



IMPROVING OF READING COMPREHENSION FOR STUDENT LEARNING THROUGH THE USE OF SIMULATION MODELS CREATIVE PROCESS OF APPROACH AT CLASS XI MIPA2 OF SMAN 28 BONE.

A.Ronal Muhtar¹, Harmin², Hajrah³, Buniati Suman⁴, Arwin⁵,

¹*UPT SMA NEGERI 28 BONE, Indonesia*

²*SMPN 2 KALUKKU, KAB.MAMUJU, PROVINSI SULBAR*

³*SMA PGRI BONE., kab bone*

⁴*SMPN 1 Baraka kab. Enrekang, sul-sel*

⁵*SMP PM Darul Falah Enrekang, kab Enrekang sulsel*

E-mail: andironal97@gmail.com

Abstract

In general, this research aims to boost reading comprehension study using a narrative approach to the creative process simulation models at class XI MIPA2 . Specifically this study aims to: Increasing the activity of a class XI MIPA 2 for student in the learning SMAN 28 Bone of narrative reading comprehension through the use of process simulation model creative approach. Improve student learning outcomes in teaching reading comprehension through the use of a narrative approach to the creative process simulation models at class XI MIPA2. Based on the analysis of the learning activities of students in reading comprehension in the first cycle, it was concluded that the achievement of the learning activities of students in reading comprehension through the use of process simulation model creative approach average Enough (65.23%). This is evident from the indicator appears, either at the stage of pre-reading, while reading and post-reading stage. Based on the results of the data analysis cycle I do reflection. Reflection on learning to read in understanding had done using a simulation model of the creative process approach. The data indicate that the activity of the teacher and the student learning process needs to be improved. This is consistent with the observation by observation format for teachers and students. Efforts is necessary to motivate teachers so that students are motivated to respond to the learning provided by the teacher. Based on the analysis of the learning activities of students in reading comprehension in the second cycle, it was concluded that the achievement of students in a learning activity descriptions based on the application essay writing process approach to simulation model of creative good average (75.40%). This is evident from the indicator that appears, either at the stage of pre-reading, while reading, and post-reading stage. Based on the results of the second cycle of data analysis done reflection. Reflection made to pembelajaran reading comprehension using process simulation model creative approach. Efforts are made teacher is need to improve on the current stage of learning reading and post-reading stage. The above data can be explained that the learning outcomes of students reading comprehension class average score 82.43 with 93.33% percentage of mastery learning. The percentages are in excellent qualifications. Data shows that 14 students scored Very Good, 14 students got good grades (good), and 2 students scored Include, the third cycle is no longer there students in categories of less or less once, thus there are only 2 people capable students under either category. Thus there are 2 people or 6.66% of students capable students under either category. Actual outcomes in the learning progress compared with the achievement of results at the previous meeting. Thus the success of data researchers in the learning process, according to the observations through format signs analysis of teaching and learning activities In the third cycle has shown an increase from the previous cycle. Based on the reflection is done, then

IMPROVING OF READING COMPREHENSION FOR STUDENT LEARNING THROUGH THE USE OF SIMULATION MODELS CREATIVE PROCESS OF APPROACH AT CLASS XI MIPA2 OF SMAN 28 BONE.

A.Ronal Muhtar

the acquisition of the data will be displayed in the figure below, which shows the progress of student achievement in reading comprehension learning through the application of process simulation model creative approach on Indonesian subjects who started on pra-action, first cycle, second cycle, and the cycle III

Keywords: *reading comprehension, Simulation Models Creative*

Introduction

The above conditions are not much different from the assumed conditions of at class XI MIPA2. In accordance with the results of pre action or observations on 7 april 2022 and found problems in the teaching and learning process : (1) lack of understanding of students in learning activities, reading a variety of text reading, (2) the use of creative methods like simulation has not been used by teachers to make effective students, and (3) at the end of the learning activities are not going to read the follow-up results of the activity of reading students.

Learning conditions reading comprehension narrative text at class XI MIPA2 studied needs to be improved. One approach that is assumed to increase reading comprehension by using a learning approach through simulation modeling

process and creative short story using text as a learning material. Burn, Roe, and Ross, (1996) that the reading process approach is an approach that uses the reading process activities through three stages, namely (1) pre-reading stage, (2) the current stage reading, and (3) the post read. The third stage of the reading process is conducted to train the students' reading skills.

The use of the short story as a text learning materials in junior high school reading comprehension refers to the statement Rhoders & Marling that in general students like reading short stories because it is beautiful and useful for students. Teaching reading comprehension is assumed to work well if done through a simulation model of the creative (the game). Wright (1995) states that if the teacher can bring these kinds of games (simulation) into class, then the condition

will be meaningful and fun learning. This was stated by Aminuddin (1998), that is a creative simulation game in the form of simulation to acquire certain skills that can be exhilarating. Creative simulation game is a form that can be used as a means to achieve the learning objectives and provide personal satisfaction. Aminuddin Abbas (2006: 13) states, that learning is fun is learning to present situations and conditions that invite students to willingly is learning to present situations and conditions that invite students to willingly. Based on the above, the researchers through the approval of the principal and homeroom intends to take remedial action learning through Classroom Action Research (CAR) with the title " *Improving of Reading Comprehension for Student Learning Through the Use of Simulation Models Creative Process of Approach at class XI MIPA2 of SMAN 28 Bone.*

REVIEW OF RELATED LITERATURE,

Gillet & Temple (1994: 2) states that: "Reading is essentially a complex that involves a lot of things, not just recite the

script but also involves visual activity, thought, psikologistik, and metacognitive. As a visual reading process is a process of translating written symbols (letters) into spoken words. As a process of thinking, reading activities include word recognition, comprehension, literal, interpretation, critical reading in a creative understanding. Word recognition activity could be reading these words by using a dictionary"

Three terms are often used to provide the basic components of the reading process, ie Recording, Decoding, and Meaning. Recoding refers to words and phrases, then associate it with the sound-the sound according to the writing system is used, while the decoding process (provision) refers to the process of translating a series of graphics into words. Recording and decoding process typically takes students were reading. Planting reading at this stage is the perceptual process, namely the introduction of a series of letters to the correspondence language sounds. While the process of understanding the meaning is more emphasized in class students in everyday language, in other words, students can translate English into Indonesian or vice versa.

IMPROVING OF READING COMPREHENSION FOR STUDENT LEARNING THROUGH THE USE OF SIMULATION MODELS CREATIVE PROCESS OF APPROACH AT CLASS XI MIPA2 OF SMAN 28 BONE.

A.Ronal Muhtar

Subjects of this study were at class XI MIPA2 academic year 2022 are still active and registered this semester, amounting to 30 students with the details, 13 men and 17 women. The main target is Improve Reading Comprehension Learning Through the Use of Simulation Models Creative Process Approach At class XI MIPA2.

RESEARCH METHODOLOGY

SMAN 28 Bone located in Lonrong, Ponre Bone. The both are class of pararels each grade

Research Design

The design of this study is action research (classroom action research). Conducted in collaboration with subject teachers. The use of process simulation model creative approach is to improve the reading comprehension of learning in the field of English studies.

Referring to the opinion of Mc. Taggart (1988) that followed the action research cycle or recycling process from planning to action, action, observation and reflection (reflection, thought and evaluation). Action process as illustrated in the following scheme.

2. Flow Chart Action Research Approach Learning Reading Comprehension Through Creative Process Simulation Model Class XI MIPA 2 students SMAN 28 Bone

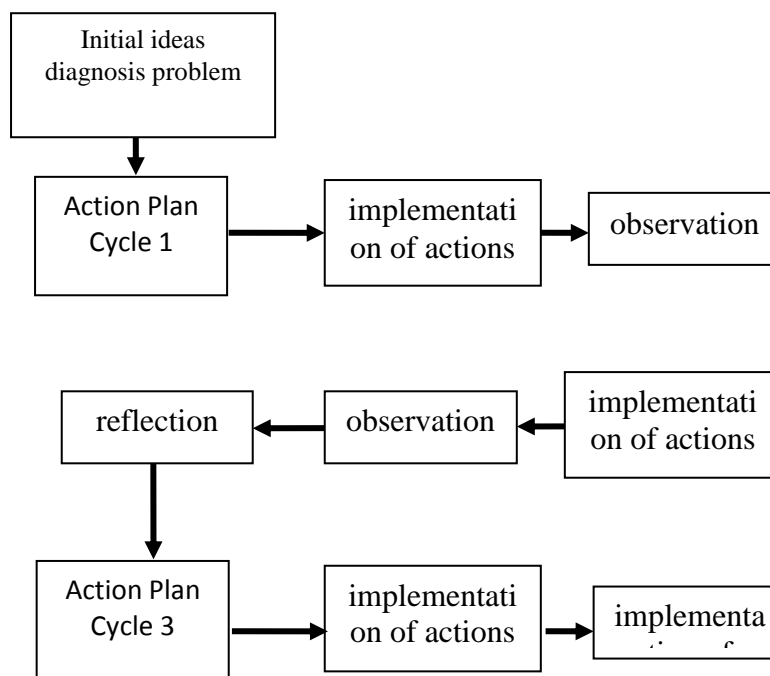


Chart: TOD groove adapted from Kemmis and MC Taggart

1. Research Subjects

Based on chart 2 of the implementation of the action research procedure consists of the planning, implementation, observation and reflection, the four stages are described as follows:

1. Planning Actions

Action planning is the preparation of the action plan of learning reading comprehension using a creative approach to the process of simulation model with the following steps:

- a. Equate perception between researchers and teachers about teaching reading comprehension conception of text conversations through creative simulation.
- b. Draft the act of learning to read text comprehension conversation through at class XI MIPA 2 students creative simulation of SMAN 28 Bone.
- c. Selecting instructional materials and media reading

comprehension appropriate learning objectives.

- d. Formulate guidelines instruments and instrument teacher success and student success data collection, which are: observation, interview and photo guidelines..

FINDINGS AND DISCUSSION

In this chapter will discuss the results of research into improved teaching reading comprehension through the use of creative approach to process simulation model SMAN 28 Bone at class XI MIPA 2 students. to further clarify the problems that occurred in the students, in this case to determine students' reading comprehension skills before using a creative approach to process simulation models and simulation after the application of creative approaches. This classroom action research occurs in four series of activities carried out in a repeating cycle that consists of three cycles,

**IMPROVING OF READING COMPREHENSION FOR STUDENT LEARNING
THROUGH THE USE OF SIMULATION MODELS CREATIVE PROCESS OF APPROACH
AT CLASS XI MIPA2 OF SMAN 28 BONE.**

A.Ronal Muhtar

each cycle in the teaching process carried on each of the meetings.

The results presented separately each cycle it is done to make it easier to compare the differences, similarities, or the development of each cycle. Each cycle data presented:

- 1). Planning action
- 2). Implementation of the action process simulation model creative approach to learning to read in English subjects,
- 3). Action observation (observation),
- 4). Reflections on the implementation of the action.

Description of Activities Introduction

Data Results

Before researchers carrying out research in the SMA, first researchers in the study site visits and conduct interviews with heads of SMAN 28 Bone on April 19, 2022, on the application of process simulation model creative approach to learning to read in English subjects which will be held on research as well as to ask

for permission to conduct research in the school.

Based on the results of these interviews principals set a schedule tailored to the study timetable applicable to the school, the principal's meeting also gave approval of research and allow researchers to conduct direct interviews with subject teachers of the English language description of the implementation of learning to read in class eight at once set research schedule.

a. Orientation Toward Learning Process

On April 26, 2022, the researchers conducted initial observations regarding the use of process simulation model creative approach to learning to read, in order to obtain a direct implementation of teaching reading comprehension in the classroom as a first step to make the design process simulation model creative approach that will be used in the implementation of the action later , as well as to determine the students' initial skills used in learning English in class XI MIPA 2 SMAN 28 Bone.

In carrying out observations of teaching and learning English by reading materials, teachers conduct a discussion about the topics that will be raised in the future to read later most favored by students, then the teacher gives the task to read stories with topics that have been, after it commissioned several students to read the results of his reading in front of the class. Student activity in the pre-action stage of learning is very less categorized as active listening and the students just so less in response to lessons given by the teacher. As for knowing students' understanding of the material that has been described by the researchers then students are given the task to read a story based on a predetermined topic. Observation result is used as a benchmark in the implementation of the action cycle I.

Conclusion

Implementation of research activities carried out at the SMAN 28 Bone of showed that the application of process

simulation model creative approach on the subject of learning English can improve reading comprehension eighth graders. This is consistent with the results of research conducted in the first cycle, second cycle and third cycle, the data indicate that the acquisition process and learning outcomes scores on average tend to increase.

1. Based on the analysis and discussion above it can be concluded that the application of simulation modeling approach to the creative process of learning can improve students' reading comprehension SMAN 28 Bone at class XI MIPA 2 . This is consistent with the observations made and the results obtained the following data: student activity on the first cycle considered sufficient with a score of 65.23%, increased in the second cycle are categorized either with a score of 73.06% and continues to increase at third cycle were

**IMPROVING OF READING COMPREHENSION FOR STUDENT LEARNING
THROUGH THE USE OF SIMULATION MODELS CREATIVE PROCESS OF APPROACH
AT CLASS XI MIPA2 OF SMAN 28 BONE.**

A.Ronal Muhtar

categorized as very good with a score of 93.33%.

2. The analysis and discussion above shows that the application of process simulation model creative approach in teaching reading comprehension SMAN 28 Bone at class XI MIPA 2 students can improve student learning outcomes. This is consistent with observations that show the data as follows: in the first cycle, showed that 43.33% of students who scored 70 and above, next to the second cycle increased to 70% of students who obtained values to 70 and above, and the cycle III to continue to increase to 82% who earn a score of 70 to atas.dengan This study therefore declared successful achieving success indicators that have been set before taking action ie if 75% of students scored 70 and above.

Based on the above conclusions, it can be argued the following suggestions:

1. In applying this approach to the creative process simulation models in teaching reading comprehension as good a teacher must first master the approach then creates a learning environment that directly involve students in the learning process and students adjust to the environment.
2. Before applying certain pendekakatan in learning, students should be informed about the implementation procedure for the results to be achieved from the application of this approach, models or methods can be maximized.
3. In carrying out the process of learning good teacher always gives motivation and reinforcement so that students are encouraged to be more active in response to every lesson presented by the teacher.

B. Suggestions

Judul

(author name)

BIBLIOGRAPHY

- Aminuddin. 1998. *Simulasi Kreatif*. Malang : PPS IKIP Malang.
- Arifin, Anwar. 2007. *Profil Baru Guru & Dosen Indonesia*. Jakarta : Pustaka Indonesia & Pokja Diknas DPP Partai Golkar.
- Baradja. 1990. *Kapita Selekta Pengajaran Bahasa*. Malang : IKIP Malang.
- Burns, Roe, & Ross. 1996. *Teaching Reading with Children in Today's Elementary Schools*. Boston : Houghton Mifflin.
- Depdiknas.2006.*Standar isi*. Bahasa Inggris SMA/ SMK Jakarta: Badan Standar Nasional Pendidikan
- Faris. 1993. *Language Arts. Aproces Aproach*. Melbourne : Brown & Benchmark publishing.
- Gillet & Temple. 1994. *understanding Reading Problem. Assessment and Intruction. Fourth Edition*. New York : Haper Collins.
- Harp B and Jo Ann Brewer. 1996.*Reading and Writing; Teaching for the connection*.New York: Harcourt Brace College Publisher
- Kemmis, S. dan Taggart, R. 1988. *The Action Research Planner*. Deakin: Deakin University.
- Kamaruddin.2008.*Improving the students' Reading Comprehension Through Think-Pair-Share-Strategy.Unpublished Thesis Cina: Graduate Program of UNM*
- Nurhadi. 2003. *Pembelajaran Kontekstual dan Penerapannya dalam KBK*. Malang: Unversitas Negeri Malang.
- Moleong. 1999. *Metodologi Penelitian Kualitatif*. Bandung : Remaja Rosdakarya
- Miles, M.B dan Huberman. Tanpa Tahun. *Analisis Data Kualitatif*. Terjemahan oleh Tjeptjep Rohudi Rihidi. 1992. Jakarta: UI Press.
- Rhodors & Marling. 1988. *Readers and Writers with a Difference*. Denfer : Univercity of Collorado.
- Syafei'ie. 1993. *Pengajaran Bahasa Inggris SMA*.. Jakarta : Depdikbud
- Somantri, Nurdin. 2003. *Penerapan Metode Simulasi Tematis untuk Peningkatan Kemampuan Bahasa Inggris Siswa SMA/ SMA* . <http://www.Pendidikan.Com>.
- Wardani, I.G.K. 2005. *Penelitian Tindakan Kelas*. Jakarta: PT. Bumi Aksara.
- Wright. 1995. *Storytelling With Children*. New york : Oxford University Press.