

IMPLEMENTATION SCHEME TECHNIQUES IN IMPROVEMENT UNDERSTANDING ABILITY IN READING

Muhammad Hifdil Islam¹

Abstract:

Class Action Research aims to improve reading comprehension skills through the application of engineering scheme on MA students. Darut Tauhid Tanjungsari Krejengan. This study was conducted on 40 students MA. Darut Tauhid Tanjungsari Krejengan Probolinggo of the total amount to 78 students. Data collected melalui observation of teachers, students and study notes. The results showed the average value before the action research by 50%, and the average value of 73% after the action. This shows an increase in students' reading comprehension skills MA. Darut Tauhid by 23%.

Keywords: Schema Technique, Improving, Reading

Preliminary

Speak basically is an interactive process that emphasizes the communicative aspects of language. The ability to understand these aspects is crucial to success in the communication process. Aspects of these languages include listening skills, speaking, reading and writing. Characteristically, the four skills that stand alone, but in the use of language as a communication process cannot be separated from one another. This suggests that language is the integration of several aspects. One aspect is the language skills reading skills. Reading skills are always present in any learning theme. This proves the importance of mastering reading skills.

Reading, especially reading comprehension is not a passive activity. Actually, the higher ranks, read it, not just to understand written symbols, but also to understand, accept, reject, compare and believes the opinions contained in the passage. Reading comprehension is what nurtured and developed gradually in school (Tompubolon: 1987).

¹ Dosen Institut Ilmu Keislaman Zainul Hasan Genggong

Moreover, Tulalessy (1995) argues that reading proficiently (averted reading) should begin to be taught to students early so students can go on reading across the row (reading beyond the lines).

Learning reading comprehension using a technique scheme is one way to the right because the scheme engineering students must connect the experience with existing experience in textbooks.

According to Sujana (1995) learning steps using the technique of the scheme are:

1. The positive attitude towards what is known to teach students what has been known to students as a stepping stone or bridge in an effort to help develop the necessary concepts,
2. using analogy, comparison, even if necessary, metaphorical comparison to bridge what they already know with new things or foreign,
3. Provide an example as much information about the new concept.
4. Metaphorically to bridge what they already know with new things or foreign,
5. Provide an example as much information about the new concept.

In the reality on the ground suggests that the MA Darut Tauhid students' reading comprehension skills still quite alarming. This is possible because the students do not really understand the readings provided. Seeing this fact above, researchers interested in studying the issue. As the solution is with the implementation of the scheme technique is in learning reading comprehension. To find out how far the schema technique can improve the ability of students to understand reading texts, it is necessary to study the action.

To provide clear direction and operational research based background, research problem can be formulated as follows: How does an effort to improve reading comprehension skills through the application of engineering students MA students on the scheme Darut Tauhid Tanjungsari?

The research objective of this class action is to improve reading comprehension skills by applying techniques on students MA scheme. Darut Tauhid Tanjungsari.

Research Methods

A. Setting Of Research

This classroom action research conducted in MA. Darut Tauhid Tanjungsari. Number of study subjects is 40 students on the MA. Characteristics of the students are basically almost the same (homogeneous). School location away from the city center, the social background of parents an average low resulting in the low read something about students' abilities.

B. Research procedure

1. Planning

Before the act is done, made the following plan:

- a. Identify the problem,
- b. Conducting tests,
- c. Setting up the reading material
- d. Prepare the media,
- e. Prepare an evaluation tool.

2. Action Research

Research actions carried out in 5 actions. The steps of the implementation of the action are:

- a. Teachers and students discuss the material that will be given.
- b. The teacher gives instructions in the form of an outline, and the image that has to do with reading materials and schemata students
- c. The students read the text reading, followed by writing the words difficult,
- d. Students reveal the main idea of each paragraph.
- e. Students retell the content of reading in their own language.

3. Monitoring And Reflection

Monitoring carried out any monitoring results be made face to face after face to face ongoing reflection. In reflection, collaborator and companion to give input about the course of research in teaching and learning activities, both shortcomings and successes that have been achieved. The results were analyzed by descriptive qualitative.

C. Data Collection Technique

The collection data data is done by:

1. The test, performed before and after the action performed.
2. Observations, researchers and collaborators conducted during a lecture in progress.
3. Note the field, to record all activities of students and teachers during the learning takes place.

D. Research Result

This study was conducted in one cycle. One cycle consists of five acts, with 10 cross-visits. The results were as follows:

Action I

1. Teachers say hello and introduce collaborator to students.
2. Teachers do aperception, write the title of readings on the board. Students bring blood donors words, healthy, fat, blood group and transfusion. The students' answers on the teacher written outline provided.
3. After learning is done half an hour, the teacher asks students to read the hearts reading "Not Everyone Can Be Blood", continued to write big words and their meanings.
4. Teacher assigns students to write the main ideas on the blackboard, the other students achieve it.
5. Before the end of learning, the teacher asked the students things that are not clear on reading. Students are given the task to retell the content of reading. This lesson ends with the teacher greeting.

Reflection

At the beginning of this lesson, the student schemata are slow to appear. Student responses are not in accordance with the outline written on the blackboard the teacher. Researchers and collaborators agreed that it has not been possible with optimized media, in addition to this new technique first is done with schemata. To that end, the action further learning instructional media prepared more stable again.

Measures II

1. After holding aperception, Master gluing title readings on the blackboard Student happy with the media affixed to the board.

2. Teachers offered to students to write answers to the outline on the board. Some students came forward to write the vocabulary in an outline provided.
3. Teachers assign students to read the text difficult to write the words, and then discuss the meaning, some students interpreted with the aid of a dictionary.
4. The next activity assigns students to write down the main idea, and combine into a coherent paragraph.
5. Before the end of learning, teachers provide confirmation of the use of conjunctions.

Reflection

1. At this learning schematic students appeared at the beginning of learning. It is possible to use a medium of learning, so that students are happy to follow the lesson.
2. Writing students 'answers on the boards, and the praise given to the student teachers make students' motivation to be more active. Researchers and collaborators agreed that teachers often give awards to students.

Action III

1. Learning begins with a perception, continued to write the purpose of learning and reading titles on the board.
2. Teacher shows orchids, and students are asked to respond. Indri and beautiful unison to respond. Other students, Jaka and Mardiyana then respond. Answer these students by teachers included in the outline that has been provided.
3. Then the teacher asks the students to read literature "Horticulture" for approximately five minutes.
4. After reading the passage, teachers and students between the schemes match students with out-line reading. As a result, many similarities between schemata students with an outline that made the teacher. And write your teacher a compliment.
5. In the event determining the main idea, the teacher divides the students into several groups according to the number of paragraphs. Answer each group write on the board. There was a discussion that draw upon each group to keep their jobs. This occurs because one group (Ishaq) do not use conjunctions in incorporating the main

idea, while another group (Rabiatul) combines the main idea with the passive form. Teacher of the answer given, it is not entirely acceptable students.

6. Before the end of this learning, the teacher explains the function of conjunctions, and passives. Teachers give students homework recounted.

Reflection

1. Learning activities using the media can make a living classroom atmosphere and it raises students' schemata early.
2. Researchers and collaborators agreed that learning with the teacher in order to prepare as well as possible. This will enable more students to be positive and critical to learning Arabic.

Action IV

1. This learning begins with teacher's aperception, followed by writing learning objectives and headline reading,
2. Teachers lead students schemata relevance to the topic of learning by sticking slogan *Mensana in corpora sono*.
3. The response of students to the topic of learning is still much less precise. This can be seen from the students' answers are included in out-line pre-prepared teachers who missed much.
4. Students read the reading and writing the word difficult.
5. The teacher gives the task to write down the main idea of the students, for example Sulitiyangsih and Dwi Fatmawati can accomplish the task with good results.
6. Learning activities ended with the task of rewriting the content of reading students to see the outline reading has corrected the teacher.

Reflection

1. Researchers and collaborators agreed, lies the basic idea is easy to understand students. This is possible largely teletak reading the main idea at the beginning of the paragraph.
2. Schemata students are less suited to the reading material. This is possible, reading text that is used for reading (editorial KR) has a high difficulty level. On learning, the expected reading material should be appropriate to the age of the students.

Measures V

Teachers prepare the laboratory for learning using learning media LCD

1. Teachers demonstrate learning objectives and headline readings on the monitor screen. Students enthusiastically responded headline reading «Tips So Soap Opera Star».
2. Some students, among others: Ishaq, Fathul Qorib, Rabiatul and beautiful respond to a teacher's question. The student responses were written on-line outs that are prepared teachers.
3. Students reading, writing vocabulary. Students scramble forward deciphering difficult words on the board. Furthermore, students assigned to look for ideas. Beautiful and represent the group forward to write on the board.
4. From these readings, the students practice making instructions into a soap star as a group. Instructions written by the students many are in accordance with the outline that made the teacher.
5. When distinguishing basic instructions and explanatory instructions, have an interesting discussion, each group retains the reason. Master explained, strengthen, and give praise to the reasons given by students.
6. Before learning is terminated, collaborators and core teachers said goodbye to the students. This activity by the student ends with feelings of pleasure.

Reflection

1. Researcher, collaborator and companion concluded that learning is in conformity with the planned scenario. Use appropriate learning media, such as LCD makes KBM underway with Susana's interesting.
2. Learning materials in accordance with the growth of students (taken from Fantasy) attract the attention of students. It fosters a positive attitude towards learning to read.

Conclusion

The application of the technique scheme on learning the skills of reading comprehension in students MA Darut Tauhid Tanjungsari, can improve the reading comprehension in students. It is shown from

the average value before action by 50% compared with the average value after the action of 73%, an increase of 23% value.

DAFTAR PUSTAKA

- Departemen Pendidikan dan Kebudayaan. 1966. *Garis-garis program pengajaran*. Jakarta: Depdikbud
- Hamied, F.A. 1995. *Teori skema dan kemampuan analistis dalam bahasa Indonesia*. Yogyakarta: Kanisius
- Moelono, A.M. 1990. *Kamus besar bahasa Indonesia*. Jakarta: Balai Pustaka
- Sujana, A.S.H. 1988. *Modul materi pokok membaca UT*. Jakarta: Karunika.
- Purwo, B.K. 1979. *Pokok-pokok pengajaran dan kurikulum bahasa Indonesia 1994*. Jakarta: Depdikbud.
- Soedarsono, F.X. 1987. *Pedoman pelestarian penelitian tindakan kelas*. Yogyakarta: Dikti
- Syamsi, K. 2000. *Makalah penyusunan proposal penelitian tindakan kelas*. Yogyakarta: disampaikan pada Pelatihan Demand Driven di SLTPN 1 Sewon, September 2001.
- Tarigan, H. 1987. *Pengajaran membaca*. Bandung: Ganesa.
- Tulalessy, D. 1991. *Kompetensi membaca bulletin pusat perbukuan*. Jakarta: Pusat Perbukuan Depdikbud.