

Remap RT (Reading Concept Map Reciprocal Teaching) To Enhance Students' Reading Skill

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Abstrak

The purpose of the research was to know the REMAP RT learning model can enhance on XI grade students' cognitive learning outcomes in reading comprehension at MA NW Asmaul Husna. It was participant classroom action research. It was done in two cycles. Each cycle consisted of planning, action, observation, and reflection stages. Subject of the research was 26 students. Instruments used were students' test, students' and teacher's activities used observation sheets, at the end of each cycle. The research findings show that implementation of REMAP RT learning model can improve students' cognitive competence. Percentage of students' classical achievement in cognitive competence improves time by time. In pre-cycle, the percentage is 46% (not enough), in cycle I is 50% (not enough) and in cycle II is 92% (very good). Meanwhile, percentage of students' Activity also improves. In pre-cycle, the percentage is 52% (enough), in cycle I is 64% (good) and in cycle II is 80% (very good). From the finding, it proves that the implementation of REMAP RT learning model can improve students' cognitive competence and Activity in class XI of MA NW Asmaul Husna

Kata kunci: *REMAP RT Model, Cognitive Learning Outcome, Reading Comprehension, Activity*

INTRODUCTION

The 2013 Curriculum learning is competency learning by affirming learning process and authentic assessment. Besides that, learning process in the 2013 Curriculum for all levels is done by using scientific approach. Objective of learning by using scientific approach includes the development of cognitive, affective and psychomotor competences which are elaborated for every education unit. Characteristics of learning by using scientific approach are it is a student-centered learning; it involves science process skills in constructing learning concepts, laws, or principles; it involves potential cognitive processes in stimulating intellectual development, especially students' high level thinking skill; and it develops students' characters (Hosnan, 2014, in Pendrice, Suryawati, E., & Suwondo, 2018).

Cooperative learning is one of constructive learning strategy. According to Holubec (2001 in Nurhadi et al., 2004:60), cooperative learning is a learning strategy which requires students' cooperation in small groups in order to maximize learning situation to achieve learning objectives. Furthermore, learning through cooperative strategy is also expected to increase students' Activity.

Problem found in learning process is teacher' method in teaching English is not various. He only uses lecturing method. Lufri (2010: 32) states that lecturing method has some weaknesses, which are it makes students passive in learning process, it is boring for students if it is used for long time, it makes students depend much on teacher, and it makes students' learning outcome less maximal. In addition, students' Activity s, like critical thinking, communication and cooperation do not develop well. It can be seen from students' craziness in asking or answering questions in group discussion or presentation. There are only some students actively involved. Most of them do not pay attention to the discussion.

One of the innovations of cooperative learning that can improve students' critical thinking skills is Remap. This learning model was developed by Siti Zubaidah, a Postgraduate Lecturer at the State University of Malang and was introduced to the public for the first time at the XI national seminar at the Sebelas Maret University in 2014. Coople Remap is a learning model that requires students to read (reading process), then students are asked to make maps. concept (concept mapping models cooperative learning (Zubaidah, 2014). The model is summarized into a cooperative remap, namely

reading + concept mapping + cooperative learning.

Reciprocal Teaching is one of effective ways to improve students reading skill. Cooperative learning teaching system can be defined as a system of a work or study in a structured group. Included in this structure are the five basic elements (Johnson, D, 1994), include positive interdependence, individual responsibility, person interaction, collaboration skills, and group process. Reciprocal Teaching is method for classroom instruction in which students work collaboratively in small groups to examine, experience, and understand their topic of study. According to (Sharan & Sharan, 1992).

Based on the results of observations in class XI of MA NW Asmaul Husna, it shows that during English learning activities carried out by doing Students Work Sheet (SWS) and the teacher's lecture. SWS contains questions at levels C1 and C2, students will easily find SWS answers by browsing internet and writing them down on the SWS. Students rarely read and understand English material to find answers from SWS. This results in students' understanding of English was still very low, this can be seen in the data that 50% of students get scores below the classical completeness (KKM of 75). The teacher's focus was only on learning with a low level of thinking so that students can only answer material that has been memorized. The English learning process has not been able to grow students' critical thinking skills, even though this ability is useful for achieving a more meaningful and in-depth understanding and leads to low learning outcomes.

Concept maps are one way of learning that is carried out to empower higher-order thinking skills, because students must coordinate concepts that have been understood from reading activities by stating meaningful relationships between concepts. RT learning carried out in face-to-face activities will make it easier for students to find concepts, because students are trained to observe, ask questions, classify, research and communicate during the learning process.

Students will play an active role during learning starting from lesson planning to evaluation activities (Arend, 2008). Increased critical thinking skills will be able to achieve a deeper and meaningful understanding and lead to an increase in students' cognitive English learning outcomes.

The researcher formulates the research question as follows: Does the use of REMAP RT learning model can enhance on XI grade students' cognitive learning outcomes in reading comprehension at MA NW Asmaul Husna? The researcher limited only: "to know the REMAP RT learning model can enhance on XI grade students' cognitive learning outcomes in reading comprehension at MA NW Asmaul Husna. Problem limitation in research is an effort to limit or focus the research into one or some problems so that its indicators of success can be measured. To make the research more focus, it is limited only on students' cognitive learning outcome.

RESEARCH METHOD

The design of this research was classroom action research (CAR). According to Darmansah (2009, in Harahap, 2018), CAR was research which aims at improving learning process and outcomes qualities through a treatment in form of cycles based on teacher's observation towards problems in classroom in order to give the best solution for students in learning process. It was a participant CAR because the researcher was directly involved from the beginning of the research until the making of the report.

The implementation of this research consisted of two cycles. Each cycle consists of Plan, Action, Observation, and Reflection. It was based on the procedure of classroom action research implementation proposed by Kemmis and McTanggart. The research was conducted from May to June 2022. The research instruments used in this study was test and observation sheet. The test was in the form of multiple choices that consisted of 25 questions. The test was delivered to the pre-test and post-test. While, the researcher used

observation guide for the students' and teacher Activity.

Data and source of data in this research came from researcher, students and observer. Data in this research include:

a. Cognitive competence

Data of students' cognitive competence was obtained from test administered in the end of each cycle. Before the test was used as the research instrument, it was done a pilot test to them.

Percentage of classical learning mastery can be calculated by using the following formula:

$$NT \frac{ST}{N} \times 100$$

Description:

- NT = Classical learning mastery
- ST = Number of students who reach KKM
- SM = Number of students in classroom (Sudjiono, 2004)

b. Observation/Activity

In this case, the researcher used the observation's guide to know the occurrences within learning process. In this research, the researcher acted as the teacher and collaborated with the teacher as the observer. The researcher gave the collaborator observation sheet that consisted of students' Activities in teaching and learning process through Remap GI, and teacher's Activity during the teaching learning process. It was given every meeting. The collaborator conducted the observation in regular class and during the teaching and learning process, the collaborator sat behind the class, at the corner of the bar.

Data of students' Activity obtained from observation sheets were analyzed by using formula proposed by Sudjiono (2004), as follow:

$$X\% \frac{SS}{STS} \times 100$$

Description:

- X= Percentage of students' Activity
- SS = Score of students' Activity
- STS = Maximum score of students' Activity (Sudjiono, 2004)

Indicators of students' Activities classical mastery can be seen in Table 1 below;

Table 1. Interval of students' Activity

Students' score	Category
81-100	Very Good
61-80	Good
41-60	Enough
1-4-	Bad
30-39	Failed

RESULT AND DISCUSSION

a. Result

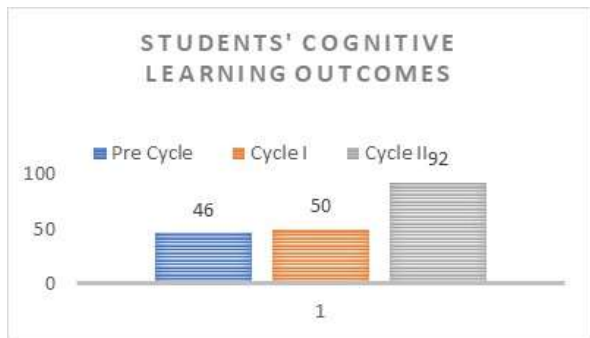
1. Data of students' cognitive competence

From the result of the test, it is known that students' average score improves because of using REMAP RT learning model in learning material of Plants. The improvement is shown by the increasing of students' learning mastery percentage in learning process started from Pre-cycle, Cycle I and Cycle II, as seen in table 1 and graphic 1 below;

Table 2. Comparison of Students' Cognitive Learning Outcomes

Cycle	Average score	Number of Students who reach KKM	Percentage %
Pre	60.31	12	46
Cycle I	74.92	13	50
Cycle II	81.54	24	92

From Table 2 above, it can be seen that students' average score in pre-cycle is 60.31, in which students who reach KKM are 12 students and the ones who do not reach KKM are 14 students. In Cycle I, students' average score improves to 79.92, in which students who reach KKM are 13 students and the ones who do not reach KKM are 13 students. In Cycle II, students' average score is 81.54, in which there are 24 students who reach KKM and 2 students who do not reach KKM. Percentage of classical mastery of learning in pre-cycle is 46%, which includes in "Not Enough" category. In Cycle I, it increases to 50%, which includes in "Not Enough" category. In Cycle II, it increases to 92%, which includes in "Very Good" category.



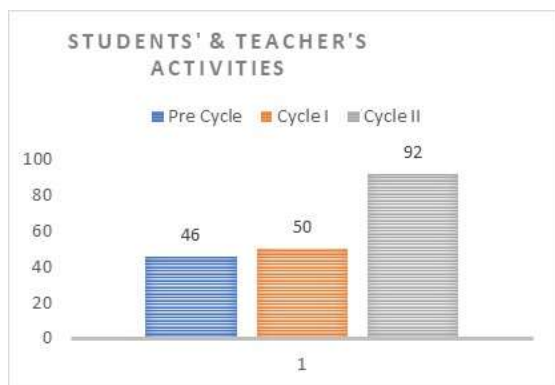
Graphic 1. Improvement of Students' Cognitive Learning Outcomes

2. Result of Students' and Teacher's Activities

Data of Students' and Teacher's Activities In this research, students' Activity are focused on critical thinking, communication and cooperation Activity during learning process. Sources of the students' Activity data is Observation Sheets (teacher and students' activities). Result of students' Activity observation in pre-cycle is 52%, which includes in "enough" category. In Cycle I, it improves to 64%, which includes in "good" category. In Cycle II, it improves to 80%, which includes in "very good" category. The improvement of students' and teacher's activities and in every cycle can be seen in Table 3 below;

Table 3. Comparison of Students' Cognitive Learning Outcomes

Cycle	Percentage of Activity (%)
Pre	52
Cycle I	64
Cycle II	80



Graphic 2. Result of Students' and Teacher's Activities

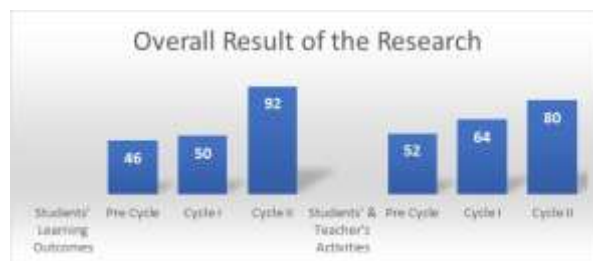
It is obvious that there is improvement of students' and teacher's softs skills from pre-cycle 52% to 64% in Cycle I (increasing 12%), and it improves to 80% in Cycle II (increasing 16%).

3. Overall Findings of Research

Overall, the research findings can be seen in Table 4 and Graphic 3 below;

Table 4. Overall Findings of Research

No	Aspects	Cycle		
		Pre	I	II
1	Result of students' cognitive learning outcomes	46%	50%	92%
2	Result of students' and teacher Activity (observation)	52%	64%	80%



Graphic 3. Overall Result of the Research

It is obvious that there is improvement of students' cognitive learning outcomes and softs skills after applying Reading Concept Map Reciprocal Teaching (REMAP RT) learning model.

b. Discussion

Cognitive learning outcomes are the outcomes of acquiring knowledge activities or processes through self-experiences. Cognitive is oriented on thinking skill or intellectual skill, such as a skill which requires students to combine previously learned procedures to solve a problem (Yamin, 2006 in Setyoko and Indriaty, 2018).

The improvement of cognitive competence is caused by the increasing of students' understanding by doing various observation activities and collecting data during learning process. It was in line with Dirmanand Juarsih (2014, in Pedrice, et al.,2018) who assert that basically, the development of students' cognitive competence is an effort to increase observation aspect, recall, think, create and students' creativities. To create good thinking

and recalling, it needs to implement a learning model which can improve students' competence (Pedrice, et al., 2018).

In addition, the improvement of students' learning outcome is influenced by learning approach factor, which is strategy or method used in learning process (Slameto, 2010: 65). Implementation of REMAP RT learning model can improve students' cognitive learning outcomes. It is obvious from students' test result which improves from Pre-cycle to Cycle I to Cycle II.

The REMAP RT learning model has some advantages, which are 1) students are provided with additional knowledge acquired from reading tasks and conceptual framework making, which become the foundation of this learning model and 2) students also get experiences in using this as one of cooperative learning models in learning process.

The research finding shows that students' cognitive learning outcome improves because of the use of REMAP RT model in learning process. It is proven by students' average score in Pre-cycle is 68.78; then, it improves to 80.82 in Cycle I; next, it improves to 84.41 in Cycle II.

Activity is a skill that should be possessed by someone in life. It is useful to have good relations to groups, society, or even God. By having Activities, someone will be recognized as a good person in society. Communication skills, emotional skills, linguistic skills, cooperation skills, spiritual skills and having good ethics and manners are some examples of Activities (Elfindri, et al., 2011:67). However, there are only three Activities studied in this research. They are critical thinking, communication and cooperation

CONCLUSION

After conducting classroom action research in class XI of MA NW Asmaul Husna, started from pre-cycle, cycle I and cycle II, result of observations and reflections can be concluded as follows: There is an improvement of students' cognitive learning outcomes after implementing Reading

Concept Map Reciprocal Teaching (REMAP RT) learning model. The percentage of students' mastery in pre-cycle is 46%; while, in Cycle I is 50%; and in Cycle II is 92%. There is an improvement of students' Activity of critical thinking, communication and cooperation after implementing Reading Concept Map Reciprocal Teaching (REMAP RT) learning model. The percentage of students' Activity in pre-cycle is 52%; while in cycle I is 648%; and in Cycle II is 80%

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