

Improving Students Reading Report Text Skill Through Paired Reading Strategy Grade X SMK Minqu Gumukmas

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ABSTRACT

This study aims to obtain data on improving reading skills Report text using Paired Reading (PR) class X SMK MINQU Gumukmas technique. Research subjects were students of class X in semester 2. This research was carried out using the Kemmis and Mc models. Taggart implemented with stages planning, implementing, observing, and reflecting. The results of the research using Paired Reading (PR) show the data obtained from the evaluation test in order to improve students' reading of the report text in order to obtain a score ≥ 75 in the pre-test of 39%. In the meantime, the teacher activity monitors and students in the first round of the first meeting were 49 percent and the second round was 60 percent, while the second round of the meeting was 70 percent and the second round was 78%. The Paired Reading Strategy can therefore improve students' reading report on text skills in Class X.

Keywords: *Paired Reading (PR); Reading Skills; Report Text*

INTRODUCTION

Reading skills are very important in human life. Skills reading can be developed through formal education, namely school, which begins from elementary school to college. On the basic education level, reading skills require a learning process good and maximum. Said so because elementary school is an educational institution the first formal education in the world be the basis or basis for determining one's success to that level of education higher English lessons still is one lesson that is felt difficult by most students SMK MINQU Gumukmasn This is reflected in the lack ability of students in reading text English in various reading.

Reading is a skill whose ownership of skills requires intensive, continuous training (Akhmad Slamet Harjasujana, 1997). Reading activities and tasks are very important in the world of education because this activity will determine the quality and success of a student as a student in his study.

According to Day and Bamford (1998), reading is the construction of meaning from a printed or written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding.

The Indonesian curriculum has four main skills that must be taught in teaching and learning English. One of the things that must be mastered by all students in Reading. Reading is one of the important skills that must be mastered when they learn languages. The ability to read can measure the success of language learning. Reading skills must be beaten and practiced in class because it allows students to get meaning from what is read in English. Reading is very complex because it includes many aspects such as grammar, pronunciation, fluency, and vocabulary. So, we can conclude that reading is important in everyday life to get the information and meaning written in the reading.

At Minqu Gumukmas Vocational School, many students are lazy in reading, especially in English language lessons. Thus many methods are needed to support teaching reading. One strategy that can be used is the PR (Paired Reading) strategy. Through the Paired Reading strategy, teaching reading can be very useful and make learning more enjoyable. The paired reading strategy can also foster student interest and motivation in learning English as well as possible to improve reading skills, especially in the report text.

according to Linda, (1995) Report is a text which describes the way things are, regarding a range of natural, man-made, and social phenomenon in our environment. The subjects are about the phenomena of the world whether living things i.e. plants, animals, or non-living things i.e. phones, cars, volcanoes, and oceans. An information report usually contains facts about the subjects, a description, and information on its aspects or features like appearance (parts of components), qualities (shape, color, and behavior habits, how to reproduce, what to eat if it is living things).

A reported text is a piece of text that presents information about a subject. A report usually contains facts about a subject, a description, and information on its part, behavior, and qualities. It can be said that report tells about persons, places, or things in general based on people's research.

According to Gerot and Wignell (1994), the social function of a report is to describe the way things are, with reference to a range of natural, man-made, and social phenomena in our environment. While, Hyland (2004) says that the social purpose of a report is to present factual information, usually by classifying things

and then describing their characteristics. Based on the statements above, it can be concluded that the purpose of the report is to classify, describe or present information about a subject.

According to Patrick Griffith (2000) Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis (report text is the text that informs about something as it is, without exaggeration, as a result of the research process and systematic analysis).

1. Generic Structure of Report Text

- a) General classification: The first paragraph is called General Classification. Contains basic information about the results of observations that have been made, both about animals, plants, natural phenomena, history, and public places. As an introduction before dissecting more implicitly.
- b) Description: Then after being described in a general viewpoint, the results of the study must be explained in more detail. What parts and systems related to the observation are also valid results. Paragraphs that contain specific explanations in the report text are called descriptions. The paragraph description in the Report Text functions the same as the paragraph descriptive in the Description Text, which describes in detail the phenomenon being investigated.

2. Language Feature of Report Text:

- a) Introducing group or general aspect.
Because it relates to a study, of course, the object to be dissolved must be a single object, both humans, animals, plants, and certain phenomena that occur around us. So, what will develop later is not the supporting aspects that are related to the core problem but the main headlines that are reviewed in depth.
- b) Using a conditional connector
A logical connector is a connecting word that connects two clauses, sentences, and paragraphs that still have a time relationship. Examples are when, so, while, and others. In Report Text, the process described is sequentially related to each other, so to connect paragraphs to one another paragraph requires a connector (conjunction) that shows the time statement.
- c) Using simple present tense
The research results that are worthy of being reported in the Report Text are the results of recent research, meaning that the research is not about

a phenomenon that has been revealed some time ago, because the data obtained may have changed and are invalid. This is why the Report Text must use the present tense.

d) Using Common Nouns

Common Noun refers to objects mentioned in general. One of the guidelines for report writing is that all the things mentioned are not implicit, because not all facts presented apply to all similar objects, certain anomalies can occur. Of course, in writing the report, the writer must generalize the problem as much as possible, so that the number used must be Common Noun.

e) Using relating verbs

A relating Verb is a tool used to identify and describe other words after the main verb. Relating verbs are usually known as Tobe, whose usage depends on the context of the time in the sentence, such as Is, Am, Are for the present, and Was, You are for the past. Besides To Be, other words included in Relating Verbs are Getting, Turning, and Becoming. These words are commonly used in the Text Report because they indicate process changes.

The Paired Reading (PR) strategy is a learning and teaching model that emphasizes the independence of students in doing their assignments. Students are also required to share knowledge or give each other corrections to what the theme/partner has done so that take and give will work well in classroom learning.

Paired reading is a strategy where more fluent readers and less fluent readers are partnered together to read a passage. The lower level student can be partnered with a higher level student in their class, a student in a higher grade, or a community volunteer. The readers will first read together through the use of choral reading. However, according to Intervention Central, the low-level student will give a signal to have the experienced reader stop chorally reading. If the student then stumbles or struggles with a word, the partner will help the student by saying the word and having the student repeat the word back. After this, they will both read chorally once again until the signal is given once more.

Paired Reading is a technique for pairing students to read a the text closely to understand. Concerning the statement expressed by (Crawford), like all cooperative learning tasks, Paired Reading allows students to take more initiative in their learning and with each other. This method is

intended to encourage a variety of thoughts, all of which encourage understanding, (Alan Crawford, et al, Op).

In August 2011, Toungvi N. Vo conducted a study entitled Paired Reading Interventions for Students with Limited English Proficiency " From the results of his research, he concluded that by the end of the intervention, the group had increased their word mean

for correct per minute reading and oral reading fluency. In this study, the authors use the pair reading technique to determine the effect of this technique on students' reading skills in text reports.

Greene at Tankersley points out that in pairs, teachers pair the individual so that the more powerful readers are paired with less competent readers. Students can read aloud, share a reading assignment, or they can read quietly, stop at periodic points to discuss the text, or find answers to questions that teachers give to guide the reading process. (Karen Tankersley, Op. Cit) Therefore, students can help each other to understand reading material.

The background of the problem that has been described in the formulation of the problem in this research is can be paired reading Strategy improve students in reading text reports in class X of SMK Minqu Gumukmas.

The results of this research are expected to be used theoretically and practically. The results of this research are expected to expand the skills of teachers in using the Strategy of paired reading in order to improve students' reading report text. The result of this research is suggested to apply paired reading Strategy to improve student competence in reading English.

METHOD

Classroom action techniques are used in this research. In class action research, the teacher can examine the practice of learning that he does in the classroom through actions that are planned, implemented, and evaluated. This is consistent with the characteristics of class action research, namely the existence of certain actions to improve the teaching and learning process in the classroom.

This is consistent with the view of Suyanto (Basrowi, 2008) that classroom action research is a form of research that reflects the implementation of certain actions to improve and/or improve learning practices more professionally.

Whereas according to Hopkins (Basrowi, 2008: 26), classroom action research is one of the genres of practical action research because this research concerns the activities practiced by teachers every day. In summary, it can be

concluded that classroom action research is practical research carried out in the classroom and aims to improve existing learning practices.

This study aims to improve students' skills in reading the report text.

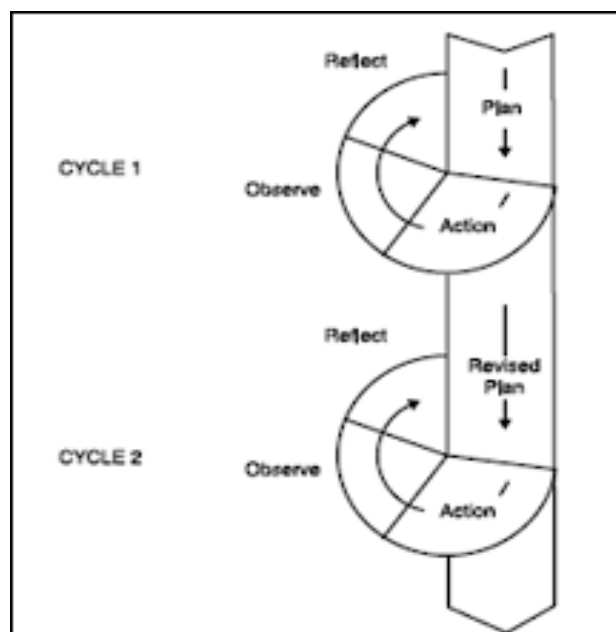
With CAR, shortcomings or weaknesses that occur in the teaching and learning process can be identified to find the right solution. This goal can be achieved by applying the paired reading method in learning English continuously. So, by doing this research, it is expected that it can function to explain, predict and control the symptoms that arise from this study

Through the implementation of CAR, teachers can adapt existing theories, for the sake of learning processes and outcomes that are more effective, optimal, and functional.

Through CAR, a teacher also gets an understanding of what it must be done, reflecting itself to understand and appreciate the value of education and own learning, can work in a contextual manner.

This research is an action research class in which the author is a researcher with an English teacher to try to solve problems faced by students of class X SMK MINQU Gumukmas related to the text of the Skill Reading Report. The flow of research into this action consists of four steps and can be described as follows (Kunandar, 2012).

- a. Planning, teachers, and colleagues prepare plans for implementing learning carried out in the classroom, including the preparation of lesson plans, the material presented, and the teacher and student checklist sheets.
- b. Implementation, the teacher teaches subject matter especially report text by using paired reading models.
- c. Observation, colleagues make observations of both the teacher and students and make notes about prominent events in the classroom during learning.
- d. Reflection, teachers, and collaborators reflect on the learning atmosphere that has been carried out and maintain the good ones and make improvements to the design for the next meeting/cycle.



Picture 1. Graphic design according to class action Kemmis and McTaggart

The type of research technique used is classroom action assessment (CAR). This research using a qualitative approach. This study uses a model developed by Hopkins, namely a schematic model that uses a work procedure that is seen as a spiral cycle.

This research was designed into 2 cycles which in each cycle include planning, action, observation and evaluation, and reflection. If in cycle 1 student learning outcomes have been completed, the cycle implementation is stopped, but if student learning outcomes are not complete then continue in cycle 2 with activities in the first cycle. completeness is if 85% or more of all students have reached a score of 75 or more than the maximum score of 100.

In the design of this study, the method of data collection is a qualitative approach. Qualitative data will be conducted by interviewing students at MinquGumukmas Vocational School and observing the learning process. Where data from interviews and observations will be transferred into data transcripts and field notes.

Trip in Basrowi (2008) describes the analysis of data more clearly: data analysis is the process of breaking down (breaking) something into its parts. There are three important steps in data analysis: (1) identification of what is in the data (2) looking at patterns, and (3) interpretations.

The students' scores of the pretest and post-test obtained from the process are used to see the improvement of understanding and the student's achievement. Learning with CAR model said to be successful if :

Table 1. The activity indicator learners refer to the following table

No	Presence	Category
1	0 – 25	Less active
2	26 – 50	Quite active
3	51 – 75	Active
4	76 – 100	Very active

The formula is used to find out success or not as follows (Agustina, in Dwi 2010).

Percentage of individual success

$$\% X = X1 / N \times 100\%$$

% X = percentage of individual success

X1 = score obtained

N = maximum score

The researcher compared the results with the success criteria. If the percentage of success is 75% or more, that means the class is successful. But the success percentage of less than 75% of the class was unsuccessful.

The procedure for retrieving data used by researchers in this study is presented in each phase as follows; The researcher observes during the teaching and learning process to determine the real problems in reading, by doing this the researcher also gets information related to the reading faced by students and their causes. After that, he interviewed the teacher to find information about the situation of class X SMK Mingu Gumukmas students, where the researchers found out when he did a preliminary study. This study discusses improving students in reading using the paired reading method in the second semester. The implementation is in one cycle, if the results have not been achieved, it will continue to the second cycle.

In this Classroom Action Research, four stages of research have been carried out as Kemmis and Mc Taggart's models, namely, Planning, Implementation, Observation, and Reflection. When going to do research several objects will be studied.

The object to be examined is a variable. When conducting research, it will be closely related to the variables to be studied. Sugiyono (2010) argues that "the research variable is an attribute or the nature or value of people, objects or

activities that have certain variations determined by the researcher to be studied and then conclusions drawn".

So that in a study there are variables studied and the results can be concluded based on data that has been processed.

Independent variable (x) is a variable that is a consequence of or on an unwanted variable. One independent variable must be a treatment variable. One or more groups receive experimental manipulation or treatment. In this study, the Paired Reading strategy is an independent variable.

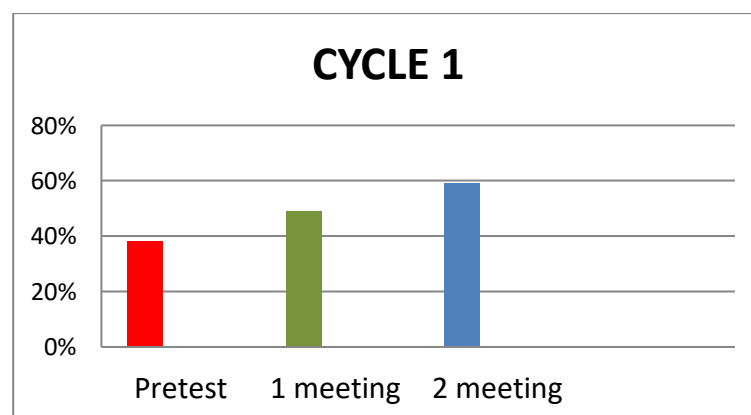
Dependent variable (y) is a response variable or criterion that is considered to be caused by or influenced by independent care conditions and other independent variables. In this study, the dependent variable is reading.

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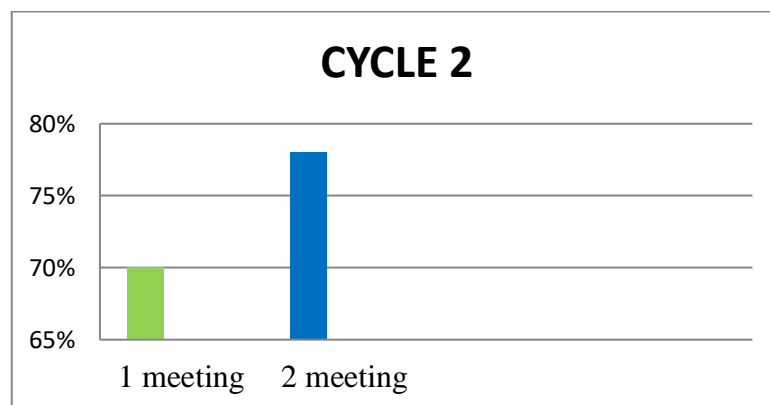
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RESULTS AND DISCUSSION

The researcher conducted the final assessment on April 29, where before conducting the assessment the researcher conducted a pretest as data collection on student problems in class.



Picture 2. Student achievement in Cycle 1



Picture 3. Student achievement in Cycle 2

When viewed from the comparison diagram below, on student assessments from cycle 1 to cycle 2, it can be concluded that using the Paired Reading (PR) strategy can improve students in reading report text.

Table 2. The Differentiation of Students' Score in Cycle 1 and Cycle 2.

No	Indicator	Cycle 1	Cycle 2
1	Students' score < 75	49%	59%
2	Students' score > 75	70%	78%

Before applying the paired reading strategy in the process of teaching reading report text, most students in class X found many difficulties in reading, we can see in the data collected in the pre-test. from all four aspects of reading; pronunciation, grammar, vocabulary, and fluency, students' reading ability is still low. from observations and interviews with students in class X, the researcher concluded that most students were afraid to read incorrectly, were confused about grammar and chose vocabulary, and felt ashamed. Therefore, researchers try to use Paired Reading (PR) strategy to help them solve problems.

In the process of teaching and learning English, paired reading (PR) strategy motivates students to practice more, eventually, their way of reading will improve properly. this case because paired reading strategy can be seen as real examples of reading, a paired reading strategy can also be used in other types of text or other material especially in reading skills and will make them more confident to read when they always practice it even in simple text.

To solve the problem found above, researchers first explain to students about the material simply using English change to describe how to read, grammar and vocabulary.

True, some students find it easier to read than before and are motivated to improve their reading, but some are still confused. Then, researchers ask students to pay attention to techniques that have been modeled by teachers and researchers. after that, the researcher asked students to do the same thing. Practically, some students solved their problems in all four aspects of speaking but some did not, they had difficulty using grammar and they were also afraid of speaking wrong. because of this, researchers applied to do the second cycle.

In cycle 2, the researcher focused on improving two aspects of reading; pronunciation and shame. The problem that students found in cycle 1 was difficulty in using the technique because they still felt ashamed. Based on the above problem, the researcher asks students to frequently read using paired reading (PR) strategy to foster student motivation. The researcher guides students to read report text in pairs. Then, the researcher asks students to develop their reading skills by doing a group or divided group. The action is about 25 minutes. They help each other and reprimand each other in the text or words that are misread. After doing this action, the researcher wrote that the increase in students in reading the report text especially in the aspects of pronunciation and shame rose well.

Based on the results of the study, the researcher concluded that the improvement of students' reading skills in reading the report text for grade X students of SMK Gumukmas could be improved well by implementing the Paired Reading (PR) strategy. This research was conducted from 9 April 2019 to 29 April 2019. Using Paired Reading (PR) strategy has motivated students to always improve student learning in reading skills. It also motivates students that reading is not difficult. It's easy and fun because they can read other types of text or English reading.

CONCLUSION

In this section, researchers provide the results of the teaching and learning process in research improving students in reading report texts using paired Reading (PR) strategy in class X. Before starting the research, researchers observed the teaching and learning process of English conducted by English teachers on April 9, 2019, and conducted interviews with English teachers and class X students on April 9 and 11 2019. On April 18, 2019, researchers

conducted a pre-test. The aim is to get information about students' problems in reading skills. researchers applied two cycles.

In this research, researchers worked collaboratively with English teachers in this school; identify problems, solve problems, plan actions, and apply paired reading (PR) strategy to improve students in reading report text in class X of SMK Mingu Gumukmas.

After conducting research, it can be concluded that the paired reading (PR) strategy can improve students in reading report text. The improvement of students in reading report text can be seen in all four aspects of reading; pronunciation, grammar, vocabulary, and fluency.

Paired reading (PR) strategy can make students concentrate in every process of teaching and learning English, especially in teaching reading. It also motivates students to participate in reading English in class, so that the class becomes more alive than before.

In conclusion, the results of this research indicate that paired reading strategy can improve students in reading report text in class X students of SMK Mingu Gumukmas. For the other research benefits tomorrow, researchers need to provide some suggestions, namely as follows:

For the English Teacher: Because sometimes many students are still unsure of their abilities, not confident, afraid of being wrong, ashamed, so the researchers suggest to the English teacher to use the paired reading strategy more often in reading learning because this strategy can improve students' reading skills, especially in the types of types. text, one of which is report text. because this strategy can make students confident and not embarrassed.

Future Researcher: In this study, the researcher still has many shortcomings, for that, it is recommended for other researchers to conduct further research related to the same or similar topics with different research designs to improve students' ability to read the report text.

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