

Using of Core Model in Improving Students' Reading Comprehension on Narrative Text

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Abstract

Mastery of reading is not just looking at writing and listening to it. This condition can be conveyed that understanding the meaning of the text contained therein needs to be done. It is intended to obtain correct information. The purpose of this study is the use of the core model in improving reading comprehension of narrative texts. Qualitative approach is used through the method of classroom action techniques. This research was conducted on class IX students of Dewi Sartika Junior High School. Data collection techniques were carried out through observation and tests. The results showed that the core model influenced students to think critically in learning problems, especially reading comprehension. The use of the core model is a learning model that can be used as a reference in understanding the meaning of the text in reading.

Keywords: Core Model, Narrative Text, Reading Comprehension.

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INTRODUCTION

Reading is an activity to seek knowledge contained in a reading / text. By reading we can find out new information that we did not know before. This is also contained in the 2013 curriculum which consists of 4 aspects, namely spiritual, attitudes, knowledge, and skills. which supports the knowledge gained from reading. To avoid the limitations of text information management. Reading needs to be made a daily habit or done repeatedly in order to strengthen memory so that what we already know will not be easily forgotten.

previous researchers found that the use of the core model could improve activity well (Eni & Jayanti, 2018: 102). Model pembelajaran merupakan suatu kerangka kosenseptual yang berisi prosedur sistematis (Supriono,2009) dan menorganisasi pengalaman belajar siswa untuk mencapai tujuan belajar tertentu (Wilson,2013).

The core model learning consists of connecting, organizing, reflecting, and extending the four aspects, namely connecting is an activity connecting old information and new information between, organizing is an activity of organizing ideas to understand the material, reflecting on activities to explore, and explore information that has been obtained, expand activities to develop, expand, use and find (Jacob, 2005). These elements are used to link old information with new information, organize a number of varied materials: reflect everything that students learn: and develop a learning environment (Dahar, 2003).

The core learning model is a learning model with a discussion method (Soetomo, 2013) discussion is an activity attended by two or more people to share ideas and experiences and knowledge.

Narrative text is a non-fiction story that can be used as a source of information to increase knowledge. The purpose of the narrative is to entertain the reader, it is made interestingly. Narrative texts consist of fairy tales, myths, animal stories and folk tales. Reading is the most basic thing that humans usually do to find information. By reading we will know a lot of things out there and enrich our broad knowledge. The purpose of this study is to provide a way to use the core model in improving reading comprehension in narrative texts that can be done as a step for someone to think critically so that it will be easy to understand reading texts.

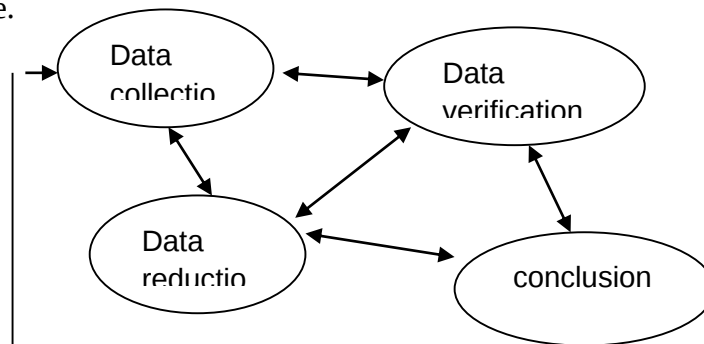
RESEARCH METHODS

Reading comprehension can be improved through the Core model, especially in narrative text. This study aims to improve students' reading comprehension skills. By connecting old information to new information, ideas will emerge that can be organized and then become a joint evaluation in reflecting & extending. Students will get a variety of information and can distinguish old and new information, the use of this core model causes students to think critically.

This research was conducted in the ninth grade with a total of 23 students at Dewi Sartika Junior High School Jalan H.Mas'ud No.7.RT1/RW.1. Cipulir, Kec. Kebayoran Lama, South Jakarta.(12240). This data collection technique is observation and test. Where observations are made from the results of observing student activity in collecting assignments and student attendance in class. The test is in the form of a short story and there are multiple choices presented by the researcher in the google classroom. This activity is carried out online in the even semester of the 2019-2020 school year.

The classroom action research method is applied in this study "Kemmis and McTaggart (1990)" the classroom action research used is a cyclical process consisting of four planning steps. Acting, observing, reflecting. In the cycle, a story with the same theme is made with a serialized story, where part 1 is in cycle 2 and part 2 is in cycle 3. The time of the study was carried out 2 months July-August with 23 students.

Data analysis techniques are in the form of Miles & Huberman (1984) data reduction, data description, data verification, data reduction researcher to select and summarize the document, and make objectively notes classifying and editing answer factually or objectively descriptive. Data description researcher should create some description base on the series of steps done in the research activity. And data verification researcher also must interpret the data reduction to the data description above.



Picture 1. Data Analysis

Validation of data using triangulation of data sources which involves the use of sources of information to increase the validity of the research. sources of sources are program participants, namely students, program staff and the community and so on. Interviews can be conducted on students involved so that they can provide and exchange information. All existing data from observations, interviews, tests and documentation will be explained according to the data available during the study and see how the use of the core model for reading comprehension in narrative texts increases.

RESULT AND DISCUSSION

Learning outcomes offer a means by which attention can be focused on actual student achievement (Angela, 2004) and is a more realistic and genuine measure of educational value than a measure of teaching input (Gronlund, 2014). the researcher shows that the 9th grade students of Dewi Sartika Junior High School Jakarta have limitations in managing text information. Students cannot understand the meaning contained in the story. Students are also less critical in responding to problems that occur in each error, resulting in delays in accessing new information. The results of the observation show that the students' scores indicate that reading comprehension skills at Dewi Sartika Junior High School are still low

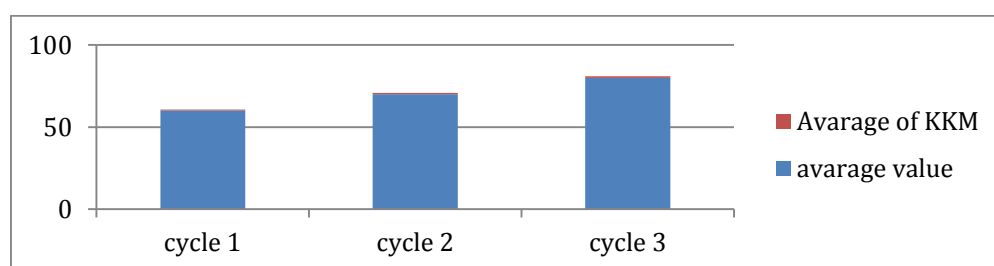
Cycle 1 Results

Cycle 1, students were introduced to learning objectives using the core model and the benefits of using it. Then students will be given material related to narrative text. After that, students will be given the opportunity to express ideas. In the evaluation stage, the researcher gives questions in the form of readings that are well known to their ears so that they will be interested in reading them. Researchers use multiple choice as an alternative to find out how far students understand this material

The syntax of the CORE learning model according to Suyatno (Nur Fallah 2017) 1. Connecting stage, connecting new knowledge with old knowledge. 2. Organizing stage, students take back their ideas. 3. The reflecting stage, the teacher's guidance in the mistakes made by students in terms of coordinating their knowledge. and 4. The extending stage, at this stage the rest can involve the ability of their learning outcomes to new problems.

Cycle 2 & 3 Result

Cycle 2, students were no longer introduced to the core learning model. researchers only develop from the results of the first cycle. Here the researcher connects the material in cycle 2 and cycle 3 by giving the same theme to the story (part 1 and part 2) and using multiple choice as a way to find out how far students understand this material. In this activity there was an increase from the first cycle of 75% and the second cycle of 83% to the third cycle of 90%. With KKM 70 the average score in the first cycle is 60, the second cycle is 70 and the third cycle is 80.



Picture 2. KKM improvement in Cycle 1, 2 and 3

DISSCUSION

The results show a finding that students' difficulties in managing informational texts can be solved through the use of core model. the application of the Core Model succeeded in increasing students reading comprehension with gradual process from cycle 1 to cycle 3. the findings could be seen from observation during teaching and learning process. interviews with students and collaborators , in addition , it was also supported by the result of the pre-test and post –test scores of students reading abilities. the pre-test was held on Monday ,july 29th,2019. In the pre-test the researcher did not imply a discussion phase and students were allowed to bring paper as notes on important points so that later it would be easy to follow this learning activity.

The implementation core model in reading comprehension influence learning by developing students activity during the learning process where students will be directly involved in building their knowledge during the stages of the core model being implemented. Interaction of teachers and students quite often during the learning process, so students will find it easier to use their understanding and reasoning into other situations and make decisions in solving problems.

Students who are satisfied with their learning process tend to usually have a high level of intellectual ability and feel that they can manage, organize and perform certain tasks and behaviors, even in cases of failure (Olatoye, 2014). The learning model is one of the important factors for teachers to be used as a means in dealing with the teaching and learning process (Farrel, 2013)

CONCLUSION

The use of the Core learning model has a positive and significant effect on student learning outcomes. Thus the use of the right learning model will be followed by an increase in student learning outcomes. This is reinforced by research results which show that the application of the core model in the action research class to student learning outcomes shows an average above the KKM (70). The advantages of using the core model consist of: Developing student activity during the learning process where students will be directly involved in building their knowledge during the stages of the core model being implemented. Interaction of teachers and students is easier to develop critical thinking skills because the material learned is repeated quite often during the learning process. It is easier for students to connect the knowledge they have with the knowledge they

will learn because of the connecting stage at the beginning of learning further research needs to be done to prove the effectiveness of using the core model on reading comprehension in narrative texts in learning.

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