



IMPROVING STUDENT'S READING SKILLS THROUGH RECOUNT TEXT AT 10TH GRADE OF SMK SMART BEKASI

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ABSTRAK

Abstract: This study is called Classroom Action Research (CAR), and it tries to answer students' difficulties in class. During the learning process, it was discovered that most students struggled to learn English owing to a lack of expertise in reading comprehension, as well as a lack of vocabulary knowledge. According to the exam findings, the average student score is still quite low, 64.3, and does not satisfy the required KKM level. The purpose of this study is to improve reading comprehension and raise students' learning motivation, particularly in reading activities. The researcher picked the cue picture as a learning method because students at the vocational high school level were more engaged in the usage of pictures, thus the researcher utilized cue pictures as a learning approach in increasing reading comprehension abilities. This study has two cycles. There were two meetings in the first cycle and four meetings in the second cycle. Students are given a different reading material and questions at each meeting. The subjects of this study were 25 SMK Smart Bekasi class X students. Observation lists, daily notebooks, and achievement assessments were used to collect data. The study determined that the cue picture method was successful if two conditions were satisfied. (1) 87.5% of pupils achieved a score of 75, and (2) 80% participated actively in the learning process. After the researcher used the technique, the pupils' average score increased to 84. The study discovered that 90.14% of the 25 students actively participated in the learning process.

Keywords: : Summarizing Techniques, Recount Text, Classroom Action Research.

INTRODUCTION

Reading abilities are one of the five basic skills in learning English, as we all know (Lipka & Siegel, 2012). There are several barriers that prevent Indonesian students from understanding when they read parts that are not in their native language, particularly in phonemic awareness and vocabulary, and because of the advancement of information communication technology and transportation, which we call globalization, most of them include English (Asri et al., 2021). In this scenario, knowing how to speak English is a must in today's age of communication and globalization. According to Warschauer (2000), in this age of globalization, English is a crucial language for communication. Although Indonesian remains the primary language, English is still required for international communication. English classes at SMK are used to help pupils enhance their self-esteem in the domains of science, technology, and art. They are intended to grow and develop into independent, intellectual, skilled, and personable persons who are prepared to engage in national development after completing their education (DeBoer, 2000). So it can be concluded that, knowing how to speak English is essential in today's age of communication and globalization. According to previous opinion that English is a critical language for communication in this age of globalization. Although Indonesian is still the major language, English is necessary for worldwide communication. English lessons at SMK are utilized to assist students improve their



self-esteem in science, technology, and art. After completing their schooling, they are expected to grow and develop into self-sufficient, intelligent, skillful, and likable individuals capable of contributing to national progress.

English is widely accepted as an international language. That is why all fundamental abilities, including reading, cannot be separated. Unfortunately, when English teachers are instructing, they rarely employ tactics to increase reading abilities. However, all fundamental English abilities are interconnected.

Language is the most important component and tool in communication. Language is used as a means of communication by people all over the world to alter their minds. The four macro skills of English (listening, speaking, reading, and writing) are extremely important and serve as the foundation for communication abilities. The importance of English in the globalization period cannot be contested or downplayed since English is the most widely spoken language. English has been designated as one of the foreign languages that must be taught as a compulsory subject (Butler & Iino, 2005). As a result, English should be prioritized in the classroom. Reading is one of the four abilities that are regarded as challenging. This is due to the fact that reading is a sophisticated talent that is viewed as a separate capacity to capture information and background knowledge (Anderson, 1985). Reading is the process of gaining knowledge through text.

Learning to express and respond to meaning in the form of simple short essays, as well as to engage appropriately and fluently in the context of everyday life in recount texts, has traditionally been done (Hossain, 2015). The primary content covered in the indicators in this study is explained as follows (Ocak & Baran, 2019): (1) Determine the significance of thoughts in the recount text, (2) Recognize diverse facts presented in the text in the form of a procedure, (3) Students can locate clear and implicit details in the recount text. As a result, it is possible to infer that traditionally, learning to express and respond to meaning in the form of simple short essays, as well as engaging properly and fluently in the context of everyday life in recount texts, has been done.

Reading is a type of communication between writers and readers (Nystrand, 1990). Readers strive to take the message from the material they read while also translating the message so that they have the same view as the author. The goal of reading is to gain comprehension. Understanding is comprehending the text's substance (Fang & Schleppegrell,



2011). It extracts information from the context of a phrase and combines it with other parts to produce new information. Reading comprehension is the process of obtaining information from the text. Readers must be aware of and comprehend what they are reading.

One of the reading skills that senior high school students must generate is a recount text, which is a text type that tenth grade high school students must master according to the curriculum(Herman et al., 2020). Text that recounts a previous event or experience is known as recount text. One of the basic abilities students must learn in this area is the ability to independently generate recount texts(Maskur et al., 2020).There are several phases involved in writing a recount text. The first paragraph is an orientation paragraph that provides background information about who, what, where, and when. The second is a record of actions that is usually organized chronologically. The third is an evaluation, which is a personal remark or evaluative comment interspersed throughout the occasion report. The last event is a reorientation, which brings the series of events to a close.

Students are requested to read and comprehend a brief essay in the form of a recount(Block, 2013). Following that, students identify and search for the significance of the concepts and material in the recount text. According to the English teacher of Smart Vocational School and based on the author's observations, the learning outcomes continue to fall short of the Minimum Completeness Criteria (KKM). The authors' reflections yielded data indicating that during the learning process, pupils are very passive and whine, as well as the formation of a sense of unease. They have a tough time carrying out their responsibilities.This is obviously ineffective learning. Making students more active in the learning process is a learning innovation that is still being explored (Stukalenko et al., 2016). One method for creating a relevant learning environment is to use the "Summarizing" methodology to grasp Recount Text. The goal of this research is to examine if there is an increase in reading ability while using the Summarizing approach to comprehend supplied text.

To address these issues, teachers who are responsible for teaching in the classroom must be innovative in devising techniques to assist pupils. Teachers must employ effective learning tactics to ensure that pupils comprehend the content. Reading comprehension methods may be taught to students at all levels and in all topics, and they can give students with tools to assist them overcome obstacles(Boekaerts & Corno, 2005). Pictures may be utilized as a strategy to assist children grasp what they are reading.Students can acquire suggestions for predicting what



they will read from photographs(Nurhayati, 2014). This demonstrates that students find it simpler to explore their thoughts when summarizing a tale using visuals. Gestures may be an effective lesson to help pupils practice their skills.The author attempts to discover ways that can assist pupils in problem solving based on these challenges. The author will employ picture cues in this research to tackle the difficulties at hand.

METHOD

The purpose of this study is to improve students' reading abilities through the use of recount text. Quantitative approaches are used in this investigation. Quantitative processes are scientific because they are concrete/empirical, objective, quantitative, logical, and methodical. Furthermore, because the research data is numerical and the analysis is statistical, this approach is sometimes referred to as the discovery method.

The author employed quantitative approaches in this study. A quantitative approach is a research strategy that uses quantification techniques, statistical computations, or other approaches that rely on numerical measurements to reach results. The purpose of quantitative research is to get a thorough understanding of the subject under examination.

The population of this study is popularly referred to as the subject. A population is a collection of individuals who share certain characteristics and attributes, which researchers may investigate and derive conclusions from (Curry et al., 2009). The population of this study was made up of SMK Smart class 10 students. The demographic and its characteristics were chosen as the sample. If the population is large and the writers are unable to study everything in the population, for example, due to a lack of funds, manpower, or time, the authors can use samples selected from that population. To determine the amount of samples in research, sampling procedures are necessary. This study uses a sample research design with an unintentional sampling process among SMK Smart 10th grade students. The researcher chose a sample of up to 5 people because the number of pupils was not limited.

Primary data and secondary data are the two types and sources of research data. Responses acquired directly from respondents are considered primary data. Primary data sources were collected by delivering questionnaires (research questionnaires) to the study object and asking respondents to fill them as soon as possible. Secondary data is information



collected in a roundabout or indirect way. The data was gathered from the personnel and archive development departments (research place). It is also based on previous research, literature, and publications on the topics discussed in this study.

There are four phases in this study for performing the Picture Cues-based approach. First, the researcher must construct a series of Picture Cues related to the text or reading material. Second, the researcher recorded the verbs or things as textual suggestions at the bottom of each image. Third, before using the strategy, the researcher introduced the subject and educated the students on how to complete the assignment using Picture Cues. Following the approach's deployment, the researcher emailed questions or student worksheets according to the cue photographs and reading text. At each interaction, the researcher provided different questions or worksheets to pupils. Because students' capacities improve during the teaching-learning process, implementation is done in two stages.

According to the success criteria, 80% of class X students at SMK Smart Bekasi must achieve a score higher than a minimum of 75. Success criteria are established to determine student achievement. The success criteria for this research are based on a comparison of the student's minimal score to the student's score at each meeting. Here, the researcher collects data for the plan's implementation utilizing a range of equipment. Data was collected by:

1. Observation, direct observation to gather data, as long as research is done out
2. The findings of the recount text reading comprehension exam, which include questions on recount text reading comprehension that are directly relevant to the research subject.
3. Field notes, namely by gathering student data when students contribute and are active participants in the learning process.

The process of reducing data to a more legible form is known as data analysis. It is expected that by employing a quantitative approach, precise measurement results for respondents' replies will be obtained, allowing data processing in the form of numbers to be performed using statistical methods. In this study, the data analysis technique used to quantify the improvement in student learning outcomes is to compare the percentage of mastery learning in the use of cue photographs to enhance the ability to read and understand recount text in class X students in cycles I and II. While the percentage of completed learning is calculated by comparing the number of completed learners to the total number of students (maximum students) and then multiplying by 100%.



RESULT AND DISCUSSION

When each cycle of this Classroom Action Research (CAR) is finished, new findings will be generated. The purpose of this study is to discover problems in each lesson that has been implemented. As a result of these findings, the deficiencies of each lesson provided to students can be discovered, and planning and execution of changes suggested by researchers can be developed. Prior to the study, students' learning abilities in English topics remained relatively low, especially in class X students' reading comprehension skills of recount narratives. Many pupils struggled with reading comprehension, particularly narrative text reading, as well as recognizing the language used since they didn't understand the content.

Have not ventured to ask questions, find it difficult to practice queries, are afraid to share their thoughts, and are less engaged. This is utilized as a benchmark to raise student interest and motivation in order to achieve better learning processes and outcomes. The Pictures cues model/method is used to solve the problem (picture cues). The next part presents the findings from watching the implementation of learning and reflection in the first and second cycles.

The researcher rates students' reading comprehension skills based on their final exam results in this study. Student ratings are used to determine the efficacy of this study. In the first cycle, there were two meetings where everyone learnt about recount text in different topics. In cycle 1, the researcher ran a test. Because cycle 1's conclusion was unsuccessful, the researcher moved on to cycle 2. There were four meetings in cycle 2, and the findings showed that there was an increase in pupils after implementing the plan. Researchers and English teachers will evaluate student results. In the final exam, about 28 pupils, or 87.5% of students, met the success requirement. At each meeting, student performance statistics were obtained from the researcher's field notes. It is also evident from the findings of the teacher's observation sheet. Through the acts of researchers, certain events are designed to encourage student engagement. Data from observation sheets were utilized to determine whether or not methods and media could motivate pupils to participate in class.

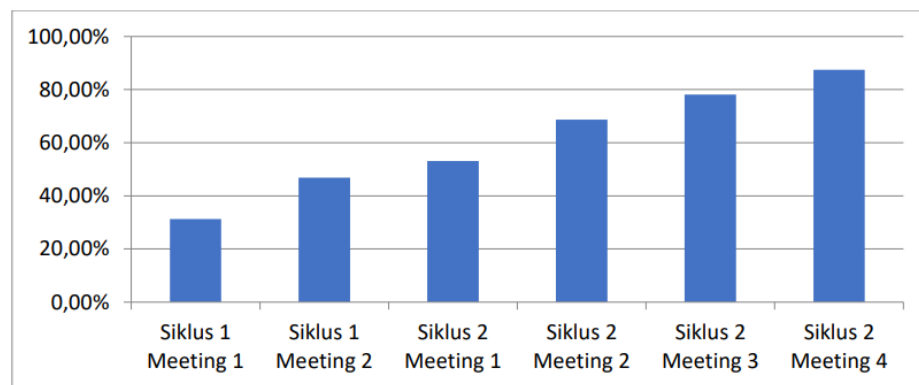


Figure 1. Final Exam Results

The data is collected during the strategy's implementation and filled in by the observer. The observer is the English instructor from a different class. Observers used observation sheets to monitor students' performance in class through the strategy's implementation.

The observation sheet has two components. The first factor is student involvement, which is worth four points. Responding to the researcher's inquiries, asking questions, working well in groups, and active engagement throughout plan execution are all examples of this. The second factor is student attitude, which has two points. They are attentive and enthusiastic.

Based on the observation sheet, the study's findings indicated an increase in three meetings. According to the first meeting, 85.71% of the students actively participated in the session. The second meeting found that 88.33% of students were paying attention in class. According to the most recent meeting, 90.14% of students were engaged in class.

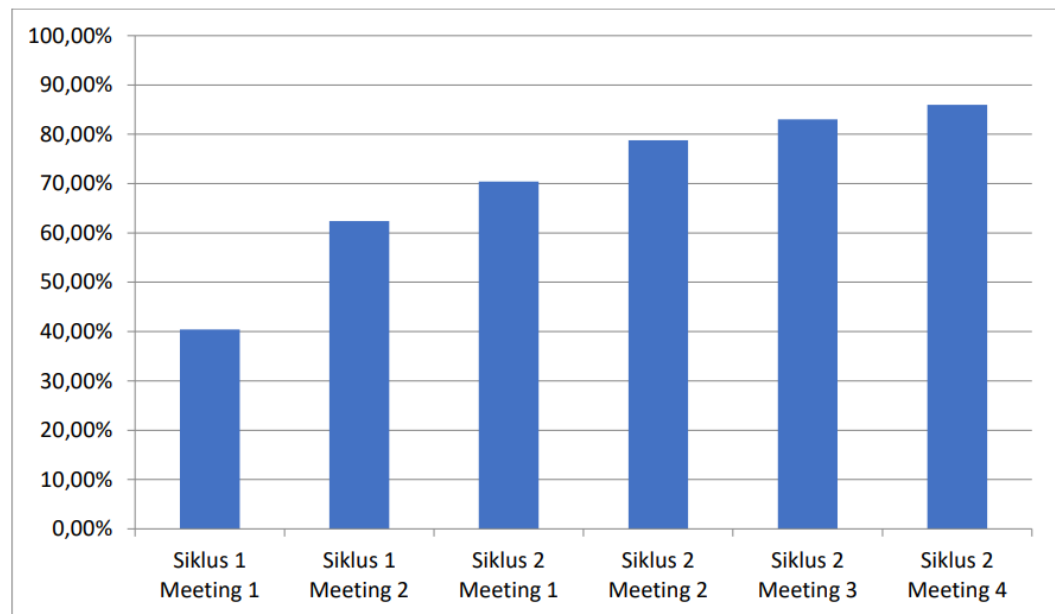


Figure 2. Observation Result Sheet

Furthermore, field notes were used to gauge student reactions to the strategy's execution. Students expressed an interest in sign images based on the findings of three meetings' field notes. They talk with their pals and share their opinions. Students participate actively in group projects.

The findings of the observation sheets and field notes indicate that the student's performance is satisfactory. Almost all pupils actively participate in their education. They are also enthusiastic about strategy implementation.

In cycle 1, students' skills in reading comprehension of recall text attained classical results, with as many as 15 students (46.87%) filling the very good group. Meanwhile, 17 pupils, or 53.12%, scored lower than the KKM. As a result, at least 16 pupils, or 50%, successfully meet the criterion for completion.

When compared to pre-cycle success, there were only 10 pupils or 31.32 percent of students in the good group. This suggests that just 10 students, or 31.32 percent, are truly proficient in comprehending recount text reading. There were just 10 pupils, or 31.32%, who met the minimal completion criteria.

According to the observer's observations, the learning environment was pleasant and favorable in the first cycle, in keeping with the teacher's talents and personality. It will boost



the quality, excitement, and motivation of students to be more adept in reading comprehension of the material with the talent and personality of a good instructor. Based on student questionnaires, it was discovered that there was an increase in the quality of learning and an improvement in learning outcomes after the first cycle. This is due to students' passion, eagerness, and determination to attain great achievements and receive excellent grades.

Cycle II saw a significant rise in both the quality of learning and the improvement of learning outcomes. The increased excitement and drive of students in producing descriptive prose demonstrates that learning quality has improved. Students appear to be more imaginative in expressing their thoughts, resulting in relevant and high-quality descriptive language. The competence and personality of the subject instructor have a major impact on the development in learning quality. If the instructor lacks strong pedagogical talents as well as a positive personality, the quality of learning is highly likely to suffer. Teachers with strong pedagogical talents and personalities, on the other hand, can increase the quality of learning.

Cycle II students' skills in reading comprehension of recall text utilizing visual cues (picture cues) develop and improve from cycle I. The teacher's and pupils' weaknesses and deficiencies in reading comprehension of recall text utilizing picture cues (picture cues) in cycle II are not obvious. Improving learning quality is characterized by enhanced student creativity, excitement, and motivation, as well as a pleasant learning environment. This is what leads pupils' skills in reading comprehension of recount text utilizing visual cues (picture cues) to skyrocket in cycle II.

When compared to the average value of the test results in the first cycle, which was 70.40, the average value of the test results in the second cycle, which reached 87.50, represents a 17.90 percent increase. When compared to the pre-cycle learning outcomes, which had an average value of 63, the learning outcomes in the second cycle improved by 24.50 percent. Thus, when it came to reading comprehension of recall text utilizing pictures cues (picture cues) in cycle II, the majority of the students, 87.50 percent, were truly adept.

This conclusion is consistent with prior study, as reported by Smith, who discovered that students respond to visual signals and may be made to critique using pictures and words (Smith et al., 2005). Furthermore, Lee discovered that visual aids had a greater influence on reading comprehension (Lee et al., 2015). The study's findings are consistent with Deevy, who discovered that cue photos can boost students' attention and knowledge by testing their ability



to answer the "WH" question (Deevy & Leonard, 2004). So, it can be concluded that is consistent with prior research, as reported by Smith, who discovered that students respond to visual signals and may be forced to critique using pictures and words. Lee also discovered that visual aids had a greater impact on reading comprehension. The study's findings are consistent with Deevy's discovery that using cue photos to test students' ability to answer the "WH" question can improve their attention and knowledge.

CONCLUSION

Using recount text as a learning medium can help students improve their ability to read English texts. The following are the study's findings: To begin, students can utilize image clues to help them enhance their reading comprehension abilities. This is evidenced by the final score of 87.50 percent of 28 students meeting the benchmark of 75. Image cues improve pupils' reading skills who match the success criteria, proving this. Second, using cue images into the teaching and learning process may inspire students to engage in more active classroom participation. Third, using sign drawings may help youngsters acquire confidence in their abilities to communicate.

Based on the facts on the observation sheet, I can conclude that the students' performance throughout the lecture was satisfactory. These statistics show that 90.14 percent of students actively participate in the teaching and learning process. By using cue graphics, they looked to be enthusiastic about finishing the assignment. Drawing gestures has been found to improve students' reading comprehension.

In this study, there is a process for using Picture Cues as a Strategy. The researcher must first create a sequence of cue pictures relating to the text or reading material. Second, at the bottom of each image, the researcher transcribed the verbs or items as textual recommendations. Third, before using the method, the researcher explained the topic and directed the students through the assignment using cue photos. Following the deployment of the technique, the researcher sent questions or student worksheets based on the cue photos and reading text. During each engagement, the researcher gave the students various questions or workbooks.



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