IMPROVING STUDENTS' READING SKILL BY USING READING RACE STRATEGY TO THE EIGHT GRADE OF SMPN 1 JENANGAN

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ABSTRACT

Reading is a means of language acquisition, communication, sharing information and ideas. It is a process to get knowledge through written text. Reading skill has important role to other skills, such as listening, writing and speaking skill. But, reading became a difficulty for students of SMPN 1 Jenangan especially class 8C. It is influenced by some factors among others: the students have low desire to read English text, the students read the text slowly and they get difficulty to comprehend the text. To improve the students' reading skill, the researcher applied Reading Race strategy.Reading Race strategy is innovative strategy in teaching and learning English which helps students to be able to read the English text, comprehend it and find the idea of text fluently and easily.The design of this study was Classroom Action Research. The research was conducted in SMPN 1 Jenangan. It is located on Jalan Raya Jenangan- Kesugihan.The subject of the study were students of 8C SMPN 1 Jenangan Ponorogo.The class consist of 37 students, 20 males and 17 females. This study was conducted in May. It was conducted in 2 cycles. Technique of collecting data were questionnaire, observation, test and field note.Based on the result of the study, the achieved percentage of reading test (group) of cycle I was 69.89 % and 74.91% in cycle II. While the achieved percentage of reading test (individually) of cycle I was 67.91% and 75.64% in cycle II. Moreover, the percentage of observation on students' activities of cycle I was 63.91% and 71.48% in cycle II. The result of questionnaire showed that students' perception and interest in English have been improved.100% of students like Reading Race strategy, 65% of students did not get difficulty in reading an English text, 78% of students thought that English is easy, while 73% of students did not translate English text word by word, and 59% of students did not get difficulty to find out information of the text.Based on explanation above, it could be concluded that Reading Race strategy can improve students' reading skill. Beside that, it improves students' motivation, activities and interest in teaching learning process.

Keywords: reading skill; reading race strategy

INTRODUCTION

As human beings, people need to communicate to each other. One of ways to do the communication is by using the language. Based on Oxford dictionary, language is the system of sounds and words used humans to express their thoughts and feeling (1995:662).

Language is communication of thoughts and feelings through a system of arbitrary signals, such as voice sounds, gestures, or written symbols. It is such a system including its rules for combining its components, such as words and it used by a nation, people, or other distinct community

(http://www.yourdictionary.com/language). In other words, we can say that language is a means of communication for human being to deliver and receive information. By language, both the speaker and the listener may understand each other.

In language learning, people are expected to have an ability in four language skills. They are listening, speaking, reading and writing. The four language skills related to each other. The people will be successful in learning a language if they are able to master the skills.

According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to built meaning (2003:68). It means that if the readers have background knowledge about the text which they read, it will be easier for them to understand the meaning and information of the text.

Reading skill is very important in language learning. It has many advantages. By reading, people are able to interact with others through the written text or discourse. Besides, it can be used to get more information and increase their knowledge.

Reading also gives people a chance to study a certain language. Reading English texts provide them with aspects of English; words, grammar, and discourse. When people read an English text, they need to know the meaning. Then, to find the meaning of the whole text, people need to know the writer's ideas.

Nunan said that Reading is essensial skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure succes not only in learning English but also in learning in any content class where reading in english is required. With strengthened reading skill, learners will make greater progress and development in all other areas of learning (2003: 69).

So far, reading lesson is difficult and boring among students. This difficulty is influenced by lack of desire or motivation of students to read. Alderson says that poor readers lack of motivation to read or to spend time improving their ability to read (2000:53).

According to an English teacher in SMP N 1 Jenangan, there are factors which make students get difficulty in reading activity. First, the students have low desire and motivation to read English text. Second, the students read English text slowly. Third, the students often get difficulty to comprehend the texts.

According to Iwuk, there are two factors which obstacle students in reading activity. They are internal factors and external factors. Internal factors covers low of language knowledge and low of desire in reading. External factors covers the environment of students, people around the students and reading books (2007:14).

To increase the motivation in reading activity and improve reading skill, the researcher try to apply an inovative strategy which is relevant in teaching reading. By using an inovative strategy, the students will be comfortable, motivated and interested.

One of strategy which is appropiate for teaching reading is Reading Race. This strategy is able to improve scanning skill of students in reading English text. This strategy helps students to read fluently but still understand the idea and information of the text.

METHOD
1. Reading
a. Definition of Reading

Reading is a means of language acquisition, communication, and sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement. (http://en.wikipedia.org/wiki/Reading).

According to Nunan, Reading is fluent process of reader combining information from a text and their own background knowledge to built

meaning (2003:68). It means that if the readers have background knowledge about the text, it will be easier for them to comprehend the text.

Beside that, Nuttal in Simanjuntak (1988:14) defines that reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and reader's language skill, cognitive skill and the knowledge of the world.

b. Models of Reading Process

According to Eskey in Simanjuntak (1998:7-8) there are three models of the reading process. They are botom-up, top-down and interactive model.

a.Bottom-up model

The bottom up model of the reading process is a precise process involving exact, detailed, sequential perceptions and identification of letters, words, spelling patterns and larger language unit.

b. Top down model

This model involves an interaction between though and language. Top down processing occurs as the system makes general predictions based on higher level, general schemata, and searchers the input for information. It means that the comprehension deals with the background knowledge. The reader will read a text and tries to find the information by guessing the meaning.

c.Interactive model

The interactive model of reading process deals a particularly type of cognitive behavior, which is based on certain kinds of knowledge which form a part of the reader's cognitive structure.

c. Teaching Reading
a. Principles for teaching reading

In teaching reading, teacher has to have the principles which help the teacher to do teaching learning activity. Nunan (2003:74-78) said that the principles of teaching reading are:

a). Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language work, knowledge of how the second language works, and cultural background and knowledge.

b).Built a strong vocabulary base

Recent research emphasized the importance of vocabulary to successful reading. The basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what work best.

b. The Problems of EFL/ ESL Teacher in Teaching Reading

Based on Gebhard (1996:209-213), problems some EFL/ESL teachers face include the following:

a) The " I want to read faster" problem. Students want to read faster but they do not know how to increase their reading speed.
b) The" vocabulary building" problem. It is not just beginners who need lots of vocabulary. All students need to work constantly on building vocabulary, and teachers can show students how to do this on their own.
c) The " background of knowledge" problem. Most teachers recognize that before students read, it is important to build students' background knowledge.
d) The " getting students to read" problem. It is sometime difficult to get young students to read outside class.

2. Reading Race Strategy

In teaching and learning process, teacher has a great role, so teacher should use an innovative approach and strategy so that students will be interested in study.

Reading race is creative and innovative strategy in learning English which helps students to be able to read and comprehend the English text fluently and easily. Reading race is used to reduce habitual of students whom always translate the English text word by word. (http://blog.unila.ac.id/effendisanusi/?p=258).

The Reading Race strategy can increase students scanning skill in reading an English text. Scanning skill in reading English text is like reading dictionary. The readers do not read whole text, but only read and find out an important information which they are looking for. Nuttal in Simanjuntak said that by scanning the reader means glancing rapidly through a text either to search for information or to get an initial impression of the text is suitable for a given purpose (1988:58).

In English teaching and learning especially in teaching reading skill has to distinguish between speed reading and comprehend reading. There are many types of English text which read quickly such as newspaper, pamphlet, brochure,

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and short story. As English teachers, they have to try to ask students read fluently but the students still understand the main idea of the text.

As an innovative strategy, Reading Race has some advantages to the students, such as:

1) To reduce habitual of students who always translate the English texts words by words.
2) Increasing students' scanning skill especially when they are getting examination. In limited time, they do not only have to read fluently but also understand the main idea of text.
3) Improving students' teamwork in answering questions and retelling the content of text.
4) Creating joyful learning so the students feel comfortable in teaching and learning.

3. Teaching Reading Using Reading Race Strategy

In teaching learning activity, everything should prepared to support the learning process so that it will run well. Based on Sanusi opinion, the procedure in teaching reading using Reading Race strategy are:

a. The teacher has to make a plan what will be done in the teaching learning activity. At this stage, the teacher has to prepare an appropriate texts which relevant to the students knowledge. The texts which is relevant in this study is past events, narrative or recount text. It has to be copied more than one page in colored paper.
b. The teacher must be able to create reading activity using Reading Race interest. Before continuing the step of strategy the teacher should explain to the students the strategy will be used. Then, the teacher sticks the material on the wall of the class, it can be in front, behind or corner of the class.
c. The students have to stand and read the text likes reading wall magazine for fifteen minutes.
d. The teacher divides the class into some groups, then they have to answer question for ten minutes based on text which they have read.
e. The teacher asks the right answer to each group..

FINDING AND DISCUSSION

FINDING

1.   Pre Treatment Questionnaire

Before the research began, the researcher gave pre treatment questionnaire to the students to know their interest in English. The result of pre treatment questionnaire can be seen in the following table:

Table 4.1

The result of pre- treatment questionnaire

No	Question	Answer			
		A (Yes)		B (No)	
1	Do you like English?	28	76%	9	24%
2	Do you like reading an English text?	22	59%	15	41%
3	Do you think that English is difficult?	21	57%	16	43%
4	Do you translate English text word by word?	25	68%	12	32%
5	Do you get difficulty to find out information in English text?	32	86%	5	14%

Based on the table above, it could be said that most of students liked English but they thought that English is difficult especially in reading skill. They got difficulties to find the information of the text and they also translated word by word to get understanding

Table 4.2

The result of reading test (group) of cycle I

No	Name	Score	Achievement
1	Agung Prasetyo	66	Failed
2	Ahmad Diyan Saputra	88	Passed
3	Ahmad Hariyanto	66	Failed
4	Andri Darmawan	83	Passed
5	Andri Korniawan	72	Passed
6	Ardhi Dwi Setyawan	72	Passed
7	Astin Nafa Rahani	83	Passed
8	Budi Hartono	50	Failed
9	Dian Ning Purnami	77	Passed
10	Dicky Setiawan Putra	72	Passed
11	Eka Rahayu Riastuti	72	Passed

12	Enggar Prasetyo	72	Passed
13	Hafiah Eka Safitri	50	Failed
14	Irfan Kurniawan	72	Passed
15	Irma Putra Ardiansyah	50	Failed
16	Karisma Rizki Amalia	66	Failed
17	Laily Novishah	83	Passed
18	Langgeng Prasetyo	50	Failed
19	Luluk Novitasari	50	Failed
20	Melida Setyaningsih	77	Passed
21	Melissa Mekke Putri	77	Passed
22	Miarti Ellin	66	Failed
23	Mohamad Nizam	50	Failed
24	M. Safiqul Redza Nur R	50	Failed
25	Novitalia	77	Passed
26	Nuke Asriati Devi	83	Passed
27	Putri Wida Ayu P	83	Passed
28	Ririn Miftakul Hidayah	72	Passed
29	Safira Auliawati	72	Passed
30	Samsul Huda	72	Passed
31	Tatang Tri Herdianto	66	Failed
32	Trastian Yessa Gustama	72	Passed
33	Udin Nugroho	72	Passed
34	Uun Fajar Setyawan	88	Passed
35	Veri Dwi Andika	66	Failed
36	Yuni Indarwati	77	Passed
37	Yuniana Sara	72	Passed
	Total	2586	

$$\bar{x} = \frac{\sum fx}{N}$$
$$= \frac{2586}{37}$$
$$= 69,89$$

From the data above, we can see that the mean of score is 69.89.

Table 4.3

The result of reading test (individual) of cycle I

	Name	Score	Achievement
1	Agung Prasetyo	61	Failed
2	Ahmad Diyan Saputra	72	Passed
3	Ahmad Hariyanto	66	Failed
4	Andri Darmawan	72	Passed
5	Andri Korniawan	55	Failed
6	Ardhi Dwi Setyawan	72	Passed
7	Astin Nafa Rahani	83	Passed
8	Budi Hartono	55	Failed
9	Dian Ning Purnami	72	Passed
10	Dicky Setiawan Putra	61	Failed
11	Eka Rahayu Riastuti	72	Passed
12	Enggar Prasetyo	66	Failed
13	Hafiah Eka Safitri	72	Passed
14	Irfan Kurniawan	61	Failed
15	Irma Putra Ardiansyah	66	Failed
16	Karisma Rizki Amalia	61	Failed
17	Laily Novishah	83	Passed
18	Langgeng Prasetyo	72	Passed
19	Luluk Novitasari	61	Failed
20	Melida Setyaningsih	72	Passed
21	Melissa Mekke Putri	77	Passed
22	Miarti Ellin	44	Failed
23	Mohamad Nizam	72	Passed
24	M. Safiqul Redza Nur R	83	Passed
25	Novitalia	66	Failed
26	Nuke Asriati Devi	77	Passed
27	Putri Wida Ayu P	72	Passed

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No	Name	Score	Achievement
28	Ririn Miftakul Hidayah	72	Passed
29	Safira Auliawati	83	Passed
30	Samsul Huda	77	Passed
31	Tatang Tri Herdianto	66	Failed
32	Trastian Yessa Gustama	77	Passed
33	Udin Nugroho	44	Failed
34	Uun Fajar Setyawan	74	Passed
35	Veri Dwi Andika	63	Failed
36	Yuni Indarwati	61	Failed
37	Yuniana Sara	50	Failed
	Total	2513	

$$\bar{x} = \frac{\sum fx}{N}$$
$$= \frac{2513}{37} = 67{,}91$$

From the data above, we can see that he mean of score is 67.91

Table 4.5

The result of reading test (group) of cycle II

No	Name	Score	Achievement
1	Agung Prasetyo	77	Passed
2	Ahmad Diyan Saputra	83	Passed
3	Ahmad Hariyanto	77	Passed
4	Andri Darmawan	77	Passed
5	Andri Korniawan	83	Passed
6	Ardhi Dwi Setyawan	72	Passed
7	Astin Nafa Rahani	88	Passed
8	Budi Hartono	72	Passed
9	Dian Ning Purnami	72	Passed
10	Dicky Setiawan Putra	72	Passed
11	Eka Rahayu Riastuti	83	Passed
12	Enggar Prasetyo	72	Passed
13	Hafiah Eka Safitri	77	Passed
14	Irfan Kurniawan	72	Passed
15	Irma Putra Ardiansyah	77	Passed
16	Karisma Rizki Amalia	66	Failed
17	Laily Novishah	88	Passed
18	Langgeng Prasetyo	72	Passed
19	Luluk Novitasari	72	Passed
20	Melida Setyaningsih	66	Failed
21	Melissa Mekke Putri	66	Failed
22	Miarti Ellin	66	Failed
23	Mohamad Nizam	72	Passed
24	M. Safiqul Redza Nur R	72	Passed
25	Novitalia	72	Passed
26	Nuke Asriati Devi	88	Passed
27	Putri Wida Ayu P	88	Passed
28	Ririn Miftakul Hidayah	72	Passed
29	Safira Auliawati	77	Passed
30	Samsul Huda	72	Passed
31	Tatang Tri Herdianto	72	Passed
32	Trastian Yessa Gustama	72	Passed
33	Udin Nugroho	72	Passed
34	Uun Fajar Setyawan	83	Passed
35	Veri Dwi Andika	72	Passed
36	Yuni Indarwati	66	Failed
37	Yuniana Sara	72	Passed
	Total	2772	

$$\bar{x} = \frac{\sum fx}{N} = \frac{2772}{37}$$
$$= 74.91$$

From the data above, we can see that the mean of score is 74.91.

Table 4.6

The result of reading test (individual) of cycle II

No	Name	Score	Achievement
1	Agung Prasetyo	77	Passed
2	Ahmad Diyan Saputra	77	Passed

3	Ahmad Hariyanto	72	Passed
4	Andri Darmawan	66	Failed
5	Andri Korniawan	61	Passed
6	Ardhi Dwi Setyawan	77	Passed
7	Astin Nafa Rahani	88	Passed
8	Budi Hartono	66	Failed
9	Dian Ning Purnami	77	Passed
10	Dicky Setiawan Putra	72	Passed
11	Eka Rahayu Riastuti	83	Passed
12	Enggar Prasetyo	83	Passed
13	Hafiah Eka Safitri	77	Passed
14	Irfan Kurniawan	66	Failed
15	Irma Putra Ardiansyah	61	Failed
16	Karisma Rizki Amalia	77	Failed
17	Laily Novishah	94	Passed
18	Langgeng Prasetyo	61	Failed
19	Luluk Novitasari	72	Failed
20	Melida Setyaningsih	83	Passed
21	Melissa Mekke Putri	83	Passed
22	Miarti Ellin	61	Failed
23	Mohamad Nizam	83	Passed

24	M. Safiqul Redza Nur R	88	Passed
25	Novitalia	72	Passed
26	Nuke Asriati Devi	83	Passed
27	Putri Wida Ayu P	88	Passed
28	Ririn Miftakul Hidayah	83	Passed
29	Safira Auliawati	94	Passed
30	Samsul Huda	72	Passed
31	Tatang Tri Herdianto	72	Passed
32	Trastian Yessa Gustama	66	Failed
33	Udin Nugroho	61	Failed
34	Uun Fajar Setyawan	88	Passed
35	Veri Dwi Andika	77	Passed
36	Yuni Indarwati	66	Passed
37	Yuniana Sara	72	Passed
	Total	2799	

$$\bar{x} = \frac{\sum fx}{N}$$

$$= \frac{2799}{37} = 75{,}64$$

From the data above, we can see that the mean of score is 75.64

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A.   Discussion

Based on data description from cycle I until cycle II there was improvement of students' reading skill using Reading Race strategy. The summary of data could be seen as follow:
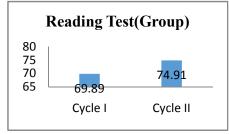
Table 4.9
The result of reading test (group)

No	Name	Cycle I	Cycle II
1	Agung Prasetyo	66	77
2	Ahmad Diyan Saputra	88	83
3	Ahmad Hariyanto	66	77
4	Andri Darmawan	83	77
5	Andri Korniawan	72	83
6	Ardhi Dwi Setyawan	72	72
7	Astin Nafa Rahani	83	88
8	Budi Hartono	50	72
9	Dian Ning Purnami	77	72
10	Dicky Setiawan Putra	72	72
11	Eka Rahayu Riastuti	72	83
12	Enggar Prasetyo	72	72

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13	Hafiah Eka Safitri	50	77
14	Irfan Kurniawan	72	72
15	Irma Putra Ardiansyah	50	77
16	Karisma Rizki Amalia	66	66
17	Laily Novishah	83	88
18	Langgeng Prasetyo	50	72
19	Luluk Novitasari	50	72
20	Melida Setyaningsih	77	66
21	Melissa Mekke Putri	77	66
22	Miarti Ellin	66	66
23	Mohamad Nizam	50	72
24	M. Safiqul Redza Nur R	50	72
25	Novitalia	77	72
26	Nuke Asriati Devi	83	88
27	Putri Wida Ayu P	83	88
28	Ririn Miftakul Hidayah	72	72
29	Safira Auliawati	72	77
30	Samsul Huda	72	72
31	Tatang Tri Herdianto	66	72
32	Trastian Yessa Gustama	72	72
33	Udin Nugroho	72	72
34	Uun Fajar Setyawan	88	83
35	Veri Dwi Andika	66	72
36	Yuni Indarwati	77	66
37	Yuniana Sara	72	72
Total		2586	2772
Mean		69.89	74.91
Percentage		69.89%	74.91%

Based on the table above it could be said that there was an improvement of reading group test. It could be seen that the percentage of average in cycle I was 68.89%. It improved to 74.91% in cycle II. It means that the improvement about 6.02%. It can be seen in the following graphic:
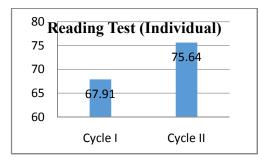Graphic 4.1

Reading Test(Group)

Table 4.10
The result of individual reading test

	Name	Cycle I	Cycle II
1	Agung Prasetyo	61	77
2	Ahmad Diyan Saputra	72	77
3	Ahmad Hariyanto	66	72
4	Andri Darmawan	72	66
5	Andri Korniawan	55	61
6	Ardhi Dwi Setyawan	72	77
7	Astin Nafa Rahani	83	88
8	Budi Hartono	55	66
9	Dian Ning Purnami	72	77
10	Dicky Setiawan Putra	61	72
11	Eka Rahayu Riastuti	72	83
12	Enggar Prasetyo	66	83
13	Hafiah Eka Safitri	72	77
14	Irfan Kurniawan	61	66
15	Irma Putra Ardiansyah	66	61
16	Karisma Rizki Amalia	61	77
17	Laily Novishah	83	94
18	Langgeng Prasetyo	72	61
19	Luluk Novitasari	61	72
20	Melida Setyaningsih	72	83
21	Melissa Mekke Putri	77	83
22	Miarti Ellin	44	61
23	Mohamad Nizam	72	83
24	M. Safiqul Redza Nur R	83	88
25	Novitalia	66	72
26	Nuke Asriati Devi	77	83
27	Putri Wida Ayu P	72	88
28	Ririn Miftakul Hidayah	72	83
29	Safira Auliawati	83	94
30	Samsul Huda	77	72
31	Tatang Tri Herdianto	66	72
32	Trastian Yessa Gustama	77	66
33	Udin Nugroho	44	61
34	Uun Fajar Setyawan	74	88
35	Veri Dwi Andika	63	77

36	Yuni Indarwati	61	66
37	Yuniana Sara	50	72
	Total	2513	2799
	Mean	67.91	75.64
	Percentage	67.91%	75.64%

Based on the table above, it could be said that there was an improvement of reading individual test from cycle I was 67.91 %. It improved to 75.64% in cycle II. The improvement was about 7.73%.

Graphic 4.2

Based on the table above, we could see that in cycle I 76% of students like English, 59% of students like reading an English text, 57% of students thought that English is difficult, 68% of students always translate English text word by word and 86% students got difficulty to find out information of the text. Then, in cycle II 100% of students like Reading Race strategy, 65% of students did not get difficulty in reading an English text, 78% of students thought that English is easy, while 73% of students did not translate English text word by word, and 59% of students did not get difficulty to find out information of the text.

CONCLUSION AND SUGGESTION

A. Conclusion

Reading race is creative and innovative strategy in learning English which helps students to be able to read and comprehend the English text fluently and easily. Reading Race strategy could increase students' scanning skill especially when they are getting examination. In limited time, they do not only have to read fluently but also understand the main idea of text.

B. Suggestion

The teacher should apply new innovative strategy which match in teaching and learning activity and give game so that students do not bored in teaching and learning activity by applying Reading Race strategy in teaching reading.

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