USING READING GUIDE MODEL TO INCREASE STUDENT'S READING ABILITY AT EIGHT GRADE OF SMP NEGERI 1 YARU

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ABSTRACT

In learning English, students should master the four-language skills. There are listening, speaking, reading, and writing. Reading is important skill which the students should master it well. The aim of Reading lesson is to make the students be able to written communicate with others persons using English. Based on the interviews with English teacher, the writer founds the problems. They are, the English score of the students were still low, the students had less motivation in teaching and learning process so the most of them dislike to learn English, and also the teaching and learning process tend only to use conventional model especially to Reading. Based on the problem above, the Reading conducts a research by Using Reading Guide Model To Increase Student's Reading Ability At Eight Grade Of SMP Negeri 1 Yaru. And the formulation of the research problem are (1) Usig Reading Guide Model To Increase Student's Reading Ability At Eight Grade Of SMP Negeri 1 Yaru. The objective of this research was to find out that Increase Student's Reading Ability At Eight Grade Of SMP Negeri 1 Yaru. The writer did the classroom Action Research in two cycles. The result of the action research Cycle I and Cycle II showed that the students Reading Ability had improved through the implementation of Reading Guide model. If it compared to the result of the Reading pre-test, it is clearly that the score Cycle I and Cycle II were higher than the pre-test. On pre-test, there were 14 students who passed the test, it means that 12 students did not very poor. On post-test, there were 9 students who passed the test, the students were able to Reading Ability well. It means that, 17 students did not pass. Then the Cycle II there were 26 students who passed test, of the students were able to Reading successfully. It indicated that the implementation of Reading Guide model at the eight grade was successful. From the results of this study, it is expected that teachers apply learning with the Reading Guide learning model in teaching English subjects, especially Reading Guide. For other researchers are expected to be able to research using other model or approaches in order to improve the quality of learning in schools.
Keywords: Reading Guide Model, Increase Student's Reading Ability.

INTRODUCTION

Education has a very important role in life, the progress of human quality can be seen from the quality of education. The purpose of education should be to prepare individuals so that can from a broad minded human being, so capable solve the problems encougtered and can provide a solution to this problem. In general education is a process to help humans in developing the potential that lies with in him. Good education is expected to occur so that humans can experience changes in their lives, change attitudes, behaviors, and values in individuals, and society are some of the goals that are expected to emerge through the process education. Education is an important thing in life someone because with education a person gets knowledge, understanding and how to behave education is a process in order to influence learners in order to be able to adapt as best as possible to the environment, and thus will bring about a change in him that enable them to function properly in society.

The formal education is a systematic activity, structural, and degrees, it be started of the elementary school junior and senior high schools and university or the same degree, with each depst is learning activity which orientates for academic and the public special and the profesional training which be done by continue. Reading is a cognitive process that links

processes thingking the ability and activity of the brain to develop rational ability. And the ability to remember concepts, processes, methods and structures. Deficien read understanding so many readers cannot propose information or ideas found in his reading. According to Dalman, (2015). In comunicative reading works to seek, find, and acquire information from different sources according to each individual's understanding that he got. Reading skills are one of thee deep skills language that students (learners) should have.

Reading is good tool to develop the tour speak skill for english reading, we can have many vocabularied then we can applicate when we speak English reading is the most expensive activity which be beseacted for them who want to learn English according to wike idola erya. Based to Resa Pustika, (2021). Reading is an ability that has an essential role for students reading is the activity process has knowledge background clearly for letter, word, and sentence in the text knowing process must based ability or reading skill which be had by someone because by reading, someone can know, understand, and have with the deepest heart the main idea and rese arch in the text.

According to Nurhadi, (2016) Reading is the process of processing reading criticcaly-creatively done by the reader to gain understanding about the entire reading, followed by a judgment of the vaue, function, and impact of the reading. Reading is an activity that involves auditive elements hearing and visual observation. The ability to read begins when children are happy book explorer by holding or flipping through language books is the main means of communication for children to express their wishes and feelings. Based to Ana Widyastuti, (2017).

Learning is an activity carried out by the teacher in such a way that students behavior can change towards better. In learning the teacher must choose a model appropriate learning to be applied in teaching and learning activities according to existing material. Selection of learning method that involve stargey in learning. So the learning is a process of interaction with student's educators in the learning process to make student learning active. Basically learning is a stage of changing student behavior relatively positive and stable as a result of interaction with the environment. Teacher individually or together on an ongoing basis trying to create, maintain, and develop a school atmosphere fun as an effective and efficient learning environment for students. Reading also becomes the knowing system at reading signs, rythem, and right pronountiation, so the meant and research of the text can be understand reading text in the English Indonesia dictionary is a text to know many English words will do you have more time in the all thing, because world research.

Pre-Observation is the aim of this research is to know Increase Student's Reading Ability. This is a Classroom Experiment Research (CER). The research design was Interview, Pre-Test and Post-Test. The population of this research was the students of Eighth Grade for SMP Negeri 1 Yaru. There are some problems which has been found by observator.

With the Title from Researcher is " USING READING GUIDE MODEL TO INCREASE STUDENT'S READING ABILITY AT EIGHT GRADE OF SMP NEGERI 1 YARU"

RESULTS AND DISCUSSION

The discussion described here is based more on the results of observations followed by reflection activities. In the pre-cycle (Pre-test) researchers collected initial data in the form of a list of students' names and students' initial grades. The student's initial score is taken based on the pretest score. The data obtained shows that the average student learning outcome score is 56 and the percentage of learning completion in the pre-test is 23.08%. From the first cycle of observations, the observation data obtained included that the

implementation of the Reading Guide model in the classroom was quite good, but classroom management was not optimal. This is because students still feel strange about the new method used, and student interest is still lacking. Apart from that, there are some students who make the learning process noisy. However, when students are given reading, they are enthusiastic about reading and even the students' attention is focused on the reading. In cycle I there was an increase in student learning outcomes when compared to the pre-test. However, the increase in learning outcomes has not yet reached the specified indicators of success. In the pre-test, an average score of 56 was obtained with a learning completeness of 23.08%, while in the post-test cycle 1, an average score of 67,26 was obtained with a learning completeness of 42.31%. Therefore, it is necessary to continue to cycle II so that student learning outcomes are expected to improve.

In the second cycle posttest, based on reflections on the first cycle posttest, the learning process was more active than the first cycle posttest learning process, this was because the teacher was able to arouse students' enthusiasm for reading. , ask questions, and provide opinions. Apart from that, students who carried out activities outside of learning experienced a decrease, because in the second cycle learning post-test, students were required to read reading texts repeatedly and practice them in front of the class. and students who are able to read English texts are required to help other students in practicing in front of the class. so that they are enthusiastic about reading the reading text. This causes students' concentration to focus on reading so they can understand the reading and answer questions well.

In the post-test cycle II, student learning outcomes increased compared to the post-test cycle I. In the post-test cycle I, the average student score was 68.5 with learning completeness 42.31%, and in the post-test cycle II the average score -student average 80.16 with a completeness score of 88.47%. So, there was an increase in student learning outcomes from posttest cycle I to posttest cycle II. In the second cycle posttest, student learning outcomes experienced an increase in achievement, namely the average score was one class above the KKM.

From these data it can be seen that student learning outcomes have achieved the specified indicators of success, so that the post-test in cycle II is deemed sufficient, without having to continue to cycle III. This means that the use of the Reading Guide model can improve the reading ability of class VIII students at SMP Negeri 1 Yaru.

CONCLUSIONS

From the description of the data and research analysis regarding the Use Of The Reading Guide Model To Improve The Reading Skills Of Eight Class Students Of SMP Negeri 1 Yaru, from chapters I to IV at the end of this thesis it can be concluded that the application of the "Reading Guide" model can improve the reading abilities of class VIII SMP students Negeri 1 Yaru, in the English text it can be proven from the following results
1. The learning outcomes of class VIII students at SMP Negeri 1 Yaru were still low before the implementation of the reading guide model, namely 26 students. There were 6 students who completed with a percentage of 23.08%. There were 20 students who did not complete with a percentage of 76.93% with a class average of 56.
2. Learning results of class VIII students at SMP Negeri 1 Yaru after implementing the reading guide model, namely at Post Test I (cycle I) of 26 students, 11 students who completed or a percentage of 42.31% and 15 students who did not complete. or with a percentage of 57.70% with an average class score of 67.26. Furthermore, in Post Test II (cycle II) out of 26 students, 23 students completed it or a percentage of 88.47% and 3 students did not complete it or a percentage of 11.54%. With a class average of 80.16.

This shows that student learning outcomes are increasing and are included in the very high category, so it is clear that in cycle II student learning outcomes have reached the KKM completion level determined by the school.

3. Student response after using the reading guide model, namely that the child is able to read literature in English or find out the problems in the material and look for answers from the material that has been provided which was created by the researcher, the child has actively asked questions and responded to presentations from other friends and Children are also actively discussing (discussing material) with their friends.

The results of classroom action research conducted at SMP Negeri 1 Yaru prove that the use of the Reading Guide model can improve students' ability to read English texts. This is proven by the increasing number of students who achieve the KKM completion score set at school. Initially there were only 6 students, but then a reading guide model was implemented so that the number increased to 23 students. The results of this research are in accordance with the theory that active learning is a learning process with the aim of empowering students to learn using various methods or strategies actively. So that a classroom atmosphere is created that arouses students' passion for learning, and is able to improve student achievement.

Educating using the lecture method means providing information through hearing, which can only be digested by the brain 20% of the time. Even though the information students get from reading is around 10%, seeing 30%, seeing and hearing 50%, saying 70%, saying and doing 90%. Thus, the use of the reading guide model in classroom learning can improve students' reading abilities and student learning achievements. Because information is said and done, the information will be more easily digested and stored longer in the student's brain, making it easier to comprehend and comprehend.

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