IMPROVE THE SKILLS OF READING THE CERPEN CRITICAL USING THE IMPROVE METHOD

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ABSTRACT

The purpose of this research is to know whether the critical reading skills of junior high school students who are learning using the Improve method are better than learning using ordinary methods. Reading skills are taught in Indonesian language lessons at school, especially in junior high school students, and in this case especially in short story reading lessons. Based on these observations from observations in class, students seem to still have difficulty in determining the theme of the story in a short story, difficulty in repeating the reading that has been given by not seeing the reading. Seeing these conditions is used as an excuse for the application of the improved method to increase short story reading interest in junior high school students. This research method is a quasi-experimental. The population and sample of this study were two classes of 8th-grade students at one of the MTs schools in Bandung. Based on the results of research and language, the authors conclude that; First, the Mann-Whitney test. Sig. (1-tailed). obtained from the Mann-Whitney test of 0.034 <0.05 so that H0 is rejected. Thus it can be concluded that there is a difference in the increase in the ability to read critical short stories of junior high school students whose learning uses the Improve method with those using the usual approach.

Keywords: Short story critical reading skills, improve the method

INTRODUCTION

One of the language skills students must master is reading skills. Success or failure of students to master reading skills depends on learning to read by students in class. Learning to read is not merely done so that students can read, but a process that involves the whole mentality and ability of thinking students in understanding, criticizing and reproducing a written discourse (Abidin, 2012).

Reading skills in the Indonesian language is one of the basic skills of the language taught in schools. Language teaching must contain efforts that can bring a series of skills (Irdawati, 2017). Based on data reported by UNESCO, it is known that the Indonesian public reading index is still low at 0.001, meaning that only 1 person out of 1000 people who do reading activities. Less accustomed to reading certainly impacts the students' ability to read (Ibda, 2017). Reading for students occupies an important position in developing their intellectual qualities. Therefore, reading, which is one aspect of language skills, becomes important since students learn to attend formal education in school (Sutresna, 2006).

Reading activities at a higher level, the reader must be able to understand, accept, reject and believe the opinions expressed by the author. Reading at this level, the reader is not enough to simply understand what is written, more than that it can connect the possibility of the author's intent

based on the reader's experience. Besides, knowledge of reading techniques is very necessary to be understood by readers, to understand the contents of the reading as well as possible, especially in critical reading.

Critical reading is the activity of reading critically to obtain a comprehensive understanding of the contents of the reading, which is then followed by a firm attitude to the writer's ideas (Nurhadi, 2009). Critical reading is often also called creative or interpretive reading. In critical reading, the reader is required to be able to understand the intent of the writer, the basic organization of the writing, assess the author's presentation, apply the principles of critical reading, and the principles of Tarigan reading material assessment (Sutresna, 2006).

Teaching critical reading is a reading strategy that aims to understand the content of reading based on rational assessment through deeper involvement with the writer's mind and is a reliable analysis (Sujana in Sutresna, 2006). In critical reading three ways are known, namely: (1) Reading lines, is reading line by line, having the understanding of analyzing the true intentions of the writer; (2) Reading between lines, having the understanding of analyzing the actual intent of the writer; (3) Reading outside the line, aimed at evaluating and understanding the things that need to be applied in critical reading, the reader will be able to do reading activities in a short time, but obtain complete and correct information. Besides, success in critical reading needs to practice and practice continuously, so that the reader will be able to obtain correct information, both explicit and implicit in the discourse he reads. The material that can be used for critical reading exercises can be any discourse, for example; articles, dialogues, popular scientific works, including short stories (short stories).

In today's digitalization era, reading texts: Books, magazines, journals, other scientific works are activities that are considered boring, especially books that are read are textbooks. In reading, there are a lot of problems that we find, for example when reading one or two pages full of writing, but none of the ideas obtained from reading it, when reading our minds wandering around, difficult to concentrate, even though the eyes remain fixed down through writing after writing. Irdawati (2017) states that the problems faced by teachers include: (1) lack of interest in reading students, (2) students are less attentive to learning, (3) students are noisy when the learning process takes place, (4) students cannot answer the exercise maximally.

Seeing the above, so is the case with the reading skills taught in Indonesian language lessons in schools, especially in junior high school students, and in this case, especially in short story reading lessons. Based on observations from observations made in junior high school, the ability of students to read short stories is still low when viewed from the results of observations, and the values of students in short story reading lessons. Based on these observations from observations in class, students seem to still have difficulty in determining the theme of the story, difficulty in repeating the reading that has been given by not seeing the reading. Through interviews with teachers, they admitted that some students rarely read short stories so they did not master or know the contents of the stories from the short stories. Then judging from the grades, the students' grades are also still low in the short story reading lesson. Students tend not to smoothly recount the readings or short stories that they have read. In fact, through the short story reading activity, students are expected to be able to determine or recall the reading results. This is because the teacher in teaching only uses the commonly used techniques, such as lectures. Seeing these

conditions is used as an excuse for the application of the method of improving as an effort to increase short story reading interest in junior high school students. This learning method allows students to actively learn in finding concepts or solving a problem through prior learning experiences. It is hoped that this method matches the expectations of the teacher as a facilitator.

Short Story Critical Reading Skills

Reading is a process carried out by the reader to obtain the message conveyed by the writer through written media (Tarigan, 2015). While reading skills according to (Mutaqiin, 2015) states that the understanding of skills in the context of learning is an effort to get fixed, fast and appropriate in dealing with problems. Reading is one of four language skills reading as one of the skills related to the most important basic skills in humans, namely language.

The purpose of reading is to understand the strongest, implied, and highlighted ideas or ideas. Reading short stories is one type of appreciative reading that aims to appreciate short stories that function to be creative. So based on some of the opinions above it can be concluded that the reading skills acquired by students during the learning process. With students skilled in reading, students will produce knowledge, experience, and new attitudes. Besides that, the knowledge of reading techniques needs to be understood by readers to understand the contents of the reading as well as possible, especially in critical reading.

Critical reading is often also called creative and interpretative reading. In critical reading, the reader is required to be able to understand the intent of the writer, the basic organization of the writing, assess the author's presentation, apply the principles of assessment in reading (Tarigan, 2015). In line with that (Irdawati, 2017) critical reading or critical reading, is a kind of reading that is done wisely, gracefully, deeply, evaluatively, using analysis and not just looking for mistakes.

According to Murby in (Tarigan 2015) indicators of reading skills are; 1) set the main idea; 2) choosing important items; 3) follow the instructions; 4) determine the organization of reading material; 5) determine other images in reading, and; 6) draw conclude. So based on indicators of students' reading skills can include: setting main ideas, capturing information from a discourse both fiction and nonfiction, concluding the content of the reading either implicitly or explicitly.

Short stories are stories that have only one problem. Short stories can be read at one time and have a solution at the end of the story. Short stories can be interpreted as a short story and contains a fragment of a particular story. Short stories are stories that limit themselves to discussing one element of fiction in its smallest aspect. Short for short story 11 not because of its much shorter form than the novel, but because of its very limited aspect of the problem (Sumarjo, 1991). Furthermore, according to Priyatni (2010: 126), short stories are a form of fiction, which shows the short nature of both the events being expressed, the content of the story, the number of actors and the number of words used. The short story elements are as follows; 1) plot or plot; 2) characterization; 3) background (settings); 4) point of view; 5) language style; 6) theme; and 7) mandate / message.

Based on the description above, it can be concluded the notion of short story critical reading is the activity of reading to get in-depth information from a short story by critiquing the elements that construct a story appropriately.

Improve Method

The improved method is one of the learning models based on cognitive theory and social metacognition. Meanwhile, according to Ansori (2014), the Improvement method is a method in mathematics learning that is designed to assist students in developing a variety of mathematical skills optimally and to increase student activity in learning. This method was designed by scientists named Mevarech and Kramarski. The improved method is a learning method that actively engages students. This method is an innovative method of learning designed by Israeli scientists named Kramarski and Mevarech (Maryati: 2017). Learning activities using the improve method are carried out on small groups in heterogeneous classes. Improve is an acronym for Introducing new concepts, Metacognitive Questioning, Practicing, Reviewing, and Reducing Difficulties. Obtaining master, Verification, and Enrichment. The description of the acronym above describes the stages that must be carried out in the learning activities (Ansori, 2014).

The steps that must be done in the learning activities improve methods are as follows; a) The teacher introduces new concepts using various types of metacognitive questions; b) Students practice answering metacognitive questions in solving mathematical problems; c) The teacher makes a reflection. The steps to the improve method are as follows; 1) Introducing New Concepts (introducing new concepts); 2). Metacognitive questioning, Practicing (exercises accompanied by metacognitive questions); 3). Review and Reducing Difficulties, Obtaining Mastery (reviewing, reducing difficulties, and gaining knowledge; 4). Verification (verification); and 5). Enrichment (enrichment). The advantages of the improved method are; a) learning with this method makes students more active because there are exercises so that each participant is free to exploit his ideas; b) the learning atmosphere is not boring because of the many stages of the students in this model, and; c) the explanation at the beginning and the exercises make students better understand the material.

The disadvantages of the improved method are; a) The teacher must have a specific strategy so that all students can follow the steps in this learning model; b) The ability of students is not the same in solving problems or answering the questions given so special assistance and guidance is needed by the teacher, and; c) Not all students have the ability to record information that is widely heard.

METHOD

This research method is a quasi-experimental. The population and sample of this study were two classes of 8th-grade students at one of the MTs schools in Bandung. Experimental classes that improve learning methods and control classes that get regular learning, each class 8 meetings and face to face. The reason for selecting sample subjects is that students at the school are thought to have the characteristics of being able to mimic and demonstrate what is required in the improved method.

RESULTS AND DISCUSSION
Result

To calculate the pretest score data using the help of the Excel application and SPPS 16 application. Testing the pretest and gain score data there are two steps, the first is the normality test

and the second is the Mann-Whitney test. The following table is the result of the calculation of pretest and posttest data:

Table 1. Pretest Data Calculation Results

Class	N	Pretest	Sig. (*2-tailed*)	Interpretation
Experiment	20	0,001	0,009	Ditolak
Control	20	0,010		

Table 2. Results of Gain Data Calculation

Class	N	Gain	Sig. (*1-tailed*)	Interpretation
Experiment	20	0,014	0,034	Ditolak
Control	20	0,000		

Discussion

Based on Table 1, the pretest data shows that the significant value for the experimental class is 0.001 and the control class 0.010 is taken from the Kolmogorov-Smirnov table. Because of the value of sig. the two classes are less than 0.05, so the two classes are not normally distributed. The next step is the Mann-Whitney test. Sig value From the Mann-Whitney test is 0.009 <0.05, which means H0 is rejected. Thus it can be concluded that there are initial differences in the ability to read critical short stories of junior high school students whose learning uses the improved method with those using the usual approach.

In the pretest analysis, it has been proven that the abilities of the experimental class and control class students have significant differences. Because the calculation of pretest interpretation is rejected, the next step of the gain test is aimed at proving that the improvement of the ability of the experimental class students is better than the control class.

Based on table 2, the gain data is significant that the experimental class is 0.014 and the control class is 0,000. taken from the Kolmogorov-Smirnov table. Because of the value of sig. experiment class <0.05 and control class <0.05, then both classes are not distributed. Then the next step is the Mann-Whitney test. Sig. (1-tailed). obtained from the Mann-Whitney test of 0.034 <0.05 then H0 is rejected. Thus it can be concluded that there is a difference in the improvement of the ability to read critical short stories of junior high school students whose learning uses the improved method by using the usual approach.

CONCLUSION

Based on the results of research and language, the authors conclude that; First, the Mann-Whitney test. Sig. (1-tailed). obtained from the Mann-Whitney test of 0.034 <0.05 so that H0 is rejected. Thus it can be concluded that there is a difference in the improvement of the ability to read

critical short stories of junior high school students whose learning uses the improved method by using the usual approach. Second, learning Indonesian short story critical reading skills is very appropriate to be applied in class.

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