idea out of one person’s head and into the head of another person and vice versa.

Interaction is a situation where two or more people or things communicate with each other or react to each another.

Tuan and Nhu (2010), stated that interaction is the process of referring in face-to-face action. It can be either verbal channeled through written or spoken words, or non-verbal, channeled through touch, proximity, eye-contact, facial expressions, gesturing, etc.

In summary, interaction is the important things that occur in a life society will influence each other between individuals one by one others, so that there is a reciprocal relationship between individuals with individuals, individuals with group, or group with group.

The writer predicted in teaching and learning speaking by using media picture could improve the students’ ability in speaking, and this research the writer wanted to introduces media picture that could helps the students to improve speaking ability.

2. Methodology

2.1 Approach

In conducting this research, the researcher applied a classroom action research. According to Kemmis & Mc. Taggart R (1988) cited by Hopkin, (2008) in Arung, there were four strategic cycles of conducting classroom action research, they were:

- 1) Planning;
- 2) Acting, i.e. implementing the plan;
- 3) Observing, evaluation and self-evaluation;
- 4) Reflection on the results of points 1–3 and making decisions for the next cycle of action research.

Kemmis and McTaggart (1990) argue:

“Classroom action research is a form of collective self-reflective inquiry undertaken by participants in classroom situations in order to improve the rationality and justice of their own educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. The approach is only classroom action research when it is collaborative, though it is important to realize that the classroom action research of the group is achieved through the critically examined action of individual group members in the classroom situations”.

4.3 Technique of Data Collection

There were two kinds of technique of data collecting used in this CAR, namely 1) measurement technique, which measured the students' achievement of speaking ability and 2) the observation technique, which measured the teacher's action and the students' feedback/response toward teacher's action.

Since this research had two techniques of data collecting, the researcher applied two model of tool of data collecting. Second, she applied the objective test of speaking ability. The second instrument of this research was observation checklist. The observation checklist was constructed to observe the teacher's action, particularly in the teaching activity using media picture.

2.8 Participants

The number of participant in this research was 25 students. The target of students who achieved the minimum score 72 was minimally 22 students. There were four meetings in this research, three meetings for teaching the speaking material through media picture and one meeting to evaluate the students' ability in each cycle. The researcher used speaking test to get qualitative data and observation sheet to get quantitative data in this classroom action research.

2.9 Data Validity

The post test is believed to have content validity as it aimed at assessing the students' ability in speaking. The tasks required in the post test were comparable to those covered in practiced in class. In addition, the test instructions were phrased clearly and the examinee's task was defined. Concurrent validity of the post test was determined by establishing the relationship between the students' scores on the post test and their material.

2.5 *Technique of Data Analysis*

In analyzing the result of cycle test, the researcher used two kinds of data analysis as follows:

1. Analysis of the students' speaking ability. The researcher used two items were as follows:
 - a. Students' individual score ability
 - b. Students' mean score ability
2. Analysis of the work of shared speaking strategy in improving the students' speaking ability.

There was a checklist table observation used to analyze the process of media picture in the teaching speaking in improving students' speaking ability, namely observation checklist of teacher's action.

3. **Findings and Discussion**

3.1 Research Finding of Cycle 1

Based on the research purpose in the chapter one, conducting CAR using media picture was aimed to improve the students' speaking ability. Therefore, there are two main findings will be reported in this chapter: 1) finding of the improvement of students' speaking ability based on the score of KKM (kriteria ketuntasan minimal) and the findings of the process in applying the media picture in teaching speaking ability.

3.1.1 Finding of the Test

To know the students' speaking ability, the researcher has conducted the cycle test that was constructed in oral speaking test. This test was conducted after the teaching process of cycle has been accomplished using media picture. The time of test was definitely held on 03rd June 2015. All the students were participated in this test. It means that there were 25 students have taken the test. As a result of the test, it was found that the students' average score was 55,4. From this score result, it indicated that their achievement was not achieved to the KKM, it was 72.

This result also showed us that there were only 48% of the students who passed the test into the KKM but there were 52% who still failed the test. Specifically, the result of the cycle test found that the students' difficulties in retell the detailed information of the media picture. By having this result, the researcher decided to conduct the next cycle.

3.1.2 Findings of the Observation

Applying the media picture needed several stages in order to make it meaningful for the students' improvement of speaking ability. From the result of observation checklist table, it was

found that the researcher actually applied all the stages in completing the procedures of media picture in teaching speaking ability.

In the result of observation that was found that the researcher focused on the whilst-speaking phase of the teaching process. It means that there were phases observed during the activity; exploring, elaborating, and confirming where the media picture teaching procedures were positioned within these phases and all the procedures also have been completed. Both active and passive concerts in media picture procedures seemed to be applied well in the classroom. However, the students looked like confusing about this learning process because they never learnt like this before. Some students were found that they looked like bored during the process because of the researcher's method was not good. As a result, the researcher's explanation and instructions might be lost from their concentration.

3.2 Research Finding of Cycle 2

As the procedure of conducting CAR, when the students' score of KKM was not achieved and also the teaching of using the technique/method of teaching did not work well in the cycle 1, the researcher should decide to continue the next cycle. Since the result of the cycle 1 was not achieved to KKM score, the research then conducted the cycle 2 of CAR.

As the result of the cycle 1, the reflection resulted that the researcher should focus on the improvement of the students' speaking ability, particularly on the retell the profile of the picture. The students' difficulties on this part were the major concern to improve in the cycle 2. As the result of cycle test 2, the students' average score was achieved to KKM score where their average score was 77,6.

Discussion

A classroom is a room in which teaching or learning activities can take place. Classroom are found in educational institutions of all kinds, including public and private schools, home schools, corporations, and religious and humanitarian organizations. The classroom attempts to provide a safe space where learning can take place uninterrupted by other distractions. In the classroom, the place where the teaching-learning process is undertaken, there are a variety of different potential perspectives of the nature and the goals of language teaching meet and interact. Hence, it can be an important factor to reach the goal of the instruction. Tudor, (2001).

Classroom interaction is about the students having activities discussion during classroom. Interaction occur both between students with teacher present and with the students probes students thinking among the whole group. There are many ways to communicate with students, especially in the classroom.

In an interactive classroom, there are some activities that can be found, such as doing a significant amount of pair work and group work, receiving authentic language input in real world contexts, producing language for genuine,

meaningful communication, performing classroom tasks that prepare them for actual language use “out there”, practicing oral communication through the give and take and spontaneity of actual conversations and writing to and for real audiences, not contrived ones. In the activity, students use the language in real communication to others. Douglas, (2001). Classroom interaction is a reciprocal and meaningful interaction between the teacher and students that happens in the classroom. With interaction, students develop their language ability. It is in the interaction what communication all about is found. In interactive classroom, students can join a discussion, problem solving tasks, or dialogue journals. The form of the activities can be pair works or group works. In the classroom interaction, teacher and students have a reciprocal effect upon each other through which they say and do. The description of the interaction between the teacher and student is seen from the teacher and student talk. The teacher talks are accepting feeling, praising or encouraging, accepting or using ideas of students, asking questions, lecturing, giving directions, and criticizing or justifying authority. The student talks are student talking response, student-initiation, silence or confusion.

In the classroom interaction, teacher and students have a reciprocal effect upon each other through which they say and do in the classroom. This aspect succeeds the transmission of the messages between teacher and students. The teacher and students are not separate parts in the classroom. They are tied together. Metelo, (2006).

4. Conclusion

Based on analysis result and the discussion, it can be concluded that using media picture can increase students' speaking ability at the second grade students of SMKN 2 Watunohu. It was found that there is an increasing students' speaking ability start from first cycle to second cycle. In the first cycle, the percentage of students' speaking achievement is 48% or 12 students who achieve the target score. Furthermore, it increases to 84% or 21 students who achieve the target score in the second cycle. In this case, there is an increasing about 36% of students' speaking ability from first cycle to second cycle. Therefore, researcher concludes that using media picture can improve students' speaking ability at the second grade students of SMKN 2 Watunohu.

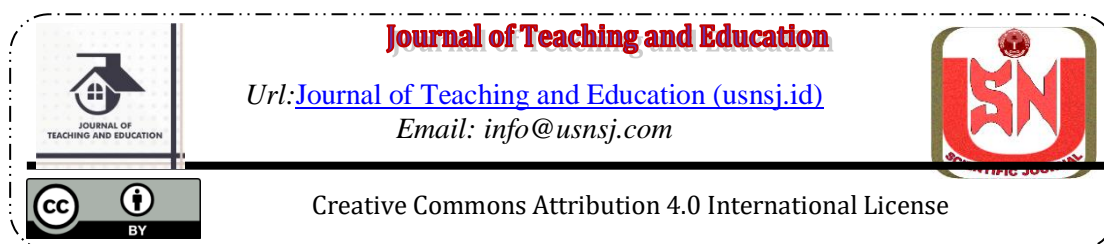
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Improving the Reading Comprehension Using Authentic Materials at the Second Grade Students of SMPN 2 Lasusua

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Abstract

This research was aimed to improved of students' comprehension in reading comprehension by using authentic material. The subject of this research was 26 students of the first grade students of SMPN 2 Lasusua . The researcher applied classroom action research which has conducted into two cycles.

The finding showed that the students' reading comprehension indicated the significant increase from the average score of reading comprehension within the two cycles (cycle 1 and 2). In average score of test, the achievement score was 55.12 for cycle 1 and 71.20 for cycle 2. From these results, this research indicated that authentic material can improve the students' reading comprehension in teaching and learning process, particularly on the aspect of finding the main ideas.

Key words: Reading comprehension and authentic material

1. Introduction

In Indonesia, English is the first foreign language taught from elementary school to university. It shows that English has an imprtant role for learner to communicate in their daily life in globalization era and to develop their communication (Kurikulum, 2004: 384). Nowadays, the use of English in Indonesia is not only found in the formal education but also in their environments, such as television, electronic, media, and printed media. English words can be seen. The preceding facts prove that there are many English words everywhere. Every product, advertising,

and food package uses English as their way to introduce their product. Ironically although it has been taught in Indonesia for many years, few students have had good skill of English. The bravery to use English is not the only factor that makes English difficult, the other factors is teacher, material, situation in the class, and the environment of the students.

Reading is a process recognition or interpretation of written materials and it deals with the language form. Sheng (2001:12) stated that reading is a process of communication from the writer to the reader. It involves letters, words, phrases, and clauses. Using reading, we can increase our experience, develop new concept, solve our problem, research how the words are used, how to implement the grammatical rules, and get many knowledge. Interest to learn with pleasant method.

Authentic materials are printed media besides newspaper, books, pamphlets, direct mail, and billboards. Authentic materials can be found in many countries with many types and size. Mott (1996) says, "authentic material may be defined as bound pamphlets, published periodically. They are issued in various sizes in a variety of formats and contain miscellaneous subject matter which frequently has entertainment as its primary objectives". According to Michael (1998: 498), a authentic material is a living-breathing organism and must meet its readers' needs in more fundamental, more emotional, and more empathetic ways. Authentic materials are cheap and authentic material will have to continue to offer an intelligent perspective on the world.

There have been many studies conducted deal with this the research. One of them was Hanaida, (2007:37) the effectiveness of using English newspaper text in teaching reading comprehension to the first grade students of SMU Negeri 1 Galesong Selatan. She found that the use of English newspaper text could increase the students' reading comprehension at the first grade students in academic 2007/2008 SMU Negeri 1 Galesong Selatan. It is proved that the students enjoy in learning, because they interested to read the information from different types of newspaper. Nurhuda, Mustamin (2010) found that teaching in reading comprehension by using English magazine articles at the first year students of Madrasah Aliyah Muhammadiyah Jauhpendang wajo. It is proved by the good result value of the test. He concluded that by using authentic material could improve the students' reading comprehension.

Relating the previous research findings above, the researcher predicted in teaching and learning reading by using new materials can increase the students' achievement in reading, and this research the researcher want to introduces authentic material that can helps the students to increase reading comprehension.

2. Methodology

The design of this research was categorized as Classroom Action Research (CAR) since this research was focused on the teaching and learning activities in the classroom. This action was designed to improve the students' reading comprehension skill through text structure tasks. Every semester the writer, a teacher of the English Department of Unisma, taught a reading subject, he found almost the same problem. The classes that he taught gained low scores in reading. He believed that the students' score in reading could be increased as long as he was able to use the appropriate strategy.

In implementing the action, the researcher applied the action in his own reading class, so he acted as a reading teacher. This idea was taken under the consideration that this research was done to improve his own students' reading comprehension. To avoid subjectivity in data collection, two observers were needed to observe the class. One observer observed the students' activities and the other observer observed the teacher's activity during the classroom instruction.

In accordance to the research design, this study was implemented in cycles. If Cycle 1 did not meet the criteria of success, the action plan would be revised and then Cycle 2 would be implemented. If the action showed positive result, it means that the results meet the criteria of success then the action was stopped.

2.1 Approach

In conducting this research, the researcher applied a classroom action research. According to Kemmis & Mc. Taggart R (1988) cited by Hopkin, (2008) in Arung, there were four strategic cycles of conducting classroom action research, they are:

- 1) Planning;
- 2) Acting, i.e. implementing the plan;
- 3) Observing, evaluation and self-evaluation;
- 4) Reflection on the results of points 1–3 and making decisions for the next cycle of action research.

Kemmis and McTaggart (1990) argue:

“Classroom action research is a form of collective self-reflective inquiry undertaken by participants in classroom situations in order to improve the rationality and justice of their own educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. The approach is only classroom action research when it is collaborative, though it is important to realize that the classroom action research of the group is achieved through the critically examined action of individual group members in the classroom situations”.

4.1 Technique of Data Collection

There were two kinds of technique of data collecting used in this CAR, namely 1) measurement technique, which measured the students' achievement of reading comprehension and 2) the observation technique, which measured the teacher's action and the students' feedback/response toward teacher's action.

Since this research had two techniques of data collecting, the researcher applied two model of tool of data collecting. First, she applied the objective test of reading comprehension. The second instrument of this research was observation checklist. The observation checklist was constructed to observe the teacher's action, particularly in the teaching activity using authentic material.

2.3 Participants

The number of participant in this research was 26 students. The target of students who achieved the minimum score 65 was minimally 20 students. There were four meetings in this research, three meetings for teaching the reading material by using authentic material and one meeting to evaluate the students' comprehension in each cycle. The researcher used reading test to get qualitative data and observation sheet to get quantitative data in this classroom action research.

2.4 Data Validity

The post test is believed to have content validity as it aimed at assessing the students' comprehension in reading. The tasks required in the post test were comparable to those covered in practiced in class. In addition, the test instructions were phrased clearly and the examinee's task was defined. Concurrent validity of the post test was determined by establishing the relationship between the students' scores on the post test and their material.

2.5 Technique of Data Analysis

In analyzing the result of cycle test, the researcher used two kinds of data analysis as follows:

1. Analysis of the students' reading comprehension. The researcher used two items were as follows:
 - a. Students' individual score comprehension
 - b. Students' mean score comprehension
2. Analysis of the work of authentic material in improving the students' reading comprehension.

There was a checklist table observation used to analyze the process of authentic material in the teaching reading in improving students' reading comprehension, namely observation checklist of teacher's action.

3. Findings and Discussion

Presenting the reading materials is the main task of the teacher in teaching reading comprehension. The teacher may use a wide range of procedures in presenting the reading materials in the classroom. The findings of the study showed that Action Plans was applied in whilst-reading stage. Meanwhile, the other stages such as pre-reading, post-reading will also be presented.

3.1 Research Finding of Cycle 1

Based on the research purpose in the chapter one, conducting CAR using authentic material was aimed to improve the students' reading comprehension. Therefore, there are two main findings will be reported in this chapter: 1) finding of the improvement of students' reading comprehension based on the score of KKM (kriteria ketuntasan minimal) and the findings of the process in applying the authentic material in teaching reading comprehension.

3.1.1 Finding of the Test

To know the students' reading comprehension, the researcher has conducted the cycle test that was constructed in multiple choice test and true and false with 10 items. This test was conducted after the teaching process of cycle has been accomplished using authentic material. The time of test was definitely held on 03rd June 2015. All the students were participated in this test. It means that there were 26 students have taken the test. As a result of the test, it was found that the students' average score was 55.12. From this score result, it indicated that their achievement was not achieved to the KKM, 65.

This result also showed us that there were only 24% of the students who passed the test into the KKM but there were 76% who still failed the test. Specifically, the result of the cycle test found that the students' difficulties in getting the detailed information on the complication part were the highest than other parts. Some items on this part were failure to answer correctly. By having this result, the researcher decided to conduct the next cycle.

3.1.2 Findings of the Observation

Applying the authentic material needed several stages in order to make it meaningful for the students' improvement of reading comprehension. From the result of observation checklist table, it was found that the researcher/teacher actually applied all the stages in completing the procedures of authentic material in teaching reading comprehension.

In the result of observation that was found that the researcher focused on the whilst-reading phase of the teaching process. It means that there were phases observed during the activity; exploring, elaborating, and confirming where the authentic material teaching

procedures were positioned within these phases and all the procedures also have been completed. Both active and passive concerts in authentic material procedures seemed to be applied well in the classroom. However, the students looked like confusing about this learning process because they never learnt like this before. Some students were found that they looked like sleepy during the process because of the researcher's voice was low. As a result, the researcher's explanation and instructions might be lost from their concentration.

3.2 Research Finding of Cycle 2

As the procedure of conducting CAR, when the students' score of KKM was not achieved and also the teaching of using the technique/method of teaching did not work well in the cycle 1, the researcher should decide to continue the next cycle. Since the result of the cycle 1 was not achieved to KKM score, the research then conducted the cycle 2 of CAR.

As the result of the cycle 1, the reflection resulted that the researcher should focus on the improvement of the students' reading comprehension, particularly on the complication part. The students' difficulties on this part were the major concern to improve in the cycle 2. As the result of cycle test 2, the students' average score was achieved to KKM score where their average score was 71.20.

4. Conclusion

Based on analysis result and the discussion, it can be concluded that using authentic material can improve students' reading comprehension at the second grade students of SMPN 2 Lasusua. It is found that there is an increasing students' reading achievement start from preliminary research, first cycle to second cycle. In preliminary research, the percentage of students' reading achievement is 12% or 4 students who achieve the target score. In the first cycle improve to 55.12 or 24% or 7 students who achieve the target score. However, it is not achieve the target yet. Furthermore, it increases to 88% or 22 students who achieve the target score in the second cycle. In this case, there is an increasing about 44.22% of students' reading achievement from first cycle to second cycle. Therefore, researcher concludes that using authentic material can improve students' reading comprehension at the second grade students of SMPN 2 Lasusua.

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