



**IMPROVING INDONESIAN LANGUAGE LEARNING OUTCOMES USING THE
PRINCIPAL MATERIAL OF READING SHORT STORY TEXTS THROUGH THE
APPLICATION OF THE RECITATION METHOD**

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Abstract

The aim of this research is to improve the Indonesian language learning outcomes of students in class XI Semester One of Padangsidempuan Muhammadiyah High School with the material of reading short story texts. The type of research used is classroom action, and the research method used is descriptive. 34 students in class XI of Padangsidempuan Muhammadiyah High School were the research subjects. The direct observation method is used. Observation sheets made by teachers and students function as data collection tools. This research was conducted in two cycles, with planning, implementation, observation and reflection stages. The results of Classroom Action Research on Indonesian language subjects regarding reading short story texts using the Recitation method are as follows: in cycle I, learning outcomes showed an average score of 78.20, and in cycle II, learning outcomes showed an average score of 83, 41. Based on the research results, it can be concluded that applying the recitation method in learning Indonesian can improve Indonesian language learning outcomes with the main material being reading short story texts for class XI students at SMA Muhammadiyah Padangsidempuan which is successful. **Key words:** improving learning outcomes, main material, reading short story texts, application of the recitation method

Abstrak

Tujuan dari penelitian ini adalah untuk meningkatkan hasil belajar bahasa Indonesia siswa di kelas XI Semester Satu SMA Muhammadiyah Padangsidempuan dengan materi membaca teks cerita pendek. Jenis penelitian yang digunakan adalah tindakan kelas, dan metode penelitian yang digunakan adalah deskriptif. Siswa berjumlah 34 yang berada di kelas XI SMA Muhammadiyah Padangsidempuan adalah subjek penelitian. Metode observasi langsung digunakan. Lembar observasi yang dibuat oleh guru dan siswa berfungsi sebagai alat pengumpul data. Penelitian ini dilakukan dalam dua siklus, dengan tahap perencanaan, pelaksanaan, observasi, dan refleksi. Hasil Penelitian Tindakan Kelas tentang mata pelajaran bahasa Indonesia tentang membaca teks cerita pendek dengan metode Resitasi adalah sebagai berikut: pada siklus I, hasil belajar menunjukkan nilai rata-rata 78,20, dan pada siklus II, hasil belajar menunjukkan nilai rata-rata 83,41. Berdasarkan hasil penelitian dapat diambil kesimpulan bahwa dengan menerapkan metode resitasi dalam pembelajaran

bahasa Indonesia dapat meningkatkan hasil belajar bahasa Indonesia dengan materi pokok membaca teks cerita pendek bagi siswa kelas XI SMA Muhammadiyah Padangsidempuan berhasil dengan baik.

Kata kunci: peningkatan hasil belajar, materi pokok, membaca teks cerita pendek, penerapan metode resitasi

INTRODUCTION

Language influences intellectual, social, and emotional development. Indonesian is used as the language of instruction at all levels and levels of education, from primary to secondary school. Indonesian plays an important role in improving the quality of basic education, especially at the basic education level (SD and SMP), by providing students with the basic knowledge needed to accelerate mastery of knowledge and technology. This is because language helps students learn to think systematically, logically and critically. On the other hand, the aim of learning Indonesian at SMA/SMK/MA is to improve students' ability to communicate effectively and appropriately in Indonesian, orally and in writing, and to promote appreciation for the work of Indonesian people.

Indonesian is included in the school curriculum in Indonesia, from elementary to tertiary level (Rohmanurmeta, 2017). Indonesian has a very important role and position in Indonesian civilization (Jamaluddin, 2017). The main objective of Indonesian language subjects is for students to be able to: 1) communicate effectively and efficiently with applicable ethics both orally and in writing; 2) respect Indonesian and be proud to use it as the language of unity and state; 3) understand Indonesian and use it in appropriate and creative ways for various purposes; and 4) use Indonesian to improve their own intellectual abilities.

The results of the research show that students in class Reading without paying attention to pronunciation, intonation, clarity of speech, eye gaze and attitude is still lacking. The results of the first pre-cycle of research showed an average score of 72.05 and achievement of learning outcomes of 29.41%. Because the teacher is the introducer, imparter and transmitter of knowledge to students, the teacher's role is very important in this situation. The teacher's ability to encourage students to achieve good learning outcomes in Indonesian language subjects is the teacher's ability or professionalism in guiding, directing and directing students to be able to speak and speak Indonesian well and correctly. Innovating in learning is one way to increase teacher professionalism. One of the efforts made by researchers to improve Indonesian language learning outcomes in the field of reading is by using the recitation method. This method is very appropriate because by giving recitation assignments to students, students will more quickly master the ability to read short story texts in accordance with the speed reading techniques used by students in the Indonesian language field. In connection with the above, in carrying out this Classroom Action Research the researcher raised Indonesian language subjects which focused on aspects of reading with the main material being reading short story texts. So the title of this Classroom Action Research is "Improving Indonesian Language Learning Outcomes with the Main Material of Reading Short Story Texts Through the Application of the Recitation Method". By using the recitation learning method, this research aims to improve students' Indonesian language learning outcomes in the reading aspect through the use of correct pronunciation, intonation, clarity of speech, eye gaze and reading attitude.

METHOD

This research is Classroom Action Research. The subjects were 34 Muhammadiyah Padangsidempuan High School students who were in class XI Semester One in the 2022/2023 academic year. Descriptive analysis was used to process the findings of this

research. where the results of Classroom Action Research (CAR) are collected, recorded, and described in accordance with the procedures used in the study, which include collecting, processing, analyzing, interpreting, and summarizing data to obtain a systematic picture.

The research time starts from planning to writing the report on the research results from August to December 2023. This research was carried out using short story text reading material. This class was used as a research subject because the quality of learning and learning outcomes in Indonesian language subjects for the reading aspect in the initial test (pre-cycle), which the researcher carried out, obtained an average score of 71.94, success reached 25%, this condition needs to be addressed immediately. This research was carried out in 2 cycles and each cycle consisted of 2 meetings. The classroom action research design is focused on the situation in which the social process of learning in the classroom takes place collaboratively. in implementing the learning process in the classroom, this research design was carried out on an empirical basis supported by a classroom action research program. The research design is structured and useful as: (1) Research operational framework (*blue print*), (2) Confirmation of the meaning and depth (intensity) and breadth (extensity) of the research, (3) Estimates of the research implementation that will be faced and alternative designs for completion, (4) Controls to identify weaknesses in the research results.

The following is a presentation of research procedures carried out through learning from cycle to cycle:

a. Planning Stage (*Planning*)

At this point, the researcher is working on the Learning Program Plan (RPP), which includes the main material that will be taught to students as well as the indicators. Implementation is planned for cycles I and II in this preparation. Next, the problems that may be raised in this research, or the title that has been approved in this classroom action research proposal, are selected, the problem is formulated, the approach to be used in this research is selected, the variables are determined, and the data sources are identified. Preparing instruments for competency tests and observation sheets, as well as preparing the resources and tools needed for this research, is very important. (1) Implementation of actions (Acting): At this stage, learning is carried out in accordance with the learning scenario set out in the RPP. (2) Observation: At this stage, the observation process is carried out on the implementation of actions using the observation sheet that has been made. (3) Reflecting: Each cycle has a relationship and is related to each other, because the results of the reflection will be used as a reference for the next cycle to improve quality. It is hoped that Indonesian language learning will increase in each cycle. In each cycle, researchers make changes and improvements in the implementation of learning.

Several instruments were used to collect data in this research. These instruments include instruments for assessing Indonesian language learning outcomes (according to predetermined material, namely reading short stories related to knowledge and attitude skills), interview instruments, observation instruments, and content instruments by objects or students. Quantitative techniques, namely calculations, and qualitative techniques, namely descriptions, are used to analyze the data. After the data is collected and checked and meets the requirements, they are processed and the percentage is calculated. This process consists of 1) collecting data, 2) selecting data, 3) providing an explanation, and 4) calculating the percentage.

RESULTS AND DISCUSSION

The results of the first cycle of research show several achievements of class XI students at SMA Muhammadiyah Padangsidimpuan, namely: (1) The ability of class understand the concept of short story texts and are able to improve their reading skills from the previous

level (3) The percentage of students who achieved learning mastery increased by 88.23 percent, students who failed to achieve completion by 11.77 percent, and (4) students' ability to read short story texts based on good reading attitudes and improving skills through demonstration, (5) students have been able to identify one sentence in a short story text, and (6) students have been able to identify the language characteristics of a short story text.

Because there are still four students who have not achieved learning completion, this classroom action research still needs to be improved. In each cycle, researchers will apply reflection actions for students who have not achieved the KKM score or have not completed learning Indonesian through the recitation method. The results of the first cycle have shown improvement, but students who have not completed Indonesian language learning still need improvement. During reflection, researchers always evaluate whether actions are in accordance with the plan. They also make observations as teachers, recording everything that happens during the learning process. Implementing actions requires a plan that can be used as a guide in the process of learning Indonesian language subjects for class XI students. First semester of Padangsidempuan Muhammadiyah High School. Results achieved by students in pre-cycle and cycle I

Information:

1. Success achieved in the pre-cycle was 29.41%,
2. Students who have not finished the pre-cycle are 70.59%,
3. Students who have not finished in the first cycle are 88.23%, and
4. Students who have not completed cycle I are 11.77%.

In cycle II, all students (34 students) had successfully completed Indonesian language learning with the material of reading short story texts through the application of the recitation learning method in this Classroom Action Research. Implementation of actions carried out by Research Scholars in cycle II by applying the recitation learning method in learning Indonesian in the reading aspect with the material of reading short story texts. By implementing the recitation method, it has been proven to be able to improve student learning outcomes in Indonesian language subjects.

In cycle II, 34 students completed the learning with an average score of 83.41 and learning completion reached 100%. All students who were subjects in this Classroom Action Research have succeeded in improving their learning outcomes well. The results achieved by students from pre-cycle, cycle I and cycle II are presented in graphic form, to make it easier to read. The successes achieved in this second cycle are as follows:

1. Success achieved in Precycle = 29.41 %
2. Students Who Have Not Completed Pre-Cycle = 70.59%
3. Success achieved in cycle 1 = 88.23%
4. Students who have not completed Cycle I = 11.77%
5. Success achieved in cycle II = 100%
6. Students who have not completed Cycle II = 0%

From the results of the presentation above for the results of cycle II, there were 34 students who obtained scores above the KKM with the word complete. Likewise, 34 students have completed their learning outcomes well. Thus, in cycle II there were no more students who obtained grades below the KKM or did not complete. It is proven that the application of the recitation method in learning Indonesian is able to improve the learning outcomes of class consistent application of the recitation learning method.

CONCLUSION

In class XI of SMA Muhammadiyah Padangsidempuan, Classroom Action Research (PTK) reached a conclusion. The results show that the application of the Recitation learning method in Indonesian language lessons regarding the main material of reading short story

texts is appropriate; The results of students' grades can increase, and student learning activities have shown improvement from cycle I and cycle II. This method can also significantly improve student learning outcomes and skills in the material. The research results show that several things can be suggested as follows: (1) Indonesian language teachers must continue to strive to improve their abilities in developing learning strategies, methods, presentations and classroom management, so that they can continue to improve the quality of learning. Teachers must also be open to receiving criticism, suggestions and input so that they can further improve the quality of their teaching. (2) Teachers must be more creative and innovative in using methods that suit the level of student willingness so that learning is more varied and not monotonous. (3) Teachers must ensure that students remain focused during the lesson so that the results are better.

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