

Improving Indonesian Language Learning Achievement Regarding The Ability To Understand Explanation Text Using The Make A Match Method Of Class VI Students In MI Ma'arif Klangon Kalibawang Regency Kulonprogo Lessons

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Abstract

Indonesian is the main subject at school which is used to hone students' skills such as speaking, listening, listening and writing skills. Students at school are required to be able to use Indonesian correctly, read and write. This research uses a Classroom Action Research (PTK) design. Classroom Action Research is research that examines student learning activities by providing an action that is deliberately created (Suharsimi Arikunto et al, 2006: The activity of observing an object to obtain data that is useful for the common good. The implementation of PTK actions is carried out over several periods or cycle. 2. This research shows that student learning outcomes have increased after taking action. The percentage of students who have not completed has decreased from cycle 1 to cycle 2 (from 63.1% to 0%. The percentage of students who have completed has increased from cycle 1 to cycle 2 (from 37% to 100%). The success indicator for this PTK is that this PTK is said to be successful if the percentage of students whose learning outcomes have been completed reaches at least 85%. The table shows that the percentage of students whose grades have been completed has reached 100 %, then the PTK has been successful

Keywords: *PTK, Indonesian correctly, read and write*

Abstrak

Bahasa Indonesia adalah mata pelajaran pokok di sekolah yang digunakan untuk mengasah keterampilan siswa seperti keterampilan berbicara, menyimak, mendengar, dan menulis. Siswa di sekolah dituntut untuk dapat menggunakan Bahasa Indonesia dengan benar, membaca maupun menulis. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK). Penelitian Tindakan Kelas (Classroom Action Research) merupakan suatu penelitian yang mencermati kegiatan belajar siswa dengan memberikan sebuah tindakan yang sengaja dimunculkan (Suharsimi Arikunto dkk, 2006 : Kegiatan mengamati suatu objek untuk memperoleh data yang bermanfaat bagi kepentingan bersama. Pelaksanaan tindakan PTK dilaksanakan dalam beberapa periode atau siklus. 2. Penelitian ini menunjukkan bahwa hasil belajar siswa mengalami peningkatan setelah dilakukan tindakan. Persentase siswa yang belum tuntas mengalami penurunan dari siklus 1 ke siklus 2 (dari 63,1 % menjadi 0 %. Persentase siswa yang sudah tuntas mengalami kenaikan dari siklus 1 ke siklus 2 (dari 37 % menjadi 100%). Indikator keberhasilan PTK ini adalah, bahwa PTK ini dikatakan berhasil jika persentase siswa yang nilai hasil belajarnya

sudah tuntas mencapai minimal 85%. Dari tabel menunjukkan bahwa persentase siswa yang nilainya tuntas sudah mencapai 100%, maka PTK sudah berhasil

Kata kunci : PTK, bahasa Indonesia yang benar, baca tulis

Introduction

Indonesian is the main subject at school, which is used to hone students' skills such as speaking, listening, and writing. Students at school are required to be able to use Indonesian correctly, read, and write. The 2013 curriculum is specifically for Indonesian language learning material, with more emphasis on text-based learning. Texts can be broken down into various types, such as descriptions, recounts, procedures, reports, explanations, expositions, discussions, letters, advertisements, diaries, negotiations, rhymes, fairy tales, anecdotes, and historical fiction. All types of text can be grouped into story text, factual text, and response text. The last two groups are non-literary texts, each of which can be further divided into report texts and procedural texts as well as transactional texts and expository texts. Meanwhile, story text is a type of literary text that can be broken down into narrative story text and non-narrative story text. The beginning of a learning process cannot be separated from reading and writing. For elementary school students, reading and writing are the main things that they must master, because this is where the learning process follows up. As stated by Tarigan (1990: 136), reading and writing skills still show many weaknesses. By reading, it is hoped that you will gain knowledge that can be developed in the form of writing or composition (Abduh & Taqwa, 2022).

According to Vacca (1991:172), "reading is an active process of the mind carried out by the eyes regarding reading." In reading activities, the reader processes information from the text being read to obtain meaning. Reading is an important activity in everyday life because it serves not only to obtain information but also as a tool to expand one's language knowledge. According to Harris and Sipay (1980:10), "reading is an activity that provides an appropriate, meaningful response to printed or written verbal symbols." Understanding or meaning in reading is born from the interaction between perception of graphic symbols, language skills, and language knowledge. In this interaction, the reader tries to recreate the meaning that the author and his writing want to convey (Albelda-Esteban, 2019).

Based on the statement above, in the context of research, it can be concluded that reading is a process that involves the visual and cognitive abilities needed to provide letter symbols so that they can be understood and meaningful for the reader. Reading fluently is one of the reading skills that needs to be developed in students from an early age. Because reading fluently is very important for students to face the development of information technology, which is becoming more and more sophisticated day by day, The ability to read fluently can be improved through practice carried out gradually and continuously.

Many experts offer various learning models so that someone is able and has the ability to read fluently. One of them is the Looking for a Partner learning model, which will lead someone to maximum fast and fluent reading skills. The facts in several schools state that learning Indonesian is still difficult for students because there are still many things that are found, such as: students find it difficult to achieve good learning results;

students like to walk in class; students like to tell stories with friends; students do not focus on studying; and students are not yet able to read fluently.

The problems above are caused by the lack of use of inappropriate methods, the use of unattractive teaching aids, a lack of attention from parents (Aprianti et al., 2021), and a lack of practice by students. Among these problems, the most essential is that students are not yet able to read fluently. In this fluent reading assessment, students prepare a reading text and then answer questions related to the reading text. If a student answers a lot incorrectly within the allotted time, then the student's results will have a low impact. Student learning outcomes are essentially changes in behavior. "Behavior as a result of learning in a broad sense includes the cognitive, affective, and psychomotor fields" (Sudjana, 2010: 3). Learning outcomes are also defined as the process of determining students' learning values through assessment activities and/or measuring learning outcomes. Based on the definition of learning outcomes evaluation, we can see that the main objective is to determine the level of success achieved by students after participating in a learning activity. The level of success is then marked with a value scale in the form of letters, numbers, or symbols (Dimiyati and Mudjiono, 2009:200).

Learning outcomes have a close relationship with learning itself. To find out to what extent changes have occurred in oneself, both changes in behavior and skills can be seen from the learning results. In general, to determine student learning outcomes, they can be classified into three domains of learning outcomes: cognitive domain, affective domain, and psychomotor domain (Abdullah, 2019). So learning outcomes can be said to be knowledge mastered by students as a result of their ability to absorb knowledge in the teaching and learning process both individually and in groups that is integrated into lessons. measure the level of learning outcomes in the form of achievement test results (Alimni et al., 2022).

The assessment results from Indonesian language subjects in reading explanatory texts for class VI MI Ma'arif Klangon, Kalibawang District, Kab. Kulon Progo's average result has not yet reached the school's KKM, namely 73. The average score for reading fluently is only 4 out of 13 students who achieved a score above the KKM. This means that there are still 8 or 63.1%, which are still below the minimum value. This problem certainly cannot be ignored because it has an impact on the learning process by being uninteresting, students learning inactively, learning objectives not being achieved, and not getting the expected results. There are several types of reading theories, one of which is reading aloud, which means the process of speaking using voice, intonation, and stress appropriately, as well as understanding the meaning of reading by the reader. As a class teacher, the author tries to find alternative solutions, namely by changing learning strategies, using demonstration methods, and using the learning model of finding pairs. Research focus: 1. What are the efforts to improve Indonesian language learning achievement regarding the ability to understand explanatory texts using the Make a match method in class VI MI Ma'arif Klangon, Kalibawang District, Kab. Kulon Progo? 2. Do you use the Make a Match method in class VI MI Klangon, Kalibawang District, Kab. Kulon Progo improve Indonesian language learning achievement regarding the ability to understand explanatory texts?

Research methods

This research uses a classroom action research (PTK) design. Classroom action research is research that examines student learning activities by providing an action that is deliberately created (Suharsimi Arikunto et al., 2006: The activity of observing an object to obtain data that is useful for the common good). The implementation of PTK

actions is carried out over several periods or cycles. Classroom action research is research that is deliberately conducted on a problem in the classroom to improve the quality of learning. By implementing the PTK stages, teachers are able to improve the learning process through a study that occurs in the classroom. The purpose of this classroom action research is to determine the increase in student learning achievement in Indonesian language learning content and reading ability material using the Make a Match type cooperative learning model.

Results and Discussion

Student learning outcomes are largely determined by how they carry out the learning process. A monotonous learning process will certainly not have an impact on students' success in achieving high learning outcomes. Improved learning outcomes can be achieved when the ongoing learning process involves students in various forms and steps of activities. The Make a Match model is a learning model that facilitates this. Learning activities with this model are carried out in two cycles.

1. First Cycle:

The teacher explains the learning objectives

Before learning is carried out using the Make a Match model, a teacher in the class conveys the learning objectives for that day with the hope that all students are enthusiastic about following the learning process and that the direction of the theme or topic can be conveyed optimally. This learning objective is very important because it will direct the child's mind to focus on following the learning process in class.

The teacher determines the topic, namely the globalization theme of reading, and explores explanatory texts.

After determining the topic about reading explanatory texts, all students in the teacher's class opened the Indonesian language package book, and all students in class VI, MI Ma'arif Klangon, Kalibawang District, Kab. Kulon Progo, explored explanatory texts guided by the teacher in understanding the text. By having students read the text, the teacher asks several students to mention effective sentences in the explanation text and asks one of the students and the other students to pay close attention to their friends' answers. This activity lasts for 10 minutes to arouse the students' enthusiasm for understanding and reading explanatory text. All the students seemed very enthusiastic about being able to follow the flow of reading as they were and being guided by their class teacher.

The teacher divides the students in the class into three groups.

After determining the topic of reading explanatory texts, all students were divided into three groups. Each group was given a different theme regarding reading explanatory texts on the theme of globalization. Then students form a group with tables and chairs facing each other and in a circle. There was a small group of all the students who were carrying out the task of understanding the reading text that had been distributed by their teacher.

The teacher gives a reading text.

After the group division is complete, the teacher distributes the reading text to each student to then read in groups and also individually. The teacher always provides direction and guidance on students' reading. All students are ready to receive the reading text from their teacher and then read it with a full understanding of the meaning and purpose of the reading.

The teacher prepares and distributes question cards for one group and answer cards for one group.

After the students are formed into groups and each group is given a different topic about the text they are reading, the teacher then distributes certain cards consisting of question and answer cards. All students are given instructions to prepare to search and find the questions and answers in the reading text.

Each member of group 1 holds a question card, and each member of group 2 holds an answer card.

After cards are distributed to each group, all groups hold their own cards and are ready to be matched with other groups. So that the groups of questions must match and meet the appropriate group of answers. This is where the Make a Match model learning activities begin. The teacher provides direction and guidance regarding the learning process in this model.

The teacher gives a signal (a whistle). Each group member moves to look for a partner (questions and answers). If it is found, give it to the assessment team.

In this phase, the teacher gives a signal to each group to look for each other's partners, namely matching the questions and answers. When they have met, the teacher gives an assessment, and those who haven't found them are given continued motivation to look for their partner.

Students who cannot match their cards with their friends' cards (cannot find the question card or answer card) will receive a punishment that has been mutually agreed upon.

The next activity is that students are given punishment if they cannot find a partner after the time to find a partner has run out. Punishment is, of course, very fun, and for students, it is a special gift from their teacher. It seems that students receive fun punishments that do not traumatize them but instead encourage them to study more diligently.

The teacher, together with the students, draws conclusions about the lesson material.

After the learning activities above have been completed, the teacher provides reinforcement and draws conclusions about the final goal of today's learning. Together with the students, the teacher provides certain input and assessments for students who are able to demonstrate activities that are in accordance with the method and for which students still need to continue learning to read explanatory texts diligently.

In conclusion, the day's learning was very enjoyable; all students participated actively and carried out activities together that supported each other to increase enthusiasm for reading explanatory texts on the theme of globalization. In this cycle, the teacher has implemented the steps of the Make a Match model according to the procedure. However, the implementation is not yet optimal because there are several steps that have not been carried out optimally (Permatasari et al., 2017; Rahma & Haviz, 2022), namely (a) the guidance of students in group work in terms of reading and

understanding explanatory texts and assessing matching results; and (b) teachers have not provided sufficient time for matching and strengthening activities. student work results. But in general, in this cycle, the results were better than the initial conditions in terms of student activity and learning outcomes. After a reflective discussion, these deficiencies were corrected, namely: (1) The teacher (researcher) must be able to provide more time to read and understand the text; (2) The teacher (researcher) must improve the way of giving grades to students who are correct in matching cards and punishment for students who are still wrong. (3) Teachers (researchers) must improve the way they provide assessments at the end of learning.

2. Second Cycle:

From the data analysis, student learning outcomes show that from initial conditions, to cycle 1 and cycle 2 there has been a significant increase. The percentage of learning outcomes in cycle 2 has reached the target (performance indicators) or even exceeded it. This data shows that the learning process carried out by the teacher (researcher) has an impact on improving student learning outcomes. For more details, see the following table and graph:

Table 11 Learning outcomes Initial conditions, cycles 1 and 2
No Value Initial conditions Cycle 1 Cycle 2

No	Category	Value Initial conditions	Cycle 1	Cycle 2
1	Not Completed (<KKM)	63,1 %	61 %	0%
2	Complete (>=>KKM)	37 %	38 %	100%

From the data analysis of student learning outcomes, it shows that from the initial conditions, cycle 1 and cycle 2 experienced quite significant improvements. In cycle 2 the percentage of students who have not completed has reached 0%. So we have achieved the target as set out in this PTK performance indicator (Sutiah, 2020). This means that the actions taken (namely by using the Make a Match method in class VI MI Ma'arif Klamong, Kalibawang District, Kulon Progo Regency) can improve Indonesian language learning achievement regarding the ability to understand explanatory text. So with the data above, it can be concluded that The learning model using the Make a Match method in class VI MI Ma'arif Klamong, Kalibawang District, Kulon Progo Regency can improve Indonesian language learning achievement regarding the ability to understand explanatory texts through cycle 1 and cycle 2.

Conclusion

The results of the research with the title: increasing Indonesian language learning achievement regarding reading ability using the make a match method for class VI students at MI Ma'arif Klamong, Kalibawang District, Kab. Kulon Progo The 2022/2023 academic year can be concluded as follows: The learning process using the make a match model is as follows: Stage 1: 1 Teacher explains the learning objectives. Stage 2 The teacher determines the topic, namely the theme of understanding and reading explanatory texts on the theme of Globalization. stage 3 The teacher divides the students in the class into 3 groups. stage 4 The teacher prepares and distributes question cards for

one group and answer cards for one group, stage 5 Each member of group 1 holds a question card and each member of group 2 holds an answer card. Stage 6 The teacher gives a sign (whistle). Each group member moves to look for a partner (questions and answers). If it is found, give it to the assessment team. Stage 7. The teacher gives a signal (whistle). Each group member moves to look for a partner (questions and answers). If it is found, give it to the assessment team. Stage 8 Students who cannot match their cards with their friends' cards (cannot find the question card or answer card) will receive a punishment, which has been mutually agreed upon. Stage 9 The assessing group assesses whether the pairs of cards match. The assessment group explains the results of their assessment of the card pairs (questions and answers). Stage 10 The teacher together with the students makes conclusions about the lesson material. From cycle 1 to cycle 2 there was improvement.

This research shows that student learning outcomes have improved after taking action. The percentage of students who have not completed has decreased from cycle 1 to cycle 2 (from 63.1% to 0%). The percentage of students who have completed has increased from cycle 1 to cycle 2 (from 37% to 100%). The indicators for the success of this PTK are , that this PTK is said to be successful if the percentage of students whose learning outcomes have been completed reaches at least 85%. From the table it shows that the percentage of students whose grades have been completed has reached 100%, then the PTK has been successful

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