# IMPROVING STUDENTS'ABILITY ON READING THROUGH LANGUAGE EXPERIANCE APPROACH AT PRIMARY SCHOOL OF HADOMUAN 173187 GRADE FIVE

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## Abstract

Reading is an activity done to get message to conveyed by the author through the medium of words or standard language. The aim of this study is to improve the ability of students reading at Primary school of Hadomuan 173187 Grade Five. To achieve the aim of this study, the researcher applied classroom action research method. Population of this study is fourty three students and sample of this study is eighteen students.The data were analyzed qualitatively and quantitatively through reading test . This research shown that the first cycle indicat that there were some students or (94%) who get below of minimum standard ( under 70) and above of minimum standard is 6%. The second cycle indicated that all student achive above of minimum standard is 100%. It can be concluded that language experience approach able to improve the students reading ability. It can be as an alaternative way in teaching reading for primary school at Hadomuan 173187..

## 1. INTRODUCTION

Reading as a language skill occupies the position and a very important role in the context of human life. Students are able read not by accident or driven by inspiration, but for being taught. Reading is not a natural activity, but a set components that are mastered personally and gradually, which are then integrated and become automatic. Reading also requires concentration really especially when we read non-literary reading texts. Reading is one of the activities that can be done by everyone at any time with different objects. General reading ability acquired by studying it in school. Reading ability is one of the four skills language that is taught and consequently tested on language learners. Along with listening skills, reading skills are classified receptive active ability, but different delivery media. Listening ability is used to measure the ability to understand spoken language, while reading ability for written language.

The tendency of people to get information through oral communication appears to be stronger than through written communication. In simple terms, it can be said that interest and reading habits among the community Indonesia is still relatively low. Reading activities are not entrenched. Likewise that happened at school. Sometimes the decline in student achievement is not cause by his inability to follow lessons, but the laziness to read independently. As we know that reading is a way most effective for independent learning (Sari, 2016).

This research done while following the program of *Kampus Mengajar 4.* The researchers see lot of problems especially in English reading. Most of them are not able to read with the appropriate pronunciation. In addition to that, they are weak to get the core meaning in the passage. Based on the problems as stated above, the researchers would like to give a solution on reading aspect. The researchers used language experience approach as a treatment to improve the ability of reading on students grade five. (Simanjuntak et al., 2019) stated that Reading is one of four English skills that have to mastered by all of the English learners. Reading material is given in 5th grade elementary school, with the aim that students are capable recognize letters, then assemble them into a word, then become a sentence that he must understand its meaning. In simple reading in grade 5 elementary school more emphasized recognizing and changing written symbols into meaningful sounds (Tjoe, 2013).

 (Yessy, 2020) state that there are six levels of questions in reading like taxonomy, namely knowledge, comprehension, application, analysis, synthesis and evaluation. These levels devided into

two group, the fisrt group categorized low level and the second is high level. Knowledge, comprehension, application and analysis categorized as low level. These level is suitable for students grade five. Synthesis and evaluation categorized as high level. Synthesis and evaluation is difficult to apply for the student promary school.

This level the material isn't really easy but is still comfortable. In here, the student is challenged and will benefit most from instruction. Comprehension is good, but help is needed to understand some concepts. The silent reading rate is fairly rapid, although usually slower than at the independent level. Some word analysis is necessary but the majority of the words are recognized at sight. Oral reading is fairly smooth and accurate, and oral divergences from the written text usually make sense in the context and don't cause a loss of meaning.

This level the material is too difficult in vocabulary or concepts to be read successfully. Comprehension is poor, with major ideas forgotten or misunderstood. Both oral and silent reading is usually slow and labored, with frequent stops to analyze unknown words. Oral reading divergences are frequent and often cause the reader to lose the sense of what was read. Because of this difficulty, it is frustrating for students to attempt read such material for sustained periods of time, and their efforts often fail. This level is to be avoided in instruction.

Grade 5 students at Public Elementary School 173187 Hadomuan is one of the public elementary schools in north tapuli who are having problems with teaching reading. From the results of the interview with the homeroom teacher, who is also a teacher teaching reading material in grade 5, namely Mr. DS it can be concluded that their reading achievement is very low. The low their reading quality is identified from reading speed or application, low interest in reading, and the quality of their reading is still stammering, as well as low comprehension on reading content. One of the efforts that have been made by the teacher to overcome the problem above is by giving chance to practice reading and increase the intensity read it.

Thus, it is expected that the quality of students' reading can gradually increase improved and finally the students' reading achievement was better than before. The efforts that teachers make are actually not wrong, because in theory, people who often read the quality of reading it will gradually get better. But no so is the case with the problems faced by students and teachers in this elementary school. After motivated, instead of students following the teacher's advice to continue practicing reading, but instead they are increasingly reluctant to do reading activities. When asked to read although with great difficulty and halting, they were able to complete it. However, when asked what the contents of the reading they had just read, they were silent and looked confused. This problem is actually not an internal problem that only experienced by students and teachers of grade 5 at Hadomuan Public Elementary School 173187, but it always happens every time new academic year at the same educational level regardless of school location boundaries.

This information was obtained from the description of the 5th grade teaching teacher at this school. From the evaluation that has been carried out by the teacher, it is concluded that reluctance reading, low reading interest, and low student reading achievement, caused by several factors. These factors are: 1 Incompatibility of reading teaching materials (discourse/reading) presented by the teacher. Although the selection of reading teaching materials This (discourse/reading) has been carried out very selectively. Teachers often take discourse from textbooks published by the Ministry of National Education as well as from other sources.2)Sentence structure that is not suitable for children grade 5 elementary school.3) Lck of book facilities for students to read at home. These three factors are referred to as the dominant factors led to the goal of teaching reading in grade 5 SD Negeri 173187 Hadomuan which already formulated in the curriculum, can't be achieved optimally. The language experience approach is one of the teaching approaches reading which is formulated to increase reading interest and achievement reading elementary school students.

## 2. LITERATURE REVIEW

Ability is something that has been embedded in a person, the ability possessed by a person can develop if that person learns well. To be able to know a person's ability to do a test. Tri (2014: 11) defines reading ability as the ability and skill and readiness of a person to understand the ideas and symbols or sounds of language in a reading text that are tailored to the intent and purpose of the

reader to get the desired message or information. Reading requires good understanding, because reading requires good skills in order to understand the reading text and interpret the contents of the reading well.According to Yupita (2014: 10) "ability (ability, skill, dexterity, talent, ability) is the power (style of strength) to perform an action". Ability can be an inborn ability, or is the result of training or practice.

Language skills are the abilities that enable you to express your thoughts coherently and communicate with others. These skills provide structure and relevance to the information you wish to convey to the recipient. Reading, writing, listening and speaking are four essential skills that comprise basic language competency. While communicating, people usually use a combination of these skills simultaneously. Choosing the right skills usually depends on various factors urgency of the message, the number of people targeted and whether it is a formal or informal communication. Acording to Tarigan (2013:1) skills language has four components, namely 1) listening skills  2) speaking skills 3) skills reading (reading skills); and 4) writing skills . Writing skill is a more complex skill compared to other skills.

Here are four basic language competencies that can help improve how you communicate:

Listening refers to understanding, interpreting and analysing the speaker's message. Listening is an integral part of the communication process as it is vital for the listener to stay engaged and actively comprehend what is said. This helps increase clarity, ask relevant questions, frame appropriate responses and prevent misunderstandings. Listening is crucial when participating in meetings, discussions, feedback sessions and interviews.Listening attentively has several benefits that can be essential even after the conversation is over. Active listening can help you process and store information for later recollection. Focusing on what the person in front of you is saying can also help increase focus and enable you to articulate your thoughts effectively.

Speaking is the verbal expression of your thoughts and ideas. Speaking effectively includes having clarity and fluency in your expression and vocabulary. It also includes other essential abilities such as confidence, passion and storytelling. Speaking skills are usually important when companies are hiring new employees. Strong speaking skills can help you progress in your career, contribute during meetings and improve your interpersonal relationships.

Writing involves presenting your thoughts in the form of text using the right structure and flow of information. Writing includes changing the format and tone of the text as per the target audience. Choosing the right vocabulary, medium and outline for what you wish to convey can ensure that your writing is interesting and delivers the intended message. Writing grammatically accurate text, using short sentences and researching comprehensively are some ways to make your text more impactful.

Reading skills help understand different texts, their context and inference. These skills are crucial to improving your overall literacy skills as they can help enhance your vocabulary, expression, analysis and communication. Reading different text forms carefully, such as letters, messages, notes, memos, emails and reports, can help prevent miscommunication in your personal and professional relationships. Being attentive and focused while reading can also help you interpret the meaning of the text effectively and retain the information for a longer duration.

According to Tarigan (2015: 7) reading is a process that is carried out and used by readers to get messages, which the writer wants to convey through the medium of words or written language. The purpose of reading is Reading to find or know the discoveries that have been made by characters, what has been made by characters, what has happened to special characters, or to solve problems created by characters. Reading like this is called reading for details or facts. Reading is to find out why it is a good and interesting topic, the problems in the story, what the characters learn or experience, and summarize the things the characters do to achieve their goals. Reading like this is called reading for main ideas.

Reading is to find out what happened in each part of the story, what happened first, second, and third/so on, each stage was made to solve a problem, scenes and events were dramatized. This is called reading to know the order or arrangement, organization of stories. Reading to discover and find out why the characters feel the way they do, what the author wants to show the readers, why the

characters change, the qualities that the characters have that make them successful or fail. This is called reading to conclude, reading inference.

Read to find and find out what is unusual, unnatural about a character, what is funny in a story, or whether the story is true or not true. This is called reading to classify, reading to clarify. According to Suratno (2014: 15) the types of reading can be divided into six, including the following: Beginning reading is presented to students at the beginning of elementary school to instill the ability to associate letters with the sounds of the language they represent. Reading aloud is a continuation of beginning reading although some view it as a separate part, for example reading quotations. Reading silently is reading that fosters students to be able to read silently and be able to understand the contents of the written narrative they read. Reading comprehension in practice, reading comprehension is almost the same as reading silently, because both types of reading focus on this understanding in a relatively short time (this type of reading is used as material for research studies). Language reading is a tool used by teachers to develop students' language skills. Things to note in reading comprehension.

### 3. METHOD

In this research the winter used classroom action research. According to Suharsimi Arikunto (2010) classroom action research is a research activity carried out on a number of targeted subjects, namely students, aimed at improving the learning situation in the classroom so that there is an increase in the quality of learning. Research done with two cycle, each cycle carried out through four stages. The four stages These are the stages (planning), (acting), (observing), and (reflecting). is the stage (planning), action, observation (observing), and reflection (reflecting)**.** The subject in this study was the reading ability of 5th grade elementary school students Negeri 173187 Hadomuan as many as 18 students. The reading ability referred to is the ability to read students in terms of (1).the accuracy of pronunciation Indonesian vocabulary.(2) mastery of simple punctuation (punctuation) (2) reading fluency(3) reading speed stability (4) reading comprehension leve (5) and student behavior during the learning process reading takes place.

The form of this research instrument can be in the form of tests and . The test instrument is oral tests and written tests. Oral test in the form of
Stimulating questions given by the teacher to stimulate children to want answer according to the questions asked. Written test functioned for measuring the level of students' understanding of the contents of the reading which is composed of processes learning to read with a language experience approach. Understanding level This is one of the competencies that must be mastered by students as formulated in the aspect of technical reading assessment. The written test in question is a test of choice
double as many as ten questions. The results of the written test and oral test are then entered into the tool
assessment which includes aspects, criteria, scores, and assessment categories, these four are a set of tools that serve as a guide for researchers to determine student grades. This aspect of reading assessment consists of six student competencies which then from each aspect is translated into three assessment criteria with different scores, adjusted to the level of difficulty of each aspect. Theoretical knowledge can be measured using technical tests such as those already described above.

### 4. RESULTS AND DISCUSSION

The results of this study consist of pre-cycle research results, cycle I research results, and cycle II research results. Pre-cycle activities functioned to determine the initial conditions students' reading ability before learning to read is designed with language experience approach. The results of the research cycle I and cycle II are test results students' reading ability after learning is designed with an approach language experience At this stage, the researcher measured students' reading ability by using the discourse quoted from a textbook published by the Ministry of Education and Culture (theme 2 book for grade 5 SD) and the learning was not designed with a language experience approach. This book is the agreed book by teachers and the school as a handbook for language and literature subjects Indonesia. From pre-cycle measurements, it is known that there are some students who behave inappropriately relevant when following the learning in class. This behavior is like

daydreaming/sleepy, irrelevant speech, seeks attention of others, does not want to read, lacks enthusiasm following the lesson, and not paying attention. From prasiklus it is also known that the results the reading ability test for grade 5 students at Hadomuan Public Elementary School 173187 was classified as follow.

**Table 1 Students' Reading Result**

| NO | Initial Name | Cycle 1 | Cycle 2 |
|----|-------------|---------|---------|
| 1 | KV | 80 | 95 |
| 2 | FD | 50 | 80 |
| 3 | DT | 40 | 70 |
| 4 | GL | 60 | 80 |
| 5 | DW | 50 | 75 |
| 6 | ID | 50 | 75 |
| 7 | RD | 60 | 85 |
| 8 | KY | 70 | 90 |
| 9 | SP | 75 | 85 |
| 10 | GN | 75 | 70 |
| 11 | BN | 50 | 75 |
| 12 | IY | 50 | 75 |
| 13 | AL | 50 | 80 |
| 14 | BG | 60 | 85 |
| 15 | LD | 50 | 70 |
| 16 | JA | 60 | 80 |
| 17 | KN | 70 | 75 |
| 18 | BR | 50 | 75 |
| **Average** | | **58,33** | **78,88** |

Based on the results as stated on the table above shown that the average of reading ability on the first cycle is 58.33. This means that students reading ability categorized bad because most of did not achieve standard minimum score. Meanwhile, after implementing the language experience approach in the teaching and learning process the average was improve from 58,33 (in cycle I) become 78,88 (in cycle II). It means that language experience approach succes to improve the ability of reading for grade five. From the results of the assessment of reading skills in cycle II as shown in Table 1 above shows that classically it managed to reach 78.88 or was successful achieve good value category. Two students or 10.27% of students achieve very good grades, 7 or 31.94% succeeded in achieving the good value category, and 9 students or 36.66% achieved enough category. It is known from the results of cycle II research that there has been an increase in value of 20.55% when compared with the results of the study cycle I. In cycle I managed to achieve an average score of 58.33 or managed to achieve category is not good and in cycle II managed to achieve an average score of 78.88 or reach pretty good category. Even though there was still one person who still carried out irrelevant actions, but overall the process of learning to read in the classroom in research cycle II tends to run very conducive, smoothly, and in accordance with what is expected.

In addition, the qualitative data on observations of student behavior were carried out in this research while implementing *kampus mengajar*. The observation was done in the beginning to the end of the teaching and learning process. Not only are negative behaviors observed, but positive behaviors are also observed support the learning process must also be observed by the teacher. Behavior shown by students when following the lesson it is poured or recorded by the teacher into a guideline for the diagnosis of student behavior that has been prepared beforehand. In detail the results from the observation/diagnosis of student behavior can be seen in the following description. This data (qualitative) also shown there was an improvement from the first to the second cycle.

Based on observations of student behavior at the time of attending learning to read in class, most students show relevant behavior (positive) that supports the learning process. Support in the sense of helping the smooth implementation of learning to read designed with the approach language experience and support in the sense of helping students to be able to understand the teacher's

explanations, orders, and instructions, so that they get grades which is better than before. This behavior is shown by some active students do questions and answers with the teacher during the learning process, there are those commented critically in addressing the teacher's explanation, some avoided things that disrupt the learning process, and some are very enthusiastic in telling his passion. This situation causes learning to read which is designed with language experience approach is able to create discourse that is appropriate to student character. Meanwhile, the attitude of wanting to read individually or together and an attitude that wants to pay serious attention to the teacher's explanation from the start until the end of learning is a form of positive behavior of students.

From the results of the interviews it was concluded that those who got high marks while admitting there is no difficulty telling his favorite. They are happy when you have to tell his favorite. Meanwhile, those who got low scores admit that they don't know whether they are happy or not, whether there are difficulties or not when it comes to telling her favorites. This is because they feel they are not involved in questioning about their favorite food (not asked by the teacher what is his favorite food) and is not involved in the discourse formation process. Then they have a hard time describing how they feel about whether they are happy or difficulty when talking about his favorite food. The results of the second cycle of research are in the form of test and non-test assessment results. Test assessment results is the result of the assessment of the written test and oral test.

Still like in the first cycle of research the results of the diagnosis of student behavior will be poured into a student behavior diagnosis sheet. From execution cycle II data collection, especially in the implementation of learning to read in class, there are some changes in student behavior from negative behavior that tends to harm, towards positive behavior that tends to benefit the implementation of learnin and for students. Some irrelevant behavior to do in class such as daydreaming, sleepiness, talking irrelevantly, seeking the attention of others, disturbing friends, not or less enthusiastic in telling his hobbies, and the attitude of not wanting to pay close attention, which was before done by students during learning to read cycle I, no longer occurs in cycle II learning. Students tend to actively ask questions, comment critically, pay close attention, and more enthusiastic students in telling his favorites. Such student behavior will have an impact better impact on student learning outcomes and more specifically will result in increasing student reading achievement. Even so, there was still one student who perform some actions that are less relevant during the learning process. This student is still showing unsavory behavior, such as talking irrelevantly and interrupting friends his seat. Even so, this student behavior did not get a response from peers so that over time this behavior disappears by itself.

The occurrence of this behavior change is a result of the application of discipline carried out by.The campus team teaches during the learning process in the classroom. Form of application of this discipline is like the teacher's slightly tougher attitude towards students who behave negatively, eg disturbing friends, not really paying attention, talking that is not relevant, and attention seeking. For those who do actions like the above will subject to sanctions in the form of threats of value reduction and will be sent home at the end. In addition, during the learning process students are not permitted to leave the classroom considering that in the implementation of cycle I there were several students who were allowed to go out of class with the reason for throwing trash and sharpening pencils. In addition, for those who are on purpose or accidentally dropping an object in class, that object will become a property teacher. With such a teacher's attitude, it is hoped that students will become more focused follow lessons in class and concentrate more on learning material reading designed with a language experience approach.

From the results of the interviews it was also known that they had no experience difficulties or obstacles during the implementation of the learning process and they tooadmits that he is happy to share his personal experiences, especially related ones with his passion to fill the semester break. Moreover, they are from the value category different students admit that they enjoy reading the discourse generated from the learning process reading that is designed with a language experience approach, especially towards content discourse. The discourse contains students' hobbies or activities during the holidays semesters and contents are easier to remember and understand, this is the reason why students are happy reading discourse as a result of learning to read designed with the approach language experience

## 5.    CONCLUSION

After being given action using language experience approach on reading in the class, the students more excited and more focus to learn reading. Learning becomes easier and pleasant. This is caused by the idea that is told comes from life experiences or events that are experienced. Learning is orderly and directed so that teachers can carry out their duties properly and effectively. Upgrade too can be seen from several aspects, including: 1) pronunciation, all students are clear loud pronunciation of good intonation, 2) vocabulary, use of expressions or terms students are good or right, 3) structure, students have used sentence structures well, the pause is good so that the meaning of the sentence is right, 4) the suitability of the content or sequence of stories, students have told stories with complete plot stages so that the story is complete easy to understand, 5) fluency, students have told stories coherently and smoothly, and 6) skills process/develop story ideas based on life experiences/activities that ever experienced.

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