



Improving Reading Comprehension of Novels in Class 1x SMPN 1 Pringsewu using Metacognitive Strategies and Reading Retention Techniques

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Received: 17 June 2022 **Accepted:** 12 September 2022 **Published:** 03 October 2022

Abstract: *The purpose of this study is to describe the learning process of novel reading comprehension skills, describe the improvement of novel reading comprehension skills, describe changes in student behavior, and describe students' responses to novel reading comprehension learning using metacognitive strategies and reading retention techniques. The action process in Cycle I and Cycle II includes planning, action, observation, and reflection. The instruments used are test and non-test instruments. Data analysis techniques in this study used quantitative and qualitative techniques. The results of the research on reading comprehension skills of students of class IX B SMP Negeri 1 Pringsewu experienced an increase. Cycle I reached 66.8 and cycle II to 77 increased by 10.2 or 13.24%.*

Keywords: *Metacognitive Strategy, Reading Comprehension Skills.*

1. INTRODUCTION

Novel reading skills are one of the basic competencies that must be mastered by SMP/MTs students. The reading comprehension skills of the students of SMP Negeri 1 Pringsewu class IX B have not been said to be good overall. This is motivated by the classical learning process so that it seems boring, the lack of use of interesting learning methods and techniques for students, and the lack of student motivation in reading because students think that reading is an unimportant activity. Therefore, to improve reading comprehension skills to understand novels by finding the intrinsic elements of novels, class IX B students of SMP Negeri 1 Pringsewu can use metacognitive strategies and reading retention techniques. This study will provide an overview of how strategies and techniques are applied in learning reading comprehension to find the intrinsic elements of the novel. The problems studied in this study are (1) how is the process of implementing reading comprehension learning to find the intrinsic elements of the novel with metacognitive strategies and reading retention techniques in class IX students of SMP Negeri 1 Pringsewu. (2) how to improve reading comprehension



skills to find novel intrinsic elements with metacognitive strategies and reading retention techniques in class IX B students of SMP Negeri 1 Pringsewu, (3) how to change the behavior of class IX B students at SMP Negeri 1 Pringsewu after participating in reading comprehension lessons to find out Novel intrinsic elements by using metacognitive strategies and reading retention techniques.

2. RESEARCH METHODS

In this study, a classroom action research design commonly known as CAR was used which was carried out in four stages, namely planning, action, observation, and reflection. These four stages are used systematically in the research process and applied in two cycles, namely the first cycle of action process and second cycle of action process. The two cycles consist of planning, action, observation, and reflection. The subject of this research, namely the reading comprehension skills of the students of class IX, while the data source is class IX B SMP Negeri 1 Pringsewu. The choice of class IX B was based on consideration of the results of interviews with Indonesian language teachers at the school. From the results of interviews conducted, information was obtained that class IX B students of SMP Negeri 1 Pringsewu had problems with low learning outcomes due to boredom of students following lessons. The variables revealed in this study were novel reading comprehension skills, metacognitive strategies and reading retention techniques. This study uses two data collection techniques, namely test techniques and non-test techniques. The test technique is done by asking students to extract the intrinsic elements of the novel which include themes, characters and characterizations, setting, plot, point of view, message, and language style using metacognitive strategies and reading retention techniques. The data in this study were obtained using tests conducted four times, namely two meetings in the first cycle and two meetings in the second cycle. The non-test techniques used in this study were observation sheets, interview guidelines, and documentation (in the form of photos). Data analysis carried out by researchers in the learning process of reading comprehension novels using metacognitive strategies and reading retention techniques are qualitative techniques and quantitative techniques

3. RESEARCH RESULTS AND DISCUSSION

The results of this classroom action research were obtained from the first and second cycles of action. The results of the action tests in cycle I and cycle II were in the form of poetry writing skills using inquiry techniques and guided exercises. The results of the non-test are in the form of a description of openness, perseverance in learning, craft, tolerance, discipline, cooperation, friendliness with friends, respect for teachers, honesty, keeping promises, caring with friends, and responsibility. The non-test data were obtained through non-test instruments, namely observation sheets, interview guidelines, and documentation (in the form of photos). In general, learning to read comprehension novels using metacognitive strategies and reading retention techniques carried out by the teacher is in accordance with the implementation plan of learning that can be followed by students well, although still not perfect and according to the wishes of the teacher. There are still many students who are less enthusiastic about reading the understanding of the novel and not a few students who pay attention to the teacher's explanation. There were some students who got scores in the very



good category and above the KKM after doing research using metacognitive strategies and reading retention techniques, although the average score was still in the sufficient category. After the learning was carried out, there was also a change in student behavior in a positive direction towards learning to write poetry. Most of the students were initially not interested in learning reading comprehension novels but became interested in learning reading comprehension novels. The students' enthusiasm was greater during the learning to read novel comprehension using metacognitive strategies and reading retention techniques. Based on observations at SMP Negeri 1 Pringsewu, it turns out that the students' reading comprehension ability of novels in grade IX B is still low. The average value of students' reading comprehension skills only reaches 60.46 or in the poor category. Students have difficulty in reading comprehension of Novels because they have not been able to understand the contents of Novels. In addition, in learning the teacher still uses the classical method, by means of students being given lectures about Novels. In cycle I, namely learning to read comprehension to find intrinsic elements by using metacognitive strategies and reading retention techniques with a little guidance from the teacher, learning outcomes have increased compared to activities before cycle I but still not as expected. Students are still not enthusiastic and have not actively participated in learning. Most of them are still passive, noisy, and joking with their classmates. The average value in the first cycle is 66.8 or in the sufficient category. In cycle II, namely learning to read comprehension to find the intrinsic elements of the novel using metacognitive strategies and reading retention techniques with guidance from the teacher, learning outcomes have increased compared to cycle I activities. Students who were previously less enthusiastic and not yet active became more enthusiastic and seems active in participating in learning. They have the courage to ask questions and give their opinions. Students who were previously noisy and busy themselves became calmer and more serious in participating in learning and doing tests. The average grade in cycle II was 77 or in the good category. The learning process for reading comprehension to find the intrinsic elements of the novel using metacognitive strategies and retention reading techniques for class IX B SMP Negeri 1 Pringsewu has been going well and smoothly according to the lesson plan (RPP). Overall, the activities carried out in cycle I were activities to measure students' ability in reading comprehension of novels, while in cycle II they were used to improve reading comprehension activities of novels. Novel reading comprehension skills of class IX B SMP Negeri 1 Pringsewu increased after participating in reading comprehension lessons to find the intrinsic elements of novels using metacognitive strategies and reading retention techniques. Cycle I obtained an average class score of 66.8 in the sufficient category. After taking the action in the second cycle, the class average was 77 in the good category or an increase of 10.2%. The results of the second cycle test, showed that 28 students were declared complete and two students had not completed because they had not reached the KKM score of 70. This proves the success of learning to read and understand Novels. The behavior of students also experienced changes for the better.

| NO | Judging Aspect | Average | | Enhancement |
|----|----------------------------------|---------|-------|-------------|
| | | SI | SII | SI-SI |
| 1. | Theme Match | 6.56 | 8.73 | 2.17 |
| 2. | Characters and Characterizations | 13.53 | 15.2 | 1.67 |
| 3. | Background or Settings | 14.13 | 14.66 | 0.53 |



| | | | | |
|----|----------------------|-------------|-----------|-------------|
| 4. | Plot | 14.76 | 14.8 | 0.04 |
| 5. | Viewpoint | 5.6 | 7.9 | 0.3 |
| 6. | Mandate | 6.2 | 7.86 | 1.66 |
| 7. | Language style | 6.1 | 7.7 | 1.6 |
| | Average value | 66.8 | 77 | 10.2 |

Changes can be seen in the behavior of students who are already active in learning, such as not being shy to ask the teacher, being serious and serious in reading the understanding of the novel. The average observation results in the first cycle reached 66.8% or in the moderate category increased to 77% in the second cycle or in the good category

4. CONCLUSION

Based on the results of the analysis, problem formulation, and discussion of this class action research, it can be concluded as follows. The learning process for reading comprehension novels using metacognitive strategies and reading retention techniques for class IX B students of SMP Negeri 1 Pringsewu has been running well and smoothly according to the lesson plan (RPP). Novel reading comprehension skills of class IX B SMP Negeri 1 Pringsewu increased after participating in novel reading comprehension learning using metacognitive strategies and reading retention techniques. The behavior of students IX B of SMP Negeri 1 Pringsewu during learning to read novel comprehension using metacognitive strategies and reading retention techniques changed in a more positive direction from cycle I to cycle II. The results of teacher interviews with students as a whole showed that according to students during the learning process the teacher was fun, interesting, explaining the material was clear, and the use of techniques in learning made students more enthusiastic. Based on the conclusions of the research results, the suggestions given by the researchers 1) Indonesian language and literature teachers should use meta- cognitive strategies and reading retention techniques in learning to read and understand novels because they are proven to encourage students to actively think and foster student interest and interest in the learning process.

Acknowledgment

This paper has been presented in National Seminar on Technology, Business and Multidisciplinary in Yogyakarta, Indonesia, 23 – 24 August 2022. This work is supported by Institut Bakti Nusantara, Lampung, Indonesia. We gratefully appreciate this support.

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