

IMPROVING READING COMPREHENSION ABILITY USING THE CREATIVE SIMULATION METHOD STUDENTS OF CLASS V SD INPRES MACCINI SOMBALA I MAKASSAR CITY

Ulfiani Safitri¹, Nursamsilis Lutfin²

¹Primary Education, Graduate Program, Universitas Bosowa, Makassar, Indonesia

²Indonesian Language Education, Faculty of Education and Literature, Universitas Bosowa, Makassar, Indonesia

ABSTRACT

This type of research is classroom action research (PTK) which is divided into two cycles of 3 meetings with 4 stages, namely planning, action, observation and reflection which are carried out repeatedly. The reading comprehension ability of class V SD Inpres Maccini Sombala I City is still below the Minimum Completeness Standard (KKM). This is because in class management, the presentation of material is still monotonous so students are less interested in learning to read. The teacher's dominance in the learning process so that students are less interested and passive in receiving lessons. Conditions like this will be solved through the use of creative simulation methods. Increasing the average ability score reading comprehension of students during this research was conducted, namely 65.68 in cycle I and to 86.88 in cycle II. And the learning mastery of students' reading comprehension skills also increased, namely in cycle I of 25 students only 11 people or 44% who completed it increased to 23 people or 92% in cycle II. Increased reading comprehension skills from cycle I to cycle II caused by student learning activities that are relevant to learning also experienced a quite encouraging increase, where students who Pay attention to the teacher's explanation, students who ask questions, students who answer questions from the plays read, students doing simulations in front of the class, and students asking questions increased to very high category.

Keywords : *Reading Comprehension, Creative Simulation*

INTRODUCTION

Education is a process of growth and development, as a result of individual interaction with the social and physical environment, lasting throughout life since humans are born. In the implementation of education, we must pay attention to the educated as unique human beings with all aspects of their personality, pay attention to the personality of the educator, pay attention to the situation and environmental conditions, the goals to be achieved are sourced from the philosophy and view of human life in which education takes place.

Education can be obtained from anywhere, one of them in school. School is an institution where the second socialization process occurs after the family, thus affecting the child's personality and social development.

The education given at school can be easily accepted when the students who are taught have the ability to read. The ability to read is the basis for mastering various fields of study or science, even being the basis for success in studying at school. If students at school do not immediately have the ability to read, then it will experience difficulties and can even be the beginning of student failure in learning. Therefore, students must learn to read as a language skill. Abdurrahman (1999: 199) suggests: Reading is one component of the system components of the communication system. Reading is a skill that must be owned by all children because through reading, children can learn a lot about various fields of study. Therefore, students must learn to read must be overcome as soon as possible.

Even though reading is a skill that is needed, in reality not all elementary school (SD) students have the same reading skills. Students' reading skills must be carried out intensively and planned because reading skills are the basis for students to be able to understand the subject matter.

Based on the results of initial observations made by the author at SD Inpres Maccini Sombala 1 on Thursday, February 20, the researcher obtained data from interviews with Indonesian teachers at the school and obtained information that the average score of Indonesian language learning outcomes for grade V SD Inpres Maccini Sombala 1 when the odd semester exams for the 2019/2020 academic year were carried out were in the moderate category, namely 58.80, still below the KKM score set at the school, namely 65, out of an ideal score of 100. To overcome the problem of low learning outcomes, it is necessary a learning method is applied that activates students in the process of teaching and learning Indonesian, especially reading.

The use of learning methods that are varied and relevant to the subject matter needs to be applied by the teacher when teaching. Learning methods are selected and applied in various ways, such as: lecture methods, question and answer, giving assignments, and simulations. Through the simulation method, it is hoped that it will be fun for students to carry out learning activities. Students learning in play situations will feel less pressured and less afraid so that the class situation becomes lively, relaxed, and fun. In fun learning conditions, students can be more motivated to do learning activities. This means that through the simulation method, students' motivation in learning can be further developed, because the effectiveness of using the method is very high. determined by whether there is an increase in student learning abilities and achievements.

Based on the description above, the authors are inspired to use the simulation method to improve the quality of learning, which in turn can improve student learning outcomes. In this regard, the author examines with the title "Improving Reading Comprehension Ability Using Creative Simulation Methods for Class V Students of SD Inpres Maccini Sombala 1 Makassar City".

METHODS

The type of research carried out is classroom action research (CAR) or classroom action research. This research was conducted at SD Inpres Barombong 1. The factors investigated in this study were students and their learning process by observing students' interests and learning outcomes during the teaching and learning process. The use of creative simulation methods as an effort to improve student learning outcomes in learning to read. The research procedure consists of action planning, action implementation, observation, and reflection. Data collection techniques using observation techniques and test techniques.

RESULTS AND DISCUSSION

Research Results

This classroom action research was conducted on fifth grade students of SD Inpres Maccini Sombala 1 carried out in two cycles. Each cycle consists of planning, action, observation, and reflection stages. At the end of each cycle, data is obtained about student responses to the implementation of learning using creative simulation methods.

Description of First Cycle Results

The activities carried out in the first cycle include: planning, implementing, observing, and reflecting. Each activity is described as follows:

a. Action Planning

- 1) The planning stage is the first step by establishing a plan that will be carried out in improving the reading comprehension skills of the fifth grade students at SD Inpres Maccini Sombala 1 . The plans drawn up relate to:
 - a) Preparation of Indonesian language learning plans in class V by using the simulation method.
 - b) Compile observation sheets of the learning process, and observe student learning activities.
 - c) Make an assessment test of reading comprehension ability with question material based on the material taught by the simulation method.
 - d) The implementation of the action activities lasted for 3 meetings, and each meeting lasted 2 hours of lessons (2 x 35 minutes), then the third meeting was in the form of assessment activities through a reading comprehension test.
 - e) Establish indicators of learning success.

b. Action Implementation

Cycle 1

The implementation stage of the action is a reading learning activity using the simulation method as an effort to improve students' reading skills. Learning activities take place in 2 meetings. In its implementation, 25 students were divided into 5 groups. Each group consists of 5 people, and each group is given the task of doing a simulation in front of the class about the reading that is being distributed.

At the first meeting and as many as 3 groups then in the second meeting as many as 2 groups appeared in front of the class to carry out a simulation then at the third meeting a test was carried out to measure students' reading comprehension skills related to the reading played by students in the simulation method. The learning activities were carried out by the class V teacher at SD Inpres Maccini Sombala 1.

The observation stage is an activity of observing the Indonesian language learning process using a simulation. The aspects observed were the process of implementing learning using the simulation method based on the stages of using the simulation method, and student learning activities in participating in Indonesian language lessons using the simulation method. Observation activities were carried out by researchers as participant observers.

The reflection stage is an activity to examine the results achieved from the implementation of the action, both from the results of observing the learning process using the simulation method, learning activities, and students' reading abilities, as well as examining existing weaknesses so that they become input in the second cycle.

Cycle II

The planning stage in the second cycle is a follow-up to the results obtained from the first cycle by making improvements deemed necessary in increasing students' reading comprehension skills through the use of simulation methods in class V SD Inpres Maccini Sombala 1 . The plans prepared are related to improvements in learning planning and planning in the implementation of actions. The action implementation activities lasted for 3 meetings, and each meeting lasted 2 hours of lessons (4 x 35 minutes), then the third meeting is in the form of assessment activities through tests.

The action implementation stage is an Indonesian language learning activity using the simulation method as an effort to improve students' reading comprehension skills which are carried out as in the first cycle. In practice, students rejoin their respective groups as in the first cycle, and each group is given the task of carrying out a simulation in front of the class.

The observation stage is an activity of observing the learning process using a simulation. The aspects observed were the process of implementing learning using the simulation method based on the stages of using the simulation method, and student learning activities in participating in Indonesian language lessons using the simulation method.

The reflection stage is an activity to examine the results achieved from the implementation of the action, both the results of observations of the learning process using the simulation method, student learning activities, and learning achievement through tests, and a comparison of the results achieved in the first cycle to measure the success of learning reading comprehension using simulation method.

Research Subjects

The subjects of this study were 25 students of class V SD Inpres Maccini Sombala 1, consisting of 10 boys and 15 girls.

Research result

As stated in chapter I, the reading comprehension ability of fifth grade students at SD Inpres Maccini Sombala 1 is still below the Minimum Completeness Standard (KKM). This is because in class management, the presentation of material is still monotonous so students are less interested in learning to read. The teacher's dominance in the learning process so that students are less interested and passive in receiving lessons. Conditions like this will be solved through the use of creative simulation methods.

This chapter discusses the results of the research after implementing the creative simulation method for fifth grade students at SD Inpres Maccini Sombala 1. As explained in the previous chapter, the results of the research will be analyzed quantitatively and qualitatively. Therefore, the results and discussion will be described based on quantitative and qualitative data.

1. Cycle I Actions

a. Planning

Planning in the first cycle of class action was an effort to improve the reading comprehension skills of fifth grade students at SD Inpres Maccini Sombala 1. The activities carried out at the planning stage of class action research in cycle I were to review the curriculum, especially the elementary school curriculum. This was done to achieve the Competency Standards (SK) for understanding texts by reading conversational texts, speed reading 75 words/minute, and reading poetry. Basic Competence (KD) is reading conversational text with the right pronunciation and intonation.

Furthermore, the researcher made an observation sheet as a data collection tool to find out how the teaching and learning conditions in the class were during the learning activities for both students and teachers and made an evaluation tool.

b. Action Implementation Stage

The activities carried out at this stage were carrying out planned learning according to the steps of the creative stimulation method, the implementation of the action in cycle I lasted for 3 meetings, 2 meetings were used for the teaching and learning process and 1 meeting was held for cycle tests.

In general, the actions taken for each meeting in this cycle are:

1) First Meeting (3 September 2019)

At the first meeting the Indonesian language lesson was taught, namely reading conversational texts with the correct pronunciation and intonation, as in the initial activity, the teacher carried out class conditioning and apperception. In the core activity, determine the topic and purpose of the simulation, then provide an outline of the situation to be simulated, namely conversational text. The teacher then forms groups and selects players and explains the roles of each. Furthermore, the teacher gives the opportunity to ask students questions, and asks students to

play simulations under the supervision of the teacher. Then students in groups discuss the results of the simulation and make conclusions.

As the final activity the teacher gives homework, reflects and gives a moral message.

2) Second Meeting (6 September 2019)

At the second meeting the teacher gave lessons with the same basic competencies. As an initial activity, the teacher conducts apperception about the material that has been studied at the previous meeting with the aim of providing reinforcement and to remind again of the lessons that have been implemented.

The researcher repeated learning to read as previously planned. Students were given conversational texts to read, then simulated in front of the class under the teacher's supervision. The teacher gives students the opportunity to ask questions, then students in groups discuss the results of the simulation and draw conclusions. As the final activity, the teacher and students give reflection and give a moral message.

3) Third meeting (10 September 2019)

The activities carried out in the third meeting were to provide text reading comprehension skills. This text is intended to measure students' reading comprehension ability. The test contains written questions of 10 numbers taken from conversational texts.

c. Observation

Researchers observed the behavior and attitudes of students during learning to read and observed the activities of teachers in teaching using creative simulation methods.

1) Observation Results of Teacher Teaching Activities

From the observation data in the first cycle during 2 meetings of the learning process, the following observations were obtained:

- a) Determination of the topic and purpose of the simulation at meetings I and II are in the sufficient category.
- b) Explanation of the simulation process at meeting I in the less category and meeting II in the less category.
- c) The formation of groups and the role of each student at the first meeting of the sufficient category and the second meeting of the sufficient category.
- d) Question and answer to determine the preparations for the meeting I less category and less category II meeting.
- e) Students carry out a simulation while the teacher supervises and provides suggestions for improvement at the first meeting of the less category and the second meeting of the less category.
- f) Question and answer simulation results at the first meeting of the less category and less category II meeting.
- g) Make conclusions on the simulation results at the first meeting of the less category and the less category II meeting.

2) Student Activity Observation Results

The results of observing student learning activities in cycle I can be seen in the following table:

Table 1 Recapitulation of Student Learning Activities in Cycle I

No	Observed aspect	Meeting		Percentage	Category
		1	2		
1.	Students paying attention to the teacher's explanation	11	15	52	Low
2.	Student asking	6	10	32	Very low
3.	Students answer the teacher's questions	8	11	38	Low
4.	Students who are actively doing simulations	10	14	48	Low
5.	Cooperation in groups	8	12	40	Low
6.	Doing homework	10	14	48	Low
7.	Doing other work	10	6	32	Very low

Based on table 1 it can be seen that around 52% of the students paid attention to the teacher's explanation, or were in the low category, students who asked were around 32% or were in the very low category, students who answered teacher questions were around 38% or were in the low category, students who actively doing simulations around 48% or in the low category, students who work together in groups are around 40% or in the low category, students who do homework are around 48% or are in the low category, and students who do other work are around 32% or are in very low category.

The graphs of student learning activities in cycle I can be seen as follows:

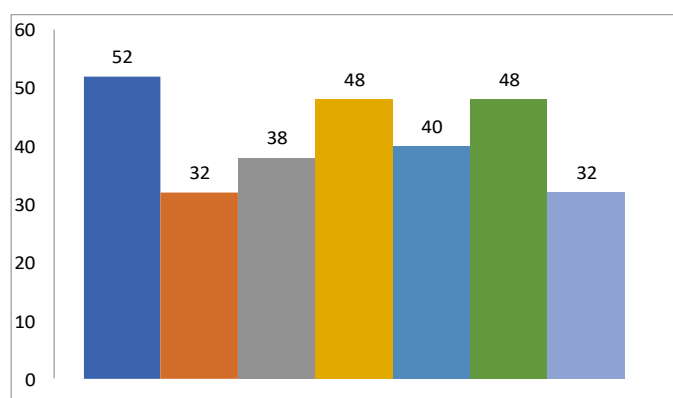


Figure 1. The graphs of student learning activities in cycle I

3) Descriptive analysis of reading comprehension cycle I

In this cycle, students' reading comprehension tests were carried out after completing the presentation of material for cycle I. The results of the descriptive analysis of student acquisition scores after the announcement of the creative simulation method can be seen in table 4.2 below:

Table 2 Statistical Score Results of Students' Reading Comprehension Ability in Cycle I

Statistics	Statistical Value
subject	25
Ideal score	100
Highest score	80
Lowest score	50
Score range	30
Average score	65,68

Table 2 shows that the average reading comprehension ability of students after being given action is 65.68 out of an ideal score of 100, the highest score is 80 and the lowest score is 50. If the scores of student learning outcomes in cycle I are grouped into five categories, then the frequency distribution of scores obtained is shown in table 4.3 berries

Table 3 Frequency Distribution and Percentage of Reading Comprehension Scores in Cycle I

No	Score	Category	Frequency	Percentage
1.	0 – 34	Very low	0	0
2.	35 – 54	Low	5	20
3.	55 – 64	Currently	9	36
4.	65 – 84	Tall	11	44
5.	85 – 100	Very high	0	0
			25	100

Based on table 3 above, it can be stated that of the 25 grade V students at SD Inpres Maccini Sombala 1, none of the students scored in the very good category, 5 people or 20% of students whose grades were in the good category, 9 people or 36% of students who the score is in the sufficient category, 11 people or 44% of students whose scores are in the less category and no grades are in the less category, and no one whose score is in the very less category.

To see the percentage of learning completeness of class V students at SD Inpres Maccini Sombala 1 after the simulation method was applied in cycle I, it can be seen in the following table.

**Table 4 Description of Completeness of Reading
Comprehension Ability in Cycle I**

Score	Category	Frequency	Percentage
0 – 64	Not finished	14	56
65 – 100	complete	11	44
		25	100

Table 4 above shows that the number of students whose learning completeness is in the incomplete category is around 56%, while students whose learning mastery is in the complete category is around 44%. The graph of student learning mastery can be seen below

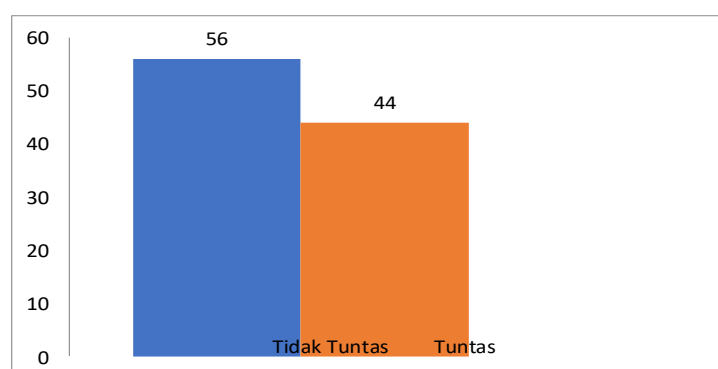


Figure 2. The graph of student learning mastery

d. Cycle I Reflection

Cycle I was held 2 meetings using the creative simulation method in the teaching and learning process. In cycle I, it appeared that there were still students who did not pay attention to the teacher's explanation, students who did not actively carry out simulations, students who did not cooperate in groups and students who did not carry out related tasks. with the implementation of the simulation.

The first meeting was the initial meeting using a new method that was different from what was used in previous meetings so that this meeting was the initial stage of introduction and adjustment of the method applied, even though the application at this meeting was not stable and there were still deficiencies in the use of the method. creative simulation. Before entering the subject matter, the teacher always conveys the learning objectives and then gives motivation to students so that students are interested in the subject matter, but that way there are still many students who do not pay attention to the teacher when explaining the material.

From the reading comprehension scores obtained by students in cycle I, it still appears that many students have low scores, namely 14 people or 56% of the 25 students. Judging from this fact, we must try to improve as much as possible the way of teaching using the simulation method in the next cycle.

Because the results obtained in cycle I have not shown optimal results and the methods used have not been well absorbed by students, it is necessary to continue in cycle II.

2. Cycle II action

In cycle I, the results of learning Indonesian on the basic competence of reading conversational texts with pronunciation, proper intonation, the results are not complete. Therefore, this action research activity was continued in cycle II with the hope that cycle II could improve the weaknesses implemented in cycle I so that the learning objectives were actually realized.

a. Planning

Planning in cycle II of this class action was an effort to increase the reading comprehension skills of fifth grade students at SD Inpres Maccini Sombala 1. The activities carried out at the planning stage of classroom action research in cycle I were to review the curriculum, especially the elementary school curriculum. This was done to achieve the Competency Standards (SK) for understanding text by reading conversational text, speed reading 75 words/minute and reading poetry. Basic Competence (KD) is reading conversational text with the right pronunciation and intonation.

Furthermore, the researcher made an observation sheet as a data collection tool to find out how the teaching and learning conditions in the class were during the learning activities for both students and teachers and made an evaluation tool.

b. Action Implementation Stage

The activities carried out at this stage were carrying out planned learning according to the steps of the creative stimulation method, the implementation of the actions in cycle II lasted for 3 meetings, 2 meetings were used for the teaching and learning process and 1 meeting was held for cycle tests.

In general, the actions taken for each meeting in this cycle are:

1) First Meeting (13 September 2019)

At the first meeting the Indonesian language lesson was taught, namely reading conversational texts with the correct pronunciation and intonation, as in the initial activity, the teacher carried out class conditioning and apperception. In the core activity, determine the topic and purpose of the simulation, then provide an outline of the situation to be simulated, namely conversational text. The teacher then forms groups and selects players and explains the roles of each. Furthermore, the teacher gives the opportunity to ask students questions, and asks students to play simulations under the supervision of the teacher. Then students in groups discuss the results of the simulation and make conclusions.

As the final activity the teacher gives homework, reflects and gives a moral message.

2) Second Meeting (17 September 2019)

At the second meeting the teacher gave lessons with the same basic competencies. As an initial activity, the teacher conducts apperception about the

material that has been studied at the previous meeting with the aim of providing reinforcement and to remind again of the lessons that have been implemented.

The researcher repeated learning to read as previously planned. Students were given conversational texts to read, then simulated in front of the class under the teacher's supervision. The teacher gives students the opportunity to ask questions, then students in groups discuss the results of the simulation and draw conclusions. As the final activity, the teacher and students give reflection and give a moral message.

3) Third meeting (20 September 2019)

The activities carried out in the third meeting were to provide text reading comprehension skills. This text is intended to measure students' reading comprehension ability. The test contains written questions of 10 numbers taken from conversational texts.

a. Observation

Researchers observed the behavior and attitudes of students during learning to read and observed the activities of teachers in teaching using creative simulation methods.

1) Observation Results of Teacher Teaching Activities

From the observation data in cycle II during 2 meetings of the learning process, the following observations were obtained:

- a) Determination of the topic and purpose of the simulation at meetings I and II are in the good category.
- b) Explanation of the simulation process at meeting I in the less category and meeting II in the less category.
- c) The formation of groups and the role of each student at the first meeting in the good category and the second meeting in the good category.
- d) Questions and answers to determine the preparations for the first meeting of the good category and the second meeting of the good category.
- e) Students carry out a simulation while the teacher supervises and provides suggestions for improvement at the first meeting of the good category and the second meeting of the good category.
- f) Question and answer simulation results at meeting I good category and meeting II good category.
- g) Make conclusions on the simulation results at the first meeting in the good category and the second meeting in the good category.

2) Student Activity Observation Results

The results of observing student learning activities in cycle I can be seen in the following table:

Table 5 Recapitulation of Student Learning Activities in Cycle II

No	Observed aspect	Meeting		Percentage	Category
		1	2		
1.	Students paying attention to the	21	24	90	Very high

teacher's explanation					
2.	Student asking	14	18	64	Currently
3.	Students answer the teacher's questions	20	23	86	Very high
4.	Students who are actively doing simulations	22	24	92	Very high
5.	Cooperation in groups	22	24	92	Very high
6.	Doing homework	20	23	86	Very high
7.	Doing other work	4	10	10	Very low

Based on table 5 it can be seen that around 90% of the students paid attention to the teacher's explanation, or were in the low category, students who asked were around 64% or were in the very low category, students who answered the teacher's questions were around 86% or were in the very high category, students those who actively carry out simulations are around 92% or are in the very high category, students who work in groups are around 92% or are in the very high category, students who do homework are around 86% or are in the very high category, and students who do other work are around 10% or in the very low category. The graphs of student learning activities in cycle II can be seen as follows:

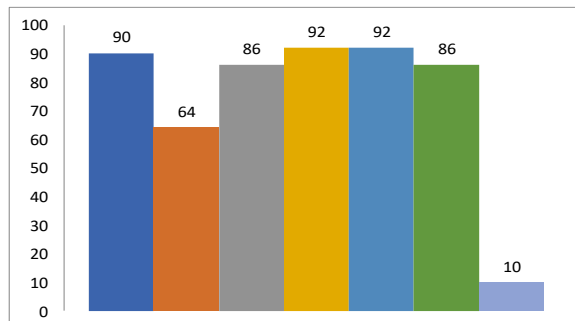


Figure 3. The graphs of student learning activities in cycle II

3) Descriptive analysis of reading comprehension comprehension cycle II

In this cycle, students' reading comprehension tests were carried out after completing the presentation of the material for cycle II. The results of the descriptive analysis of student acquisition scores after the announcement of the creative simulation method can be seen in table 6 below:

Table 6 Statistical Results of Students' Reading Comprehension Ability in Cycle II

Statistics	Statistical Value
subject	25
Ideal score	100
Highest score	97
Lowest score	60
Score range	37
Average score	86,88

Table 6 shows that the average reading comprehension ability of students after being given an action is 86.88 out of an ideal score of 100, the highest score is 97 and the lowest score is 60. If the scores of student learning outcomes in cycle I are grouped into five categories, then the frequency distribution of scores that is shown in table 4.7 below:

Table 7 Frequency Distribution and Percentage of Reading Comprehension Scores in Cycle II

No	Score	Category	Frequency	Percentage
1.	0 – 34	Very low	0	0
2.	35 – 54	Low	0	0
3.	55 – 64	Currently	2	8
4.	65 – 84	Tall	4	16
5.	85 – 100	Very high	19	76
			25	100

Based on table 7 above, it can be stated that of the 25 grade V students at SD Inpres Maccini Sombala 1, none of the students scored in the very low and low categories, 2 people or 8% of students whose scores were in the medium category, 4 people or 16% students whose scores are in the high category and 19 people or 76% whose scores are in the very high category.

To see the percentage of learning completeness of class V students at SD Inpres Maccini Sombala 1 after the simulation method was applied in cycle II, it can be seen in the following table.

Table 8 description of Completeness of Reading Comprehension Ability in Cycle II

Score	Category	Frequency	Percentage
0 – 64	Not finished	2	8
65 - 100	complete	23	92
		25	100

Table 8 above shows that the number of students whose learning completeness is in the incomplete category is around 8%, while students whose learning mastery is in the complete category is around 92%. The graph of student learning mastery can be seen below:

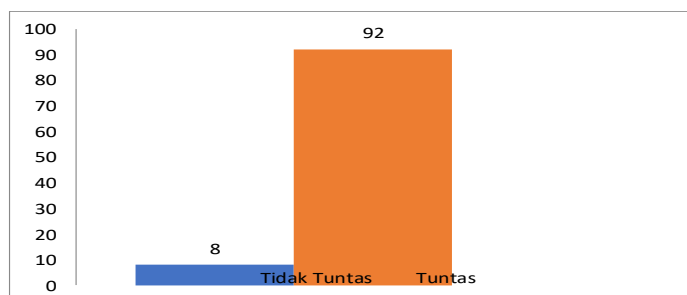


Figure 4. The graph of student learning mastery

b. Cycle II Reflection

Based on the results of observations of student activities in the teaching and learning process and the results of the reading comprehension test for fifth grade students of SD Inpres Maccini Sombala 1 through the use of the simulation method in cycle II, it can be reflected that the achievement targets learning that has been formulated and indicators of successful action with creative simulation methods have been fulfilled so that the research is considered sufficient in cycle II.

Improving reading comprehension skills in this cycle is inseparable from corrections and improvements made during learning in cycle II, especially in terms of the effectiveness of teacher actions in learning which must always be oriented towards realizing the quality of teaching and learning interactions through creative simulation methods.

Discussion

Based on the results of the research that has been analyzed it can be seen that the results students' reading comprehension ability after giving the test in cycle I and cycle II using the creative simulation method has increased. This can be seen from the increase in the average ability score reading comprehension of students during this research was conducted, namely 65.68 in cycle I and to 86.88 in cycle II. And the learning mastery of students' reading comprehension skills also increased, namely in cycle I of 25 students only 11 people or 44% who completed it increased to 23 people or 92% in cycle II. Thus an increase of 48%. This means that creative simulation methods are applied can improve students' reading comprehension skills get a low score, the average score of students' reading comprehension ability if converted into a categorization scale of five is in

the very high category which was initially in the low category. This shows that reading comprehension ability has increased.

Increased reading comprehension skills from cycle I to cycle II caused by student learning activities that are relevant to learning also experienced a quite encouraging increase, where students who pay attention to the teacher's explanation, students who ask questions, students who answer questions from the plays read, students doing simulations in front of the class, and students asking questions increased to very high category.

Meanwhile, student activities that were less relevant to learning also decreased, although not to the level of eliminating them. With these negative activities, the percentage of students doing other work has decreased.

Improved reading ability in cycle II as illustrated above and the increase in student activity relevant to learning, as well as a decrease in student activity that is not relevant to the creative simulation method shows that the creative simulation method has advantages in improving reading comprehension skills and learning activities.

Conclusion

Based on the results of previous research and discussion, the following conclusions are 1) There was an increase in reading comprehension skills through creative simulation methods for fifth grade students at SD Inpres Maccini Sombala 1 from Cycle I which completed 11 people or 44% with an average score obtained of 65.68 being 23 people or 92% with an average value of 86.88. 2) There was an increase in student learning activities from cycle I which was in the low category to very high in cycle II.

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