

READING LEARNING IN SMP WITH SCIENCE TECHNIQUES

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Abstract. This paper discusses how to apply reading techniques in reading learning in SMP / MTs. Reading techniques are fast reading. Reading is important for improving reading skills. By practicing reading, a person learning to read can understand reading texts faster. Planting fast reading habits needs to be done since prepubertal age, especially in junior high schools. Through this basic competence students are expected to have soft skills. Reading learning is one of the most important lessons taught early on so that students have competencies that are very useful for their lives in the future. Through reading competency standards, students are expected to be able to understand and develop meaningful work. The foregoing is closely related to one of the main tasks of a teacher in realizing the goal of education in schools is to develop effective learning strategies. The development of this learning strategy aims to create conditions that can affect the lives of students so that they can learn fun and can achieve satisfying learning achievements. Learning that takes place effectively, is a work that is complex and demands sincerity from a teacher. In connection with the implementation of the above tasks, namely developing an effective learning strategy, a teacher needs sufficient knowledge base on learning strategies that are oriented towards the development of students. In Indonesian language subjects, especially reading learning as stated in the 1994 curriculum, 2004 curriculum, and KTSP in 2006, and the 2013 curriculum has been introduced to junior high school students, basically all students have not been able to read well. This is because the learning strategies used by the teacher are poorly understood by students, so students are slow in accepting reading learning material in class. How to overcome this a teacher is required to do various ways by using various learning strategies that are appropriate to the characteristics of the child. Through the use of *memidai* techniques in this paper it is expected that students' ability to read texts will increase, so that children's achievement in Indonesian language subjects will increase as well.

Keywords: *Reading learning, Learning techniques*

Indonesian Language competency standards expect junior high school graduates to be able to understand various non-literary texts in various ways (Ministry of National Education, 2006). Student activities to understand the variety of non-literary texts as intended in the above standard of conferences can be done by reading. Reading learning is one of the most important lessons taught early on so that students have competencies that are very useful for their lives in the future. Through the Reading Competency Standards, students are expected to be able to understand and develop meaningful work.

The foregoing is closely related to one of the main tasks of a teacher in realizing the goal of education in schools is to develop effective learning strategies. The development of this learning strategy aims to create conditions that can affect the lives of students so that they can learn fun and can achieve satisfying learning achievements. Organizing learning activities that take place effectively, is complex work and demands sincerity from a teacher.

In connection with the implementation of the above tasks, namely developing an effective learning strategy, a teacher needs sufficient knowledge base on learning strategies that are oriented towards the development of students. In Indonesian language subjects, especially reading learning as stated in the 1994 curriculum, 2004 curriculum, Education Unit Level Curriculum (KTSP) in 2006, and the 2013 curriculum have been introduced to junior high school students, basically all students have not been able to read well. This is because the learning strategies used by the teacher are poorly understood by students, so students are slow to accept reading learning material. How to overcome this a teacher is required to do various ways by using various learning strategies that are appropriate to the characteristics of the child. Through the use of techniques, students are expected to have deep abilities reading text will increase, so that children's achievement in Indonesian

language will increase as well. Based on the background of the above problems, the authors offer steps to use techniques to understand reading learning in class VII of junior high school.

Theoretical Basis

Writing this paper uses several theories as a reference or foundation. The theories related to this paper include; the concept of reading in Indonesian learning and reading techniques.

1. Concept of Reading Learning

1.1 Reading

According to the Network (1979: 7) reading is a process that is carried out and used by the reader to get the message, which the writer wishes to convey through the medium of words or written language.

According to Anderson (1972: 209-210) reading is a process of re-encoding and password reading, in contrast to speaking and writing which actually involves encoding. An aspect of password reading is connecting written words with the meaning of spoken language which includes converting the writing / print into a meaningful sound.

According to Crawley and Monuntain (1995) as a thought process, reading includes the activity of word recognition, literal understanding, interpretation, critical reading, and creative understanding.

1.2 Reading Learning

Yetta Goodman in Jo Weinberger (1996: 4) concludes that literacy or reading learning is that they learn to read and write effectively. In order for children to develop and understand how writing operates, they need to understand, articulate, various features of written words that represent meaning through sounds, words, and other aspects. This is learned when meeting children with writing as part from their daily lives. The more children meet with writing the more they understand the writing. According to Brogton (1978: 211) reading learning is a complex skill that involves a series of other smaller skills. Broadly speaking, there are two characteristics that are important in reading learning. These characteristics are as follows; 1) Mechanical skills can be considered to be in a lower order. This includes: (a) letter form recognition; (b) the introduction of linguistic elements (phonemes / graphemes, words, phrases, clause patterns, sentences, etc.); (c) introduction of relationships / correspondence of spelling and sound patterns. (ability to speak written material); (d) reading speed to a slow level. 2) Understanding skills that can be considered to be in a higher order. This includes: (a) understanding simple understanding (lexical, grammatical, rhetorical); (b) understanding the significance or meaning (a.l. intent of the author, the relevance / state of the culture, and the reaction of the reader); (c) evaluation or assessment (content, form); (d) flexible reading speed, easily adjusted to the circumstances.

2. Reading Scanning

According to Farida (2007: 52) reading *memidai* also called face-to-face reading (scanning). Reading scanning is reading very fast. When someone reads, he will surpass many words. According Tampubolon (1987: 49) the reader can also use the technique of reading and reading (scanning), that is, reading quickly and by focusing on finding the reading section containing the specified information, and so on reading the section carefully so that the focus information found correctly and understood correctly ... to find certain information in certain parts of the book, reading-through techniques are also used. However, to determine certain focus information, for example an explanation of a term, what needs to be used on the basis is read-face. According to Mikulecky and Jeffries (1998) reading the general law used to read the contents of books or magazines, indexes in textbooks, schedules, advertisements in newspapers, telephone reference books, and dictionaries.

Discussion

Learning to read with learning techniques should begin with planning outlined in a plan called RPP. The aspects of learning planning are: 1) Learning identity that includes; subjects, classes / semesters, basic competencies, learning outcomes, indicators, themes, and time, 2) learning

materials, 3) learning steps, 4) sources, media, and assessment. Examples of reading learning plans with the following learning techniques:

Subject	:	Indonesian Language
Class / Semester	:	VII Middle School
Basic Competence	:	Find the information needed quickly and accurately from the book index through the activity of judging.
Learning Outcomes	:	Explain the contents of the book index from reading results.
Indicator	:	Search for certain information in a reading without reading other parts
Theme	:	Book index
Time	:	2 x 40 minutes
I. Learning Materials	:	

Book Index

A	B
actio, 10-1,15	active language, 79-84
adages, 15	figurative language, 134-44
adaptation, 106-7	non-standard language, 103
phonological adaptation, 107	non standard language, 103
morphological adaptation, 107	passive language, 79-84
agon, 3.11	standard language, 103-5
root word, 72-80	vuger language, 104
accent, 52-3	batos, 124
allegory, 138	form of language, 25-7-87
Aristotelian flow, 112	balanced, 122,124-7
platonil flow, 112	Blair, Hugh, 17
alliteration, 128	borrowing, 35
alusion, 139	Bruckhardt, Jakop, 17
ambiguity, 100	Brutus, 7

(Source: Gorys Keraf, 1984: 149)

- Skills trained:
- a. Determine the word / index to be searched
 - b. Browse the index precisely in the book
 - c. Record information about the index.

II. Learning Steps :

- a. Orientation (prabaca)
 1. The teacher does apperception
 - a. The teacher explores the knowledge of students about the book index
 - b. The teacher motivates students to know about the book index
- b. Core activities (when reading)
 1. Students pay attention to the teacher introducing scanning techniques.
 2. Students pay attention to the teacher associating new material with the knowledge that the student already has.
 3. Students pay attention to the teacher explaining the steps to use the technique of reading in reading the book index.
 4. Some students are asked to read aloud examples of book index texts in turn.
 5. Students are asked to determine the word or index to be searched in the book entitled "Diction and Language Style" by Gorys Keraf.
 6. Students are asked to search for the word by opening the last page

containing the initial letter of the searched word. For example, the reader searches for the meaning of the word alliteration in the book Diction and Language style. The reader opens the last page of the initial letter, to make it easier, the reader can browse the letters on the book's page by sweeping a finger to the book's page. After that, the reader scans the page to the next page until they find the word alliteration and its meaning. If you have found the search term, then read carefully the meaning of the word.

7. Students are asked to record the meaning or information about the book index obtained from a book entitled "Diction and Language Style" by Gorys Keraf.
8. Students discuss with friends about the contents of the index book entitled "Diction and Language Style"
9. Some students explain the contents of the book index in front of the class, and other students respond.
10. Students pay attention to the teacher's comments about the contents of the book index obtained by students.
11. Students answer the questions posed by the teacher relating to reading techniques and the contents of the index book entitled "Diction and Language Style".

III. Source and Media:

Source : Diction and Language Style, Gorys Keraf, 1984
 Media : Slide book index text

IV. Assessment : Assessment of processes and results

a. Process Assessment:

Observations read aloud.
 Examples of loud reading observation sheets

No	Student's name	pronunciation				Intonation				Smoothness			
		1	2	3	4	1	2	3	4	1	2	3	4
1													
2													

Criteria: 1 = Less
 2 = Enough
 3 = Good

b. Result Assessment:

Understanding of the techniques for understanding and filling in the book index.

1. In your opinion, what is the reading technique used for?
2. Can someone read sentence after sentence when using reading techniques?
3. Can the word "accent" be interpreted as pressure in a sentence?
4. Is it true that figurative language can be found in pantun?

Conclusion

Based on the discussion, the following conclusions can be drawn. The first scan reading function is to find a specific topic, to select a specific event, to search for entries on the index, to

find words in the dictionary, to search for phone numbers in the telephone directory. Both reading techniques can be applied in Indonesian language learning in junior high schools by actively involving students. Third, reading techniques can improve students' reading ability.

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