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The Implementation Reading English Newspaper for Eight Grade of MTS Islamiyah Malo

Siti Nur Rohmah¹, Refi Ranto Rozak², Chintya Heru Woro Prastiwi³

^{1,2,3}Pendidikan Bahasa Inggris, IKIP PGRI Bojonegoro, Indonesia

iamnurrohmah2001@gmail.com

Abstract--Improving Students' Reading Comprehension Using Newspapers, the purpose of this study was to determine the increase in students' reading comprehension through the use of English newspapers in Reading Comprehension learning in class VIII students of MTs Islamiyah Malo. The researcher uses a class action research design. Which consists of a pre-test, Cycle I and Cycle II to MTs Islamiyah Malo students, The results showed that the use of English newspapers in teaching reading comprehension for class VIII students of MTs Islamiyah Malo was relatively good. Improvement Based on these facts, the researcher concluded that the use of newspapers can improve the reading comprehension of class VIII MTs Islamiyah Malo.

Keywords--Reading Comprehension, Newspaper

Abstrak--Meningkatkan Pemahaman Membaca Siswa Menggunakan Surat Kabar. Tujuan penelitian ini adalah untuk mengetahui peningkatan pemahaman membaca siswa melalui penggunaan koran berbahasa Inggris dalam pembelajaran Reading Comprehension pada siswa kelas VIII MTs Islamiyah Malo. Peneliti menggunakan desain penelitian tindakan kelas. Yang terdiri dari pre-test, Cycle I and Cycle II kepada siswa MTs Islamiyah Malo, Hasil penelitian menunjukkan bahwa penggunaan koran berbahasa Inggris dalam pembelajaran pemahaman membaca untuk siswa kelas VIII Mts Islamiyah Malo, yang tergolong baik. Peningkatan Berdasarkan fakta tersebut, peneliti menyimpulkan bahwa penggunaan surat kabar dapat meningkatkan pemahaman membaca siswa kelas VIII MTs Islamiyah Malo

Kata kunci--Pemahaman membaca, Berita koran

INTRODUCTION

Reading is the most important aspect of English. one of the talents that students must master since reading proficiency is strongly tied to the learning process. Reading is also one of the skills that students must master. For kids who desire to have comprehensive interactive skills, reading becomes a key bridge (Springer, Harris, & Dole, 2017). in agreement with the assertion. Reading is a source of knowledge to gain knowledge as an input from the learning process, according to Pang et al. (2012). Reading is a constant process of inference, and what the reader contributes to the text is frequently more significant than what is contained in it, according to Grellet (2010). To put it another way, reading is

the interaction between readers and the text that results in the formation of meaning from the text through a difficult process including word knowledge and contextual knowledge. If readers are unable to decipher the meaning of the text, their ability to read words is of little benefit. It implies that the purpose of reading is to be able to understandably infer meaning from written text.

Reading is the ability to take meaning from the printed page and effectively interpret this information," assert Grabe and Stoller (2002). According to Bamford and Day (1998), reading is the process of deriving meaning from a printed or written text such that the reader is fully aware of the text's content. An effective learner is conscious of his usage of tactics and the rationale behind them. They employ tactics more frequently than readers who are less effective do. Additionally, they always coordinate their strategies and adjust them as needed. They can also tell when they are reading essential information from details. According to studies on reading development, "excellent readers apply tactics that bad readers do not adopt" (Grabe and Stoller, 2002).

Reading for reading's sake is reading to glean an important gist from the book, allowing readers to completely comprehend and know the text's actual content. Reading comprehension involves "extracting the needed information from it as efficiently as feasible," according to Grellet (1981). Koda (2005, cited in Grabe 2009) made a similar argument, asserting that comprehension happens when a reader can extract and blend various pieces of information from the text with what they already know. Since one of the goals of reading comprehension is to obtain information that is necessary or available in text reading, when someone tries to comprehend the text, it means that she/he combines her/his prior knowledge with the most recent information that she/he learned in text reading in order to achieve that goal. The process of actively creating meaning inside oneself while interacting with the content being read is how the reader comprehends (Anderson and Pearson 2000). So, the ability of readers to engage with the text and extract the necessary information constitutes the essence of reading comprehension.

Reading strategies are "the mental operations or comprehension processes that readers pick and employ in order to make sense of what they read," according to Abbott (2006). The phrase "reading strategy" refers to particular techniques used by readers to understand the intended meaning. An effective learner is conscious of his usage of tactics and the rationale behind them. They employ tactics more frequently than readers who are less effective do. Additionally, they always coordinate their strategies and adjust them as needed. They can also tell when they are reading essential information from details. According to studies on reading development, "excellent readers apply tactics that bad readers do not adopt" (Grabe and Stoller, 2002). Similar to how a reader may find a method helpful with one text, it may not be the best tool for another text if the reader's goals are different.

Moreover, Richards and Renandya (2002) claimed that a variety of characteristics, including age, awareness of one's own learning preferences, and prior experiences, influence the employment of specific tactics.

Regardless of their level of proficiency, students must read, but the majority of them struggle to understand the full meaning of the texts they read, particularly academic materials that frequently contain long paragraphs and numerous unfamiliar words. This is because comprehension is a challenging process that requires students' prior knowledge. Consequently, comprehension won't just happen naturally without the usage of any reading strategies, since doing so really aids students in better comprehending the material and bridging any gaps in their knowledge that may arise throughout reading activities. The assertion of Rong and Xiaomi (2006; quoted in Khairiyani 2012) proved it. Reading is a great tool for helping kids learn a language because it gives them access to a wealth of knowledge. Therefore, Brown (2007) claimed that reading is helpful for language acquisition and that the more people read, the better they get at it since reading improves pupils' vocabulary knowledge, spelling, and writing.

Consequently, the goal of reading is to make the underlying message, which is unseen, explicit, and discernible (Kose 2006). Teele claims that all readers should aim to comprehend what they have read (According to research, proficient readers actively engage with the text and are conscious of the strategies they employ to comprehend what they read. With the teaching of reading skills, teachers can aid students in improving their comprehension. Research has demonstrated that using techniques like prediction, finding connections, visualizing, inferring, questioning, and summarizing can help readers understand what they are reading (Block & Israel, 2005). It's critical to model the use of the tactics by naming them and explaining how to apply them, practicing them in groups and with partners, and using them independently (Duke & Pearson, 2005).

Predicting is the first technique for raising reading comprehension because it aids in giving the reader a goal for their reading. It has been discovered through research that proficient readers create thoughts and predictions as they read (Block & Israel, 2005). Also, this approach enables more student participation, which raises student interest and enhances their comprehension of the content (Oczkus, 2003). Comparing the outcome in the real text with the prediction process is crucial since it will help the student have a better knowledge of the material. Without this component, the prediction process loses its significance for enhancing students' comprehension (Duke & Pearson, 2005). Some methods for teaching prediction include teacher modeling, making predictions while you read, working in pairs, utilizing a visual organizer, or using Post-it notes. One method of making predictions is to use the title, table of contents, images, and keywords.

Visualization is another method that proficient readers use to understand a book (Adler, 2001). In order to visualize, the reader must create an image of what they have read. This picture serves as a reminder of the reader's interpretation of the text in the reader's memory (National Reading Panel, 2000). Instructors can encourage students to picture the locations, people, and events in a story before asking them to write about or draw the image that appears in their thoughts after doing so. The characters in a story may be compared to people living today, or the text's content could be compared to the state of the world right now (Teele, 2004). Providing a goal Students would understand the concepts in the text more fully if they were asked to make connections as they read.

METHOD

In this research, I use action research design with Pre test, Cycle I and Cycle II. In order to acquire a clear image of student learning outcomes while reading the English Newspapers method, the raw data from the test results (pre- and post-test) are processed through scoring, evaluating each student, and calculating the average value of students' abilities. The following formula was used to determine the worth and average value of students :

- a) Calculating the student's correct answer to pre-test and post-test, (Nurwahdiniah, 2014)

$$N = \frac{\text{Student's acquisition score}}{\text{Maximum score}}$$

- b) Calculating the mean score of the students :

$$X = \frac{\sum X}{N}$$

Where:

X = Average

X = Score

N = Amount of data

The subjects of this study were students eighth grade Bilingual MTs Islamiyah Malo Eight Grade 2021/2022 academic year students consist of 9 women and 3 men. Their English ability is still below the average, it is proven by the results of their scores being below the KKM that has been determined. The researcher chose eighth grade because she had some points that became her considerations namely according to the English teacher eighth grade students have not received English lessons in elementary school so the read aloud method is very appropriate to be applied in eighth grade, and because reading is the basis of learning it would be better if the problem should be found solution as early as

possible since he students still stay at the eighth grade, in order to avoid the worse effect about it in the next grade.

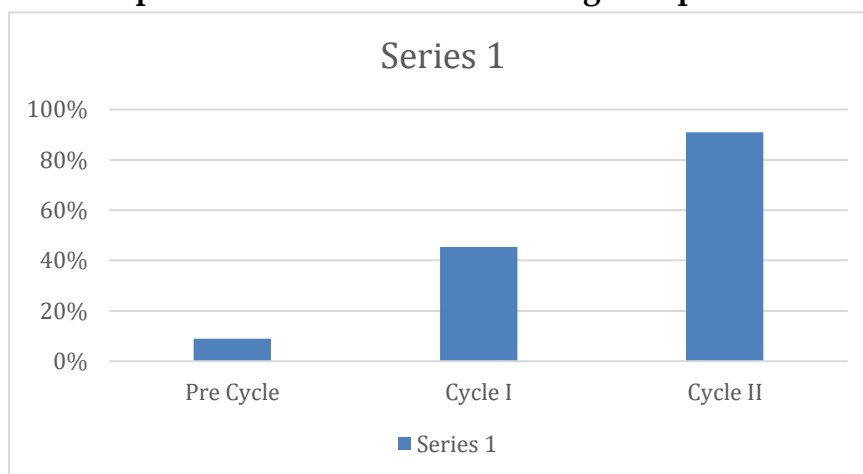
RESEARCH FINDING

The main goal of this research was to find out the effectiveness of using english newspaper in the learning of reading of eight grade students of MTs Islmiyah Malo. Before collecting data, the instruments were tried out too VIII at June 17th, 2023, and then they were analyzed to measure the Pre test, Cycle I and Cycle II.

Table 1 The Improvement of the Student's Reading Comprehension

Categories	Pre Cycle	Cycle 1	Cycle 2
A high score (>80)	3	3	10
Average score (65-75)	0	5	0
A low score (<60)	8	1	1
Mean of class	55,4	69,0	85
Completeness percentage	9%	45,4%	90,9%
Students got scores more than KKM (<75)	1	5	10
KKM		75	

The improvement in the student's main idea and supporting details in literal understanding shown in the table above before and after cycle I of reading English newspapers usage shows that the pre-cycle assessment is (55,4), which is in the bad group. The pupils' reading comprehension was evaluated, and the results were greater than they were before the cycle; the mean score was (69,0), which is considered fair. The cycle II student evaluations (85) are rated as good. Meanwhile, progress is made in every stage for the total number of pupils who received a score higher than the KKM mark (75). at the pre-cycle, there was 1 student or 9%; whereas there were 5 students or 45,4% in cycle I, and there were 10 students or 90,9% in cycle II. Based on the explanation above there are significant improvements in the students who used Reading English Newspapers. To view clearly the improvement of the student's literal comprehension, the following chart is present.

Figure 1 The Improvement of Students Reading Comprehension

The graph above illustrates how well students are reading English newspapers. Before employing the reading English newspapers strategy, students' reading comprehension in English newspapers had a mean score of 55,4 (pre-cycle). It is categorized as bad, however following cycle 1 of the Reading English newspapers Strategy, the mean score rises to 69,0. It is rated as being in the "good category" because it is higher than the pre-cycle test ($69,0 > 55,4$). However, after repeating the action in Cycle I, the pupils' mean score increases to 80. It is rated as very good because it is better than Cycle I and Pre-Test ($85 > 69,0 > 55,4$). This indicates that pupils' reading comprehension skills have improved from pre-cycle (9%) to cycle 1 (45,4%) to cycle II (90,9%). Before employing the Reading English newspapers Strategy, students' reading comprehension in English newspapers was pretested, and their mean score was 55,4. It is under the poor group. however, the mean score increases to 69,0 following cycle 1 of utilizing the Reading English newspapers. It is rated as being in the "good category" because it is higher than the pre-cycle test ($69,0 > 55,4$). Despite the fact that kids' reading comprehension skills have improved, Reading comprehension activity in cycle 1 is seen through a narrative text (45,4%). The pupils' mean score increases to 90,9% in cycle II after performing the action once again. It is rated as being in the very good category because it is better than Cycle I and Pre Cycle Test ($55,4 > 69,0 > 85$). It indicates that students' reading comprehension is getting better. Reading comprehension scores for narrative texts ranged from Pre-cycle (9%) to Cycle I (45,4%) and Cycle II (90,9%). the improvement of students' reading comprehension skills when reading narrative text Reading aloud strategy has a significant impact on reading comprehension. According to Wiyani (2015), reading aloud to students is the most effective way to teach them to read since it helps them associate reading with pleasurable activities in their brains. The improvement of students' reading comprehension skills when reading narrative text Reading aloud strategy has a significant

impact on reading comprehension. According to Wiyani (2015), reading aloud to students is the most effective way to teach them to read since it helps them associate reading with pleasurable activities in their brains.

Before conducting a classroom action research project using the "Reading English Newspaper method," the researcher administered a pre-cycle test to gauge the students' proficiency in English reading comprehension. The researcher discovered that the eighth-grade students at MTs Islamiyah Malo's reading proficiency needed to be improved. Pre-cycle test results were in the bad category (55,4), and cycle I applications were received after that. Reading comprehension scores for children improved from pre-cycle levels, with a mean of 69,0 being considered fair. The cycle II student evaluations (85) are rated as good.

Implementation Read aloud in front of the class. In Cycle I, where the researcher taught about narrative texts, 3 students had high scores (>80), 0 students received average scores (66-75), and 8 students received poor scores (60), with the class means being 45,4 and the completion rate being 54.5%. The researcher decides to conduct cycle II in light of the failed instruction in cycle I. In cycle II, the researcher clarified a passage that needed clarification, giving the students an opportunity to ask about the content. In addition, the researcher must provide the students with better direction. Cycle II has seen a significant improvement, with 10 students receiving high scores (>80) and one receiving an average score (66-75). pretty good, average for class 85, with a 90,9% completion rate.

According to research by Dahlia, Indawan Syahri, and Mulyadi (2020), the study was done to enhance the reading comprehension of tenth-grade students on English newspaper articles using the Interactive read-aloud technique at MA Alhidayah Muara Telang. Based on the quantitative data, it was evident that students' reading comprehension of narrative text significantly improved over the course of the two cycles compared to the average reading comprehension score. The first accomplishment scored 74 on the test, whereas the second accomplishment scored 87. The first classical achievement percentage was 54%, and the second classical achievement percentage was 93%.

The average score for students in cycle I is 55,4 with a completion rate of 45,5%, and for students in cycle II, the average score is 85 with a completion rate of 90,9%. It suggests that using English-language newspapers in the classroom can increase students' engagement in the teaching and learning process.

CONCLUSION

Based on the findings and discussion chapter, the researcher now can draw some conclusion as follow:

1. The achievement of students' reading comprehension before using articles and newspaper at the first-grade students of MTs Islamiyah Malo was classified as poor. Using English newspapers was effective in improving the students' reading comprehension at MTs Islamiyah Malo. It is proved by students' achievement in Cycle II is higher than pre-test and Cycle I.

2. Then the t-test value was greater than the t-table value it is shown that there was a significant difference between the students' achievements in Learning English reading comprehension through English Newspapers.

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