

**IMPROVING STUDENTS' READING SKILL WITH ACTION
LEARNING STRATEGY AT EIGHT GRADE OF SMP NEGERI 3
PARANGINAN IN ACADEMIC YEAR 2020/2021**

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Abstract

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This final project is an action research in this research, The objective of the research is to investigate how the Action Learning Strategy Improve Students' Reading Skill. It is expected that the study can enrich the teacher's strategy in teaching reading with action Learning strategy. The subject of this study is the students of SMP Negeri 3 Paranginan. Which consist of 28 students (16 boys and 12 girls). The students score in two kinds of tests; Pre-test and Post-test The mean of pre-test was 46.78. The mean of post-test was 83.21. The percentage of students who got point >75 also grew up. In the pre-test, the students who got point >75 up were 4 students (14.28%). In the post-test students who got point >75 up were 23 students (82.14%). The qualitative data drew that the use of Action Learning Strategy made sense to the students' reading skill and to their perspective of being taught by Action Learning Strategy. In other words, the students' skill in reading improved and became well in the first meeting to the next meeting.

Keywords: *Action Learning Strategy, Improve, Reading Skill*

Introduction

The Background of the Study

In this modern era, English language is important for our lives, in fact, it is the second most spoken language in the world. The ability to read and to write English property has been one essential benchmark skills in the professional world. In order to able to communicate in English well, the students should learn English that consist of productive and receptive language skills. Productive language skills include of speaking and writing. Meanwhile, receptive language skills include of listening and reading.

Furthermore, Reading is one of the important skills in English and it gives many benefits for us. Reading is the window of the world. By reading, people can get more

knowledge and information from books, magazines, newspaper, and others.

However, reading skill is not easy. There are many problems in reading skill faced by the students. It is difficult for the students to understand the content of the text because they do not know the meaning of the words. In addition, they are difficult in reading the text because they lack to pronounce the words. The students' have less motivation in learning English. It is because they feel hard in determining the main ideas and supporting details of the text.

Based on the characteristic of the problems, the researcher can be solved by giving appropriate technique. The researcher give solution to applied the technique in reading English, namely action learning strategy. Action learning is a process for

bringing together a group of people with varied levels of skills and experiences to analyze an actual work problem and develop an action plan. The action learning process attempts to achieve this blend through giving rig out learning and through using the positive powers of small groups, to sustain this discipline and rhythm. The group continues to meet as action (Mike peddler). The reason of researcher chosed this title because in the era Covid-19 pandemic, learning process is not as efficient as before covid-19, the effect is that students are not actively learning as usual, especially in reading, so researcher assumed that the students in the school were lacking in reading. Researcher know this because she has teaching training program (PPL) at the school.

To overcome this problem, the researcher tried to use the action learning strategy to improve student's reading skills. Based on the description above the title of research study was "Improving Students' Reading Skill with Using Action Learning Strategy at Eight Grade Students of SMP Negeri 3 Paranginan in Academic Year 2020/2021"

Theoretical Review

Definition of Reading

Reading is a process of building an understanding of the written text. Smith (Ginting , 2005). According to Brown (2004: 185) reading is what the reader does to get the meaning he needs from textual sources.

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it (Harmer (2007: 99)).

Based on all definition of reading above, it is concluded that reading is processing of text that aims to explore information containing in the text and involves component of language, ideas, tone and style.

The Purpose of Reading Skill

Rivers and temperly (1978: 187) in David Nunan suggest that there are seven main purposes of Reading:

- a. To obtain information for some purpose or because we are curious about some topic.
- b. To obtain instructions on how to perform some task for our work or daily life.

- c. To act in a play, play a game. Do a puzzle.
- d. To keep in Touch with friends by correspondence or to understand business letters.
- e. To know when or where something will take place or what is available
- f. To know what is happening or has happened (as reported in newspapers, magazines, reports).
- g. For enjoyment or excitement.

The Types of Reading

According to Patel & Praveen (2008: 117). Devide the types of reading of:

1. Extensive reading

Extensive reading is teaching the students to read directly and fluently in the target language without the aid of the teacher.

According to Brown (2004: 212) extensive reading is that the expected response from the reader is like to involves as much written (or sometime oral) performance as reading. The importance of extensive reading is for the development of students" as reader word recognition and language, Harmer (2001: 210) According to Patel (2008: 120) there are characteristics of extensive reading:

2. Silent Reading

Silent reading is important skill in teaching English. In addition, the student will easy when reading because they read whisper. Silent reading is also to get any information. Below are the advantages of silent reading:

- 1) In silent reading focus of learners toward subject matter and naturally
- 2) This reading is saves time because all students participate in the activity at a time
- 3) This reading makes students active
- 4) Silent reading is useful to develop reading skill fast
- 5) This skill use play main role to improve the students" knowledge.

3. Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.

According to Elizabeth (2004: 286 - 288) aloud reading means reading a book by producing sounds audible to other. Reading

aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud is useful at specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence.

The Genre of Reading Text

There are 5 genres of reading text in Junior High School: Descriptive, Narrative, Recount, Procedure, and Report text. But the researcher just explain Recount text in this research.

1. Definition of Recount text

Recount text is a text that telling the reader about one story, action or activity. Its purpose is to entertain or informing the reader. Or a text which retells event or experiences in the past.

2. Generic Structure

a. Orientation

It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

b. Events

To tell the events, ordered in a chronological sequence.

c. Re-orientation

Conclusion about the event or what happened in the end.

3. The Characteristics / Language Feature of Recount Text:

1. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

2. frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday, On Saturday. On Monday, On Sunday).

3. Focus on a specific participant, e.g. I (the writer).

4. Using the conjunctions, such as: then, before, after, etc.

5. Using an action verb, e.g. went, stayed.

6. The passive voice may be used, eg. the bottle was filled with ink (Factual Recount).

Definition of Action Learning Strategy

Action learning is a dynamic process where a team meets regularly to help individual members address real issues through a highly structured, facilitated team

process of reflection and action. Peer accountability and visibility of plan execution are powerful motivators that get results for the individual team member and meaningful experiential learning for all. Joel Barker once said "A Vision without Action is merely a dream. Action without Vision just passes the time. Vision with Action can change the world." Action learning is a tool that brings vision and action together, helping propel people and their organizations to the next level in terms of production, development, recruiting and even retention (people who are growing and learning rarely leave and organization). (Diane M. Ruebling, (2007), Action

Learning: Creating the Connection Between Good Intentions and Great Execution, Gama International Journal, p. 1-3).

So the conclusion is Action learning is a process that requires members of a group to work together to solve problems through action and reflection.

The Steps of Action Learning Strategy

The steps of the action learning strategy are:

1. Clarify the objective of the action learning group. Presentation of the problem or the task to the group. A group may handle one or many problems.
2. Group formation. The group can consist of volunteers or appointed people, and can work on a single organizational problem or each other's departments's problems. Convene a cross-section of people with a complementary mix of skills and expertise to participate in the action learning group. Compare: Belbin Team Roles. Action learning groups may meet for one time or several times. Depending on the complexity of the problem and the time available for its resolution.
3. Analyze the issue(s) and identify actions for resolving them.
4. The problem owner presents the problem briefly to the group. He can remain involved as a member of the group, or withdraw, and await the group's recommendations.

5. Reframe the problem. After a series of questions, the group, often with the guidance of the action learning consultant, will reach a consensus on the most critical and important problem the group should work on. The group should establish the crux of the problem, which might differ from the original presenting problem.
6. Determine goals. Once of the key problem or issue has been identified, the group seeks consensus for the goal. The achievement of the goal would solve the restated problem for the long-term with positive rather than negative consequences on the individual, team, or organization.
7. Develop action strategies. Much of the time and energy of the group will be spent on identifying, and pilot testing, of possible action strategies. Like the preceding stages of action learning, strategies are developed via reflective inquiry and dialogue.
8. Take action. Between action learning sessions, the group as a whole and individual members collect information to identify the support status, and they implement the strategies developed and agreed to by the group.
9. Repeat the cycle of action and learning until the problem is resolved or new directions are determined.
10. Capturing learning. Throughout and at any point during the sessions, the action learning consultant intervenes.

The Advantages of Action Learning Strategy

The advantages of Action Learning strategy are:

1. Centre on learners
2. Emphasis on finding knowledge not accept knowledge
3. Great fun
4. Empower all learner senses potential
5. Use varied methods
6. Using multiple media
7. Tailored to existing knowledge

The Disadvantages of Action Learning Strategy

1. Learners difficult orienting his thoughts, when not accompanied by educators.
2. The discussion was impressed in all directions or not focused.

Method Of Research

Research Design

The type of research is Classroom Action Research (CAR). Collective action research is an action research conducted by teachers in the classroom. Classroom action research is research aimed at improving the quality of learning practice, and its focus on the classroom teaching process. In addition, classroom action research is one of the problem-solving strategies, which use practical actions and develop capabilities to discover and solve problems. (M. Djuanaidi Ghory, (2008), *Penelitian Tindakan Kelas*, Malang: UIN Malang. press, p. 8)

This action research tried to identify the problem that happened in the teaching and learning class and then decided an action to overcome the problems. In classroom action research, four stages should be implemented, they are: planning, acting, observing and reflecting.

Classroom action is a method of find out what the best way in the classroom. So that, we can improve students' reading skill in learning process. The aim of classroom action research is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalize to other situation, the results can add to knowledge base. According to Arikunto, Classroom Action Research consist of three words, there are: (Wina sanjaya, (2013), *Penelitian Tindak Kelas*, Jakarta: Kencana, p. 25)

1. Research

Examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interest and important for the researcher.

2. Action

Some activities that are deliberately made with a specific purpose, which in this research formed a series of cycle activities.

3. Class

Class is group of students who are in the same time receive the lesson from a teacher. Constrain which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with “room for teacher to teach”. Class not just a room but a group of students who are studying.

By combining three words above, classroom action research reflection to activity which is intentionally appeared and happened in class.

The Procedures of Research

In the implementation of Classroom Action Research, the researcher need to do every step of this study together or collaborative from the beginning to end. There are four components in the one cycle for doing Classroom Action Research.

They consist of:

a. Planning

In order to improve students' reading skill in reading a recount text, the researcher tend to used action learning strategy as a teaching and learning strategy, students' were improved in their reading skill in reading a recount text. The researcher need to prepared instrument which were support in learning process, they are:

- 1) Arranged the lesson plan, students' worksheet and teaching material
- 2) Arrange the observation scheme
- 3) Prepared pre-test and post-test to measure students on reading skill.

b. Acting

Acting is a process service and the implementation of a plan. In this step, students will be taught how to improve their reading skills through action learning strategies.

3) Observing

This research, the researcher would ask the English teacher in SMPN 3 Paranginan to be an observer. This research is need to help researcher to observe the situation in the class. She observes the students in teaching learning process. She and researcher observe the activity in the classroom, such as students interest, students' response, and observe of the group discussion.

4) Reflecting

Based on the research of the observation, the researcher makes an evaluation to the students during teaching learning process.

The Subject

The subject of this research was choosed after discussing with the teacher at the school. The class had been choosen was the grade of VIII-B.

Table c Subject

No	Grade	Sex		Total
		Male	Female	
1	VIII-B	16	12	28

Instrument of Collecting Data

The instrument of collecting data is used by the researcher to get the data observation by using:

1.Observations: is a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.

2.Interview: used to get data about implementation of Classroom Action Research (CAR) to the teacher.

3.Test: is used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:

a) Pre-test should be done before implementing the Classroom Action Research (CAR). Pre-test containing some writing test and oral test

b) Post-test is implemented after implementing the Classroom Action Research (CAR). Post-test containing some writing test and oral test.

Documentation: To collect all the data, a camera were utilized to record the students' performance in the teaching and learning process.

The Measurements of Reading Skill

To know how far the students' reading skill should be measured use the assessment of reading skill. There are many kind of questions of reading skill they are:

1. Pronominal Question, Imperatives

The questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer question.

2. True/False, Yes/No, Alternatives Question, Multiple-choice.

In these questions the answer is contained within the questions or instructions. Multiple-choice question focus on detail and more general aspect on the text. The correct answer is not always shorter or longer than the distractor.

3. Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.

In addition, in assessing reading skill there should be a rubric of reading that was used to measure students' reading skill, as follow:

Technique of Collecting Data**The Quantitative Data**

In collecting the data, the researcher tested the students by giving them a test either in individual test or group test based on the topic given. The time given was ninety minutes.

The Qualitative Data

Qualitative research is the process of collecting, analyzing, and interpreting non-numerical data, such as language. Qualitative research can be used to understand how an individual subjectively perceives and gives meaning to their social reality.

a. Observation

In this case, the researcher used the unstructure observation to get the real condition in teaching learning process. During the observation, the researcher make the observation notes about situation in the class.

b. Interview

Before implementing the research, the researcher interviewed the teacher about students' difficulties in the reading skill, students' condition in reading activity, and the kinds of strategies usually adopt by the teacher in teaching reading. The researcher also carried the interview after accomplishing the research to know the teacher's response

toward the idea of implementing the role play technique in improving students' skill in reading.

c. Documentation

The researcher used a camera to collect all the data. Camera were utilized to record the students' performance in the teaching and learning process.

Technique of Analysis Data

This studies apply the quantitative and qualitative data. The quantitative data is use to analyze the score of students while the qualitative data is used to describe the situation during on the teaching process. By applying this data, it is assuming to get the satisfying result of the improving ability in reading through action learning strategy. The quantitative data is to analyzed the improving of students reading ability.

The researcher applied the following formula by Anas Sudijono, (2014:86).

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = The mean of the students' score

$\sum X$ = The total score

N = The number of the students

In order to categories the member of master students, the researcher used the following formula:

$$P = \frac{R}{T} \times 100$$

Where:

P = the percentage of students who get the point 75

R = the number of students who get point up to 75 above

T = the total of students who do the test

Data and Data Analysis**Data**

The data of this study are qualitative and quantitative data. The qualitative data were taken from interview with teacher and students of SMP Negeri 3 Paranginan, observation sheet and documentation. The quantitative data were taken from the mean of students score in some tests. This research was conducted in VIII-B class with 28 students. This research

was accomplished in one cycle. The cycle consisted of four steps of action research (planning, action, observation, and reflection). The cycle including pretest conducted in six meetings. In the last meeting of the cycle, the students were taken test as the post test.

Data Analysis

Quantitative Data

Table 4.5 Students' Score

No	Initial	PRE-TEST Score Successful criteria (>75)	POST-TEST Score Successful criteria (>75)
1.	AWS	30	60
2.	BYFM	30	70
3.	BSTS	40	80
4.	DSS	40	80
5.	DKS	60	80
6.	DJMS	30	70
7.	EMS	50	90
8.	EFMS	20	80
9.	FCS	30	90
10.	FJS	40	80
11.	JGS	50	80
12.	JNS	50	90
13.	JDVN	50	90
14.	KFM	30	60
15.	KNS	80	80
16.	MYS	30	70
17.	MMS	40	90
18.	NDS	40	90
19.	NVS	50	100
20.	RDS	40	80
21.	RS	80	100
22.	RAS	80	100
23.	SJS	60	90
24.	SSS	80	90
25.	SYDH	30	100
26.	YS	50	80
27.	ZAS	60	80
28.	MJCS	40	90
Total		$\Sigma = 1310$	2330
The mean Score		46.78	83.21

The mean of students' skill in reading increased on pre-test and post-test.

The Result of Students' Score for Pre-Test and Post-Test

Meeting	Students Who	Percentage Get Score >75
Pre-Test	- 4	14.28 %
Post-Test	- 23	82.14 %

The result showed the increasing of students' score from the pre-test to post test. In the pre-test, there was only 14.28 % (4 students) who got point >75. In the post-test there was 82.14 % (23 students) who got point >75. It can be concluded that action learning strategy worked effectively and effeciently in helping students' skill in reading at VIII - B grade of SMP Negeri 3 Paranginan and this learning has appllied successfully and able to increased students' skill in reading.

Qualitative Data

The qualitative data were collected by using observation sheet, interview and documentation.

a. The Observation sheet

Observation was used to see the level of students' activities and teacher's activities during teaching learning process. The observation was focussed on the situation of teaching learning process which action learning strategy was applied, students' activities and behaviour, students' reading skill, and interaction between teacher and students it can be seen in aappendices.

b. Interview

There are two interview sessions conducted. The first interview was done in the first meeting while students did pre test and the second one was done in the end of research. The object of interview is English teacher and the students. In the first session, they were interviewed about their problems in reading. While the second session, they were interviewed about their respond or comments about the implementation of action learning strategy.

c. Documentation

The researcher used a camera to collect the data. Camera was utilized to take photos and record the students' performance in the teaching an learning process.

Conclusion And Suggestion

Conclusion

Based on the data analysis, the conclusion was drawn as following:

Action learning strategy activity can improve students' reading skill showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity during CAR. It can be concluded that the students like action learning strategy. It

proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about reading.

The students were more active and participated in the teaching-learning process of reading. Therefore, action learning strategy can be alternative strategy for teacher in teaching reading which can improve and keep their reading. In the first test (pre-test) the students who passed the KKM 75 were 4 students of 28 students (14.28 %). In the second test (post-test) the students who got the score up 75 or passed KKM were 23 students of 28 students (82.14%). Based on the analysis of the data, it was concluded that the students' reading skill test score had improved for each students from orientation test to the post test through Action Learning strategy.

Suggestion

In this part, the writer would like to give some suggestions to be considered by English teacher as follows:

Action learning strategy would be very helpful to improve students' ability in reading, so the teacher needs to maintain using action learning strategy as alternative technique of the teaching process in the second year students of junior high school.

The teacher should give clear explanation and instruction in directing her students using action learning strategy students using action learning strategy.

The teacher should control the students' activities.

Finally, the researcher realizes that this research still have some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make research better.

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