

Improving the Students' Reading Comprehension Using Rare (Review, Answer, Read, Express) At SMPN 2 Palibelo

Edi Firman

Universitas Pendidikan Mandalika

Email: edifirman@undikma.ac.id

Abstract

This study aims to see whether the RARE strategy can improve students' reading comprehension at SMPN 2 Palibelo. This research is a class action research (CAR). The data obtained in the form of quantitative and qualitative methods. The instrument used by the researcher was in the form of a test (posttest) in the form of multiple choices. There are four steps to doing: planning, acting, observing, and reflecting. This classroom action research was carried out in two cycles. The first cycle was conducted in two meetings and the second cycle in two meetings. The first cycle was carried out by providing material about the types of vehicles and their existence, in the first cycle there was no increase and it was continued in the second cycle, namely with lots and lots of material, and some several. The results of this study indicate that there is an increase in students' reading in cycle II. Researcher found a significant increase in cycle II, this can be seen from the average cycle of 46 for pre-test, 62.3 for post-test I and 83 for post-test II. So teaching using the RARE strategy shows students are active and enthusiastic in learning English. In addition to the explanation above, the RARE strategy also has several advantages, such as: easy to understand and easy to implement. From the explanation above, the use of the RARE strategy in the learning process of reading comprehension has a positive effect on student achievement, because students can learn easily and relaxed without any burden. I hope this RARE strategy helps more students to improve their reading comprehension.

Keywords: Rare (Review, Answer, Read, Express), CAR (Classroom Action Research)

Abstrak

Penelitian ini bertujuan untuk melihat apakah strategi RARE dapat meningkatkan pemahaman membaca siswa di SMPN 2 Palibelo. Penelitian ini merupakan penelitian tindakan kelas (PTK). Data yang diperoleh berupa metode kuantitatif dan kualitatif. Instrumen yang digunakan peneliti berupa tes (posttest) berbentuk pilihan ganda. Ada empat langkah yang harus dilakukan: perencanaan, tindakan, observasi, dan refleksi. Penelitian tindakan kelas ini dilaksanakan dalam dua siklus. Siklus pertama dilaksanakan dalam dua pertemuan dan siklus kedua dilaksanakan dalam dua pertemuan. Siklus pertama dilaksanakan dengan pemberian materi tentang jenis-jenis kendaraan dan keberadaannya, pada siklus pertama tidak ada peningkatan dan dilanjutkan pada siklus kedua yaitu dengan materi yang banyak dan ada yang beberapa. Hasil penelitian ini menunjukkan adanya peningkatan kemampuan membaca siswa pada siklus II. Peneliti menemukan adanya peningkatan yang signifikan pada siklus II, hal ini terlihat dari rata-rata siklus pre test sebesar 46, post test I sebesar 62,3 dan post test II sebesar 83. Jadi pengajaran dengan strategi RARE menunjukkan siswa aktif dan antusias dalam belajar bahasa Inggris. Selain penjelasan di atas, strategi RARE juga memiliki beberapa keunggulan, seperti: mudah dipahami dan mudah diterapkan. Dari penjelasan di atas, penggunaan strategi RARE dalam proses pembelajaran pemahaman membaca memberikan pengaruh positif terhadap prestasi belajar siswa, karena siswa dapat belajar dengan mudah dan santai tanpa ada beban apapun. Saya berharap strategi RARE ini membantu lebih banyak siswa meningkatkan pemahaman membaca mereka.

INTRODUCTION

English is generally regarded the world communication language, therefore that one is expected to be able to speak more than one language. It is the language of communication for academic and business. Therefore, it has many forms, each form is correct in the appropriate context. The same thing happened in the structure of learning in this country. In fact, it is the only foreign language included in the national examination. English subjects are included in the local content component. That is, the

school has the authority to hold English learning or not. However, along with the development of science and technology at this time English subjects have been held in every school from elementary (SD) to high school (SMA).

According to Tarigan (1998:7) reading is a process which is used by reader in order to get the purpose of the writer through the written word. Talking about reading skills, the researcher has experience doing PLP for 2 months at SMPN 2 Palibelo. Within 2 months the researcher made observations in class VII, which was used by researchers to see how far

their reading comprehension was, especially in English reading comprehension. In the first week the researcher conducted the first phase of observation, namely by looking at how the class was in carrying out teaching and learning activities, especially in English lessons. In the second week the researcher started teaching with the topic of reading comprehension, in the second week the researcher was more broad in providing teaching materials to class VII. After that in the third week the researchers began to give assignments to see the extent of their understanding of the material provided by the researchers. In the third week the researcher gave an assignment then in the next week, from the results of the assignment the researcher got what problems were found in class VII at SMPN 2 Palibelo.

In teaching and learning process, there are some problem, when the researcher did observation in SMPN 2 palibelo the researcher found that the lack of reading comprehension especially English in SMPN 2 Palibelo in second grade. Thus, students do not easily understand English lessons, especially in the field of reading with a challenging text, fluent readers apply these skills consciously and strategically in order comprehend.

That teaching reading comprehension to students in grade 2 SMPN 2 palibelo should be more enthusiastic in learning English, students should focus on learning and mastering basic word understanding skills, and with regard to rare strategies, and students should focus on the meaning of the text in the reader's memory.

Based on the description above RARE strategy, the researcher able to know the problem in the second grade at SMPN 2 palibelo that it is difficult for students to read and understand English lessons, especially in reading comprehension. the reason why researchers use CAR is because CAR is related to RARE and previous research, and where previous research on RARE is little.

RESEARCH METHOD

The research design used in this study

will be Classroom Action Research (CAR). There were some definitions of action research proposed by experts. Carr and Kemmis (1982) in Burns (1999:30) state that action research is simply a form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own practices, their understanding of this practices and the situations in which the practices are carried out. Researchers use CAR because it relates to the RARE method used by researchers, besides the reason for using CAR is to make it easier to take during research. In this study, the researchers were English teachers, where the researchers taught English using the RARE Strategy and the subject teachers were observers who observed the teaching and learning process with observation sheets to help researchers collect qualitative data. This research was conducted at SMPN 2 Pabelilo class VIII. This study used collaborative research, and student test results were carried out in two cycles because the first cycle was not successful or had not yet reached the KKM. In PTK a researcher can reach the KKM standard in the second cycle and the researcher must stop doing research.

Research design is important in research because it makes it easier for researcher to improve the quality of the research do. The design of this research is associative by using a quantitative and qualitative. The research subjects were carried out in grade 2 students of SMPN 2 Palibelo in the 2021/2022 academic year with a total of 30 students. The object of this research was teacher, researcher, and students in second grade at SMPN 2 palibelo. Where the researcher use CAR (Classroom Action Research).

According to Riyanto (2010:96) "observation is a data collection method that uses direct and indirect observations". Pre-test is a series or a test or exam given to students at the beginning of learning or certain activities. The purpose of the pretest is to determine the initial ability of students regarding the material to be delivered. The treatment is to provide the subject matter

using a strategy RARE after the pre-test is done. Post-test is a series or a test or exam given to students after a material or action has been taught. The purpose of the post test is to determine.

In collecting data, the researcher conducted a pre-test by giving 20 multiple choice questions. after that the researcher will do the treatment by teaching using RARE method , after that to see whether this RARE method is successful or not the author does a post-test cycle I and cycle II to find out if this RARE method is successful or not.

The study applied the quantitative and qualitative data. Quantitative data was used to analyze the score of students while the qualitative data was used to describe the situation during on the teaching process. By applying this data, it was assumed to get the satisfying result of the improving ability in reading comprehension through RARE. The qualitative data was analyzed from the instrument. The quantitative data was analyzes to see the improving of students reading comprehension ability. The writer searched the mean of each posttest from every cycle.

Then, after getting mean of students' score per actions' the writer identifies whether or not there might have students' improvement score on reading comprehension from pre-test and post-test score in cycle I and cycle II.

RESEARCH FINDING AND DISCUSSION

Research Findings In this part of the study, the researcher presented the results of the research that had been conducted with class VIII students of SMPN 2 Palibelo during four meetings a month from 31 October to 26 November 2022, where the researcher conducted a pre-test on 5 November with the aim of knowing the extent to which reading ability in class VIII has increased and the results of the pre-test show that reading ability in class VIII is still very low, then the researcher conducts the teaching process. on November 7 and 12, after carrying out the teaching process then giving the posttest I on

November 14 where to find out whether there has been an increase in the researcher's reading, after the researcher carried out the teaching process, the results of the posttest - test I showed that there was a slight increase compared to the results pre-test, after which the results were then continued to teach again on November 19 and 21, where this time the researcher used the RARE strategy for teaching which aims to improve the reading ability of class VIII students, after the teaching process was carried out, then a post-test II was held on November 26 to find out whether there is an increase in reading and the results of the post-test II of the researcher show an increase. Based on the findings above in implementing the RARE strategy in class, the data collected through the test as described in the previous findings section shows that the RARE strategy is effective on reading comprehension students at SMPN 2 Palibelo. The average score increased significantly after the second cycle posttest using the RARE strategy.

CONCLUSION

Based on the data analysis in the previous chapter, the following conclusions are the RARE strategy can improve students' reading skills as indicated the score they get. Furthermore, from student responses to teaching and learning activities during PTK. It can be concluded that students like the RARE strategy. This is evidenced by their participation in answering questions from the teacher, discussions, and their pronunciation in reading and their confidence in reading. Students are more active and participate in the process of teaching and learning to read. Therefore, the RARE strategy can be an alternative strategy for teachers in teaching reading which can improve and maintain their reading skills. In the first test (pretest) students passed KKM 75 as many as 2 students out of 30 students (6.6%). In the second test (posttest 1) there were 16 out of 30 students (53.3%) who got an increase in grades of 75 or passed the KKM. In the third test (posttest II) there were 27 out of 30 students who passed KKM 75 (90%).

BIBLIOGRAPHY

- Andrew, P. J. (2008). *Teaching Reading and Writing*. New York: Rowman and Littlefield Education.
- Bogdan, R. C. (1992). *Qualitative Research For Education*. Boston: Allyn and Bacon.
- Borg, W. &. (1993). *Educational Research: An Introduction*,. London: New York.
- Borg, W. &. (1993). *Educational Research: An Introduction, Fifth Edition*. New York: Longman.
- Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge, England: Cambridge University Press.
- Cameron-Jone. (1983). *A Searching profession? The Growth of Classroom*. Scotland: Moray house College of Education.
- Cohen, L. &. (1989). *Research Methods in Education*. Routledge. London : New York. Dr. Linda Reetz, University of South Dakota, Handbook for Sped 731
- Elliott, J. (1991). *Action Research for Educational Change*, Buckingham, Open. New York: University Press.
- Ferrance, E. (2000). *ACTION RESEARCH*. New York: Northeast and Islands Regional Educational Laboratory At Brown University.
- Gasong. (2007). *Metode Pembelajaran Scaffolding*. Medan: Medan.
- Kemmis, K. a. (2000). *Participatory Action Research*. New York: University Press.
- Kemmis, S. &. (1988). *The Action Research Planner*. Victoria: Deakin University Press.
- Kemmis, W. C. (1982). Educational Action Researcher. *Educational Action Researcher*, 347.
- Mikulecky, B. S. (1996). *More Reading Power*. New York: Addison-wesley Publishing Company.
- Oxford. (1990). *Language Learning Strategies*. New York: Newbury House.
- Pang S, E. M. (2003). *International Academic of Education: Teaching Reading*. Paris: SadacBellegarde.
- Riyanto. (2010). *Metodologi Penelitian Pendidikan*. Surabaya: SIC.
- Snow, C. (2002). *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Santa Monica: CA: RAND Corporation.
- Strickland. (1987). The Teacher as Researcher: Toward the Extended Professional. *Toward the Extended Professional*, 760.
- Sugiyono. (2011). *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: Alfabeta.
- Taggart, K. S. (1988). *The Action Research Planner*. Victoria: Deakin University.
- Tarigan. (1998). *Berbicara sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.
- Tarigan, H. G. (1987). *Techniques For Teaching Language Skill*. London: New City.
- Vacca, R. T. (1999). *Content Area Reading*. Longman: Longman.
- Wenden, A. L. (1987). *Learner Strategies in Language Learning*. Englewood Cliffs, NJ: Prentice-Hall.