

IMPROVING THE STUDENT'S READING SKILL THROUGH SHORT STORY AT GRACE ENGLISH COURSE SIDAMANIK

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ABSTRACT

Reading is the first way to know information, that's why the success in learning a language at first can be seen from the ability of the learner's to read the information from the book that they have read. However this is very hard for the beginner to read the foreigner language, especially English. There are a lot of reasons why they are very difficult in reading, such as lack of knowing difficult words to read, Lack of vocabulary to express their idea, Lack of chance to read and lack of interesting teaching method that can motivate them to read.

This Research Proposal focuses on Improving Students' reading Skill through Short Story at Grace English Course Sidamanik. The problem statement of this seminar : Is the short story effective in Improving Students' reading skill at Grace English Sidamanik ? The goal of this research proposal is : to find out the effectiveness of short story in improving speaking skill at Grace English Course 1 Sidamanik.

The population of this research is the students at Special Conversation Class (SPC). The sample was taken by purposive sampling. The number of sample is 20 students. This research used pre-experimental method with pretest and posttest design. The pre-test given to know basic ability of the students reading skill and the post-test given to know the students' improvement in reading skill after treatment. The result of this research shows that there is a significant improvement on students' reading skill through short story at Grace English Course Sidamanik.

Keyword: *Reading Skill, Short Story, English Teacher*

INTRODUCTION

English is one of language frequently used by many people in the world. Therefore, it is considered as one of international language. As an international language used by many purpose of people activities. English is used in both formal and informal education either as second or foreign language. English is a foreign language in Indonesia that consists of four skills, namely: Listening, speaking, reading, and writing (Lamb & Arisandy, 2020).

Reading is one of the important skill that should be mastered by the student. Reading is also something crucial and indispensable for the students because the success of their study

depends on the greater part their ability to read . If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress On other , if they have a good ability in reading, they will have a better chance to succed in their study (Bhatti et al., 2018).

But many students were having problems in reading such as the students read very slowly, they faced on problem reading such as ; they could not do well to understand the reading text and their lack of knowledge that is related to the text. In addition, they were doubt to read a text loudly since they were not familiar in reading fluently and always boring if they surface with the reading material. For solving the problem in reading, the teacher is required to be innovative in choosing suitable technique. They also must be able to create pleasant atmosphere in the classroom in order to motivate students in reading English text For solving the problem in reading, the teacher is required to be innovative in choosing suitable technique. They also must be able to create pleasant atmosphere in the classroom in order to motivate students in reading English text Short story is interesting media for the students to read, and then the students understand the story the plot is not complicated and not very long story. Therefore, the story should be in accordance with premises age and level of students' language abilities. So that, short story can help the students to improve in reading skill. They do not feel difficult in comprehending english and interest toward english reading (Leong & Ahmadi, 2017). Based on explanation above, we are the researcher interest in doing research about "Improving Students' Reading Skill Through Short Story at Grace English Course Sidamanik.

THEORETICAL FRAMEWORK

Reading Skill

Ismail et al., (2017) assert that listening, speaking, reading, and writing are generally called language skills. Sometimes speaking and writing are called the active/productive skills and reading and listening are the passive/receptive skills. Sirait & Hutaaruk, (2020) define reading skill as abilities required for skillful reading, such as discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction, particularly with adults. These skills are sometimes taught separately. Wahid & Thais, (2020) state that reading is understanding the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.

Wahid & Thais, (2020) classifies that reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences. Susanti et al., (2021) say that reading is a dynamic process in which an active reader engages with a

text in order to create meaning. This creation of meaning requires a great deal of work by the reader. Reading is a visual process - vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought. Lamb & Arisandy, (2020) says that reading is a process of negotiating meaning. The reader brings to the text a set of schemata for understanding it, and it takes the product of that interaction. In second language teaching and learning, Susanti et al., (2021) defines reading as a process of reconstructing meaning rather than decoding form, and the reader only resorts to decoding if other means fail. Ismail et al., (2017) states that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. Reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning (Nunan, 2003).

Based on the definition above, the researcher can make sum up that reading is receptive skill to understand printed words likes discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction. And also the researcher can say that reading is an ability to understand written English as it is presented in textbooks, newspaper, magazine, menu, massages and in academic materials. Harris, Graham & Boardman (2007) point out that skills and strategies that good readers use include: 1) Rapid and accurate word reading; 2) Setting goals for reading; 3) Noting the structure and organization of text; 4) Monitoring their understanding while reading; 5) Creating mental notes and summaries; 6) Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed; 7) Capitalizing on what they know about the topic and integrating that with new learning; 8) Making inferences; 9) Using mental images such as visualization to assist them in remembering or understanding events or characters

The Goals of Reading

Reading is an ability which is extremely important for students for enhance their insight in particularly in English language. The writer appraises that one of the way for increasing students' reading ability is by knowing the purposes of the reading. There are many aims of reading which put forward by many experts. (Cai & Kunnan, 2019) address seven main purposes of reading: 1) to obtain information for some purpose or because we are serious about some topic; 2) to obtain instructions on how to perform some tasks for our work or daily life (e.g. knowledge how an appliance works); 3) To act in a play, play a game, do a puzzle; 4) To keep in touch with friends by correspondence or to understand business letters; 5) To know when or where something will take place or what is available; 6) To know what is happening or has happened (as reported in newspaper, magazines, report); and 7) To have enjoyment or excitement. Hempel-Jorgensen et al., (2018) mentions two main reasons for reading: Reading for pleasure; and 2) Reading for information (in order to find out something or in order to do something with the information you get).

The Principles for Teaching Reading

Artawan, (2020) point out that principles in teaching are beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making. Artawan, (2020) classifies that there are six principles behind teaching reading as follows:

Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, one has to understand what the words mean, see the picture the words are painting, understand the arguments, and work out if one agrees with them. If one does not carry out these things – and if students do not perform these things – then one only just scratch the surface of the text and one quickly forgets it.

Students need to be engaged with what they are reading.

As with everything else in lessons, students who are not engaged with the reading text, not actively interested in what they are doing, are less likely to benefit from it. When they are really fired up by the topic or the task they get much more from what is in front of them.

Student should be encouraged to respond to the content of a reading text, not just to the language

It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and teachers must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic, thus provoking personal engagement with it and the language.

METHOD

The research was the classroom action research (Parnawi, 2020) at Grace English Course 1 Sidamanik. The subject of the research was the students of grade SPC which number of 20 students as the participant because they have less skill in reading. It can be known from the result of pre-reading comprehension test which undertaken by researcher with the lowest score was 35 and the main score was 55,46 and also based on the result interview of an English teacher. The research instrument utilized by the writer is in the form of observation checklist, test and questioners. The observation checklist is mainly used to write the students' progress from time to time. Test is one important element in the research namely to find out the implementation of translation method can improve the students' reading skill or not. The questioner used to know the students' responses to the use of translation method in teaching.

The research data were collected through: the first, observation was undertaken by other researchers to gather the data of students' activity when the action was taking place; the

second, the test was performed in the end of meeting in the each cycle to know that there is an improvisation of each cycle or not, the item test consisted of 30 questions in the five forms of multiple choices and the duration is about 90 minutes, and the third, questioners was employed for gaining students' responses on procedure implemented which is applied when teaching and learning process is taking place. Research Procedure used was a self-reflective spiral of planning, acting, observing, reflecting and re-planning as the basic for understanding how to take action to improve an education situation (Dadds, 2020).

DISCUSSION

The research consisted of three cycles. Each cycle had four steps: planning, acting, observing, and reflecting and every cycle consisting of three meetings. before conducting the acting, on cycle I, the teacher carried out evaluation by giving multiple choice questions to the students. They completed the evaluation in about 80 minutes. The result of the evaluation was the lowest score was 40. There were three students who got 40. The highest score was 82 and there was only one student who got 82. The mean was 58.1. The result of reflection in cycle I; 1) the application of translation method in teaching and learning process can motivate students to learn particularly in reading; 2) Students found that the reading could be easier if it was done together; and 3) Students' vocabularies were still poor and they found it difficult to answer some questions.

On the second II, The teacher carried out evaluation by giving a multiple choice test to the students. They completed the evaluation in about 80 minutes. Here are the results of the test: The lowest score was 50. There were eight students who got 50. The highest score was 85 and there was only one student who got 85. The mean was 60.9. The result of reflection in cycle 1) Answering WH question could assist students to answer many questions about reading; 2) Practicing dialogue in teaching and learning process could enhance students pronunciations; and 3) Find out the synonym and antonym the words could be a bridge to increase the students' vocabularies. On the cycle III, the teacher carried out an evaluation by giving a multiple choice test to the students. They completed the evaluation in about 80 minutes. The result of the evaluation: There were fourteen students who got 60. The lowest score was 60 and highest score 85 and there was only one student who got 85. The mean was 65.8. The result of reflection in cycle III, the third cycle was completely performed, the researchers concluded that; 1) Translating a text could be became a bridge to enhance the students' vocabulary and it could assist them to comprehend a text. 2) Asking students orally before introducing a topic could help them to understand the next activities easily. 3. The limited time could assist students for really using the time as well as possible.

Table 1 Compression of Results Assessment of Cycle I, Cycle 2, and Cycle 3

NO	Number of Students	Cycle 1	Cycle 2	Cycle 3
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1	7812	70	75	80
2	7815	47	50	60
3	7816	40	55	65
4	7817	42	50	60
5	7822	50	60	60
6	7827	52	55	65
7	7831	50	50	65
8	7840	70	70	70
9	7849	63	65	70
10	7851	57	57	60
11	7856	72	75	75
12	7862	53	55	60
13	7865	82	85	85
14	7870	45	50	60
15	7888	65	65	65
16	7889	47	50	60
17	7892	72	80	85
18	7907	54	55	54
19	7919	65	65	65
20	7936	42	50	60

At the end of the intervention, the students were asked to fill in questionnaires. The questionnaires asked the students to respond to the use of translation method to improve students' reading skill. The students' responses to the use of translation method can be reflected from the questionnaire responses. Most of the students had never known about the translation method before. ten students (76.92%) of twenty students were impressed by learning English using translation method. In addition, fifteen students (89.74 %) of twenty students answered that there was an advantage of using translation method. Eighteen students (94.87 %) of twenty students admitted that they made progress in

learning English using translation method. Nineteen students (97.43 %) of twenty students answered that translation method enhanced them to improve their reading skill.

Table 2 Summary of the Students' Answer in the Questioners

NO	Statement	Options	Number	(%) Priority
1	Have you ever known about translation method before?	Yes	10	25.64
		No	29	74.35
2	Are you impressed in English learning by using translation method?	Yes	30	76.92
		No	9	23.07
3	Is there any advantage of using translation method?	Yes	35	89.74
		No	4	10.25
4	Is there any progress after learning English using translation method?	Yes	37	94.87
		No	2	5.12
5	Does translation method enhance you or improve your Reading skill?	Yes	1	
		No		2.56
6	Is there any difficulty using translation method?	Yes	22	56.41
		No	17	43.58
7	Does translation method make English learning interesting?	Yes	38	97.43
		No	1	2.56
8	Does translation method make the students more active?	Yes	35	89.74
		No	4	10.25
9	Can translation method improve students' motivation in learning English?	Yes	39	100
		No	0	0

Shortly, from the result of questioners above, the writer concludes that translation method can be served as one alternative method in teaching English especially to improve the

students' reading skill and students' response was positive when translation method was applied in teaching reading.

CONCLUSION

Based on the data analysis and discussion, the writer can make conclusion that there is an improvement of students' score in reading skill. It can be seen from the result of evaluation in each cycle; on cycle I is obtained that the lowest is 40. The highest score is 82 and the mean is 58.1. On the cycle II is gotten the lowest score is 50. The highest score is 85 and the mean is 60.9, and on the cycle III gotten the lowest score is 60. The highest score is 85 and the mean score is 65.8. The students' response was positive when the teacher applied translation method in teaching and learning process especially to improve reading skill.

Based on the data analysis above, the writer suggests the translation method is one good way to improve the ability of students at Grace English Course 1 Sidamanik. And writer suggest that all of the teachers need to find the way to improve the willing for the students to study.

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