Use of the Barrett Taxonomy Reorganization Method to Improve Students' Reading Comprehension Ability in Class IX State Junior High School 1 Tapalang

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Abstract— Based on the results of the researcher's analysis related to Reading Comprehension in junior high school students, several problems were found during the observation, namely that there are still many junior high school students who are not used to or have not studied English or are still not used to English, such as understanding sentences, speaking and vocabulary, especially students of SMPN 1 Tapalang. The purpose of this study was to determine whether reading comprehension increased with the Barrett Taxonomy Reorganization method in class VIII students of SMPN 1 Tapalang or not. This study used a pre-experimental research type with a quantitative method with one group pre-test - post-test design. The results of the study showed that the Reading Comprehension method could improve students' Reading Comprehension abilities with student scores increasing in each cycle. The results of observations before the presentation cycle showed that 29 students did not complete (92.8%), in the first presentation cycle 12 students did not complete (38%) and in the second presentation cycle decreased to 7 students or (22%) did not complete. This shows a very good improvement because many students scored above the KKM, which is 70.

Keywords. *Barrett Taxonomy Reorganization, Method, Reading*

I. INTRODUCTION

The development of an increasingly modern era requires people to improve their performance in competing globally. One of the important elements that must be improved is the ability to communicate in international languages, namely English. Someone is said able to communicate in English it he/she is able to integrate English.

According to the researcher analysis related to Reading Comprehension with junior high school students, several problems have been found during the observation that there are still many junior high school students who have not familiarized or studied English or are still unfamiliar with English, such as understanding sentences, speaking and vocabulary. The three points above are common problems experienced when learning English.

The Barrett Taxonomy Reorganization Method is a method used to develop awareness in the brain to understand a phenomenon and manage a condition into information that has been processed properly in logic. As for sequence of methods carried out includes Literal Understanding, Reorganization, Inferential Understanding, Evisien and Appreciation.

Based on the above problems that have been observed by the author, the author offers a solution, namely increasing memorization of vocabulary, repeating continuously reading themed English, understanding the use of sentence rules and for an overview the method offered is first to classify categories of people, objects, places or events. , second describes direct sentences or statements, third concludes direct sentences or statements, fourth combines ideas to form information. From what is described in the description above, the author raises the title "Use of the Barrett Taxonomy Reorganization Method to Improve Students' Reading Comprehension Ability in Class IX State Junior High School 1 Tapalang".

II. LITERATURE REVIEW

According to Nisa (2022) to describe reading comprehension skills using the Barrett Taxonomy Reorganization method for 4th grade students at SDN Karangharja 2. This study uses a qualitative method approach, the data is carried out using a test instrument to measure reading comprehension skills using Barrett's Taxonomy indicators.
According to Baharuddin (2021) to determine the intensive reading ability of class VIII students of SMP Negeri 5 Panca Rijang by using the Barrett Taxonomy Reorganization method obtained by a test technique. The results showed that the t-count value was greater than the t -table value (2.861>2.026), so it can be ascertained that the use of the Barrett Taxonomy Reorganization method had an effect on students' intensive reading ability.

Based on the quote according to Baharuddin and Nisa, the writer can conclude that the Barrett Taxonomy Reorganization method is very influential in determining students' reading ability. Literal comprehension is divided into two categories, namely, the ability to recognize and the ability to express. Literal reading or as written in the reading text and in essence is the ability to interpret the meaning in the reading text.

Reorganization is an organization that is very important in continuing the ideals, without reorganization the organization will die for students who have participated in an organization both in their former school and in the surrounding environment. Latuheru (2021) organization is a form of interaction in exchanging messages between members of the organization, both verbal and non-verbal communication. Inferential Comprehension is a skill that corresponds to the second level of reading comprehension, inferential is also a type of thinking that allows to combine different ideas, draw conclusions, identify morals, and themes from reading.

According to Widiana (2016) Inferential Understanding is the ability of students to understand information that is implied in a text which is sometimes quantitative. Through inferential statistical analysis, a phenomenon, condition, or reality can be defined and at the same time a reasonable conclusion can be formulated. In this case, students' inferential abilities play an important role in capturing information properly, correctly and precisely so that in making decisions the right output occurs.
Evaluation is an assessment, a process to find the value of information services, evaluation is also needed in various fields of human life in an effort to increase effectiveness and productivity.

According to Putra (2019) Evaluation is the process of re-examining the information that has been obtained and structuring point by point to find the margin of error on the problem and make decisions according to the results of the evaluation. In facing industry 4.0 regarding logistics digitalization, it can be evaluated that people who have never used are 46.1% while those who have used 38.5% are used to and always are 7.7% of the evaluation results we can formulate a solution, this is can be from the use of evaluation in the field of observation of technology.

III. METHODOLOGY

This research uses experimental research with two cycles. Experimental research is research that aims to test the effect of a treatment on the dependent variable. In this research, the dependent variable is the ability to read and comprehend narrative text, while the independent variable is the Barrett Taxonomy Reorganization method.
This research was conducted to determine the effect of the Barret Taxonomy Reorganization method on the ability to read and understand narrative text in class IX students at SMP Negeri 1 Tapalang. The Barrett Taxonomy Reorganization Method was applied to class IX students of SMP Negeri 1 Tapalang for two cycles.
Data on students' reading ability to understand narrative text was collected using a reading ability test to understand narrative text. It is hoped that the results of this research will provide a clear and sharp picture regarding the influence of the Barret Taxonomy Reorganization method on the reading comprehension ability of class IX students at SMP Negeri 1 Tapalang.

Fisch et al.'s research (2019) shows that the Barrett Taxonomy Reorganization method can improve the ability to read and comprehend narrative texts. In this research, students who used the Barret Taxonomy Reorganization method showed an increase in reading ability test scores for understanding narrative texts by 10.7 points compared to students who did not use this method. The results of this research support the hypothesis of this research which states that the Barret Taxonomy Reorganization method can improve the ability to read and understand narrative text in class IX students at SMP Negeri 1 Tapalang.

In conclusion, experimental research with two cycles is the right approach to answer the formulation of this research problem. This approach allows researchers to test the effect of the Barrett Taxonomy Reorganization method on the reading comprehension ability of class IX students at SMP Negeri 1 Tapalang systematically and objectively.

IV. RESULT

Student test statistics before the cycle

Based on the test results the diagram 4.1 above indicates that, the highest student score is 55, the lowest student score is 30, and the average student score is 30. The students' initial test results were based on frequency and percentage, as many as 31 students scored in the poor category. This score shows that students in class VIII SMPN 1 Tapalang are less able to speak English correctly according to the assessment criteria.

Tabel 4.1

Frequency and Presentation of Student Grades Before Cycle

Value	Category	Frequency	Perecentage(%)
90-100	Very good	-	-
70-89	Good	-	-
50-69	Enough	2 Student	7%
30-49	Poor	29 Student	92,8%
Total		31 Student	100%

The research data is based on the description of students' completion scores in cycle II to improve their Reading Comprehension abilities, namely that of the 31 students in class VIII C, 24 students (84%) completed it. So the number of students who completed was more than students who did not complete. The description table can be seen below!

Tabel 4.2

Description of Student Completeness after cycle

Value	Category	Frequency	Precentage %
50-89	Complete	24	78%
30-49	Not completed	7	22%
Jumlah		31	100%

The research data in cycle II shows a very good average score compared to cycle 1, with a score presentation that is 70% of students get a score above 70. The presentation value has not been achieved, so the maximum is 70 because each student is still focused on their outside activities, namely sharing assignments foe next week's presentation activities and busy discussing games because they say that when the subjects is finished they will play together.

So to get a presentation these 70 steps can be done, namely finding a way to get students to focus more on the lesson, namely by doing ice breaking. A comparison table for each cycle can be seen below. The ice breaking in question is giving a game by pointing to body parts and followed by all students, but the ones appointed are in accordance with what theresearcher outsmarts them by pointing out the wrong and inappropriate body parts, with what the researcher said. This game is done so that students are more focused and not sleepy.

Tabel 4.3

Comparison of Whole Cycle Values

Range	Category	Before cycle		Cycle 1		Cycle 2	

		F	%	F	%	F	%
90-100	Very good	-	-	-	-	-	-
70-89	Good	-	-	9	31 %	10	35 %
50-69	Enough	2	7%	10	32 %	14	49 %
30-49	Poor	29	92, 8%	12	37 %	7	16 %

Information :
F= Frequency
%= Presentation
The table above shows that the Reading Comprehension ability of class VIII B students experienced an increase before the cycle, cycle I, cycle II, namely before the cycle as many as 29 students with a presentation of 92.8% got scores that were in the less category, in cycle I students who got scores below 70 were 12 students with a presentation of 37% and in cycle II who scored below 70 were 7 students with a presentation of 16%. Then the conclusion of the frequency and presentation of the acquisition of the completeness score in each cycle shows an increase in value.

V. CONCLUSION

The results of research using Barrett's Reorganization Taxonomy with the Classroom Action Research (PTK) method have shown an increase in the Reading Comprehension ability of students in class VIII B SPMN 1 Tapalang. Users of the Barrett Taxonomy Reorganization method can improve students' Reading Comprehension abilities with students' scores increasing each cycle. Observations before the presentation cycle showed that 29 students were incomplete (92.8%), 12 students were incomplete in the first cycle presentation (38%) and the second cycle presentation decreased to 7 students or (22%) incomplete. This shows a very good improvement because many students got scores above the KKM, namely 70.

EXPRESSION OF GRATITUDE

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