

IMPROVING STUDENTS' READING SKILL THROUGH THE REPORT TEXTS

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Abstract

Reading is one of fundamental skills that must be owned by the learners to master English language. In comprehending the content of the text, reading is a key to have it. However, to own good reading skill in English language is not an easy matter. There are several ways to be paid attention by the learners namely decoding knowledge, vocabularies and the use of grammar. In addition, reading does not only become one of English skills but broadly it is the real way to make the students more knowledgeable through the Report texts. This program involves three activities such as pre-reading activities, reading activities, and post-reading activities. The goals of this project are basically to encourage the learners for having reading habit, to increase the vocabularies and specifically to create students' critical thinking. This project takes place in SMP Islam Plus Baitul Maal, Pondok Aren, Kota Tangerang Selatan.

Keywords—Pre-reading, post-reading, reading

1. INTRODUCTION

Since reading becomes one of English skills such as speaking, writing, and listening, the ability to have reading skill is highly important for everyone who wants to master English language because reading is a process to formulate visual ability through the text which consists of literacy and numeric to interpret it into correct meanings and understanding. It might be said that reading is an active thinking process to produce meanings and understanding as the result or product of that thinking process (Jaya, 2015).

It is stated previously that reading is a cognitive process to produce meanings and understanding as the output. It is therefore to have reading skill in English language is not an easy matter. The students have must extra effort to have this skill because reading becomes one of receptive skill in English language after listening skill which means that it requires the students to interpret the text (Syahfutra, 2019). In fact, there are several students have different level ability to comprehend the text which becomes one of their problems in mastering English language skills although the students themselves are asked hugely to be knowledgeable.

To respond this condition, the students are given the Report texts as the alternative option to decrease the level ability in reading but keep giving them

knowledgeable because report text is factual text which offers scientific facts generally about certain objects as they are (Farikhah, 2009).

2. METHOD OF THE PROGRAM

The program which entitled improving student's reading skill through the report texts involves the Eight graders of SMP Islam Plus Baitul Maal Pondok Aren as the participants for this program. Since this school belongs to Islamic Plus school, the students who are involved this program is only the female students. Although the goals of this project are basically to encourage the learners for having reading habit, to increase the vocabularies and specifically to create students' critical thinking, their ability shows different things. The students are actively and dominantly engaged to the program which is about to improve the students' reading skill through the report texts.

This program runs as well as the process of teaching and learning takes time in this Islamic plus Baitul Maal. It means that the writer doesn't ask or even change the time to learn this reading Skill. The writer only suits with the school schedule. One thing shows dominantly is the students are happily to join this program because they think that they can have more lesson and more opportunity to increase their English language knowledge through the report texts given by the writer. This program consists of three reading activity such as pre-reading, reading and post reading to deliver the report texts for the students (Guzel, 2022).



Figure 1. The steps of the program

The followings are the detail steps and description to run the program in order to increase students' reading ability through the report texts:

1. Pre-reading activity.

The writer did brain storming by giving some questions related to reading habit such as: "do you like reading?", "*what is your favourite book?*", "*mention please the book you like whether fiction or non-fiction book!*". Pre-reading activity is done before the writer gives the new text. It is therefore, the question belongs to general questions or statement but still related to reading items. The goal of pre-reading activity is to make students interested to reading before they have the reading text

2. Reading activity

It becomes the main activity in reading. Here, the writer gives the report texts as new item and acknowledgment for the students. In this process, the students are required to do cognitive thinking whether from the vocabularies of the text and formulate the content of the text into their understanding or comprehending as the output from this process. Furthermore, in this reading activity, the writer gives the role model in pronouncing word to word, identifies their meanings, and asks the students to do reading as well because reading is a valuable exercise to acquire knowledge. It is obviously

seen that in this reading activity; vocabulary, grammar and syntax are combined by the students.

3. Post-reading activity

It is the final stage of reading skill activity. Post-reading activity is done when the students have had the reading text in reading activity. In this activity, the writer asks some questions related to the report texts given, to review the content of the text and to summarize the report text what it is about. The goal is to know their comprehension level in understanding the content of the text and to reveal the analysis of their critical thinking after they have done reading activity as the main process in reading skill.

3. FINDINGS AND DISCUSSION

This project takes place in SMP Islam Plus Baitul Maal, Pondok Aren, Kota Tangerang Selatan specifically in Eight graders of female class. The goals of this project are basically to encourage the learners for having reading habit, to increase the vocabularies and specifically to create students' critical thinking. To achieve the goals of this program, the writer has three activities namely pre-reading, reading and post reading activities.

The findings show that the students of Eight graders of female class has huge enthusiasm to join the program well not only for their learning but also new experience to have an English class with the lecturer or writer. The students are actively engaged to all reading class activities from the beginning until the end of the program. The students obviously have good understanding reading skill. It is known since the writer did the pre-reading, reading and post activity. In answering the questions as the part of post-reading activity, they also show ability in skimming, scanning, and intensive reading activities which the three of these are the ways or technique of reading to understand the text (Aritonang, 2018).

Although, the students are dominantly active to join all reading activities, several students give other response differently. There are some students whose lack of confident to practice own reading post reading activity as the main activity and mind to answer the questions by herself of worrying to have incorrect answers in post-reading activity despite in pre-reading activity, several of them look active and engaged to the program. However, the writer has given some guidance to them. This is one proof that to own good reading skill in English language is not an easy matter.

After giving the description of how the program runs which include pre-reading activity, reading activity and post reading activity, the followings are the detail pictures as the evidences how the lecturer/writer runs the program in SMP Islam Plus Baitul Maal Pondok Aren Kota Tangerang Selatan.



Picture 1. Pre-Reading Activities



Picture 2. Reading Activities



Picture 3. Post-Reading Activities

4. CONCLUSION

This project which is held by the lecturer of ITB Ahmad Dahlan Jakarta is an opportunity for both the campus and the students to enlarge the knowledge particularly English language materials. The lecturer can help and encourage the students to increase better quality in English language particularly in reading skill. The students can improve their English skill by practicing reading through the report texts given.

The lecturer is overjoyed to be welcome for this project in SMP Islam Plus Baitu Maal Pondok Aren, Kota Tangerang Selatan. The students also show positive response for having this program from the very beginning until the end. They show enthusiasm to join this program and are actively involved for each series in this program.

5. SUGGESTION

After having the community project in SMP Islam Plus Baitul Maal Pondok Aren, Kota Tangerang Selatan, it is obviously seen that the students of this school have outstanding ability to understand the materials of report texts and to read them excellently. As the suggestion, it is hardly important to raise the literacy habit in this school for the whole subjects so that it will into good impact for the students' habit.

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