

Demonstration Methods to Improve Intensive Reading Skills in 3rd-Grade Students

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ABSTRACT

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The problem in this study is how to improve intensive reading skills in Indonesian subjects using the demo method in 3rd-grade students. The purpose of this study was "to improve intensive reading skills through demonstration methods in Indonesian subjects in 3rd grade student of an elementary school in Baubau city, Indonesia. This research is a classroom action research consisting of two cycles. Each cycle consisted of one meeting. The data was quantitative one obtained through learning outcomes tests. The qualitative data obtained through observation sheets. Based on the results of data analysis, it was concluded that the application of the demo method could improve the ability to read intensively fairy tale material for 3rd-grade student. The average learning outcome of procycle was 54.77, and learning completeness is 22.72%. The average one of 1st cycle was 62.5 and learning completion was 45.45%. The average learning outcomes score of 2nd was 86.13 and completeness learn 100%. It means that the learning activity improved student performance.

Keywords

Demonstration Method
Intensive Reading Ability
Elementary Education

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Introduction

Education is crucial in our lives today. Facing the conditions of the development of the times that are changing so quickly, we are directed to adapt to these developments. Education is no stranger to the term reading. The word reading is not taboo in the minds of all of us. Education is no stranger to the term reading. The word reading is not prohibited in the minds of all of us. According to [1] Reading is one of the language skills, including listening, speaking, and writing skills. Reading is a process carried out and used by readers to obtain the message to be conveyed by the author through the medium of Tarigan words / written language [2] Reading skills can be learned in various ways.

The method to be taken must be under the goals to be achieved in reading activities according to competency standards and essential competencies. By reading, students are expected to understand the material described by the teacher in the teaching and learning process [3]. Students need to be able to read because, by reading, they will quickly understand little by little what the educator explains, in this case, the teacher [4]. Teachers motivate their students to read. Educators must do two things as follows: first, educators must have future goals related to reading activities. Mastering reading techniques is not the nature of each individual but can arise from a habit that is trained and taught individually or collectively gradually by the teacher so that reading becomes an indispensable part of life for developing knowledge and enjoying what he reads [5]. This concept is what every teacher/teacher needs to design for his students so that reading is a fun activity for them. Language is a means of communication [6]. Learning a language means learning to communicate. Learning Indonesian has a purpose that differs from other learning objectives.

According to Ref. [7], the demonstration method is a presenting lessons by demonstrating and demonstrating to students about a specific process, situation, or object, either actually or just an imitation. According to Djamarah [8], The demonstration method is a way of presenting material by demonstrating or demonstrating to students a specific process, situation or object being studied, either actually or artificially, which is accompanied by an oral explanation. Ref. [9] stated that the demonstration method is a teaching method by demonstrating goods, events, rules and sequences of carrying out an activity, either directly or through the use of teaching media that are relevant to the subject matter or material being presented. Intensive reading is an educator-focused methodology, which means that the teacher coordinates most reading activities in the classroom, including what to read when to read carefully, how the language structure is chosen, and how to measure students' reading ability level [10]. In terms of measuring the ability to read intensively, three factors contribute to building understanding in intensive reading, namely the type of text to be read, the purpose of reading, the reading method and the techniques used by the reader [11].

It can be seen from the ability to read intensively Indonesian learning in grade III students with a total of 22 students that 17 have not reached the minimum score of completeness (KKM) specified in the school. Meanwhile, students who achieved the KKM score were as many as five. Therefore, it is necessary to have an appropriate learning method to support students in improving their ability to read intensively in grade III students of SD Negeri 2 Bone-Bone. Applying the demonstration learning method, it is expected that it can support students' ability to read intensively. It is because intensive reading is very much needed for students at both basic level levels. According to Ref. [12], intensive reading is a reading specifically for elementary school students at the high-grade level with specific study activities and precise handling. In intensive reading activities, students understand reasonable statements, rhetorical sequences or symbolic patterns, different tones of an emotional and social nature, patterns of attitude and goals of the author. After primary school, learners are expected to use reading skills to learn. Otherwise, the student will have difficulty changing when studying in junior high school and interfere with his academic results, which used to exceed KKM.

Method

This research uses classroom action research with the process of implementation through 4 stages, namely planning, implementation, observation and reflection based on procyclical, 1st cycle and 2nd cycle. Data collection techniques used in this study are to make observations and written tests using the demonstration learning method [13]. This study was carried out using two cycles; each process was done twice. Classroom action research is the activity of observing an object by using specific rules to obtain helpful information. It aims to improve the quality of learning [14]. Classroom action research is the teacher is ready to introspect or evaluate himself so that his abilities as a professional teacher. Class action research is research based on the stages of action in the classroom, starting from observations at the school and conducting tests on students.

Result and Discussion

Based on procyclical observations, the initial data showed the acquisition of evaluation tests for 22 students. Based on procycle, students who have a score of 40 are nine people, a value of 50 is one person, a value of 55 is one person, a value of 60 is six people, a value of 65 is two people, a value of 70 is one person, a value of 80 is one person. A value of 100 is one person. Researchers conducted classroom action research by applying demonstration methods to improve student learning outcomes in Indonesian fairy tale material subjects.

This result can be concluded that the value of learning outcomes obtained by students in the procyclical evaluation test shows that the value of learning outcomes is still low. It can be seen from the acquisition of a completion percentage of 33% that there were still many students who got scores below KKM. In this case, there were still many students who must receive attention or guidance from teachers in the learning process to improve learning outcomes.

In the planning stage of 1st cycle, researchers prepare several things before carrying out actions. It included preparing a syllabus, lesson plan (RPP), and learning resources for teacher and student books. It was also preparing learning media and making observation sheets for teacher teaching and student learning activities. During the learning process, activities were adjusted to the steps of the learning model and making evaluation questions for 1st cycle to measure the results of the 1st cycle of student learning.

The 1st cycle has carried out as many as two meetings. Learning activities in the 1st cycle will be held on Thursday, 14 July 2022, which lasts for 2 hours of lessons (2 x 35 minutes) and starts at 08.00-09.35 WITA. This allocation is adjusted to the number of class hours applicable with 12 students, consisting of 11 male and ten female students.

Based on the data of 1st cycle, students who have a score of 40 are four people, 45 are three people, a value of 50 is two people, a value of 60 is six people, a value of 65 is three people, a value of 70 is two people, a value of 80 is four people. A value of 100 is one person. These results show that the indicator of success has not reached the score (KKM) set by the school) which is 65, so it is still necessary to improve learning in the next cycle (2nd Cycle).

This process is because the management of learning by researchers is still not optimal. Thus the learning process takes place. Some students still do not pay attention to the teaching provided by researchers to students. So that some students do not fully understand the material provided, and for this reason, it is necessary to increase further actions in the next cycle so that student learning activities are even better.

The use of demonstration methods in Indonesian learning in 3rd-grade students of SD Negeri 2 Bone-Bone with fairy tale material in the first cycle, which was carried out for two meetings, involved students in an active learning process. Students can exchange ideas and thoughts with each other through learning activities in group discussions so that learning activities are student-centred. Therefore, the interaction of inner students should be optimized.

The results of the actions taken by the researcher in the 2nd cycle begin with planning the implementation of the researcher's measures to compile learning improvements. Performance of the second cycle of action based on the lesson plan or RPP. 2nd cycle actions using the snowball throwing learning model. It was preparing learning resources. It covered teacher books and student books, learning media, teaching activity observation sheets and

learning activity observation sheets. It was adjusted to the learning model steps and made 2nd cycle evaluation questions to measure student learning outcomes.

The first meeting of the 2nd cycle was carried out with the steps of learning activities prepared in the learning implementation plan. The implementation of learning is carried out with an allocation of 2 x 45 minutes per meeting. Then the learning implementation time starts from 08.00-09.30 WITA. The learning activities include initial, core, and final actions.

Based on the data of the 2nd cycle, students who have a score of 70 are four people, a value of 75 is three people, a value of 80 is one person, a value of 85 is two people, a value of 90 is three people, a value of 95 is one person, and a value of 100 is seven people. The indicator of this study's success is the evaluation test results for each student at the end of the lesson to achieve the KKM score set by the school so that the improvement of learning is stopped.

The use of demonstration methods in Indonesian learning in Grade III students of SD Negeri 2 Bone-Bone, Baubau city, with fairy tale material in the 2nd cycle, has involved students in an active learning process. Students can exchange ideas and thoughts with each other through learning activities in group discussions so that learning activities are student-centred.

More details comparison of the completeness of Indonesian learning outcomes in 1st and 2nd cycles are in Table 1. A

Table 1. Comparison of Completeness of intensive reading Indonesian

Completeness	1 st Cycle		2 nd cycle	
	Freq.	%	Freq.	%
Complete	10	45 %	22	100%
Incomplete	12	55 %	0	0 %
Sum	22	100 %	22	100%

The percentage in the comparison can be concluded that the student needs guidance and attention from the teacher. So that the expected learning objectives and objectives can be achieved optimally and the learning outcomes can be improved as a whole. The results of the evaluation test for 1st and 2nd cycles showed an increase in the value of students' ability to read intuitively. The percentage of classical learning completion in 1st cycle is with the highest score of 100 and the lowest score of 40. The percentage of students who have completed was ten (45%), and students who have not completed was 12 (45%). The acquisition has not been said to be successful because it has not reached the indicator of success achievement, which is at least 80% of the number of students who obtained a score of 65.

Meanwhile, the percentage of completion of classical learning in the 1st cycle based on the evaluation of the 2nd cycle is that the highest score was 100 and the lowest score was 65. The percentage of students who have completed was 22 students (100%). In other words, in

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the 2nd cycle, all students have completed. Therefore, at the 2nd cycle stage, there is an increase in student learning outcomes by achieving KKM and success indicators.

This research was conducted to improve intensive reading skills in Indonesian language learning by using demonstration learning methods. The learning method demonstrates the format of teaching and learning interaction and demonstrates or practices an action, process or procedure carried out by the teacher or one of the students to be shown to all students accompanied by appreciation to students so that interest in demonstrating can increase. Meanwhile, the 2nd cycle is carried out twice and divided into two activities, namely the 1st and 2nd cycle action.

Before acting on the 1st cycle, the researcher conducts a procyclical. This procyclical test aims to determine the extent of students' understanding of fairy tale material or to know the initial state of the student's ability regarding intensive reading before the researcher takes action. The results of the procyclical test showed that five students completed as many as five students (23%), and students did not complete as many as 17 students (77%). It is necessary to intensively improve students' reading ability by using.

The demonstration learning method is expected to improve the learning process so that students' intensive reading skills can also improve. The action of 1st cycle has not reached the results of the target set. Some still obtain a score of less than 65% out of 22 students. Ten students have completed as many as ten (45%) who have reached KKM and 12 (55%) who have not earned KKM. It is because some students still have difficulty understanding fairy tale material. So when answering the evaluation test given by the teacher, there are still students who score below the KKM.

This learning process is needed so that researchers to carry out learning improvements in the 2nd cycle by further improving the implementation of learning as well as guidance and attention so that learning objectives can be achieved optimally. The obstacle faced by researchers is the researcher's ability to increase student attention when the learning process is still not optimal due to the lack of firmness of researchers in reprimanding students who ignore the lesson. Then the application of the demonstration method has also not taken place optimally. Because the teacher's skills in using the learning method are still lacking, it is the first time it has been applied in the learning process. Besides that, students are also not familiar with the learning methods used by the teacher. For this reason, researchers will try again to improve the implementation of learning through the demonization method.

In the 2nd cycle, teachers make learning improvements to solve problems in 1st cycle, namely improving student learning outcomes. The efforts made by the teacher to enhance the quality of the learning process received a positive response from students because they felt that this method was enjoyable and motivated them to learn. Based on the results of reflections

in the 2nd cycle, it shows that the process of the demonstration learning method is very satisfactory under the presentation of classical completeness. Based on the results of the reflection in the 2nd cycle, the use of demonstration methods in learning Indonesian in Grade III students of SD Negeri 2 Bone-Bone, Baubau City with fairy tale material in the 2nd cycle, has been able to involve students in an active learning process. Students can exchange ideas and thoughts with each other through learning activities in group discussions so that learning activities are student-centred.

Table 2. Comparison of completeness of intensive reading skills

Completeness	Procyclical		1 st Cycle		2 nd cycle	
	Freq.	%	Freq.	%	Freq.	%
Complete	5	22 %	10	45 %	22	100 %
Incomplete	17	78 %	12	55 %	0	0 %
Sum	22	100 %	22	100 %	15	100 %

From the result, the procyclical obtained an average score of 54.77 with a learning completion of 22.72% and has not reached the success indicators and implemented 1st cycle. Student learning outcomes in 1st cycle have increased compared to the procycle but have not got the established success indicators. In the 1st cycle, the average evaluation score was 62.5, with the percentage of the number of students who achieved the student KKM score of 45.45%. The increase from the results of the procyclical presentation to 1st cycle was 14.10%. The results were obtained from calculating student scores in 1st cycle (1375), which was reduced by the student scores in the procyclical (1205). So, the results became 170, then divided by the scores in the procyclical (1205), then by 100 so that the results were 14.10%. Thus, it is necessary to continue 2nd cycle so that student learning outcomes can be expected to improve.

In this 2nd cycle, student learning outcomes have increased when compared to 1st cycle. In 1st cycle, the average score of student evaluation is 62.5 with a learning completion of 45.45%, and the increase from the results of the presentation of 1st cycle to 2nd cycle is 37.81% the results are obtained from the calculation of student scores in 2nd cycle, namely 1895 reduced by the student scores contained in the procyclical, namely 1375 so that the results become 520 then deducted from 1st cycle values, namely 1375 and divided into with 100 so that in the development 37.81%. After being given action in the 2nd cycle, the average score of student evaluation is that the average result of the final test of the 2nd cycle has reached KKM, which is 87.40 and the number of students who get KKM is 100%.

The implementation of learning Indonesian fairy tale material using the demonstration learning method, the learning process in the 2nd cycle has increased compared to the 1st cycle.

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Teachers have been able to correct the deficiencies in 1st cycle. Teachers carry out learning under the stages of learning using demonstration learning methods.

So applying the method of demonstrating fairy tale material in Indonesian subjects positively impacts student learning outcomes. It can be evidenced by the student's ability to read fairy tale materials intensively can be improved. Demonstration methods can improve the ability to read intensively.

Conclusion

From the results of the research and discussion above, it can be concluded that the application of the demonstration learning method can improve the ability to read intensive fairy tale material for 3rd-grade students of SD Negeri 2 Bone-Bone. The procyclical average score of learning outcomes is 54.77, learning completion is 22.72%, 1st cycle average score of learning outcomes is 62.5, education completion is 45.45%, and 2nd cycle average score of learning outcomes is 86.13 and learning completion is 100%. So, with the application of this demonstration method, students' ability to improve their ability to read intensively can increase in accordance with the wishes of researchers who rely on the presentation of success, which is 80%. However, when the teacher evaluates the deficiencies contained in 1st cycle and corrects them in 2nd cycle, the indication of success exceeds 80%

Conflict of Interest

Authors declare that there is no conflict of interest.

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