

Project Title: Empowering students in Reading an English Text

Project Description

English language education in secondary schools basically aims to develop students' foreign language skills, especially English, in accordance with the function of language as a vehicle for thinking and communicating means to develop intellectual, emotional and social potential. Language is very functional in human life, because besides being the most effective means of communicating, language is also used in the thinking process. For this reason, then the process of English language education in secondary schools must be able to improve the ability of students in foreign languages supported by adequate technology.



The goal of reading comprehension instruction is to help students understand written language. Students who comprehend well monitor their understanding as they read and use fix-up strategies, such as re-reading or summarizing, when understanding breaks down. Self-monitoring also helps students relate new information to their prior knowledge, fostering better understanding. However, many adolescents struggle to comprehend text due to a lack of background knowledge, an inability to relate content to prior knowledge, an inability to read text fluently, difficulty decoding words, an inability to attend to meaning while reading, an inability to use comprehension strategies, deficits in metacognition (often not aware they are not comprehending), or difficulty understanding the meanings of words (Boardman et al., 2008; Pressley, 2006; Reed & Vaughn, 2010).

School/Institutional Context

Location: SMAN 56 JAKARTA

Levels: 11

Student Population: 684

Staff Population: 55

Year School founded: 1979

Type: Government

Transformational Action Plan

In the teaching and learning process there is always a process of involvement in the classroom. Engagement is a full concern of students and their active participation in each class activity. Involvement cannot be separated from the learning process. Involving students in the teaching and learning process is a way to create conducive learning conditions. Engagement is something that must exist in the teaching and learning process. Without involvement, the teaching and learning process will not run well. As stated by Colier (1967: 172) that learning is the result of active involvement of students' emotions such as the involvement of intellectuals in the teaching and learning process and students will learn well in situations where they take part in the teaching and learning process.

Involvement according to Squires, (1987: 10) is the amount of time students spend to learn a particular subject. In this case the involvement has two aspects, namely how much time is provided by the teacher and how much effort the student makes during the given time. In other words, involvement is also defined as the total attention of students and their active participation in every activity in the class.

A conducive learning atmosphere can occur when students, as learners, can be involved in every classroom teaching activity. With their involvement in the classroom, they will feel that their existence is very important and valued. This will create confidence for them to follow the next learning process. In addition students will also have a high willingness to learn which will eventually bring their full attention to the teaching and learning process in the classroom. As stated by Yelon and Weinstein (1997: 295) that motivation greatly influences the level of learning and behavior of students. Their attention to subjects taught in class will improve the quality of their learning.

Students will get better results if they have strong will and attention in learning. Krashen in his book Hammer (1991: 33-34) states that the process of learning a foreign language must be like the acquisition process in the original language. Foreign language learning students need to hear and have as much experience as possible in the situation where they are involved in communicating with adults who know more about language. Piaget in Hudelson (1991: 256-257) states that children at the school age level usually use a form of operational level of cognitive development. This means that children learn by manipulating what experiences they get. Children must be active in class and take part in the task and every activity in the learning process and take part in the task and every activity in the learning process.

Reading is one type of written language ability that is receptive. Because by reading someone will be able to obtain information, knowledge, and new experiences. Everything gained through reading will enable the person to be able to expand his mind, sharpen his view, and broaden his horizons. Thus the reading activity is an activity that is needed by anyone who wants to move forward and improve themselves. Reading is one of the main keys to entering the palace of science, acting as a solid foundation and activities that present sources of material that are never dry for various expressive activities. and productive in everyday life (Amir, 1996: 26).

Reading learning does have an important role because through reading learning, the teacher can develop moral values, reasoning skills and the quality of students (Akhadiah, 1992: 29). Reading is not just voicing written symbols without questioning a series of words or sentences what is pronounced is understood or not, but more than that. The level of reading like that is classified as the type of preliminary reading. Learning to read in class I and class II is a preliminary reading (early stage) learning. The reading ability obtained by class I and class II students will be the basis for further reading learning. Therefore, the beginning reader really needs the teacher's attention in order to provide a solid foundation, so that at the advanced reading stage students already have adequate reading skills. In elementary schools reading and writing are the main factors that need to be trained from the start. By reading and writing we can follow the development of learning in all fields. Not only in language learning. Based on the above explanation, it is felt necessary to discuss speed reading techniques and their application in the academic environment.

Gantt Chart

Based on the background that has been explained, it can be formulated as follows:

1. What does reading mean?
2. What are the types and stages in reading?
3. What are the speed reading techniques?
4. What formula calculates Effective Reading Speed?
5. How to calculate the Effective Speed of Reading achieved?
6. What are the obstacles in speed reading?

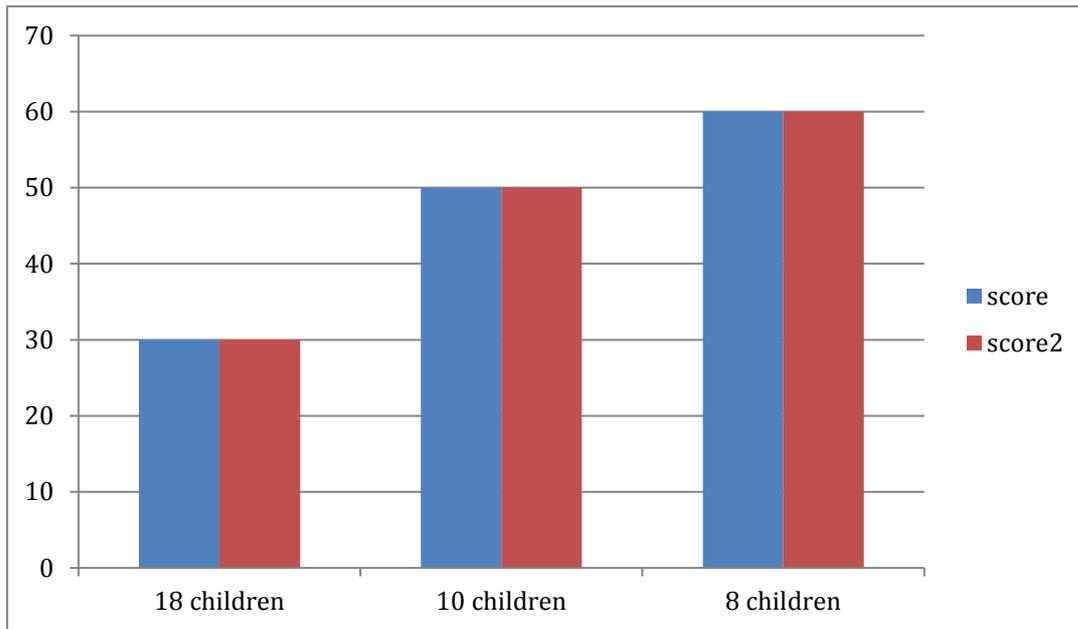
Based on the formulation of the problem above, the purpose of writing is to:

1. Knowing the meaning of reading
2. Knowing the types and stages of reading
3. Knowing speed reading techniques
4. Knowing the formula for calculating Effective Speed of Reading
5. Knowing how to calculate the Effective Speed of Reading achieved
6. Know the obstacles in speed reading

Transformational Action Plan Gantt Chart																
Transformational Action Plan (TAP):	Empowering students in Reading an English Text															
Vision:	Reading English discourse must be fun															
Key Performance Indicators (KPIs)																
Goals/Objectives	March				April				May				June			
	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4
Finalisation of TAP	v															
Literature review (What theories guide your project?)		v														
Obtaining approvals from relevant stakeholders			v													
Implementation of intervention (How will TAP address the situation?)				v	v	v	v	v	v	v	v	v				
Measuring the impact of TAP using KPIs						v				v						
Preparing Final Report										v	v	v	v	v		
Finalising Critical Reflective Portfolios													v	v	v	v

Evidence of Transformation (As output and outcomes of TAPs) [approximately 1000-1500 words)





Scores before being trained

At present, English is the most important foreign language to master. As we know English is an international language, so mastering English will facilitate communication with people from our country. English is also an added value both on the bench of education or in the world of work. With the mastery of English, one will find it easier to get a good position than people who do not master English.

As an English teacher I give some advises to my students :

For those who want to be able to master English, can try the following strategies. This article assumes that you know the basics of English well.

1. Read every English-language newspaper in a loud and slow voice.

Try reading slowly to understand the meaning of what you read, including nuances. The structure of English is quite simple compared to many other languages, idioms that make it a language that is more difficult to master.

2. Look for children's books.

Children's books in English contain many parables, fairy tales, short stories, and good legends because they are easy to read and carry interesting messages as well. Reading these stories will provide a better understanding of words, and you will increase your vocabulary through reading. Children's books with illustrations, such as illustrated dictionaries, are good sources for those who learn English as a second language.

3. Prepare your own dictionary.

Every day, try to write down some new keywords that you have mastered that day.

Read this dictionary once a week so you remember the meaning of the words that you have made and permanently stick to your memory. Every time you read this dictionary, visualize the meaning of the words. For example, for the word "hallucination," just imagine what the word actually means - you might try to

imagine someone having a nightmare dream while awake. This visualization method will make you understand the subtle differences between similar words such as "permission". English has a rich vocabulary as often you only need to learn as many new words as possible that all carry identical or identical meanings!

4. Make your own sentences using the words that you have recorded in your dictionary. Use words in your daily conversations with your friends and in your written communication. This will awaken you with new words

5. If you follow this method for the next few weeks, then using new words will become a habit.

Read as often as you can. If you are embarrassed, you will only be a victim. Therefore, you should not hesitate to take the initiative and involve people in conversation. Reading aloud will help provide you with extra confidence that you can say words clearly and in the right context.

In reading learning, a teacher must be able to teach factors related to understanding or how to construct the meaning of text to students. For example, how to teach students to understand the text through a bottom-up process, how to understand the text through top-down, or by combining the two approaches (interactive). Smith (1994: 41-42) proposes a method that can be used by teachers to teach these two things by constructing a test. The form schema is created when students form a test format from a text and when they discuss the ways to make it. This method according to Nevo in Smith (1994: 41-42) is also a way of transferring strategies for reading comprehension from the first language to the second language. Although this method is intended for college students, it can also be used by lower schools such as high school, provided that the level of difficulty of the text and questions will be adjusted according to students' abilities.

The second strategy that can be used by teachers to improve students' understanding ability is by introducing segments of meaning (cohesion) relationships in the text. According to Halliday and Hasan in Yun (1993: 12) listeners or readers must understand cohesion in order to interpret what is conveyed by the speaker or writer.

According to Yun (1992: 12-13) cohesion is like a cement mixture that binds a brick structure in a building. In cohesion text as a chain or binding meaning from one part to another. This is why readers' knowledge of cohesion is very useful in understanding the text.

Based on the benefits of cohesion knowledge that is so important for the reader in understanding the text mentioned above, it is necessary for the teacher to teach cohesion to students. There are four cohesion chains that need to be taught to students in order to understand the text based on the ability to identify different organizational patterns in the text. The four chains of cohesion are

- 1) the reference chain,
- 2) the chain of ellipsis and substitutions,
- 3) the conjunctive chain, and
- 4) the lexical chain (Yun, 1992: 12-13).

Pett (1982: 18) suggests two important techniques used by students in reading, namely

- 1) prediction techniques, and
- 2) techniques for identifying relationship markers

2. Reading English Text

According to Hayon (2001: 46-47) broadly speaking, the meaning of the text is influenced by two elements namely the language and non-language elements. Language elements are elements that are outwardly visible in a text, for example sentences, words, paragraphs, and signs read. A text in the form of a book no matter how many pages must be composed of paragraphs. A paragraph is composed of a number of sentences that have one main idea. The basic idea is explained by an explanatory idea. Each explanatory idea is expressed in one sentence. a paragraph, for example, must meet cohenence or coherence requirements, namely a good reciprocal relationship between the elements forming the sentence and between sentences and sentences. To get cohesiveness, language tools are needed, such as repetition of words, substitution of words such as self-pronouns or in other words synonymous, the addition of the word "that," "the," and the use of the word transition. All of these are called cohesive tools.

The use of cohesive tools with personal pronouns requires the reader to interpret who is meant? To get certainty the reader must look back at the self-pronoun refers to objects, things, or who has been written in the previous section.

3. Process of Reading English Learning Activities

In reading learning, as stated by experts in language learning, proposes the procedure of reading learning activities in three stages. For example Feuerstein and Scholnik (1995: 16), Williams (1983: 11) and Fachrurrazy (2000: 103) suggested three stages of reading learning, namely 1) pre-reading activities, 2) reading time activities, and 3) post-reading activities.

Pre-reading activities

The effect of activating initial knowledge on reading comprehension has been proven by several researchers such as Stevens and Crafton in Dutta (1994: 39). Stevens conducted a study to determine the background effects of students' information on reading comprehension entitled Battle of the Alamo. The first group was provided with information related to reading before reading. While the second group was given information that was not related to reading. The results showed that the understanding of the two groups was different. The first group was higher in understanding than the second group.

Activating students' initial knowledge before reading can also generate students' interest in reading about the topic to be read. This is in line with the findings of Belloni and Jongsma's research in Dutta (1994: 39) that students obtain higher reading comprehension in interesting reading compared to reading readings that are not in demand.

From the information above, it can be concluded that quality pre-reading activities that can activate the background of experience / knowledge, make interest, cause the reason for the need to read the text is very important to do in reading learning to students.

Reading Time Activities

The activity of reading (whilst reading) is a reading activity to develop reading skills. The point is that students have the reading competence to either understand or capture / build information in the text (Readence, Bean, and Baldwin, 1985: 21).

Paying attention to the statement above, the stage of reading time is an activity that questions how students understand the text being read. How students get information

both general and specific. How students get explicit and implicit information. How students get information quickly and so on.

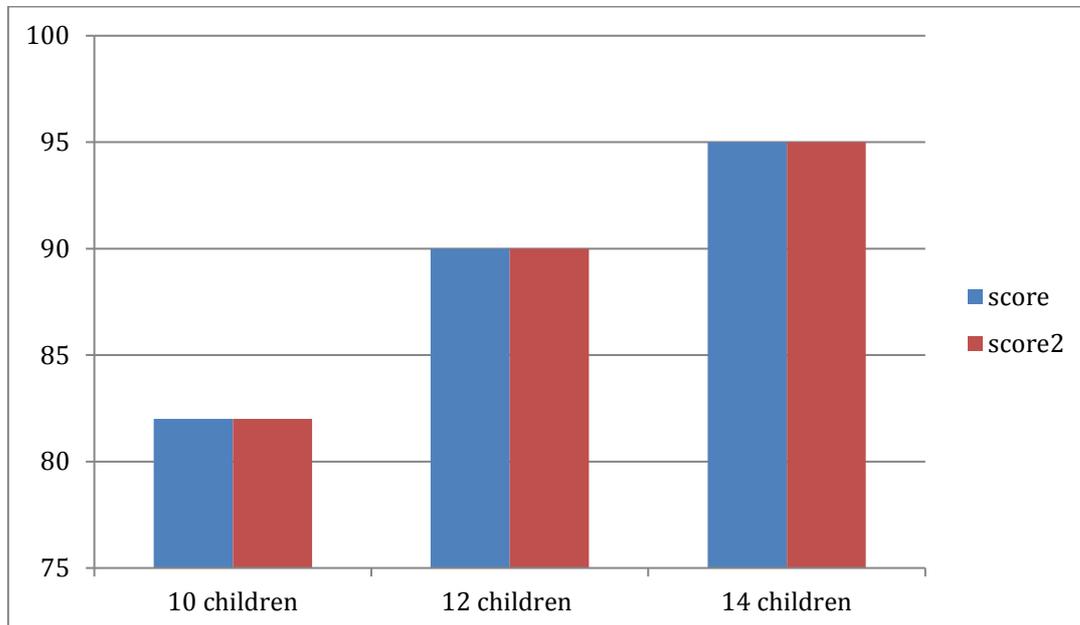
In general there are two important aspects in reading. Both aspects are mechanical skills and understanding skills.

Post-reading activities

Post-reading (post reading) is the final stage of reading reading activities. This activity can be filled by connecting what has been read with students' real experiences. It can also be included in what students think about the content of the reading whether they agree, disagree, be happy or not happy and what is the reason. The main thing is how to relate the content of reading to the daily lives of students. In connection with post-reading Williams (1983: 11) states that this activity is intended to increase the quality of students' understanding and interest in reading lessons.

Post-reading learning activities according to Feuerstein and Scholnik (1995: 19-20) aim to develop other skills in reading. To develop these skills activities can be directed back to text and outside the text or a combination of both.

Taking into account the types of activities proposed by Feuerstein and Scholnik above, post-reading activities can be divided into two objectives, namely strengthening knowledge or information obtained when reading text by re-reading the text and transferring knowledge or information obtained when reading into context others, for example, in the context of the scope of student life. This activity can also be done using other skills such as speaking (discussion) and writing.



Scores after being trained

Critical Reflections (Lessons learned, future plans) [approximately 1000-1500 words)

Reading is an effort to understand the reading as well as possible; if the text is pronounced, the learning is clear and eloquent, the information is correct and the distinction, so it is communicative with the listener, and also marked by an understanding of the text (Amir, 1996: 2). Reading is seeing and understanding the contents of what is written with a flash or only in the heart. (The Compilation Team of the Indonesian Language Development and Development Center Dictionary, 2002: 18).

Reading is an act carried out based on several skills, namely observing, understanding and thinking (Yasin Burhan, 1971: 90). According to Ronald Barker and Robert Ekskarpit (1975: 155), reading is the capture and understanding of ideas, the activity of the reader accompanied outpouring of the soul in living the script. After the mechanical process takes place, our reasoning and intuition work as well, in the form of a process of understanding and appreciation. With appreciation, the reader means that he has also felt the nuances of the manuscript so that he can also contemplate.

Reading is a process that is carried out and used by the reader to obtain a message, which the writer wishes to convey through the medium of words or written language. (H.G. Taringan, 1985: 7). According to Ahmad S Harja Sujana (1985: 3) states that reading is an activity that responds to written symbols using proper understanding.

All of the above understanding is true, only the problem from which angle we look at and in what context. Reading which is limited to the sounding of written symbols and pronunciation of words without having to understand the script is called the beginning of reading. Reading who has tried to understand reading is called advanced reading. (The Indonesian Central Dictionary Compilation Team, 2002: 8). So the end of the reading activity is understanding the strongest ideas or ideas, implied even highlighted in the reading. Thus understanding is the measurable reading product. In addition to the fact of capture and understanding, reading also emphasizes accuracy and speed. Ideally, we can read in time short for relatively large amounts of material, with a high level of understanding and in line with the author's intentions.

The activity of reading requires also language competence / ability, certain intelligence and a broad reference of life. These basic factors, not static but writing must increase because of reading activities, in addition to other activities. When we are actively reading, referencing life, intellect and vocabulary, we are increasing, meaning that the more active we read, the higher the knowledge we get.

Types and Stages in Reading

1. Type of Reading

Based on how to read, reading is divided into:

a. Reading Voice (reading aloud).

That is reading that is done out loud, usually done by high / large classes. Actually, if we hold to the limits of reading, all acts of reading are of course heard by others. The difference lies in the issue of how far the reading sound can be heard by others. The term hard reading means reading with a loud voice. Therefore it is a term, "read aloud". Why should you make a loud or loud voice because it needs to be heard by others. Even if reading for yourself, for class I children have hard or loud habits. The purpose of reading aloud is that the teacher and classmates can listen. By listening to the teacher can improve student reading. Reading can improve student reading. The implementation of hard reading for elementary school students is done as follows:

1. Classical Reading

That is reading that is done together in one class. Classical reading is usually done in class I. With the aim that children who have not read fluently can imitate it first.

2. Reading Group

That is reading done by a group of students in one class. Usually done in a row. One series is one group. By reading the group the teacher can pay more attention to the special (special) children who have read well or who have not read fluently. For children who have not read fluently, they usually tend to be quiet (not imitating).

3. Individual reading

That is reading that is done individually. Individual reading requires the courage of students and is easily controlled by the teacher. Usually carried out to conduct an assessment.