The Effect of Using Active Knowledge Sharing Strategy on Reading Comprehension

[1]Ahmad Wael, [2]Dian Saputra, [3] Kamaluddin Kamaluddin

[1,2,3]English Langauge Education Department, Universitas Muhammadiyah Sorong, Kota Sorong

e-mail: ahmadwael818@gmail.com

Abstrak

Penulis merumuskan rumusan masalah yaitu adakah pengaruh yang signifikan dalam penggunaan strategi berbagi pengetahuan aktif terhadap pemahaman membaca siswa kelas XI SMK Negeri 2 Kota Sorong. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan pendekatan desain penelitian tindakan kelas. Instrumen penelitian ini adalah Tes. Penelitian ini dilakukan di SMK Negeri 2 Kota Sorong. Hasil dari penelitian ini adalah metode strategi berbagi pengetahuan aktif dapat meningkatkan pemahaman membaca siswa di kelas sebelas Pariwisata SMK Negeri 2 Kota Sorong. Hal ini ditunjukkan dengan hasil tes awal yaitu 42,27 dan hasil pada tes akhir 1 adalah 60,53 dan tes akhir 2 adalah 84,67. Dari data di atas, maka dapat disimpulkan bahwa pengaruh strategi berbagi pengetahuan aktif dapat meningkatkan pemahaman membaca siswa dalam membaca teks naratif, perhatian siswa dan partisipasi siswa dalam pembelajaran membaca pada kelas sebelas pariwisata di SMK Negeri 2 Kota Sorong Tahun Akademik 2019/2020.

Kata Kunci*: berbagi pengetahuan aktif, pemahaman membaca*

Abstract

The writers formulate the problem statement which is there any significant effect of using Active Knowledge Sharing strategy on students' Reading comprehension at the eleventh-grade students of SMK Negeri 2 Kota Sorong. This study was quantitative research with Classroom Action Research Design. The instrument of this study was test. This study took place at SMK Negeri 2 Kota Sorong. The result of the study was Active Knowledge Sharing Strategy could improve students' reading comprehension at eleventh grade of SMK Negeri 2 Kota Sorong. It was shown by the result of Pre-test was 42.27, the result of Post-test 1 was 60.53 and Post-test 2 was 84.67. From the data above, it can be concluded that Active Knowledge Sharing Strategy can improve students' reading comprehension in reading a narrative text and students' attention, participation in learning reading at eleventh grade of SMK Negeri 2 Kota Sorong on academic year 2019/2020

Key words: active knowledge sharing, reading comprehension

1. Introduction

English is one of the foreign languages in Indonesia that gets a good place compared to other languages. There are four main skills in English: those are reading, listening, speaking, and writing. In other word, people have to master these four skills. In this research, the writer focuses on reading skill especially on reading comprehension. Reading comprehension is one of the important skills that must be taught from senior high school to university level. Reading is not an easy job that many students thought. According to Akib, M., Wael, A., and Saputra, D. (2022) learning reading still tend to use conversional method. To have a good reading skill, students should have spent much time in reading. Reading is an essential skill for English as second or foreign language (ESL/EFL) learners; and for many, reading is the most important skill to master. Anderson (1999) also states that with good reading skills, ESL or EFL readers will make great progress and attain great development in all academic areas.

According to Burhan (2012: 9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. Wael, (2017) stated that the greatest importance of English for most people is to read English textbooks for getting information in many kinds of fields. As well as, for students when they learn English It says a physic activity because the parts of the body, our eyes particularly, do it. And it says. mental activity because perception and memory as parts of thought are involved in it. He then concludes that the main goal of reading is a process of comprehending written texts. Clark and Silberstain (1987:21) define that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension.

Grabe (1986) also states that reading is the ability to recognize vocabulary and syntax automatically. Reading is the ability to read at reasonable rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytical reading and critical evaluation. Heilman (1981:265) reading is a process of making sense of written ideas through meaningful interpretation interaction with language. A good reader is one who understands what he reads, and the faster he able to get meaning from his reading the more efficient.

Cline et al (2006:2) states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Moreover, Mahmoud (1992: 103-104) state the purpose of reading as follows: 1). Reading for Specific Information: 2). Reading for Application: 3). Reading for Pleasure and Entertainment: 4). Reading for Ideas: 5). Reading for Understanding: 6). Reading for Information: 7). Reading for Main Points in General: 8). Reading for Selecting Main Points.

Thinker (1975;5) states that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages. Smith and Dale (1980:7) state that reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. Reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension. Thus reading comprehension is reading by comprehension the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehensions he/she fails in comprehending the passage. Silberman (2011:100) states that "Active knowledge sharing is a great way to draw students immediately into the subject matter of your course. You can also use it to assess the knowledge level of students while, at the same time, doing some team building. It works with any class and with any subject matter."

Based on students' interview on reading comprehension of eleventh grades at SMK Negeri 2 found that the students till had difficulties in understanding the text. the average value obtained by the writer at that time was only 35% of the 15 students. Students' difficulties in reading are caused by several factors that may be caused by students and teacher. Most students said that they often feel bored to read textbook, especially long and uninteresting texts. In class, some students sometimes look

bored and talk to their peers. They only pay attention to the teacher who is doing the exercises, but if the time given is longer, they start to be noisy again and feel bored. When they read a long text, they are not very interested in understand the meaning of the words which in the reading text. It is difficult for them to understand the contents of the text.

2. Method

This research used quantitative method. The design of this research was Classroom Action Research (CAR). According to Brown and Dowling (2001) action research is a term which is applied to project in which practitioners seek to effect transformations in their own practices. The design of the research was chosen because it provides a method that can be done by the writers to improve the practice of education by the studying issues of problem they face, especially in reading. There were 15 students of SMK Negeri 4 Sorong city were involved in this research. The writers analyzed the data by completing students' result on Pre-test and Post-test. The classroom action procedure in this research was Kurt Lewin's design. It consist of two cycles includes four phases: planning, acting, observing and reflecting.

3. Result and Discussions

Based on the data that the writers highlighted the students who passed Minimum Completeness Criteria (75), and to get the result of Pre-test, firstly, the writer calculated the mean score by employing the formula that has already been previously pointed out. The mean of students' scores of pre-test was 42.27. the writer used multiple choice and essay which consisted of 20 questions which the students carried out the test during 60 minutes. To measure students reading comprehension at first, and it was done before implementing classroom action research. At pre-test, the students reading comprehension was not so good.

From calculation, the students' score percentage in the pre-test is 0.0 %. It means that there were not students who passed the Minimum Completeness Criteria. Therefore, there are 15 students' scores which still below the Minimum Completeness Criteria. After analysing the result of pre-test, it could be conclude that all of the student at 2 class of SMK Negeri 2 Kota Sorong had difficulty in reading comprehension. therefore, it needs to find out the solution overcome the problem. Here the writer used "Active Knowledge Sharing" in every cycle of classroom Action Research to overcome the problem and to develop students' reading comprehension.

1. Planning Phase

   By observing before implementing classroom action research, the writers can know certainly the problem of the students in learning English reading especially in reading uninteresting text. In this phase, the writers make the lesson plan to be used in reading text by using active knowledge strategy for every group. The writer also makes the evaluation in order to know students' achievement at the end of this cycle.

2. Acting Phase

   The implementation of research actions in the learning implementation plan is divided into three activities. First, the writer initial activity enters the classroom accompanied by an English subject teacher and a colleague who will carry out observations while learning. The teacher opens learning by giving greetings, presenting students, introducing themselves to students, and introducing the methods that will be used to do the learning. In this study, researchers used the Active Knowledge Sharing Strategy to improve reading comprehension skills. Students are divided into several groups to conduct learning using the Active Knowledge sharing learning method. The method given emphasizes more on group student activities to obtain information provided and student collaboration in solving problems given by the teacher.

3. Observing Phase

   In this phase, the writers observe the students' response, participation, achievement, and everything which is found during teaching and learning process. However, when observing, the writers should notice all of activities in the classroom. It is done in order to get accurate result in the end of the study.

After implementing Active Knowledge Sharing, the writers could calculate the mean of students' score, percentage of students who pass the minimal level criteria Minimum Completeness Criteria. There is improvement of students' score in reading comprehension from the Pre-test to the Post-test 1 and Post-test 2. After that, in the cycle 1 and cycle 2 of CAR, the writers calculate the result of Post-test 1 and Post-test 2 to know the students' score comprehension from the pre-test to pre-test, post-test 1 and post-test 2. The result can be seen as follows:

Table1. Students' Score Pre-test, Post-test 1 and Post-test 2

Letter Grade	Score	Classification	Pre-Test	Post-Test	Post-Test 2
			Frequency	Frequency	Frequency
A	85-100	Excellent	0		9
B	75-84	Good		1	6
C	56- 74	Poor		11	
D	<55	Very poor	15	3	
Total			15	15	15

From the table above, it can be seen that there were 15 students in the class. The tables were described about the score achievement for every students in the Pre-test and Post-test, it can be seen that there is progress of the students' reading comprehension. In Pret-test, the mean of students' classification score is 15, it is categorized as very poor. The classification of Postest 1 score is 1, it is categorized as good. 11 students are categorized as poor and 3 students as very poor. The Post-test 2 classification score is 9, it is categorized as excellent followed by 6 students as good. From the result of Pret-test, Post-test 1 and Post-test 2 scores, it can be seen that the post-test 2 score was higher than Pre-test and Post-test 1.

Figure 1 : Graphic Pre-test, Post-test 1 and Post-test
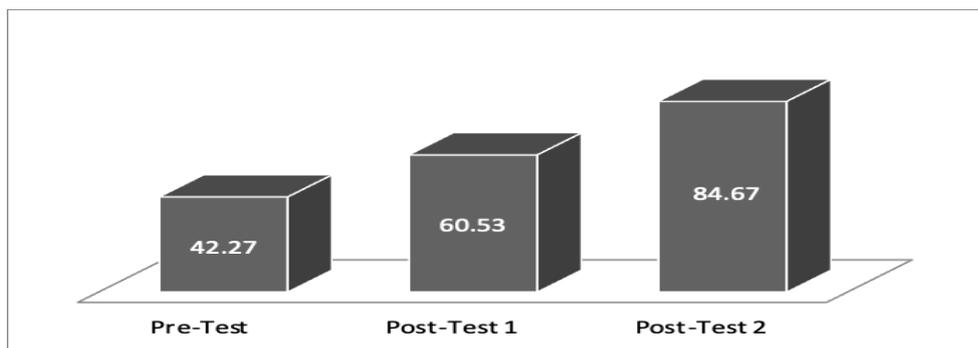
Based on the graphic above, it can be seen that the students' improvement in reading comprehension had improved from Pre-test until Post-test 2. The Mean score of pre-test was (42.27) had improved (0.0%) to posttest 1 was (60.53) then it also had improved (0.4%) from pre-test to post-test 2 which (84.67).

4. Conclusion

After implementing Classroom Action Research (CAR) at the eleventh grade of SMK Negeri 2 Kota Sorong and based on the result of reading comprehension, it can be concluded that Active Knowledge Sharing as one of the strategy in English teaching and learning process can be applied to improve English reading comprehension. The students enjoy and have fun to learn reading. This strategy helps them not being shy to ask each other when they did not understand about the material given. Therefore, active knowledge sharing helps the students feel

confident in reading long or short text and avoid the tedious situation in English teaching learning process.

Therefore, the students improve their reading comprehension by using active knowledge strategy. It can be seen clearly in the students' scores of their achievements in pre-actions and two post-actions. The result of pre-actions and post-actions test showed significant improvement, before implementing Active Knowledge Strategy the students' reading comprehension still poor. It is proven by mean score of the students in Pre-test which was 42.27. The data show that the students reading comprehension before and after treatment is significantly different. It was found in the students post-test1 was higher than pre-test which were in Post-test 1 was 60.53 and Post-test 2 was 84.67.

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