

IMPROVING STUDENTS' READING SKILL THROUGH CONCEPT SORT STRATEGY

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Reading is not only read activity, but also understanding meaning of the word in the text. Reading is one of four skill in English. Reading skill is one skills that should be mastered by students in all levels of schools. In this study there are two objectives: To find out whether Concept Sort Strategy can improve reading skill and to identify how the condition when Concept Sort Strategy (CSS) is implemented in Reading class at the Eight Grade of SMP N 4 Sukoharjo in Academic Year 2017/2018. Concept Sort Strategy is strategy to introduce and organize concepts and examples to introduce the students examples of sorting the word of the material in their class directly. The researcher used Classroom Action Research which was carried out from November 2017 to February 2018. The researcher used observation, interview, document, and test to colleting the data. The result of this research showed that there was improvement in students' Reading skill. Based on the mean score of the students in pre-test was 29.65, in post-test 1 the mean score increased to 61, in the post-test 2 the mean score was increased to 72.78. The result from pre-test and post-test 1 was significance which $2.040 < 11.9 > 2.744$. Then t-test result between post-test 1 and post-test 2 were $2.040 < 6.5 > 2.744$. According to the result, it can be concluded that Concept Sort Strategy was appropriate to improve the students' reading skill. Besides that, the condition of the class were more active and the students more interest with the strategy.

Keywords: Reading Skill, Concept Sort Strategy (CSS), Classroom Action Research

INTRODUCTION

Reading has important role in the daily life of the learners. It looks from the definitions of the expert. They conclude Reading in many definitions. In the digital age, Reading has many functions for the learners because it is very important. Kozak (2011:7) states: (1) Reading is a skill enables us to get a message; (2) Reading is recognizing the written words; (3) Reading is getting (understanding) the meaning; (4) Reading is used to teach pronunciation; (5) Reading is grasping information from texts. Reading makes learner get a lot information and also get more knowledge from what they read. A lot of information and more knowledge can be accessed by learners in digital age on any media, such as, newspapers, magazine, online sites, job listing, and many more

Reading as a skill is a part of teaching learning that should be learnt. In this era, many schools used printed text books or printed material to teach the students. It looks from the element of reading skill definition that states by Baer

& Kutner (2009:16) an elemental of Reading skill : the ability

to recognize and distinguish letters and numbers on sight. Although letter and number recognition is essential for reading, simple naming of the alphabet and digits is still removed from the ability to use letter codes to recognize words, or the ability to read the kind of text found in newspapers, books, or other printed materials.

In preliminary study at classroom of SMP N 4 Sukoharjo in Academic Year 2017/2018. Many students had problems in their four skills of English, especially in reading skill due to many factors. The problem faced by students here was the low reading skill of the students. The students' mastery of vocabulary and grammar was still limited. They also had difficulties in comprehending reading text, especially related to the understanding of: (1) main idea of the text; (2) word meaning; (3) identify reference of the text, (4) find the synonym / antonym, and (5) The details information of the text. The other problems came from the teacher. She read the lesson material text in front of the class and the students just listened to teacher's explanation, after that the students had to find the difficult words then translated into bahasa.

To respond to this condition, the researcher proposes to use one of strategies; that is, Concept Sort Strategy as a strategy to improve their reading skill. The researcher is sure that Concept Sort Strategy can be more interesting than other ways, because it can make learning different than other strategy. According to Dr. Donald R. Bear (in Ebbers 2011) Concept sort is an active way to examine key vocabulary in particular areas of study, and to introduce and organize concepts and examples. Moreover, Meier (2012) states that concept sort is a vocabulary and comprehension strategy used to familiarize students with the vocabulary of a new topic or book. Teachers provide students with a list of terms or concepts from reading materials. Students place words into different categories based on each word's meaning. Categories can be defined by the teacher or by the students. When used before reading, Concept sort provides an opportunity for a teacher to see what his or her students already know about the given content. When used after reading, teachers can assess their students' understanding of the concepts presented. Based on

explanation above, an active way to examine key vocabulary is a strategy to know the vocabulary mastery of the student, and to introduce and organize concepts and examples are strategy to introduce the students examples of sorting the word of the material in their class directly.

RESEARCH METHOD

The researcher was conducted at SMP Negeri 4 Sukoharjo. It is located on Jl. Slamet Riyadi, Kelurahan Begajah, Kecamatan Sukoharjo, Kabupaten Sukoharjo, Jawa Tengah. The research was carried out from November 2017 – Februari 2018. The subject of the research was the eighth grade of SMP Negeri 4 Sukoharjo. The researcher took one class of eight grade of SMP N 4 Sukoharjo in Academic Year 2016/2017, it was VIII B class. This class consist of 32 students, nine male and twenty three female students. The research method was classroom action research (CAR). According to Kemmis and McTaggart in Burns (2010: 8) there are four broad phases in action research, as follows: (1) Planninh, (2) Action, (3) Observation, and (4) Reflection. the research was conducted in two cycles.

The data were collected through test and non-test. In collecting the data, the study used multiple choice test in pre-test, post-test 1 and post-test 2. To collect non-test data, the study used observation and documentation. To analyze the data, this study used t-test.

RESULT

First, the researcher gave pre-test to know the students ability in reading text before conducted the action. The pre-test was held on 30th November 2017. In pre-test the researcher found that the students

mean score was only 29.65. They had difficulty to identify main idea, find explicit and implicit information, and find the references and meaning of vocabularies. In the first step of cycle 1 the researcher prepared teaching material such as lesson plan with Concept Sort Strategy. The researcher implemented Concept Sort Strategy combining with the text as a material to improve student's reading skill after the researcher planned the action. In the first meeting of cycle 1 was held on 31th January 2018, in the main activity the researcher

showed the narrative text, explained the material, and explained the Concept Sort Strategy. For knowing the knowledge of the materi the researcher gave the task 1 in the first meeting. After the first meeting, the researcher held second meeting, it was conducted on 7th February 2018. In second meeting the researcher explained about implicit and explicit

information based on the text that has been sorted. Some student confused about implicit information, but the reseacher gave the example of implicit information. In the last meeting of cycle 1, the researcher held post-test to know students' improvement in reading skill. Post-test 1 was given on Thursday,

September 21st 2017. The result of the post-test 1 was low, it was lower than minimum score. After implementing the action in cycle 1, the researcher was implementing the next action in cycle 2. It consisted of revising the plan, implementing the action, observing, and reflecting. The researcher found some problems that happened in Cycle 1 such as the students were difficult to find detail information, find the reference of the text, and find the meaning of

vocabularies from the text. Sometimes, the class condition was noisy while the researcher explained the material. In order to solve the problem arisen based on the problem in cycle 1, the researcher revised the action in cycle 2, and implemented the next action in the cycle 2. In the first meeting of cycle 2, it was held on 26th February 2018, the researcher gave the Indonesian story, gave the motivation to the student, and gave the explanation about Concept Sort Strategy. In the second meeting of cycle 2, it was held on 27th February 2018. In main activity second meeting of cycle 2 the researcher gave other narrative text, and explained the generic structure, purpose and language features. The researcher asked the students to sort the character, setting, and characteristic based on the story, after that The researcher explained again

DISCUSSION

In this research, the researcher conducted two cycles; there were cycle 1 and cycle 2. In each cycle there were two meetings and one test, two meetings for delivering material and Concept Sort strategy, and the last meeting for the

about implicit and explicit information based on the text that has been sorted. In order to know the understanding of students about implicit and explicit information. Then, the researcher asked the students to do the task 2. After that, the researcher also explained again about the meaning of vocabularies from the text.

Post test 2 was given on 28th February 2018. Before the students did the post-test 2, the researcher explained the rule of post-test 2. The students had ready to did the post-test 2. They paid attention when the researcher explained the rules. The class condition was quiet and the students did the post-test 2 seriously. It was shown from the result of the students mean score increased in post-test 2.

post-test 1 or post-test 2. The comparison between mean score of pre-test, post-test 1, and post-test 2 could be seen from the table below:

Mean of Pre-test	Mean of Post-test 1	Mean of Post-test 2
29.65	61	72.78

t-value of Cycle 1	t-value of Cycle 2
11.9	6.5

The table showed the improvement of the students' reading skill. Concept Sort Strategy was suitable for teaching learning process. T-test was used to compare the significance of teaching reading skill with $df = n-1 = 31$. In t-table values, significance 5% was 2.040 and significance 1% was 2.744. The result from pre-test and post-test 1 was significance which 2.040

$< 11.9 > 2.744$. Then t-test result between post-test 1 and post-test 2 were higher $2.040 < 6.5 > 2.744$. There were a significant improvement between (pre-test and post-test 1) and (post-test 1 and post-test 2). In addition, the findings of teaching and learning process showed that there was a change of classroom situation before and after Concept Sort Strategy was implemented.

CONCLUSION

The use of Concept Sort Strategy can improve the students' reading skill. The Concept Sort Strategy makes the students more interest in learning.

Based on the result of the research, the researcher could conclude the result of the students' reading skill at the eighth grade of SMP N 4 Sukoharjo in the academic year of 2017/2018 by using Concept Sort Strategy. It can be conclude that Concept Sort Strategy can improve students' reading skill. Before doing the action the students got difficulties in reading skill of the text. After Classroom Action Research was implemented, the students' reading skill was improved. The students could understand the indicators that should be improve. It can be seen from the improvement result in pre- test, post-test 1 and post-test 2. The mean score of pre-test was 29.65, then, the mean score of post-test 1 was 61 and the mean of post-test 2 which was 72.78 is higher than the mean of post-test 1.

Concept Sort Strategy made the students clearly understand about the text. Concept Sort Strategy made the student to explore thier mind to sorted the word or the sentence based on the categories of the text. Furthermore, Concept Sort Strategy made the student easy to find out the main ideas, the explicit and implicit information, reference of the text and the meaning of vocabularies.

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