

Improving the Ability to Write A Novel Review Using the Reading Guide Method in Class XI MIPA 6 SMA Negeri 1 Nglames, Madiun District, the Academic Year 2022/2023

Hafidh Mubarrok¹, Sri Agustin², Dwi Rohman Soleh³

^{1,3}University of PGRI Madiun, Indonesia

²SMA Negeri 1 Nglames, Madiun, Indonesia

Article Info

Article history:

Received February 3, 2023

Revised February 28, 2023

Accepted February 28, 2023

Keywords:

Reviews

Novels

Reading Guide Methods

ABSTRACT

This research is motivated by students' ability to write novel reviews which is still at a low level. From the results of the observation, it is known that the students' results in writing novel reviews have scores below the predetermined passing standards. Then, from the results of the discussion involving various parties, the researcher decided to take a class action research with the title "Improving the Ability to Write Novel Reviews Using the Reading Guide Method in Class XI MIPA 6 SMA Negeri 1 Nglames, Madiun Regency, Academic Year 2022/2023". The method chosen in carrying out this research is a reading guide. This method is a method that involves students being active in compiling a review text. The reading guide method is a method by determining the reading material and then the teacher arranges questions that will be answered by students. The teacher gives several questions that function to obtain the desired results. This research involved 36 students in class XI MIPA 6 at SMA Negeri 1 Nglames. This research uses qualitative descriptive data processing. The discussion is explained and described based on research results and data that has been obtained. Using this method is expected to be a step for students to be able to easily compile reviews.

This is an open access article under the [CC BY-SA](#) license.



Corresponding Author:

Hafidh Mubarrok

University of PGRI Madiun, Indonesia

Email: hafidhmubarrok1997@gmail.com

1. INTRODUCTION

Teaching Indonesian is directed at improving students' ability to communicate using Indonesian properly and correctly, both orally and in writing. Language skills (language arts, language skills) in the school curriculum usually cover four aspects, namely (a) listening or listening skills; (b) speaking skills; (c) reading skills (reading skills); (d) writing skills (writing

skills). Each of these skills is closely related to the other three skills in various ways (Tarigan 1995:1). However, in reality, in the learning environment and learning environment in schools, students have limitations in mastering these four competencies. This limitation is due to the different abilities possessed by each student. As for language mastery in the four scopes above, the one with the most deficiencies is the ability to write. In this case, students have the most difficulties in writing. They find it difficult to put their ideas or the results of their thoughts into the art of writing. This the impact or impact of this lack of language ability is on the practice of writing a novel review.

In reviewing lessons in class XI MIPA 6 it was found that there were difficulties for students in compiling and making a complete and complete review text. This problem occurs due to students' weak concentration and focuses on long reading texts so students have difficulty finding intrinsic and extrinsic elements in the novels they read. These conditions resulted in low student learning outcomes. Students feel confused when faced with a lot of text or reading. They don't know what he will write in a review, especially the extrinsic elements as well as the intrinsic elements in a novel. Based on the description of the background of the problem, the writer is interested in conducting research with the title "Enhancement of Review Writing Using the Reading Guide Method in Class Xi Mipa 6 Sma Negeri 1 Nglames In The Academic Year 2022/2023".

Theoretical Review

Kurniawan in Agus (2016: 4), the variety of written language is a variety of language variations used through written media, which are not bound by space and time, so structural completeness is needed to reach the target visually. Whereas Samad (1997:1) suggests that the reviewer comes from the Latin, namely "revere" or "censure" which means to look back, weigh, or evaluate.

Writing skills are a provision for students to be able to make a good review text according to its systematics. Therefore, to make it easier for students to improve their writing skills, a good learning method is needed. Reading Guide is a method in which students are required to be more active in understanding teaching material following teaching objectives by carrying out assignments given by the teacher in written form.

With this method it is hoped that students will be more active in exploring insights into the teaching materials presented by the teacher because students will have two activities simultaneously, namely creative reading, making questions and answers; and learning objectives can be achieved optimally. Whereas in A Guide to Resources, the Reading Guide rather than the reading guide is the teacher's guide. The teacher outlines the concept according to the goals, needs, and knowledge of the child. Then, the teacher writes questions and or statements that guide students to read and respond (respond to) concepts and reading materials/texts). The purpose of the limitations above is that the reading guide is a guide for the teacher in presenting lessons to students by asking several questions to elicit responses from them and stimulate them to study the reading material provided.

2. METHOD

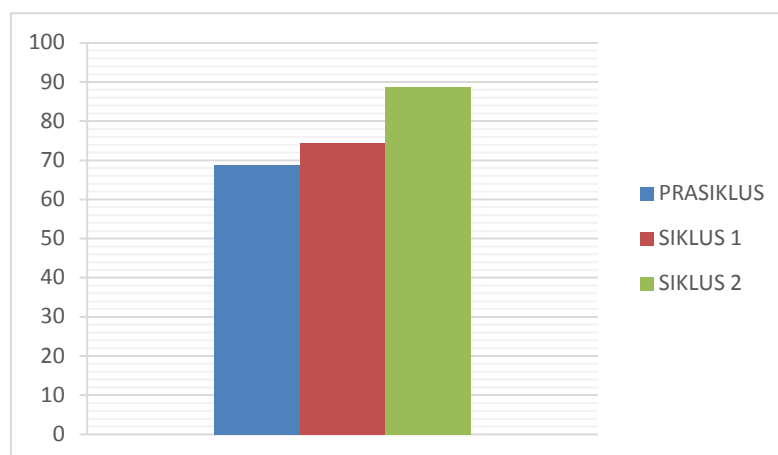
Judging from the type of data the research approach used in this study is a qualitative approach. As for what is meant by qualitative research, namely research that intends to understand the phenomenon of what is experienced by research subjects holistically, and through descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods (Moleong, 2006). While the type of research used is PTK with the model from Kemmis and Taggart (Arikunto, 2002), which is in the form of a spiral from one cycle to the next. One CAR cycle has work procedures that consist of four components, namely the planning process, the acting process, the observing process, and the reflecting process.

The subjects of this study were 36 students of class XI MIPA 6. This research took place at SMA NEGERI 1 NGLAMES MADIUN. Jalan Raya Surabaya - Madiun PPelempayung, Nglames, Kec. Madiun, Madiun Regency, East Java 63151. The time of the research is the time the research

was conducted or when the research was taking place. This research was conducted in February 2023 even the semester of the 2022/2023 academic year.

3. RESULTS AND DISCUSSION

Figure 1.1 Graph of Average Student Grades



From the graph above, the average pre-cycle value is only 68.7. This value is still below the KKM that has been set, which is 70. In this stage, students' learning motivation is very lacking. Therefore it is necessary to conduct research in cycle 1 by improving the method used. Cycle 1 research was carried out for 2×40 minutes. Based on the results in cycle 1, the average value of class XI MIPA 6 students increased to 74.4. However, this still does not meet the completeness requirements. So the research in cycle 1 was considered incomplete and continued in cycle 2. In cycle 2, namely the stabilization cycle of cycle 1, satisfactory student scores were obtained. The average value of students became 88.7. So it can be said that in cycle 2 this research was declared complete or successful. This is because the scores obtained by students as a whole are above the KKM that has been determined.

This increase in student learning motivation shows that the use of the Reading Guide method has a positive impact on students. This average value becomes valid data for changes in student scores before using the Reading Guide method and after using the Reading Guide. The method implemented is very helpful for students in finding reading material that they will write in a review text. By using this method students feel confident and full of awareness in compiling a review.

In this method, the educator has determined what students need to look for and find review text material. From the results of the discovery of these materials, students have an understanding of the concept of a complete and complete review. Complete here includes intrinsic elements as well as extrinsic elements. The elements of the literary work are of course also accompanied by a sentence that they quote from the results of reading the novel. The results of these quotations are evidence and also the basis for expressing ideas. So that students' ideas can be strong and not easy to refute.

4. CONCLUSION

Based on the results of this study it can be concluded that the use of the Reading Guide method can improve the skills of writing reviews in class XI MIPA 6 SMA Negeri 1 Nglames. This is indicated by an increase in the overall average score of students who at the beginning of the pre-

cycle got 70. In cycle 1 it rose to 74.4, and in cycle 2 it increased dramatically to 88.7. So the research was declared successful/complete.

The learning outcomes obtained show significant results. Thus, it can also be shown that the learning motivation of class XI MIPA 6 SMA Negeri 1 Nglames has also increased with the use of the Reading Guide method.

SUGGESTION

Based on these conclusions, the suggestion that can be given is that the use of the Reading Guide method needs to be further developed so that students are more creative and interactive in class. As for suggestions for other writers who have used this research reference, it is to continue reading various learning sources regarding the method used. This method of course still has weaknesses and still needs to be perfected according to the times and also the necessary needs. Suggestions for teachers or educators who will conduct similar research, of course, must have readiness in any field, especially in the preparation of reading material and also questions that help in making a review. For school principals, as a reference material to consider in each policy-making in the field of learning strategies to refer to the results of classroom action research.

REFERENCES

- [1] Akhadiyah, Sabarti, Maidar G. Arsjad, Sakura H. Ridwan. *Pembinaan Kemampuan Menulis Bahasa Indonesia*. Jakarta: Erlangga. 1996.
- [2] Kurniawan, Khaerudin. *Bahasa Indonesia keilmuan untuk Perguruan Tinggi*. Bandung: PT Refika Aditama. 2012.
- [3] Moleong, L. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya. 2014.
- [4] Samad, Daniel. *Dasar-Dasar Meresensi Buku*. Jakarta: Grasindo. 1997.
- [5] Soetomo. *Penerapan Reading Guide Dalam Pembelajaran Di Madrasah*. *Jurnal Auladuna P-Issn : 2657-1269 E-Issn : 2656-9523*. 2019.
- [6] Tarigan, Henry Guntur. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa. 1995.