

IMPROVING READING COMPREHENSION WITH DISCUSSION METHODS FOR CLASS IV STUDENTS OF SDI AL KHOIRIYAH PROBOLINGGO

Dzaky Isyuniandri¹, Azis Setyagama², Tatik Inayati³

¹Pendidikan Pancasila dan Kewarganegaraan; Universitas Panca Marga; Indonesia

²Hukum; Universitas Panca Marga; Indonesia

³Pendidikan Pancasila dan Kewarganegaraan; Universitas Panca Marga; Indonesia

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ABSTRACT

This research was motivated by the initial observation that fourth grade students at SDI Al Khoiriyah Probolinggo experienced a decrease in learning outcomes, especially in learning reading comprehension. This is influenced by the low comprehension of students in learning because the teacher only uses the lecture method without exploring student understanding in comprehends the reading. In addition, the application of learning methods by the teacher in improving student learning outcomes in reading comprehension is not quite right, resulting in students being slow in developing their achievements. This study aims to improve reading skills with comprehension by using the discussion method. The method used in this research is Classroom Action Research (CAR). The types of data in this study are qualitative data and quantitative data, using observational data collection methods through tests assigned to grade IV students and documentation methods. The results showed that the classical completeness of class IV students at SDI Al Khoiriyah Probolinggo in the first cycle obtained a percentage of 55%, so that the acquisition of this percentage had not yet reached the completeness criteria which was expected to be completed classically if it reached > 75%, whereas in cycle 2 the classical completeness was obtained by 100% with the acquisition of scores of all students (20 students) have achieved a score of > 65% or students who score < 65% is 0%. This indication shows that by applying the discussion method, the increase in reading learning outcomes with the fourth grade students' understanding of SDI Al Khoiriyah Probolinggo increased by a percentage of 100%.

Corresponding Author:

Dzaky Isyuniandri

Pendidikan Pancasila dan Kewarganegaraan; Universitas Panca Marga; Indonesia;

dzakyisyuniandri@upm.ac.id

INTRODUCTION

At the preamble of the 1945 Constitution (UUD 1945), paragraph 4 states the goal of the state which reads "Educating the life of the nation". That is, the word to educate is to make smart, and try to perfect his mind. So that the relationship between the goals of the State to educate the life of the nation and education is to form people who believe and are devoted to God Almighty and have noble character, have knowledge and skills, physical and spiritual health, a solid personality and are independent and responsible for social and national life.

According to Narulita (2018; 48), the word increasing/improving from KBBI means the process, manner, act of improving (effort, activity, and so on). According to Adi, improvement or improving comes from the word level, which means layers or layers of something that forms an arrangement. Level can also mean level, rank and class, while improvement means progress which can be described by a change from a negative state or trait to a positive one.

Meanwhile, according to Ramadhan (2014; 234) improvement means progress, in general an improvement is an effort to gain the degree, level, and quality or quantity. Improvement can also mean adding skills and abilities to make it better.

From the description above, it can be concluded that improvement is a way, process, or an activity of changing things that are considered not good to be better and develop. Improvement or increase can also be interpreted as rank, level, and can also be described as a change in attitude and character, a negative trait turns into a positive one. Improvement can also be interpreted as progress or efforts to increase quality or quantity as additional skills and abilities so that they can develop or gradually become better things.

Tarigan (2008: 7) reveals that reading is a process that is carried out and used by readers to get the message that the writer wants to convey through the medium of words or written language. Meanwhile, Somadyo (2011: 1) states that reading is one of the most important language skills besides the other three language skills. This is because reading is a means to learn about the world, expand knowledge and explore messages in written form.

According to Tampubolon (1990:8), reading comprehension is a reading activity to develop reasonable or logical thinking. Somadayo in Fauzidri explains that reading comprehension is a reading activity that seeks to understand the contents of the reading or text as a whole. A person is said to understand reading well if he has the following abilities. First, the ability to grasp the meaning of the words and expressions used by the author. Second, the ability to grasp the explicit and implied meanings. Third, the ability to make conclusions. Understanding reading is one way to find out the intent and purpose conveyed by the author to the reader. Reading comprehension is the target in reading activities that expect students to understand and comprehend every reading material they read.

Based on some of the opinions above, it can be concluded that reading comprehension is a process of understanding the information, messages, and meanings contained in a text. Acquisition of meaning which actively involves the knowledge and experience possessed by the reader and linked to the content of the reading aims students to be able to know and understand the entire reading material they are reading.

Reading ability is the basis for knowing various fields of study (Mayangsari, n.d.). Therefore, students must learn to read in order to read to learn. Reading ability is carried out so that students are

not only able to read, but students can carry out reading comprehension activities, essays, answer questions in reading texts, communicate orally and in writing, and so on.

The basic ability to read, write, count, knowledge and other basic skills is usually carried out at the elementary school level in order to improve student achievement and learning outcomes. To improve student learning outcomes, especially in understanding learning, it is not only the task of the teacher, principal or parents, but students also have a significant role in improving their learning achievement because the main focus is the students themselves so that in achieving good learning achievement, students must have the awareness and willingness to study seriously. Many efforts can be made by teachers such as providing guidance and training, using media and what is no less important is motivation for students. Therefore improving learning outcomes for students is one indicator to achieve student achievement as expected.

In learning to read comprehension especially learning Indonesian language, many factors influence student learning, including students' perseverance and diligence in participating in the teaching and learning process. In addition, there are also things that often hinder the achievement of learning goals, such as students who are lazy to go to school or often go in and out during the teaching and learning process, because basically every child has a different way of learning.

Usually in learning there is still a tendency for the teacher to play a major role in learning. Where the teacher dominates the learning process while students are more passive so they wait more for the teacher's presentation rather than looking for and finding the knowledge, skills or attitudes they need themselves. The learning process in the classroom requires active participation from all students. So, learning activities are centered on students and teachers as motivators and facilitators in it so that the class atmosphere is more alive than ever.

According to Idris and Barizi (2009:109), the learning method is the way the teacher organizes learning and the way students learn. Based on the explanation above, it can be concluded that the learning method is the method used by the teacher to convey a lesson so that it can be easily understood by students.

The discussion method is a way of presenting lesson material in which the teacher gives opportunities to students (groups of students) to hold scientific discussions in order to collect opinions, make conclusions or compile various alternative solutions to a problem (Suryosubroto, 2009: 167). The above explanation can be concluded that the discussion method is a method that leads students to think critically and can gain a clearer and more thorough understanding of something.

One of the learning methods used by the teacher requires the active participation of all students in improving students' reading comprehension through the discussion method. The discussion method is a learning method that involves and activates students to discuss and find alternative solutions to complex topics of discussion. So that through the discussion method the learning atmosphere that seems saturated and boring can be minimized, because by applying this method the class conditions become more alive than ever and stimulate students' creative thinking to express ideas, input and solutions to a problem being discussed.

The results of preliminary observations found that fourth grade students at SDI Al Khoiriyah Probolinggo experienced an average decrease in learning outcomes, especially in learning reading comprehension. This is influenced by the low comprehension of students in learning because the teacher only uses the lecture method without exploring student understanding in comprehends a reading. In addition, the application of learning methods by the teacher in improving student learning outcomes in reading comprehension is not quite right, resulting in students being slow in developing

their achievements. Based on the background of the problems described above, the formulation of the problem in this study is whether the discussion method can improve reading comprehension skills for fourth grade students at SDI Al Khoiriyah Probolinggo. So the focus of this research is to improve reading comprehension skills through the discussion method in class IV students of SDI Al Khoiriyah Probolinggo.

METHODS

The method used in this research is Classroom Action Research (CAR). Ebbut (Wiriaatmadja, 2009: 12), suggests that action research is a systematic study of efforts to improve the implementation of educational practices by a group of teachers by carrying out actions in learning, based on their reflections on the results of these actions. The types of data in this study are qualitative data and quantitative data. Qualitative data are data on teacher and student activities that are expressed naturally, while data on student acquisition in taking tests is called quantitative data.

The research implementation procedure was carried out through two cycles, where each cycle was carried out with the following stages:

1. Plan

The action planning steps taken are as follows:

- a. Application for permission to the school principal.
- b. Conduct initial research to obtain data through tests.
- c. Introducing reading comprehension learning with the discussion method which is considered effective for achieving learning objectives.
- d. Develop lesson plans by applying the discussion method.
- e. Prepare observation sheets and test results of learning.

2. Action

At this stage, carry out the learning process in improving reading comprehension skills with the discussion method. In accordance with the previously designed Learning Implementation Plan (RPP).

3. Observation

Observations were made simultaneously with the process of implementing the action. In this study, observations were carried out during the learning process of reading comprehension using predetermined data collection tools. The data collection tool set was a test sheet given to fourth grade students at SDI Al Khoiriyah Probolinggo. Observation results obtained at a later stage are used as study material to measure the success (complete/incomplete) being studied.

4. Reflection

Data review activities resulting from observation and tests to interpret the changes that occur during learning. Implementation of the action carried out an evaluation of the success and achievement of action objectives. After getting the results of the entire action, then improve the learning process that has been carried out until it reaches the desired target. This research is located at SDI Al Khoiriyah Probolinggo. The population used is fourth grade students at SDI Al Khoiriyah Probolinggo with a total of 20 students. To obtain the necessary data, compile and prepare instruments to answer research questions, namely test instruments.

One of the factors examined in classroom action research is reading comprehension. To measure students' success in reading with comprehension, a measuring instrument is needed through the attainment of absorption with the formulation, as follows:

1. Individual absorption

$$\text{Abs} = \frac{\text{Achieved score}}{\text{Maximum score of questions}} \times 100\%$$

2. Classical absorption

$$\text{Abs} = \frac{\text{Percentage total score}}{\text{Ideal score throughout the test}} \times 100\%$$

Information:

- a. Individual absorption
Student has finished studying when he has achieved a score of: > 65% or 6.5.
- b. Classic absorption
Class is said to have completed learning if in that class: >75% of the number of students who have achieved absorption >65% or 6.5.

The data collection method used in this study is the observation method, also known as observation, which includes the activity of paying attention to an object using a sense organ. Observations made by researchers when conducting research to obtain data were disguised observations made to obtain all data about activities carried out by teaching staff, especially homeroom teachers for class IV, one of which was teacher activity when applying learning methods in class through tests. Besides that, it also uses the documentation method by finding data about things or variables in the form of notes, transcripts, books, newspapers, and so on.

In this study, researchers used data collection instruments in the form of observation and discussion methods, where in this observation researchers observed the behavior or situation of educators and students at SDI Al Khoiriyah Probolinggo. Whereas in this discussion method is used to obtain data from a large group of students at SDI Al Khairiyah Probolinggo and make alternative use of learning methods to improve reading comprehension skills. Because with this method the classroom conditions become more alive than ever and stimulate students' creative thinking to express ideas, input and solutions to a problem being discussed so as to improve student learning outcomes.

FINDINGS AND DISCUSSION

To find out the activities of teachers and students in the learning process in class can be seen through the table below, as follows:

Table 1. Results of Student Learning Evaluation Reading with Comprehension cycle 1.

Number	Gain Score	Completeness	
		Complete	Incomplete
1.		55% (from 11 students)	45% (from 9 students)

Table 2. Results of Student Learning Evaluation Reading with Comprehension cycle 2.

Number	Gain Score	Completeness	
		Complete	Incomplete
1.		100% (from 20 students)	0% (from 20 students)

Based on the analysis of the results of the research described above, it is known that the mastery of learning Indonesian classical in reading comprehension material for fourth grade students at SDI Al Khoiriyah Probolinggo for the first cycle, has not met the predetermined indicators. This is because learning with the discussion method has been applied but the teacher has not done it optimally. The classical completeness of class IV students at SDI Al Khoiriyah Probolinggo in the first cycle obtained a percentage of 55%, so that the percentage obtained has not reached the expected completeness criteria, namely classical completion if it reaches > 75%, because the scoring interval is <65% with the less category still achieving 45% of 20 students, so that classical completeness only reaches 55% or as many as 11 students while the incomplete criteria reaches 45% or as many as 9 students. Based on these acquisitions, it is necessary to improve teaching in cycle 2.

In the action cycle 2, classical completeness was obtained by 100% with the acquisition of scores of all students (20 students) having achieved a score of > 65% or students who scored < 65% was 0%. This indication shows that by applying the discussion method, the increase in reading learning outcomes with the understanding of class VII students of MTS Al Khairiyah Leces increases with a percentage of 100%.

To find out the factors that cause fourth grade students at SDI Al Khoiriyah Probolinggo to have difficulty in improving reading comprehension results, the researcher will describe the results of the observations below.

The results of learning to read with an understanding of fourth grade students at SDI Al Khoiriyah Probolinggo are caused by differences in each student's ability to absorb material from the teacher and the lack of student motivation in participating in learning and building their knowledge. The difficulties experienced by teachers are influenced by the teacher's lack of creativity in varying discussion methods and learning models to unify students' understanding with different knowledge backgrounds.

Thus, in overcoming the problems experienced by teachers and students can be overcome with the best possible effort in applying the discussion method optimally, so that it is really able to improve student learning outcomes in reading with understanding and students can explain the intent and purpose of reading, explanation of the meaning of reading and reading summaries.



Picture 1 & 2: application of the discussion model

CONCLUSION

Based on the results of the description above by using the discussion method it can be concluded that class IV students at SDI Al Khoiriyah Probolinggo are motivated and enthusiastic about participating in the learning process using the discussion method because it can create interactive relationships between students and teachers and students with other students so that during the learning process in class, students can play an active role and the teacher is only a facilitator, so that students' reading comprehension skills can be improved. Then the teacher will more easily adapt to the environment and the way students learn and students feel comfortable and helped by the presence of the teacher when delivering learning material, especially on the subject of reading with understanding using the discussion method.

There are several suggestions that need to be conveyed to several parties so that the results of this research can be more useful. Suggestions that can be put forward as follows:

1. Teachers can apply variations on the use of the discussion method in reading with students' understanding of other subjects.
2. The next researcher is expected to conduct research on the discussion method by selecting research objects from other levels, for example elementary or high school using different variations.

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CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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