

Warming up for Reading in Order to Increase Students' Reading Skill

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Abstract: This study aims to describe the use of WFR in teaching reading, the problems in using WFR in reading class and to identify students' responses to the implementation of WFR. The results of the study is aimed to contribute to the teaching and learning process of reading. This research was conducted on second year nursing students of Universities Muhammadiyah Kalimantan Timur. The research sample consisted of 40 students of nursing. Data collection was carried out through observation, interviews and tests. After collecting data and analyzing it and describing the results of the research with classroom action research procedures, the authors describe the results of the research. WFR was conducted in four meetings. Appropriate in teaching reading and helping students improving or developing their reading skills. There are several obstacles faced by students in the teaching and learning process, namely most students have difficulty in composing sentences correctly, students have difficulty translating words from English into Indonesian and Indonesian into English, students do not understand the teaching materials, assignments, and students have difficulty finding the main idea of the text. During the teaching and learning process from the first meeting to the fourth meeting the students' responses were quite good. They look enthusiastic in every meeting. The results of hypothesis testing show that the t-observation is always greater than the t-table; at degrees of freedom $N - 1 = 39$ and a significance level of 0.05. That is, there is a significant difference between student achievement before and after the implementation of WFR. In conclusion, learning to read using WFR on nursing students at the Universitas Muhammadiyah Kalimantan Timur produced good results. The WFR method is the right method to improve students' reading skills and help the teaching and learning process.

Keywords: Warming up for Reading, Reading, Students' Reading Skill

1. Introduction

There are four language skills, namely; listening, speaking, reading and writing. Students in communicating or expressing their thoughts, feelings and opinions are expected to be able to develop these four language skills to students so that students can use these skills. Teachers need to be prepared on how to design effective reading comprehension strategies and how to teach these strategies to their students. Therefore this study aims to study the effective reading strategies in order to improve reading skills in language classes [1]. Reading is one of the skills in learning English. Reading is an understanding of the message conveyed by the author through visual and non-visual information, helps us learn to think of new languages, helps us build better vocabulary, makes us more comfortable with English in writing, can help us plan to study

in an English speaking country [2]. Harrison and Smith Define reading as the act of responding with appropriate meaning to printed or written verbal symbols [3]. In comprehending the message of a text, reading can function as a communicative process between a writer and a reader. [4] Suggest that reading is an instantaneous recognition of various written symbols, simultaneous association of the symbols with existing knowledge, and comprehension of the information and ideas communicated.

People to understand what they are reading, this requires a process. The process begins when they encounter a written symbol, they see it then their mind processes it. [5] Reading is one of the most important skills that students must master to be successful educationally, occupationally, and socially. It enables students not only for learning, careers, and pleasure, but also for language acquisition. Starting from the process of

seeing until it turns into a process of understanding, this process is known as a cognitive process. Furthermore, Kustaryo suggests that reading is an active cognitive process of interaction with printed comprehension and monitoring to construct meaning [4].

The purpose of reading in nursing is to support students in obtaining certain information, which states general ideas about the text and main ideas both explicitly and implicitly. As Moats said is mainly interested in studying the role of knowledge of reading strategies and their implementation in reading classes by the learners in helping the EFL learners read and comprehend a reading text more rapidly and successfully [6]. To mention the eight research-based strategies we may refer to: Making Connections, Questioning, Inferring, Visualizing, Summarizing, Using Prior Knowledge, Evaluating and Synthesizing some of which have been taught and practiced in a real class in the present study. A good rule for teachers is to let them read when they are ready to.

Students' reading ability seems unsatisfactory in nursing class of Universities Muhammadiyah Kalimantan Timur. They have difficulty mastering reading skills. They feel forced to do reading activities. Students do not fully understand the meaning and purpose of reading skills. For students reading is a tedious and tiring activity. They have very weak reading interest. The tendency to read words is more obvious. Reading skills is the primary difficulty and at the same time the primary goal for individuals with macular degeneration seeking vision rehabilitation. The current prevalent methods for reading skills training are magnification— large print size and scotoma awareness training [7]. Furthermore, Reading is an extremely complex activity since an authentic reading comprehension implies deep understanding, ability to infer, analyze, apply, and evaluate [8].

The responsibility of an English teacher is very heavy because they are required to be creative in improving the strategy of responsibility to obtain solutions to the conditions that have been described. The demand to be able to motivate students to receive good English lessons is very high. When reader connects the new information with what he already knows, the learning occurs [9]. Develop in g reading comprehension skills, that is, ability to understand the written text takes time and requires patience and practice as stated in Reading Rockets. Additionally, the successful implementation a reading strategy is a trick rather than a skill and the point is just to remember to apply it. Basically, the way learners apply these strategies, when and how. The unattractive presentation of the material or the method of delivery was the fundamental thing that students complained about. On the other hand, the need for good reading comprehension skills is very necessary for the achievement of understanding targets in completing tasks that require students' reading abilities. The obvious problem is that the students' enthusiasm for reading is broken when they have difficulty understanding the text that is being read. In other hand, in relation to university students' ability in comprehending the content of a textbook, educators need to provide instructions as well as tools to improve their students' comprehension ability, since the research indicates that

reading comprehension plays an important role in increasing academic achievement and in gaining problem solving ability as well [10].

Therefore, it is required a method which is able to make an interesting materials for the students in the process of teaching and learning. Arouse students' interest involved during the reading class.

2. Research Methodology

a. Method of Collecting Data

In collecting the data, the researcher used test, observation and interview to collect the data.

Firstly, Test. Test is utilized as an instrument of collecting the data. Test method is a way of obtaining the data, giving a number of items to be done by the testes. Test itself is defined as series of questions or exercises that is used to measure skills, knowledge, intelligence, ability and aptitude owned by individual or a group [11]. There are two kinds of test, objective and essay test. In this study the writer conducts an essay test. It is in the form of answering question based on the text.

Secondly, observation. Observation is an activity in a certain situation to get the data. Firstly, the researcher met the head of Nursing department before conducting on this classroom action research to this field. This is meant to observe students' condition in reading ability in every aspect of teaching and learning process. The observation was done during two months. The teacher sat down on the back row and observed all activities during the teaching-learning process. The researcher and the collaborator observed four times and it took 45 minutes for observation in each meeting.

Thirdly, interview. Interview enables the data obtained in deep and complete way. In this case, the writer interviewed the teacher and students. The goal is to get information about the teaching of Reading held in the classroom. The researcher interviewed the teacher, and some students in order to get more information about the teaching.

b. Method for Testing the Validity of Data

Researchers use review informants to test the validity of the data by confirming the results of the report or findings to get agreement between the researcher and the informant about the data findings. The researcher also discussed with the teacher the related developments have been made during the research process.

c. Technique for Analyzing Data

In analyzing the data, the researcher used interactive model analysis [12] which consists of three activities, that is, reducing data, explaining data, and drawing conclusion. In reducing data, the researcher simplified the raw data becoming significant information. In explaining the data, she put forward the data simpler in the form of narrative explanation. And in drawing conclusion, she took the essence of the data in the form of simple sentences. While to find whether there are significant differences between the student's achievements before and after the action the researcher used the no independent t-test.

3. Research Finding and Discussions

In the study, researchers and teachers tried to use WFR (Warming up For Reading) in teaching reading to solve students' reading comprehension problems. Every action in the teaching and learning process is contained in the lesson plan. The topics used in this research are individual public services, entertainment, health and recreation. The topics selected are based on the need for reading material that attracts students' motivation and interest in being involved in the teaching and learning process. It is stated that Strategic readers use a variety of strategies and skills as they construct meaning [13]. In addition, learning to use strategic reading skills effectively is a crucial part of becoming a strategic reader. Helping students learn to use these skills needs continuous reading practice to help students become independent in their learning [8]. Helping students learn to use these skills needs continuous reading practice to help students become independent in their learning.

1. Planning

Planning is meant to change the plan for improvement, improving behavior and attitudes as a solution to problems. At the planning stage the researcher made observations to monitor the preconditions before the classroom action research was carried out. After the initial conditions were found the facts were the lowest reading ability of the students, trying to improve students' reading skills through the technique for reading (WFR) as a reading technique. Before teaching, he also prepares the material used as the appropriate reading text for each subject matter to be presented.

2. Acting

All the actions that was already planned in this phase are implemented into the teaching and learning process in the reading class. Researchers enforce nursing student teaching using WFR. Researchers use story telling as a starting point to introduce new material in the teaching and learning process. The purpose of implementing activities is to provide solutions to the difficulties that make students. He teaches using WFR to improve students' reading skills while collaborators sit in the back row of friends all teaching and learning activities during the treatment. This stage is conducted in four meetings which first meeting teacher introduced herself to the students and explained that the researcher would teach them, and then the researcher begins the actions. The second, classroom activity was planned as part of a lesson plan scheduled for 45 minutes. The researcher came to the class for the second meeting. Before teaching, she tried to create a good atmosphere in the lass. She did the same way in the second meeting. Firstly, she wrote the title of text in the blackboard. After that, she explained what the students must do, they must write the question and vocabulary list about the title in the worksheet. In the second meeting the students was still confused. They have difficulties in arranging the questions, especially in English. After the students finished writing the question and vocabulary list, she called some students to write their work on the blackboard. Some students still wrote the wrong question and had no relation with the title. After that,

the researcher distributed the copy of reading text, Then the researcher pointed out Feri to read the text loudly. The researcher gave short explanation about the text and the students wrote the main idea of the text. It is important to know how far the students understand about the text. The next activity is the researcher asked the students to do the written test. In this test, they were asked to answer the questions based on the text. The test consists of 10 essay items. After they finished doing the test, she called some students to write their work on the blackboard. While they wrote on the blackboard, she checked around the other students' work.

Later, she made the score after the action by using the non-independent t-test. The students' mean score of written tests is 6,29. The result of the non-independent t-test showed that with the $df N - 1 = 39$ and with level of significance 0,05 the t-observations are 2,03 in written test, while the t-table is 2,021. It means that the t-observation is greater than t-table. So, there is increasing in reading skills of students after the action. The third meeting, the researcher came to the class for the third meeting. The researcher did the same way in the third meeting. After she entered the class, she greeted and said hello. Then, she wrote the title of the text in the blackboard. The students were eager to know what kind of title would be told. Some of them understood the title and knew the content of the text, but other students didn't understand the title. After the students finished writing the questions and vocabulary list, the researcher distributed the copy of reading text entitled "The Ant and the Dove" to each student. Then, she called some students to write their work on the blackboard. The result of their work is satisfying. Then, the researcher read the text loudly and explained the content of the text. Two students also read the text loudly in front of class. After that, the researcher asked the students to write the main idea of the text.

The next activity is to do the written test. In this test, they were asked to answer the questions based on the text. The test consists of 10 essay items. After they finished doing the test, she called some students to write their work on the blackboard. While they wrote on the blackboard she checked around the other students' work.

Later, she made the score after action by using non independent t-test. The students' mean score of written test is 6,85. The result of the non-independent t-test showed that with the $df N - 1 = 39$ and with level of significance 0,05, the t-observations are 5,98 in written test, while the t-table is 2,021. It means that the t-observation is greater than t-table. So, there is increasing in reading skills of students after the action. The fourth meeting, done as previous and then Later, researcher made the score after action by using the non-independent t-test. The students' mean score of written test is 7,21. The result of the non-independent t-test showed that with the $df N - 1 = 39$ and with the level of significance 0,05 the t-observations is 8,6 in written test, while the t-table is 2,021. It means that the t-observation is greater than the t-table. So, there is increasing in reading skills of students after action.

3. Observing

The results of the observation is most students had difficulty in composing sentences and translating the word

into English. To overcome this problem, researchers tried to improve vocabulary and tension skills. Researchers provide opportunities for students to open dictionaries, discuss and ask words they do not know, but in conducting tests, researchers do not provide opportunities to do them.

During the teaching and learning process from the first meeting to the fourth meeting, the student response was quite good. They are enthusiastic about reading texts and working on problems. They were very enthusiastic at the third and fourth meetings because of the interesting stories. Both teachers and students carry out their respective roles (the teacher teaches material to students according to the lesson plans and students who actively participate in the class can be seen from the enthusiasm in the teacher's requests and questions). The students are also serious about doing the exercises. Most of them can do the exercises well.

4. Reflecting

Based on the result of the reflection, the researcher assesses the students' reading skill as well as the context of teaching-learning process that she carried out. The result of third and fourth meeting implies that the students got more significant progress than the result got in the first and second meeting. In the first meeting, the students mean score of written test is 7,23. In the second meeting the students mean score of written test is 7,26. In the third meeting the students mean score of written test is 7,85. And in the fourth meeting the students mean score of written test is 8,21. So there is an increase of the mean score from first meeting until fourth meeting. Most of them had a better condition when teaching-learning process occurs. They look interested in joining the activity.

4. Conclusion

The response of the students based on the researcher's observation, during the teaching-learning process from the first meeting until the fourth meeting is good. Students were enthusiastic in every meeting. On their opinion, warming-up for reading help them to know the content of the text easily.

In teaching-learning process, there are some problems encountered by the students, such as: (1) Most of the students have difficulties in arranging the sentence correctly; (2) The students have difficulties in translating the word from English into Indonesian and Indonesian into English; (3) Most of them don't understand the instruction of the worksheet; and (4) The students have difficulties in finding the main idea of the text.

Based on the researcher's observation, during the teaching-learning process from the first meeting until the fourth meeting the response of the students is good. They were enthusiastic in every meeting. On their opinion, warming-up for reading help them to know the content of the text easily. In addition, to improve students' reading skill families and communities can read and discuss appropriately challenging themed books of interest as found pupil's background knowledge and develop their abilities to think and talk about a variety of texts [14].

The problem found in first meeting is solved in second meeting. The problem found in second meeting is solved in third meeting. The problem found in third meeting has been solved in the fourth meeting. Based on the result of the action, there are some improvements as follows:

1. The quality of the teaching-learning process in the classroom improves,
2. The students' motivation to learn is improving,
3. The students can make the sentence correctly,
4. The students know the meaning of the words,
5. The students are active in the teaching- learning process, and
6. There is an improvement of students' reading skill. This can be seen from the mean of written test after the action. It was growing better in each meeting.

The result of the study indicates that the use of WFR as a technique in teaching reading can overwhelm the students' problems effectively. The problems faced by the students during teaching-learning process are: the students get difficulties in arranging the sentence, translating the word, not clear with the instruction of the worksheet, and the students get difficulties in finding the main idea of text.

After the researcher implements WFR in teaching-learning process, the problems are solved. Firstly, they can arrange sentences correctly. Secondly, they know more new words and their meaning. Thirdly, they understand the instruction of the worksheet. Fourthly, they can easily find the main idea of the text. During the teaching-learning process from first meeting until fourth meeting the response of the students is good. They were enthusiastic in every meeting. On their opinion, warming-up for reading help them to know the content of the text easily. Updated reading log activity carries the characteristics of successful extensive reading practices. Students agree that they could read a large volume of texts. The practice is regarded as easy and mainly for pleasure. Students have a choice of selection in content and individualized learning [15].

The result of the hypothesis testing shows that the t-observation is always greater than t-table, in degrees of freedom $N-1 = 39$ and level of significance 0,05. It means that there is a significant difference of students achievement after the action.

From the explanation above, it can be concluded that WFR is an appropriate method in increasing reading skill of the students.

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