



IMPROVING STUDENTS' RECOUNT TEXT READING ABILITY USING ARANGGE CARD TECHNIQUE

MENINGKATKAN KEMAMPUAN MEMBACA TEKS RECOUNT SISWA MENGUNAKAN TEKNIK ARANGGE CARD

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Abstract

Reading is a complex skill that involves all higher mental processes to understand what is read. Reading is one way to get information. So reading becomes an important part of our lives, because sometimes to get information people will read, for example in looking for work by reading a book and newspaper. Iwuk (2007, p.7) "In reading we are expected to observe, understand and think ". Nunan (1998, p.33) "Reading requires a process of identification and interpretation which requires the reader's knowledge of the language structure used in the text and his knowledge of a particular topic."

Keywords : *reading techniques, reading skills*

Abstrak

Membaca merupakan keterampilan kompleks yang melibatkan seluruh proses mental yang lebih tinggi untuk memahami apa yang dibaca. Membaca merupakan salah satu cara untuk mendapatkan informasi. Maka membaca menjadi bagian penting dalam hidup kita, karena terkadang untuk mendapatkan informasi orang akan membaca, misalnya dalam mencari pekerjaan dengan membaca buku dan koran. Iwuk (2007, p.7) "Dalam membaca kita diharapkan mengamati, memahami dan berpikir". Nunan (1998, p.33) "Membaca memerlukan proses identifikasi dan interpretasi yang memerlukan pengetahuan pembaca tentang struktur bahasa yang digunakan dalam teks dan pengetahuannya tentang topik tertentu."

Kata Kunci : *Teknik membaca, membaca skill*

INTRODUCTION

in Indonesia, learning to read English begins in the fourth grade of elementary school, and continues in middle and high school up to college. "English has become the first foreign language taught as a compulsory subject from the first year of junior high school to the first year of college" (Saleh, 1997). Practices in teaching English have identified four skills such as listening, speaking, reading, and write.



Reading is a complex skill that involves all higher mental processes to understand what is read. Reading is one way to get information. So reading becomes an important part of our lives, because sometimes to get information people will read, for example in looking for work by reading a book and newspaper. Iwuk (2007, p.7) "In reading we are expected to observe, understand and think ". Nunan (1998, p.33) "Reading requires a process of identification and interpretation which requires the reader's knowledge of the language structure used in the text and his knowledge of a particular topic."

Therefore, reading comprehension is very important for students in acquiring language skills English. can be seen in the teaching and learning process. There are many books about science and technology written in English. This means that learning is expected to be able to understand written information in English in the books used. With the condition of the English language in Indonesia still low and student motivation in learning English and liking English subjects, especially reading, which is still lacking. Elis (1994) concluded that "There is clear evidence that transfer is a factor influencing performance in a second language". So students, especially in South Sumatra, have difficulty reading, because English is not our mother tongue, but the author must find a way to make it easier to learn English to understand and read. The current English curriculum focuses more on mastering vocabulary (vocabulary) than grammar (structure).

Conventional learning models provide less than optimal results and learning motivation is still static because it is less interesting. Problems began to be discovered based on the results of daily tests during class VIII B tests, which consisted of 30 students. It was found that students had difficulty mastering past tense vocabulary in recount texts. The results of the daily tests were only 11 students or 36% of students who got a score above the KKM, namely 6.5 with a class average score of 59.33. This is really surprising. Then I reflected on the learning system that had been carried out. by asking students the same questions about their problems. The answers include not knowing the meaning of the question or the question not being the same as

RESEARCH METHODS

This research used a quasi-experimental design with pre-test and post-test to evaluate the effectiveness of student learning using cards in improving reading skills in English lessons among school students. Participants were 25 students from selected classes, representing a convenience sample. This research lasted for one week:

1. Pre-Test Assessment:

Before the intervention, students were given a pretest to assess their basic reading skills. This test involves a card reading task in which students are asked to read a short essay on a specific topic. This assessment helps in establishing a foundation for improving reading technique.



2. Introduction:

Students are introduced to the concept of reading techniques using cards, their benefits, and their application in improving reading skills. Teaching sessions are conducted to guide students on how to create practice questions and answers, with a focus on the integration of text, images, sound, and books, pens.

3. Data Analysis:

Data collected from pre-test and post-test scores were analyzed using paired samples t-test to test the significance of differences in reading performance. Qualitative feedback from students was also collected to gain insight into their experiences and perceptions of card reading as a learning tool.

RESULTS AND DISCUSSION

Researchers use the reading card technique as a tool to improve students' reading skills. A class consisting of 25 students will be given two reading ability tests: The first test before treatment (pre-test) which will assess students' initial reading abilities, and the second test after treatment (posttest) which evaluates the impact of reading skills. Using card techniques to read improves their reading skills

First, students are given an introduction to the concept of playing cards and its benefits in improving reading skills. At this stage, students are also given technical guidance on how to create questions or stories using the cards provided. In the first test before treatment, students are given a reading assignment to measure initial abilities. Pre-test scores were recorded as basic data for further analysis. Then students are asked to create their own digital stories based on predetermined topics. They combine a card or choose one with a picture, to read the questions and answer them. This process involves several sessions, where students are provided with feedback and guidance from the teacher. After a period of applying the card game technique, students were given a second reading assignment after the same treatment as in the pre-test. Post-test scores are recorded and compared with pre-test scores to assess improvements in reading skills/ability.

so it runs quite smoothly even though there are several obstacles such as capture capacity or the method used. This data is then collected from the pre-test and post-test scores. The mean score was 13.23, and the total deviation was 8.37. The calculated t test value of 8.95 is higher than the t table value of 2.04 at a significance level of 0.05. Because the t test value exceeds the t table value, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, this shows that the use of playing card techniques in reading techniques has a significant positive effect on improving students' reading skills and abilities. On student learning, it will not feel sad, bored, of course students feel happy because there is a game, it will make students enthusiastic during the learning process in class.



Seeing these conditions, teachers try to present appropriate learning strategies. Letter card games as an initial reading learning strategy. According to Conny R. Semiawan (2008:19-20), games are various activities that are actually designed with the intention that students can improve certain abilities based on learning experiences. Games are a tool for students to explore their world from what students don't know to what students know and from what they can't do to what they can do.

Maimunah Hasan (2009:65) stated that letter cards are the use of a number of cards as a tool for learning to read by seeing and remembering the shapes of letters and pictures accompanied by writing on the meaning of the pictures on the cards. Azhar Arsyad (2005:119) emphasized again that letter cards are alphabet cards that contain pictures, letters, symbols, which enhance or guide students in relation to these symbols.

Cucu Eliyawati (2005:72), as for the learning steps in playing the first letter cards, take the letter cards one by one in turn. Second, observe the letter symbols on the card you are holding, then say the letter symbols listed on the letter card. Third, turn the letter card over, observe the picture and writing on the card, then name the picture of the object and the front letter of the picture of the object shown on the letter card. Letter card games in beginning reading create learning objectives. Students show gradual improvement in reading. Students begin to practice expressing their opinions using good and correct Indonesian. Playing letter cards fosters enthusiasm for learning for students.

The collaborative aspect is very important in card games because this technique makes students develop and facilitate their reading tasks so they will of course be perfect in speaking pronunciation and can be used in their environment, not only as an activity, they can also study anywhere, but they must be consistent and diligent in their assignments and other obligations, so This technique is very useful in continuing to improve students' abilities and skills in reading books and stories, novels, comics, because reading also helps register information, such as in newspapers and magazines or in text form. So that's the importance of reading, making it easier to get information and also using a cellphone or computer. Students also have to read the content so they can be fluent in what they want or do. So this reading skill is very useful for students, it will help them achieve their dreams or aspirations which can later be used well especially in educational environments even at college level.

CONCLUSION

Reading is very important and is a complex skill that involves all higher mental processes to understand what is read. Reading is one way to get information. So reading becomes an important part of our lives, because sometimes to get information people will read, for example when looking for work by reading books and newspapers. requires an identification and interpretation process that requires the reader's knowledge of the language structure used in the text and his knowledge of a particular topic.



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