

Meningkatkan Keterampilan Membaca Siswa Melalui Cerpen Kelas II MTs Al Jamil Bare Eleh

Improving Students' Reading Skills Through Short Stories At Second Grade Of MTs Al Jamil Bare Eleh

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Abstract: *Reading as one of the language skill has important role in life give birth to the next generation of intelligent, creative, and critical people. However it appears that students still have difficulty in reading, because their pronunciation is still less good and it is sound is still less loud. Students of second grade MTS Al Jamil Bare Eleh face several problems in reading. Based on the results of preliminary studies, it is relevant that students have difficulty reading English text because they still think their pronunciation is not good enough. The purpose of this study was to apply a short story text with the little friendship of the lion and the mouse to improve students' reading skills. In conducting research, it is expected to improve students' skills to read English text. To get more accurate data, analytical assessment scores are used to observe students' reading skills which includes two components of reading, namely: pronunciation, reading aloud. This research used qualitative descriptive analytic and was in fourth meeting, consisted of three stages: (1) planning (2) action execution (3) observation. The result of the research indicate the success of implementing the practice of reading through short stories. An increase in pronunciation scores, and loudness of voice when reading showed that students made progress from pronunciation to reading English text aloud with scores above the average. This means that the research was successful.*

Keywords: *improving, reading skill, short story*

Abstrak: *Membaca sebagai salah satu keterampilan berbahasa yang memiliki peran penting dalam kehidupan melahirkan generasi penerus bangsa yang cerdas, kreatif, dan kritis. Namun ternyata siswa masih mengalami kesulitan dalam membaca, karena pelafalannya masih kurang baik dan bunyinya masih kurang nyaring. Siswa kelas II MTS Al Jamil Bare Eleh menghadapi beberapa kendala dalam membaca. Berdasarkan hasil studi pendahuluan, relevan bahwa siswa mengalami kesulitan membaca teks bahasa Inggris karena mereka masih menganggap pengucapannya kurang baik. Tujuan dari penelitian ini adalah untuk menerapkan teks cerita pendek dengan persahabatan kecil singa dan tikus untuk meningkatkan keterampilan membaca siswa. Dalam melakukan penelitian, diharapkan dapat meningkatkan keterampilan siswa dalam membaca teks bahasa Inggris. Untuk mendapatkan data yang lebih akurat digunakan skor penilaian analitik untuk mengamati kemampuan membaca siswa yang meliputi dua komponen membaca yaitu: pengucapan, membaca nyaring. Penelitian ini menggunakan metode deskriptif analitik kualitatif dan dilaksanakan pada pertemuan keempat, terdiri dari tiga tahap: (1) perencanaan (2) pelaksanaan tindakan (3) observasi. Hasil penelitian menunjukkan keberhasilan penerapan praktik membaca cerpen. Peningkatan skor pelafalan, dan kenyaringan suara saat membaca menunjukkan bahwa siswa mengalami kemajuan dari pelafalan ke membaca teks bahasa Inggris dengan nyaring dengan skor di atas rata-rata. Artinya penelitian ini berhasil*

Kata kunci: *cerpen, keterampilan membaca, meningkatkan*

1. INTRODUCTION

Reading as one of the language skill has important role in life it has an important give birth to the next generation of intelligent, creative, and critical people. With reading someone got knowledge and information from various sources corner of the world. Reading is an activity of observing written language which aims to gain knowledge or messages conveyed by the author. It is in line with Dalman (2014:5) he stated reading is an activity or cognitive process that seeks to find various information contained in writing. This means that reading is a thought process to understand the content of the text. While, according to Nurhadi [1] reading is a process of processing the reading that is interpreting the reading in depth, including the process of providing a critical creative reaction to the reading. Reading is something that is done to find out the contents of the text and understand the essence of the text that we read. Students of junior high school must be able to read any type of text in English subject. Unfortunately, students of junior high school are still lacking in reading practice because in junior high school they used textbooks more and focus on material and less on reading practice. Moreover, junior high school students are also still less interest in reading.

The researcher's experience when was school at MTS Al Jamil Bare Eleh where the teacher was very poor in providing reading practice, Most of the students have low reading skills.

There are three factors that cause this problem, the teacher, methods and students. These elements have an important influence on student learning outcomes in reading skills. The English teacher is not sensitive to students' problems in studying English subject, the teacher used the lecture method in the teaching process, they gives assignment and the students answer according to the textbook that is taught, the teacher used the lecture method in the teaching process, this causes students feel bored and uninterested. Students have just got an assignment to complete, they cannot share their opinion in learning process. Another problem that makes the process of teaching reading uninteresting is that there is no reciprocal interaction between the teacher and students. Sometimes students do not understand the content or essence of the textbook because students only listen to the teacher and do not read directly the contents of the text. In teaching

learning process the teacher have to give the students motivation, it in line with Mc. Donald as quoted [2] motivation is change in energy in a person which is characterized by the emergence of feeling and is preceded by a response to the existence of a goal. In learning activities, it is necessary to have motivation that encourage someone to learn. In students learning activities, motivation can function as driver of effort and achievement. The existence of good motivation in learning will show good learning outcomes. In other words, with diligent effort and mainly based on motivation

1.1 The Types of Reading

- a) Intensive reading is type of reading that focus on idiom and vocabulary that though by the teacher in the classroom and that idiom and vocabulary is exist in poem, poetry, novel, or other source. For example: The students focus on linguistic or semantic details of reading and focus on structure details such as grammar.
- b) Extensive reading is types of reading involves learners reading texts for enjoyment and to develop general reading skill, for example: The students read as many different kinds of books such as journals, newspaper and magazine, especially for pleasure, and only needing a general understanding of the contents.
- c) Aloud reading are reading by using loud voice and clearly. For example: reading poetry, dialogue, and other type of text.
- d) Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or through to comprehend the texts. For example: The students reading a text by heart

1.2 Teaching Reading

As of language skills, reading has an important role. For example: nowadays, there are a lot of magazine, and internet, we can find some articles in the form of English too. Ur [3] stated that sometimes we find the reading text easier to understand is difficult to judge, since our level of English is obviously too high for this example; but for the leader, the purpose could probably have been easier simply because of the preparation of topic and vocabulary which was provided through some questions related text.

1.3 Short Stories

Short stories can usually be read in one sitting information offered in the story is relevant

to the tale being told. This is unlike a novel, where the story can diverge from their main plot, short story usually tries to leave behind a single impression or effect. Usually, though not always built around one character, place, idea, or act. Because short stories are concise, the researcher depends on the reader bringing personal experience and prior knowledge to the story [4].

Short stories structure

- a) Abstract, is a summary or core of the story that was developed into a series of events. Abstract is optional, meaning that a short story's text may not use an abstract.
- b) Orientation, is a structure that contains an introduction to the background of the stories related to the time, atmosphere, and place related to the short stories.
- c) Complications, containing a sequence of events that are connected by cause and effect, in this structure got the character of storyteller because some complexity begins to emerge.
- d) Evaluation, is the structure of the conflict that occurs which leads to the climax starting to get a solution.
- e) Resolution, in this structure the author expresses the solution experience by the character.
- f) Coda, is a value or lesson that can be learned from a text by the reader.

1.4 The Types of Story

Types of stories are anecdote, parable, myth, farce, fable, legend, fairy tale, tragic tale, fiction, satire.

- a) The anecdote, relates to the subject matter that the group of people is discussing.
- b) Parable is a simple story that teaches a moral lesson.
- c) Myth usually of unknown origin and at least partly traditional, that ostensibly associated with religious belief.
- d) Farce is an empty or patently ridiculous act, proceeding or situation that the trial became a farce.
- e) Fable is a story that is not true. A story in which is usually meant to teach a lesson.
- f) Legend in literature is a traditional story or group of stories told about a particular person or place.
- g) Fairy tales are magical and inspiring, enchanting and full of learning.

- h) A tragic tale event or situation is extremely sad, usually because it involves death or suffering.
- i) Fiction is something invented by the imagination or feigned.
- j) Satire is the art of making someone or something look ridiculous, raising laughter in order to embarrass, humble, or discredit its target.

2. RESEARCH METHOD

2.1 Research Design

From the nature and data to be collected, this research used a qualitative approach. The method used is descriptive analytic in the form of words, pictures, and not numbers. In addition, everything that is collected was most likely to be the key to what has been researched. This means that the results of qualitative research are very dependent on the data that has been collected. Qualitative research is inductive in nature, namely the development of concepts based on the existing foundation, following a flexible design according to the context. The design in question is not rigid so that it provides the opportunity for the researcher to be in the context in the field. This qualitative research design is a case study with a focus on improving students' reading skills through short stories in second grade of MTS Al Jamil Bareh.

2.2 Techniques of Analyzing Data

According to Kaelan [5] data analysis techniques are a process to search and organize systematically the data obtained from the results of interviews, field notes, and documentation by means of organizing data into categories, describing, selecting which one are important and drawing conclusions to make it easier for yourself or others. While talking about the data analysis process, qualitative research is carried out before entering the field, during in the field and after completion. Before the researcher enters the object of area research, the researcher previously prepares study data to determine the research focus. Then during the field researcher has to analyze each person's interview and can draw conclusions, if the data is not valid, then the researcher can develop questions up to the stage of certain data, so that data is considered credible is obtained [6].

This research analyzed the data by using Miles and Huberman model, namely data collection was the first step in which the researcher collected all data which were used to

complete the research, the researcher reduced the data by summarizing and choosing specific things, to display the data, the researcher used graphics, figures, or charts. The display was to describe the content entire the data and lastly, the researcher verified the research by making conclusion of data findings

3. RESULT AND DISCUSSION

As discussed earlier in this research, the researcher used a qualitative research type. Where the researcher go directly to the field to see the phenomena that happens in the field. This research was conducted at MTS Al Jamil Bare Eleh. Were obtained through three method; Namely, interview, documentation, observation [8]. From several sources consisting of H.Astrawi S.Pd.i. as principal at MTS Al Jamil Bare Eleh and Mr.Abdul Hanan S.Pd. as a teacher of English subjects classroom management in learning is one of the skills that must be possessed by a teacher in the direction of improvement in the process of delivering class material [9]. That is why teacher has very important role and contributes to the success learning. The teacher carries out two main tasks, namely: teach and manage the classroom, so that the learning process can take place effectively and efficiently [10]. After the researcher conducted research at MTS Al Jamil Bare Eleh used in depth interviews with informants, participants observation and documentation related to classroom management support the effectiveness of learning English at this institution.

4. CONCLUSIONS

This research is qualitative research that aims to describe the strategy of reading practice at MTS Al Jamil Bare Eleh, in improving students' reading skills through short stories. The researcher obtained data by conducting interviews and direct documentation to students and Mr. Abdul Hanan S.Pd. as English teacher in second grade at MTS Al Jamil Bare Eleh.

Based on the results of the study, it can be concluded that students rarely practice reading texts because teachers only used reading books and dictionaries as learning media so that students are less able to learn to read do to this problems. The researcher used the reading practice method

by using short story text in the type of fable so that the age of the students is balanced with the story text, this fable entitled it has many lessons that students can take. Because in the text of the story the researcher ask students to take the positive side or lessons and what points students get from the text of the fable story.

In summary, short stories can help students in practicing reading because they contain learning and moral values for students, and the story text used is not too long and makes students not feel bored. In this way, the mindset and behavior of students change for the better, because they apply the moral values contained in the short story [7].

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