

# Improvement Of Reading Comprehension Ability By Using Core Models Of Class Vii A Students Of Smp Negeri 10 Bengkulu Tengah

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**Abstract:** This study aims to describe the improvement of reading comprehension skills and learning activities using the CORE Learning model (Connecting, Organizing, Reflecting, Extending) of Class VII A students of SMP Negeri 10 Bengkulu Tengah. The research method uses the Classroom Action Research method. Data collection techniques using test, observation, and documentation techniques. Data analysis techniques by analyzing test scores of students' reading comprehension skills, analyzing the results of observations of student activities, analyzing the results of documentation of learning activities, interpreting test results, observations, and documentation, and concluding research results. The data validity test uses a data triangulation test sourced from tests, observations, and documentation. The results showed that there was a significant increase in the learning outcomes of reading comprehension and learning activities in class using the CORE learning model. This can be seen from the results of each cycle of learning activities. The average value of students in cycle 1 is 68.42 enough categories and in cycle 2 the average value of students is 82.62 very good categories. The increase in the average value from cycle 1 to cycle 2 was 14.2 scores. Classical learning completeness of students in cycle 1 61.90%, in cycle 2 90.48%, an increase from cycle 1 to cycle 2.

**Index Terms:** reading comprehension skills, CORE model.

## 1. INTRODUCTION

the ability to read comprehension is a process of complexity in understanding the written text or written language to obtain the true meaning (Clarke, et al., 2013). Reading comprehension also requires the reader to be active in understanding the meaning of the text with its initial schemata by involving aspects of the psychology of the reader so that the reader is able to reconstruct knowledge through dynamic and attentive reading procedures that direct the reader to critically interpret and analyze every part of the text (Feng & Chen, 2016: 1175). The ability to read comprehension is important because it is always used in every language learning process. These skills need to be considered because reading comprehension skills are the basis for learning a lesson. If students experience difficulty in reading, students will also experience difficulty in writing, listening and speaking because the four language skills are interconnected with one another. Therefore, children must have reading skills to succeed in their education (Tarigan, 2008: 55). Students will gain knowledge through reading activities and automatically students who read a lot will gain more knowledge when compared to students who lack reading. Through reading comprehension activities students will get new knowledge from what they read. Students who are skilled in reading comprehension will obtain information from the reading they read. By reading comprehension can add insight into students' knowledge that is useful for themselves and others. Through reading, students can expand horizons, add information, and increase knowledge. Through reading, students can expand horizons, add information, and increase knowledge. By reading is also able to hone the ability in the rhetoric of students, especially in argumentation (Noermanzah, et al. 2019: 1794).

So reading is very important for students. The ability to read comprehension can be improved by systematic and continuous guidance and practice. The ideal reading activity must contain a variety of readings and a variety of reading techniques. The reading techniques used by teachers in learning to read must vary to increase student motivation. According to Mahsun (2014: 94), the paradigm of Indonesian language learning in the 2013 curriculum is oriented towards text-based learning. Still, according to Mahsun (2014: 1), the text is a language unit used as an expression of social activity, both verbally and in writing with a complete thought structure. Every chapter in Indonesian language lessons always begins with reading to identify the contents of the text. Students are required to be able to understand and identify the contents of the text being read. In SMP Negeri 10 Bengkulu Tengah, Indonesian language learning activities have not shown maximum results as expected. The average value of the daily assessment of the Indonesian language in class VII A is 65, still far below the minimum completeness criteria set of 70. Whereas supporting infrastructure such as textbooks, in this school is sufficient because the school gets help from textbooks every year from the government. The books received are 2013 curriculum textbooks. The library has been used optimally in serving the needs of students to access the required learning resources. Judging from the situation and environmental conditions, this school is very conducive to an effective learning process. Schools can be categorized as comfortable because they are in a rural environment away from the crowd. No hustle and bustle interfere with learning activities. From the number of students in a study group (rumble), one group at SMPN 10 Bengkulu Tengah on average consists of 21 to 26 students, meaning that it is not so crowded in one class. However, the results of monitoring teaching and learning activities in class, it is known that Indonesian learning activities have not shown maximum results. Besides, students have not shown high enthusiasm for learning Indonesian. This can be seen from the monitoring of the implementation of learning activities taking place, students are only passive, not actively asking questions, do not answer the teacher's questions if not appointed, do not dare to

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express opinions, do not want to come forward, lack of confidence, lack of enthusiasm for learning, and doing assignments improvise. This means that student motivation is still low. Students still have difficulty reading the text. Based on preliminary observation there are still many students who do not understand the contents of the reading when the teacher gives assignments or exercises to answer reading questions in daily learning. Students are still having trouble determining the main ideas and explanatory ideas of the text they are reading. Students are still not able to conclude the contents of the reading. Students have not been able to re-express the contents of the reading they read in their language. Students are still not able to capture the outline of the contents of the read. This can be seen from the results of students' daily assessments about reading conducted by Indonesian language teachers in class VII A only get an average value of 65. This value is far below the Minimum Learning Complete (KKM) set, which is 70. Obstacles- the obstacles experienced by these students must be overcome so that students are skilled at reading, one of the things teachers can do is to change the learning model of reading. Based on the findings that occurred in class VII A that: 1) students have difficulty in understanding the content of the reading, in particular, identifying the content of the reading; 2) students are less interested in taking Indonesian lessons because they think that learning Indonesian is boring; and 3) the learning model used by the teacher in reading monotone is by giving the task of reading the text and answering questions based on the reading text. This causes the learning outcomes and learning motivation in class VII A to be low and needs improvement. Researchers observed Indonesian language learning in the class so far had not used the right learning model. The teacher has not tried to use a learning model that can motivate students to learn with enthusiasm. The teacher tends to present the material following the sequence of tasks contained in the teacher's handbook. Learning patterns such as these must be changed so that significant changes occur in student motivation and learning outcomes. Starting from the description above, researchers need to research the ability to read comprehension using new learning models. The learning model that the researchers chose was the CORE model (connecting, organizing, reflecting, extending). The CORE model is a model used to connect new ideas with old ideas, organize ideas, reflect on activities, explore and explore information, expand by developing, and discovering knowledge (Miller & Calfee, 2004). Then, Curwen, et al. (2010: 133), Budiyanto (2016: 48-50), and Ngalimun (2014: 171) explained that the CORE model consisted of four aspects of learning activities namely, 1) Connecting: an activity of connecting old information and new information and between concepts; 2) Organizing: is an activity of organizing the information obtained; 3) Reflecting: is an activity to rethink information already obtained; and 4) Extending: is the stage where students can find, expand, develop, and use their knowledge about what has been obtained during the teaching and learning process. Relevant research related to the CORE model has been conducted by Seles (2016) on improving reading comprehension skills with the CORE model (connecting, organizing, reflecting, extending) students of class VIII 3 of SMP Negeri 1 Bengkulu. The results showed that the CORE model (connecting, organizing, reflecting, extending) can improve students' reading comprehension skills. Seles Research examines the improvement of reading

comprehension skills with biography text learning topics in class VIII. The research conducted by Seles is a quantitative study that only looks at improving reading skills from reading test results without regard to aspects of student activity when the learning process takes place. This CORE model has advantages in improving students' mathematical creative thinking abilities (Maftukhah, et al., 2017: 275). Especially students with low levels of emotional intelligence have different mathematical creative thinking profiles that can be less creative but can also not be creative. Then, students with high emotional intelligence have the ability to go through all stages of mathematical creative thinking abilities well which includes preparation, incubation, illumination, and verification, while students with emotional intelligence are able to pass through the stages of mathematical creative thinking abilities well, although there are several stages that have not been passed such as the illumination stage, as well as students with low emotional intelligence are less able to go through the process of mathematical creative thinking abilities well, so that they are only able to go through the preparatory stages. Researchers chose the CORE model because it was predicted to be effective in improving reading comprehension skills and had never been applied at SMP Negeri 10 Bengkulu Tengah. The CORE model is expected to improve students' reading comprehension skills in a pleasant learning atmosphere. Based on the problems outlined earlier, researchers need to conduct classroom action research to find out the increase in reading comprehension skills with the CORE model (connecting, organizing, reflecting, extending) in class VII A, SMP Negeri 10 Bengkulu

## 2 RESEARCH METHODS

The research method uses classroom action research methods. The classroom action research model uses the Kemmis & Taggart (2010) model with research steps namely: planning, implementing, observing, and reflecting. The data in this study were the ability to read comprehension and learning activities of VII-A grade students of SMP Negeri 10 Bengkulu Tengah. Data collection techniques using reading comprehension test techniques, observation of student activities, and documentation of learning activities. Data analysis techniques with steps, namely analyzing students' reading comprehension test scores, analyzing the results of observations of student activities, analyzing the results of documentation of learning activities, interpreting test results, observations, and documentation, and concluding research results. Data validity test uses a data triangulation test which is sourced from test data, observation data, and learning activity documentation data. Indicators of the success of this action research with several conditions, namely: 1) the average value of students' reading comprehension ability of 75 and 2) student activities in learning to read comprehension to obtain results with good criteria. If both of these indicators are successful, then the class action research carried out in the cycle has been successful so there is no need to continue in the next cycle.

## 3 RESULTS AND DISCUSSION

### 3.1 Results

#### 3.1.1 Cycle Reading Comprehension Test Results 1

Based on the evaluation conducted after learning cycle 1 it is known that of the 21 students of class VII A, those who

managed to achieve individual indicators of success (score  $\geq 70$ ) were 13 students and those who had not yet reached indicators of individual success were 8 students. The number of students who have not been completed is due to several factors, namely: students are not focused when reading text, students have not used time optimally, students are still reading it so they do not understand the information from the reading, and new students understand the reading explicitly and do not understand the reading comprehensively implied. Based on the results of the evaluation that has been done, it is known that the average value of students in cycle 1 is 68.42. The percentage of mastery learning classically is 61.90%. The results of the reading comprehension test of cycle 1 can be seen in the following table.

**TABLE 1.**  
**TEST RESULTS FOR READING COMPREHENSION**  
**CYCLE 1**

Number	Description	Amount
1	Number of students in the class	21 person
2	Number of students participating in KBM	21 person
3	Number of students declared complete	13 person
4	Number of students who have not yet completed	8 person
5	Total student grades	1436,84
6	Student's grade point average	68,42
7	Classical learning mastery	61,90%

The CORE model in learning has been implemented quite well although there are still some shortcomings such as student completeness  $\leq 85\%$ . Based on the test results it is known that students taking the test totaled 21 students, 13 students managed to get a value of  $\geq 70$  and 8 students got a value of  $\leq 70$ . The average value of students was 68.42 and the percentage of mastery learning was 61.90%.

### 3.1.2 Reading Cycle Understanding Ability Test Results 2

In the reading comprehension evaluation activity, researchers collaborated with colleagues by giving 20 multiple choice questions to 21 students. This assessment is to measure students' reading comprehension skills. The results of the grade 7 A student's reading comprehension assessment test results can be shown in the following table.

**TABLE 2.**  
**RESULTS OF READING COMPREHENSION ABILITY TEST**  
**CYCLE 2**

Number	Description	Amount
1	Number of students in the class	21 orang
2	Number of students participating in KBM	21 orang
3	Number of students declared complete	19 orang
4	Number of students who have not yet completed	2 orang
5	Student's grade point average	82,62
6	Classical learning mastery	90,48%

The results of the evaluation conducted by researchers in cycle 2 note that of the 21 students who succeeded in achieving indicators of success individually with a value of  $\geq 70$  there were 19 students and 2 students had not reached the completeness indicator. The average value of students is 82.62 already above the success indicator that is 75. Students

who scored nilai 80 were 18 people or 85.71%. The percentage of mastery learning classically 90.48%. The results of reading comprehension can be classified very well. The results of observations of teacher activities and student activities show good results. The implementation of the CORE learning model in cycle 2 is very good, the teacher has been able to guide students to use the CORE model in the learning process so that the learning outcomes show an increase in the classical absorption of 90.48%.

### 3.1.3 Observation Results of Student Activities in Activities

#### Learning Cycle 1 and Cycle 2

In cycle 1 learning activities, students enter class on time, greet the teacher, have prepared learning equipment, do not do other work that will disrupt the learning process, create a calm classroom atmosphere, and students do not dare to answer prerequisite questions from the teacher. Students are active in participating in learning activities, pay attention to the material presented, are able to connect new knowledge with old knowledge that is already owned (Connecting). Students understand the information conveyed by the teacher (Organizing). In group discussion activities, students still do not dare to submit opinions, ask questions, or answer questions. Group discussions are still dominated by certain people. In closing learning activities, students have not been able to draw their own conclusions of the material that has been given, but are still assisted by the teacher. Students record the conclusions or summaries of the material provided after receiving direction from the teacher. Students begin to be able to identify barriers experienced in learning (Reflecting), and listen to feedback and reinforcement from the teacher regarding the text of the fable story that just took place (Extending). Then, in cycle 2, learning activities run well. The deficiencies in cycle 1 have been fixed. In the preliminary activities of cycle 1 students did not dare to answer prerequisite questions from the teacher, while in cycle 2 they dared to answer questions enthusiastically. In cycle 1 students have not dared to give a response to what was conveyed by the teacher while in cycle 2 students began to dare to give a response to what the teacher said. In cycle 1 students have not actively asked if there are things that have not been understood while in cycle 2 students have dared to ask if there is something they have not understood. In cycle 1, students did not dare to answer the questions of their friends, while in cycle 2 there was courage to answer the questions asked by their friends. In the discussion activities, in cycle 1 students did not dare to ask questions when there were presentations while in cycle 2 students began to dare to ask questions. In cycle 1, questions arise from certain students, whereas in cycle 2 questions are not dominated by certain students anymore. In cycle 1 only certain students want to answer questions that arise in the discussion while in cycle 2 students begin to dare to answer questions that arise in the discussion and are not dominated by certain students. In closing activities, students are able to conclude new lessons without having to be guided by the teacher. Students have recorded their own conclusions or summaries of lessons and identified obstacles in the learning that has just taken place.

### 3.2 Discussion

CORE Learning Model is one of the learning models that can be applied by teachers in activating student creativity in the learning

process in class. This model, as revealed by Shoimin (2014: 39), that the CORE learning model (Connecting, Organizing, Reflecting, Extending) can help students in understanding the subject matter. As in class VII A Middle Middle 10 Bengkulu Middle School, the CORE model helps students understand the reading of fable story texts thereby increasing students' reading comprehension ability. After researching cycle 1 on the use of the CORE learning model in class VII A, it is known that of the 21 students who achieved an indicator of success individually with a value of  $\geq 70$  there were 13 students and those who had not achieved an indicator of success individually were 8 students. The average value of students is 68.42. The percentage of mastery learning classically is 61.90%. In the second cycle research, it is known that of the 21 students who managed to achieve indicators of success individually with a value of  $\geq 70$  there were 19 students and 2 students had not reached the completeness indicator. The average value of students is 82.62. Students who scored  $\geq 80$  were 18 people or 85.71%, and the percentage of mastery learning classically was 90.48%. This shows that reading students' understanding is very good because the CORE model also presents reading comprehension activities by activating students critically, interpreting and analyzing every part of the text so that they can understand the meaning of each part of the text and overall text (Feng & Chen, 2016: 1175). On the test results of reading comprehension ability of cycle 1 and cycle 2, it is clear that the difference in student scores is quite significant. In cycle 1 the average value of students was 68.42, whereas in cycle 2 the average value of students was 82.62. The percentage of mastery learning classically in cycle 1 was 61.90% while in cycle 2 was 90.48%. Based on the average value obtained by students in reading comprehension ability in cycle 1 is included in the sufficient category while in cycle 2 is included in the excellent category. Based on the learning outcomes achieved in cycles 1 and 2 there is a significant effect of action research conducted as stated by Wiriaatmadja (2014: 13) that classroom action research is how a group of teachers can organize the conditions of their learning practices, and try an idea of improvement in learning practices, as well as seeing the effects of these efforts. This is consistent with the results of research conducted in class VII A that learning improvements can be seen from the learning outcomes that have increased. Observation results of learning activities cycle 2 show better improvement than cycle 1. From the aspect of students' readiness to receive subject matter, students enter class on time, greet teachers, have prepared learning equipment, do not do other work that will interfere with the learning process, and creates a calm class atmosphere. In cycle 1 student have not dared to answer the prerequisite questions from the teacher while in cycle 2 students have dared to answer the prerequisite questions from the teacher. From the aspect of student activity in participating in learning activities, in cycle 2 shows a better improvement than cycle 1. Students listen to the information conveyed by the teacher, do not chat with friends when the teacher explains, pay attention to the material delivered by the teacher, and are able to connect new knowledge with old knowledge that you already have (Connecting). In cycle 1 students did not dare to give responses to what was said by the teacher while in cycle 2 students began to dare to give responses to what the teacher said. Students understand the information conveyed by the teacher (organizing). In cycle 1 students have not actively asked if there are some things that have not been understood while in cycle 2 students have dared to ask if there are things that have not been understood. Students have done the task or practice seriously. In

cycle 1, students did not dare to answer the questions of their friends, while in cycle 2 there was courage to answer the questions asked by their friends. In cycle 1, students have not been able to complete all the tasks in learning activities while in cycle 2 all learning tasks can be completed properly. Students are willing to express their opinions, do the worksheets provided, and are able to relate the contents of fable stories to real world life in the community (Extending). In the discussion activities, cycle 2 showed a good improvement from cycle 1. Students actively participated in the discussion and dared to submit opinions. In cycle 1 students did not dare to ask questions when there were presentations while in cycle 2 students began to dare to ask questions. In cycle 1 questions arise from certain people, whereas in cycle 2 questions are not dominated by certain people anymore. In cycle 1 only certain students want to answer questions that arise in the discussion while in cycle 2 students begin to dare to answer questions that arise in the discussion and are not dominated by certain students. Students express their opinions using good language (Reflecting), respecting the opinions of different friends (Reflecting). In cycle 2 the discussion was not dominated by certain students. In closing activities of learning activities, in cycle 2 shows better improvement than cycle 1. Students can conclude the material that has been given (Reflecting). In cycle 1 student did not have the initiative to record conclusions or summaries of the material provided while in cycle 2 students already had the initiative to record conclusions and summarize the material just learned. Students have been able to identify the obstacles experienced in learning (Reflecting), and listen to feedback and reinforcement from the teacher regarding the text of the fabled story that just took place (Extending). This increase in learning outcomes and activities is following Komara's opinion (2012: 84), that classroom action research is one way for educators to increase knowledge, practice classroom learning practices with various models that will activate teachers and students, critique shortcomings and try to fix it. This opinion is in line with the results of observations on ongoing learning that classroom action research using the CORE model activates teachers and students in the learning process and improves classroom learning. The success of the CORE model is inseparable from the role of the teacher who is innovative, creative, and rewards each student in the learning process. This is following the opinion of Karto, et al. (2019: 2718) that the teacher has a role as a facilitator whose job is to provide motivation and reinforcement material in achieving learning objectives.

#### 4 CONCLUSION

Based on the results of research and discussion, it can be concluded that the CORE model (Connecting, Organizing, Reflecting, Extending) can improve the ability and activeness of reading comprehension of grade VII A students of SMP Negeri 10 Bengkulu Tengah. This can be seen from the results of learning cycle 1 with an average value of 68.42 students, and increasing in cycle 2 with an average value of students is 82.62. In cycle 1, 13 students achieved completeness or got a value of  $\geq 70$ , and increased in cycle 2 there were 19 students who achieved completeness or scored  $\geq 70$ . The range of differences in the average value of cycle 1 and cycle 2 was 14.2 scores, and increasing mastery learning from cycle 1 (61.90%) to cycle 2 (90.48%) by 28.58%. In the learning activities of cycle 1 and cycle, 2 showed better improvement using the CORE learning model. Students are enthusiastic about participating in learning activities by

listening to information conveyed by the teacher, already able to connect the old knowledge they already have with new knowledge (Connecting). Students can organize information from reading (organizing), can reflect the contents of reading (Reflecting), and can relate the contents of fable stories with real world life in the community (Extending). In group discussion activities, students actively participate in group discussions, submit opinions, ask questions, answer questions, express opinions using good language (Reflecting), respecting the opinions of different friends (Reflecting). Group discussions are no longer dominated by specific students. In closing the learning activities, students are able to draw conclusions from the material that has been given (Reflecting), record conclusions or summaries of the material provided, identify obstacles encountered in learning (Reflecting), and listen to feedback and reinforcement from the teacher regarding the text of fable stories that are just underway (Extending).

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