

THE EMPLOY OF LITERACY OF LITERACY WORK STATION IN DEVELOPING STUDENTS' READING SKILL

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Abstract: This research aimed to describe the employof literacy work station able to enhance the students' reading comprehension. This Classroom Action Research was conducted at the first-grade students of SMPN 2 Praya with 26 students consist of 14 boys and 12 girls. This Research focused on the students' learning on reading comprehension. This research consists of one cycle; each cycle consists of planning, action, observation, and reflection. The data gathering used written test, observation sheet, and questionnaires and analyzed the data are using qualitative and quantitative approach. After one cycle were conducted it could be seen from the mean score of students' pre test (61, 3) with the percentage was 15% and the mean score of students' post-test (82,1) with the percentage was 88%. The result of the students' achievement with passing scores in test 1 were 50% (poor) and test 2 were 88% (very good) indicating the target of 75 of the minimum criterion has been achieved. Based on the result of the study, it can be concluded that the employ of literacy work station can enhance the students reading comprehension at the first grade of SMPN 2 Praya in Academic Year 2022/2023

Key Word: *Employ, Reading Skill and Literacy Work Station*

Introduction

Reading is very important in studying English, but in fact it is not easy as we guess. In learning reading, we must have good comprehension. Reading without comprehension is not reading. Many children can pronounce words fluently but when they asked about what they have read, they are unable to answer, although they may have high score in terms of reading rate or fluency, it can be concluded that they are not good reader. A good reader is involved in complicated thinking process as she or he reads. Besides that, in learning reading we also have to have lot stocks of vocabulary, because it can help us to understand about the reading text, and also to guide us to find out the information in the text itself. Besides that, many students feel bored when they studying reading, because sometimes reading make them become sleepy in the class. Reading is an activity with a purpose. The purpose for reading as well determines the appropriate method to reading comprehension. Reading is development process. The first point is learning sounds symbol correspondences, either directly or by reading a loud sentences and words that have been mastered orally.

The problem with reading can involve several areas, including: words recognition and comprehension, oral reading fluency, and reading comprehension (O'shea, 1998 in Gorman, 2001). Several strategies tried in teaching of reading comprehension such as cooperative language learning, scanning, and skimming, paraphrasing, and summarizing. This method assume that student learn to read a language by studying its vocabulary, grammar, and sentence structure. The literacy work station will develop to provide high quality professional developmentfor classroom teachers. The goal of literacy work station is to improve the reading skill of all students through helpful materials and best literacy practice. Literacy work station promotes students' collaboration, facilitate student motivation, and provide targeted practice for students. Literacy work station facilitates

problem solving because students can to explore, invent, discover, and create alone or with others at centers (Stone, 1996). So the writer is interested in conducting an experimental research entitled: “The employ of Literacy Work Station In Enhancing Students’ Reading Comprehension at SMPN 2 Praya In Academic Year 2022/2023

The significance of this study are:

Theoretically, the writer expects that study will enrich the theories of teaching or foreign second language reading and practically, the writer hopes that the result of this study (Classroom Action Research) will be useful for teachers in enhance their teaching method, especially in teaching reading.

Review of Related Literature

Definition of Reading, According to Jhonson (2008: 4), reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Meanwhile, Brown (2003: 185) states the reading is likewise a skill that teachers simply expect learners to acquire. General concept of Literacy work station method Literacy stations, also known as centers, literacy centers, or work stations, are designed to practice and consolidate a range of literacy skills. A literacy station is an area in the classroom where students work individually, in partnerships, or in groups to explore and expand their literacy. Participation in a wide variety of reading and writing activities, coupled with opportunities for meaningful responding, will promote fluency, support flexible use of reading and writing strategies, build background knowledge and vocabulary, and instill reading and writing as lifelong habits. Literacy stations provide teachers with opportunities to meet with guided reading groups, observe literacy behaviors and conference individually with students to question, confirm or guide learning. Key ideas in planning for literacy stations are choice, relevance and engagement. Literacy stations are not ‘extras’ for participation only when the ‘busy work’ is finished. Nor are literacy stations ‘worksheets’ or ‘packets’. Literacy stations are for everyone and the emphasis is on ‘hands-on’ learning and engagement (Diller, 2003). Literacy Work Station as Technique in Teaching. There are various different theories of how people learn. Conversely there are closely related to how students learn and how these have affected the planning of teaching. Literacy work station is one of the best research of all teaching strategies. The results illustrate that students who have opportunities to work alone or collaboratively, learn and more efficiently, have greater retention, and feel more positive about the learning experience. It is an approach for students to learn essential interpersonal life skills and to develop the ability to work alone or interact with one another, using instructional materials.

Research Design

The design of this research was Classroom Action Research (CAR). According to Kemmis and Mc Taggart (1982: 5) class room action research is a form of collective self-reflective inquiry undertaken by participants in social situation in order to improve the rationality and justice in their own social or educational practices, as well as their understanding of these practices are carried out The purpose of the class room action research is to improve or increase the quality of learning process.

This research used quantitative and qualitative approaches. Quantitative approach deals with the comparison of the result from the test conducted before and after treatment. The qualitative approach deals with how the students understand the material given. Some instruments applied to obtain the data in this study. The researcher used observation sheet and questioner dealing with the qualitative data. On the other side, the researcher used

pre-test and post-test to obtain the quantitative data. The test is multiple choice (15 items), and fill-in-the-blank (10 items).

Technique of Data Collection

Technique of data collection in this research was using qualitative data and quantitative data. The qualitative data was consisting of observation within the physical activity in the classroom to be presented for the teacher. On the other hand, the quantitative data used test pre-test and post-test. The complete explanation is as follows:

1. Test

The test to know the students' ability in reading comprehension. Test that was given to the students is multiple choice test. The total of the test items was 25 items. The score in every item was 1, and 0 for incorrect answer. The criteria of success in the minimum mastering (KKM), this was 75.

2. Observation Sheet

To see and to note the real activities in the classroom. There were two sheets that be used in this study. The first one was for the teacher and the second one. The observation sheet is containing some important steps that the teacher and students has to do during the implementation of literacy work station in teaching learning process.

Research Findings

After calculated the data, the result of the cycle showed the average score of pre-test was 70,1, post-test was 81,2 there were 23 students or 88% of 26 students who obtained scores of students' KKM while the rest 3 students were failed and obtained scores bellow the KKM. Besides, it showed they were less in reading comprehension where the highest score should be 100 (hundred) each indicator. We could see the comparison between before and after taught reading comprehension use literacy work station. It means that literacy work station can enhance students' reading comprehension at the first-grade students of SMPN 2 Praya in Academic Year 2022/2023 Those data evidenced that there were improvement in this cycle and the students could pass the criteria of success. Besides, the outcome of questionnaire and observation sheet also supported the result of post-test.

By the questionnaire and observation sheet the response of the students showed that all students had very good response from questionnaire and observation sheet after taught reading comprehension using literacy work station. It was categorized as very good response. Therefore, there were most of students who had good response toward literacy work station as a method in teaching reading comprehension. It was more proved that literacy work station could be alternative way in learning reading comprehension to make them find the information and the main idea in the text, and help them to find the new information in enhancing reading comprehension. The atmosphere of the classroom the students learning English using literacy work station made the students more enjoyable than usual and help the student's easier to comprehend the material. Learning English using literacy work station method can exercise creativity.

From the first statement of the problem how can the employ of literacy work station can enhance the student reading comprehension students toward literacy work station is clear, it showed that the teaching of literacy work station could enhancing the students' reading comprehension achievement and the second statement is what are the responses students toward literacy work station is very poor could be alternative way in learning reading comprehension at the first grade students of SMPN 2 Praya in academic year 2022/2023.

Conclusion

This study focused on how can the employ of literacy work station in enhancing students' reading comprehension and what are the responses of the students toward literacy work station in teaching reading comprehension. Based on the result of the study, it was concluded that: The action research was at the first grade students of SMPN 2 Praya in academic year 2022/2023 which started on Monday, Maret 5th 2023 at 10.30 – 11.10 am could be concluded that the use of literacy work station was successful in enhancing students' reading comprehension. it was proven by their response is very good, based on the result of questionnaire which showed 83% of students were very agree with the five statements mentioned in the questionnaire, the result of observation sheet supported result of post-test.

Suggestion

After getting the result of the study in this research, the researcher would like to give some suggestion in reading comprehension by using literacy work station, as follows: Literacy work station would be helpful in enhancing students' reading comprehension achievement.

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