

## STUDENTS' READING COMPREHENSION THROUGH LANGUAGE EXPERIENCE APPROACH AT SMP NEGERI 7 TIDORE KEPULAUAN

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### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pemahaman membaca siswa dengan menggunakan Language Experience Approach (LEA) pada siswa kelas VII SMP Negeri 7 Tidore Kepulauan. Penelitian ini merupakan penelitian kuantitatif dengan desain pra eksperimental. Peneliti mengambil 18 siswa sebagai sampel dari 72 populasi. Tes pilihan ganda yang terdiri dari 10 pertanyaan digunakan untuk mengumpulkan data sebelum dan sesudah pengobatan menggunakan LEA. Analisis data menunjukkan bahwa ada perbedaan yang signifikan antara pre-test dan post-test siswa. Hal ini dibuktikan dari hasil skor pemahaman membaca sebelum perlakuan (690) dengan rata-rata 38,33 dan setelah perlakuan (1220) dengan rata-rata 67,77. Uji t menunjukkan bahwa t-score (7,18) melebihi nilai t-tabel (2,110) pada taraf signifikan 0,05 dengan 17 derajat kebebasan. Dapat disimpulkan bahwa pemahaman membaca siswa dengan menggunakan LEA meningkat secara signifikan.

**Kata Kunci:** Pendekatan Pengalaman Bahasa, Pemahaman Membaca

### INTRODUCTION

Reading is one of the most important skills in learning languages besides listening, speaking, and writing. According to Brown (2001:299) cited in Latif (2020), reading is an important activity in every language. It is incidentally visual, the reader then contributes more information by the print on the page. In education context, reading is one of the most fundamental skills that are inquired in learning a language as it influences other general language skills like speaking, listening, and writing. Reading helps students get more information and improves student ability to think in English. Unfortunately, some learners have difficulties in understanding reading, they also show lack of motivation in reading class. Reading does not only help students to get more knowledge or information gathered from reading sources, but also force them to think in English, build their vocabulary, improve writing skill and help them to find out ideas, facts, and experiences, Mikulecky (2004) cited in Rahayu (2013).

The problems also happened in SMP Negeri 7 Tidore Kepulauan, based on the researcher's interviews with the English teacher and students it is found that the large number of students in one class causes students to be less serious in learning, students are difficult to understand reading, lack of vocabulary and lack of learning methods applied by teachers in teaching in class. To minimize those problems, it is necessary to find solutions Language Experience Approach. The Language Experience Approach (LEA) is an approach to reading instruction based on activities and stories developed from personal experiences of the learner. The stories about personal experiences are written down by a teacher and read together until the learner associates the written Form of the word with the spoken. Regarding the benefits gained from applying the language experience approach are; that children at the same time can learn to write, learn to draw, learn languages, and at the same time learn to read. Therefore, in this research the researchers felt the need to make improvements students learning outcomes in reading comprehension through language experience approach.

Based on the background above, researchers offer a learning approach that is the language experience approach. Language Experience Approach (LEA) is an approach to reading instruction based on activities and stories developed from personal experience of the learner. The

implementation of language experience approach in teaching reading for young learners is expected to provide students with reading competence and encourage them to have higher motivation and confidence in performing their English skills.

### **Reading**

Reading is one of language skills that should be mastered by students and it is done by the readers to get information and knowledge from a text, Diman, H, Jusnita, N., Dahlan, S., & Daud, A (2020). Reading is about understanding written texts. It is complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. According to Weaver (2009: 10) in Niza (2017) reading is a process to determine, what the reader's brain, emotions and beliefs bring to the reading. It means that reading is the reader's way in interpreting the printed words.

Reading comprehension is an important skill needed for all areas of school. Subjects, other than reading or literature, where comprehension skills are significantly important include science, social studies and math. In the area of science, research indicates that many students lack prior knowledge and reading strategies to generate inferences; thus, the students comprehend science texts poorly. It is also found that students lack the specific reading strategies to generate inferences that aid in the understanding of science texts (Baier, Rebecca 2005).

### **The Purposes of Reading**

Grabe and Stoller (2011) classified the reading purposes as follows:

- 1) Reading to search for simple information and reading to skim;
- 2) Reading to learn from texts;
- 3) Reading to integrate information, write and critique texts.

### **Definition of LEA**

Dixon, Carol and Nessel (1983) state that Language Experience Approach is an approach to reading instruction based on activities and stories developed from personal experience of the learner. The stories about personal experiences are written down by a teacher and read together until the learner associates the written form of the word with the spoken.

Nessel and Dixon (2008) in Masrudin (2016) describe that LEA contribution to the reading instruction is based on principles of learning. The main principle is to use the student's own vocabulary, language patterns, and background on experiences to create reading texts, making reading an especially meaningful and enjoyable process. Furthermore, this technique is dictating interpretation. After dictated text then the student are asked to interpret the test of the story that their heard. LEA is strategy requires a student to read a passage or text a number of times while the teacher records the time with the number of words correctly. The student continues to read the same text until a desired goal or criterion is met. Furthermore, it is stated that reading is easier the text closely matches the learner's own oral language pattern and is aligned with the learner experience.

There are some procedures in implementing LEA as a teaching method. Dixon and Nessel (1983) introduces five cycles in conducting LEA in the classroom:

1. Preparing dictation. In this cycle teacher should provide familiar and important topic for the material and ask students to share their stories related with the topic.
2. Taking dictation. In this cycle teacher asks some students to come forward and share their experiences in front of the class while teacher writes down the story on board exactly what students say.
3. Reading the story. In this cycle, teacher asks students to read the story together loudly. Then, give them time to read the story individually to check their understanding.

4. Conducting follow-up activities. In this cycle, teacher can use several of activities related to the topic to support learning process.
5. Developing basic skills. In this cycle, teacher can develop the material based on the students' need.

The characteristics of Language Experience Approach are (Hall, 1970) in Taylor (2000):

1. Materials are learner-generated
2. All communication skill such as reading, writing, language and skill are integrated.
3. Difficult of vocabulary and grammar are determined by the learners own language use.
4. Learning and teaching are personalized, communicative and creative. By Language Experience Approach (LEA) students are able to improve their ability in learning especially reading.

**The Disadvantages of Language Experience Approach (LEA)**

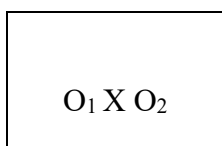
1. Insufficient participation of the less proficient learners.
2. Limited error correction
3. The preparation for the LEA class may be very time-consuming.
4. Language Experience Approach is not currently in widespread use.

**The Advantages of Language Experience Approach (LEA)**

1. It brings together reading, writing art and language.
2. It extends the learners' creativity in story telling through writing.
3. It helps learners understand that what they think and say can be written.
4. It is learner centered and demonstrates that the learners' thoughts and language are valued.
5. It helps students in creating their own stories rather than being given other people's stories.
6. Students are directly involved in the creative process of fashioning their own products.
7. The development of shared experiences that extend children's knowledge of the world around them while building a sense of classroom community.

**RESEARCH METHOD**

This research is quantitative research using a pre-experimental research design. A pre-experimental design is a one-group pre-test and post-test design used in this research. It means that there is a pretest before giving the treatment and a posttest after giving the treatment. This design is described as follow:



Where:

- O<sub>1</sub> = Pre-test
- X = Treatment
- O<sub>2</sub> = Posttest (Sugiyono, 2016)

**Technique of Data collection**

In this research, reading test was used as the instrument to obtain data. The procedures in administrating the test divided into: pre-test, teaching presentation (treatment) and posttest.

**Technique of Data Analysis**

After collecting the data pretest and posttest, the researcher analysed the data of result used the formula as follows:  $t = \frac{\bar{D}}{S\bar{X}D}$

## FINDINGS AND DISCUSSION

### The Score of Students Pre-test

From 18 students, two students obtained fair (56-65) score, nine students obtained poor (36-55) and seven students obtained very poor (0-35) score. The total score in pretest is 690 with average score of 38.33. The result of the data pretest below shows the students reading skill before treatment.

### The Score of Students Post-test

From 18 students, one students obtained very good (86-95) score, three students obtained good (76-85) score, seven students obtained fair good (66-75) score, five students obtained fair (56-65) score, two students obtained poor (35-55) score. The total score in posttest of the data below is 1220 with average score of 67.77. So that, based on the result of the data, students reading skill in posttest is better than pretest score.

### Comparison between Pre-test and Post-test

This analysis is provided to find out the comparison between pre-test and post test score. Based on the data analysis above, N= 18 is the total of respondents,  $\sum x_2 = 1220$  is the total result of posttest,  $\sum x_1 = 690$  is the total of pre-test,  $\sum D = 530$  is the total result of  $\sum x_2 - \sum x_1$  and then  $\sum D^2 = 16900$  is result of  $D^2$ .

The Comparison Between Pre-Test and Post-Test Score

No.	Respondents	Post-test	Pre-test	D	D <sup>2</sup>
1	A	70	50	20	400
2	AD	60	30	30	900
3	AM	80	60	20	400
4	DU	70	40	30	900
5	FY	70	50	20	400
6	FE	60	20	40	1600
7	FA	90	60	30	900
8	IA	50	10	40	1600
9	MMN	60	30	30	900
10	MU	60	20	40	1600
11	NP	70	40	30	900
12	NKU	70	30	40	1600
13	RA	80	50	30	900
14	SH	60	40	20	400
15	SM	50	40	10	100
16	SSA	70	30	40	1600
17	SRA	80	50	30	900
18	YN	70	40	30	900
<b>Total</b>	<b>N= 18</b>	<b>X<sub>2</sub>= 1220</b>	<b>X<sub>1</sub>= 690</b>	<b>∑D= 530</b>	<b>∑D<sup>2</sup>=16900</b>

### The Result of Data Analysis

The researcher used dependent t-test analysis because the researcher just took one group in this research, the formula is as follows:

1. Counting the differences between  $x_1$  and  $x_2$

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

$$\begin{aligned}
 X_1 &= \frac{690}{18} \\
 &= 38.33 \\
 X_2 &= \frac{1220}{18} \\
 &= 67.77 \\
 \bar{D} &= \frac{\sum D}{N} \\
 &= 29.4
 \end{aligned}$$

2. Counting standard deviation of the difference

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum D^2}{N} - \bar{D}^2} \\
 &= \sqrt{\frac{16900}{18} - 29.4^2} \\
 &= \sqrt{938.88 - 864.33} \\
 &= \sqrt{74.55} \\
 &= 8.63
 \end{aligned}$$

3. Standard error of means

$$\begin{aligned}
 S\bar{X}D &= \frac{SD}{\sqrt{N-1}} \\
 &= \frac{8.63}{\sqrt{18-1}} \\
 &= \frac{8.63}{\sqrt{17}} \\
 &= \frac{8.63}{4.12} \\
 &= 4.09
 \end{aligned}$$

4. Counting t-score

$$\begin{aligned}
 t &= \frac{\bar{D}}{S\bar{X}D} \\
 &= \frac{29.4}{4.09} \\
 &= 7.18
 \end{aligned}$$

In the pre-test, students' reading comprehension is still low. The pre-test was conducted before, given the treatment, the researcher gives multiple choices. From the result, there are some students less understand what the kind of text. See in the table of 18 students the result of the pretest is 690. Based on the result above, the researcher can conclude that some of the students did not understand well the material of the recount text and difficult to answer the questions. It means that students reading comprehension before using Language Experience Approach (LEA) is still low. In posttest was aimed to measure students' reading comprehension after treatment has occurred and the result of the posttest total is 1220. The posttest shows that using Language Experience Approach (LEA) in reading comprehension was improves.

Based on the statistical analysis show that the t-score is higher than the t-table ( $7.18 > 2.110$ ) at the significant level 0.05 and the degree of freedom of 17. It means that there was a significant difference between the pretest and posttest of the students in reading comprehension before and after using the Language Experience Approach (LEA). It can be concluded that null hypothesis ( $H_0$ ): The average score of post-test students' reading comprehension through Language Experience Approach at the seventh class of SMP Negeri 7 Tidore Kepulauan has no improved with a score of pre-test was rejected and alternative hypothesis ( $H_1$ ): The average score of post-test students' reading comprehension through Language Experience Approach at the seventh class of SMP Negeri 7 Tidore Kepulauan is improve compared with a score of pre-test was accepted.

## CONCLUSION

Based on findings and discussion, the researcher concludes that learning to read with a Language Experience Approach (LEA) improves the reading comprehension of the seventh-grade students of SMP Negeri 7 Tidore Kepulauan. This is proved when the data results show that the post-test results are higher than the pre-test. The student's pre-test score was 690 with an average (38.33), while the posttest score was 1220 with an average (67.77). It can be concluded that the result before the posttest is higher than the pretest. After calculating the data of pre-test and posttest score shows that t-test value is 7.18 and t-table at significant 0.05 is 2.110 with the degree freedom of 17. From the post-test, the students obtained 67.77 score were categorized as fairly good. From the pre-test, the students who obtained 38.33 score is categorized as poor. Thus, it proves that the alternative hypothesis ( $H_1$ ). The average score of post-test students' reading comprehension through Language Experience Approach at the seventh class of SMP Negeri 7 Tidore Kepulauan is improving compared with the score of pre-test was accepted and the null hypothesis ( $H_0$ ).

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