

INCREASING STUDENTS' READING COMPREHENSION ABILITY ON DESCRIPTIVE TEXT BY USING LANGUAGE EXPERIENCE APPROACH AT THE TENTH GRADE OF SMA NEGERI 1 LAHOMI

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Abstract

The purpose of this study is to improve the reading comprehension skills of SMA Negeri 1 Lahomi tenth grade students by utilizing the Language Experience Approach. This study was developed using the use of classroom action research (CAR). Thirty-two students from X-MIPA 2 SMA Negeri 1 Lahomi served as research subjects. The instruments utilized to collect the data were the written test and the observation paper. Two cycles of two sessions each were used for action research in this study. Each cycle consisted of four steps: plan, action, observation, and reflection. Data were collected in both qualitative and quantitative forms. The multiple choice test yielded the quantitative data, while the observation sheet offered the qualitative data. The results of the researcher's observation sheet for the first meeting in cycle I were 72%, and for the second meeting, 84%, according to data analysis. Students' cycle I observation sheet results for the first meeting were 71%, and for the second meeting, 81%. In cycle II, the researcher's observation sheet yielded an 83% result for the first encounter and a 90% result for the second. In the first meeting, the cycle II student observation sheet result was 85%, and in the second meeting, it was 88%. Additionally, the average score for students in cycle I was 61, whereas it was 74 in cycle II. The conclusion drawn from the data is that the Language Experience Approach is a useful strategy for teaching reading. The Language Experience method (LEA) is advised for English teachers to use while instructing students in reading descriptive texts. This will assist the students become more proficient readers by using the language experience method. The researcher suggests that English teachers should use the Language Experience Approach (LEA) as one of the alternative methods to improve students' reading skills, their potential or ability with as an educator in providing information in the learning process of reading, especially when reading descriptions. Students could improve and developed their reading comprehension by using Language Experince Approach (LEA), because LEA attracted the students' interest and motivation in teaching and learning process.

Key Words: *Reading Comprehension; Descriptive Text; Language Experience Approach (LEA)*

Abstrak

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan membaca pemahaman siswa kelas sepuluh SMA Negeri 1 Lahomi dengan memanfaatkan Pendekatan Pengalaman Bahasa. Penelitian ini dikembangkan dengan menggunakan penelitian tindakan kelas (PTK). Tiga puluh dua siswa X-MIPA 2 SMA Negeri 1 Lahomi dijadikan sebagai subjek penelitian. Instrumen yang digunakan untuk mengumpulkan data adalah tes tertulis dan kertas observasi. Dua siklus yang masing-masing terdiri dari dua sesi digunakan untuk penelitian tindakan kelas dalam penelitian ini. Setiap siklus

terdiri dari empat langkah: perencanaan, tindakan, observasi, dan refleksi. Data dikumpulkan dalam bentuk kualitatif dan kuantitatif. Tes pilihan ganda menghasilkan data kuantitatif, sedangkan lembar observasi menghasilkan data kualitatif. Hasil lembar observasi peneliti pertemuan pertama siklus I sebesar 72% dan pertemuan kedua sebesar 84% berdasarkan analisis data. Hasil lembar observasi siswa siklus I pertemuan pertama sebesar 71% dan pertemuan kedua sebesar 81%. Pada siklus II lembar observasi peneliti memperoleh hasil 83% pada pertemuan pertama dan 90% pada pertemuan kedua. Pada pertemuan pertama hasil lembar observasi siswa siklus II sebesar 85% dan pada pertemuan kedua sebesar 88%. Selain itu, nilai rata-rata siswa pada siklus I adalah 61, sedangkan pada siklus II adalah 74. Kesimpulan yang diambil dari data tersebut adalah Pendekatan Pengalaman Bahasa merupakan strategi yang berguna dalam pengajaran membaca. Metode Pengalaman Bahasa (LEA) disarankan untuk digunakan oleh guru bahasa Inggris saat mengajar siswa membaca teks deskriptif. Hal ini akan membantu siswa menjadi lebih mahir membaca dengan menggunakan metode pengalaman bahasa. Peneliti menyarankan agar guru bahasa Inggris sebaiknya menggunakan Language Experience Approach (LEA) sebagai salah satu metode alternatif untuk meningkatkan keterampilan membaca siswa, potensi atau kemampuannya sebagai seorang pendidik dalam memberikan informasi dalam proses pembelajaran membaca, khususnya ketika membaca deskripsi. . Siswa dapat meningkatkan dan mengembangkan pemahaman membaca mereka dengan menggunakan Pendekatan Pengalaman Bahasa (LEA), karena LEA menarik minat dan motivasi siswa dalam proses belajar mengajar.

A. Introduction

Language is a tool to communicate with others to gather information. With language, we can express ideas, opinions, discuss and convey information to others. Fasold & Linton (2006:4) stated that, "language is composed of separate sounds, words, sentences and other utterance units". Language is the basic skill required for real human communication.

Since it has become a global language, one of the most crucial languages in the world for communication is English. As a result of English popularity worldwide, many nations speak it. At the secondary level of education in Indonesia, English is a common subject. English has been included in the education curriculum in Indonesia. The curriculum applied in

Indonesian education is the 2013 curriculum. Wahyuni (2016:14) stated that, Curriculum, which is a collection of plans and procedures regarding the subjects and materials to be taught together with the procedures for carrying out teaching and learning activities in schools, acts as a roadmap for accomplishing the learning goals.

One of the linguistic skills that students need to be proficient in is reading, which is crucial for obtaining information from any source. Reading can help students understand a text, so that they are more easily understand what message is conveyed in the text. According to Amelia (2017:1) 'Decoding symbols to create or deduce meaning is a sophisticated "cognitive process" that reading entails.

Understanding what is being read demands a lot of mental work in the form of decoding and comprehension when reading.

This research problem comes from a real problem in class. Based on the experience of PLP II at SMA N 1 Lahomi, based on the students' results in English, the average score was 60. The researcher discovered that the majority of pupils' reading abilities fell short of the Minimum Competence Criterion (MCC), which is 70 for the English course. Class X-MIPA 2 students of SMA N 1 Lahomi consisted of 32 students, here are 8 students who were able to achieve MCC and 24 students failed. Then the percentage of students who were able is only 25%, then the percentage of students who were less able is 75%. The reason is because, particularly in descriptive texts, it can be challenging for students to comprehend the text when they are reading it and to extract information from it. Because they lack motivation, vocabulary, and comprehension, students with poor learning motivation are not engaged in studying texts and find reading English texts boring.

Based on the aforementioned issues, the researcher chooses and applies a certain strategy in an attempt to address these issues. With the right teaching strategies, students can overcome their challenges with vocabulary, reading comprehension, speed, decoding, and confidence issues when it comes to reading English. The researcher is interested in

finding a solution to the problem by conducting a study titled "Increasing Students' Reading Comprehension Ability on Descriptive Text by Using Language Experience Approach at the Tenth Grade of SMA Negeri 1 Lahomi".

Reading is the process of interpreting a text's word meaning and comprehending its information. (Maizarah & Purwanti, 2023:192).

According to Guthrie et al (2004:227) "The processes of creating conceptual information from a text through cognitive engagement and motivational participation with the text include reading comprehension."

According to Aqeel & Farrah (2019:232) There are five categories in Barrett's taxonomy of reading comprehension: literal, reorganization, inferential, evaluation, and appreciation.

- 1) The focus of literal reading comprehension is on ideas and facts that are made explicit in the text or reading material.
- 2) Reorganization reading comprehension is a sort of comprehension that is predicated on a precise knowledge of the text; students should draw connections between disparate textual fragments and apply the information to enhance their comprehension.
- 3) Reading between the lines and using your imagination are necessary for inferential reading comprehension.
- 4) Evaluation, which describes the capacity of the student to reason and form conclusions about particular

concepts based on predetermined standards.

- 5) Appreciation: also referred to as a personal response, it elicits an emotional reaction from readers.

According to Patel & Jain (2008:117-124) There are various kinds of reading, including:

- 1) Under the direction of the teacher, intensive reading is linked to continued advancement in language acquisition.
- 2) Extended Reading: The goal of extended reading is to prepare students to read independently, without the teacher's help, in the target language with ease and fluency.
- 3) Reading aloud: Teachers need to be aware that this skill should start at the elementary school level as it forms the foundation for word pronunciation.
- 4) Silent Reading: Reading silently helps you learn a lot of knowledge.

According to Tsanawiyah (2020:23) "A descriptive text is one that explains the characteristics of an object or person. Highlighting and describing a particular person, place, or object is its aim. distinctive qualities of a certain object, such as a person, an animal, or a product.

Tsanawiyah (2020:23) Identification and description make up the general framework of a descriptive text.

- 1) Identification: The goal of this section of the opening paragraph is to identify a subject for description.
- 2) Description: As you introduced something to the reader in the first

paragraph, this portion in the second paragraph and beyond contains the qualities in herent.

Significant Grammatical Features of descriptive text according Tsanawiyah (2020:24)

- 1) Pay attention to certain guests, such as my favorite spot, Andini's cat, or my English teacher.
- 2) Employ the present tense.
- 3) If disabled, using simple past.
- 4) Employ evocative adjectives, such as "black hair" and "healthy hands."
- 5) Make use of the material process' action verbs, such as "run quickly" for cows consuming leopard grass.

According to Nessel & Dixon (2008:1) "The foundation of the language experience approach (LEA), which teaches reading, is learning theory.". The main idea is to create reading texts with vocabulary, language samples, and students' background knowledge to make reading a particularly meaningful and enjoyable process. Grabe and Stoller (2002: 260) state that, "The Language Experience Approach is a method of teaching reading in which the instructor and students collaborate to create reading resources.

The procedures of using LEA in the classroom are provided based on the theory of Nessel & Dixon (2008:12-15) introduces sixth cycles for carrying out LEA in the classroom:

- 1) Sharing experiences: During this cycle, the instructor asks the students to share their experiences, which opens up the possibility of discussion and observation. Request that students share an experience or a brief tale. Inform the children that you want to create a narrative, or a portion of one. encouraging student conversation both

during and after scheduled activities taking notes from the class based on a common experience.

- 2) Dictate: In this cycle, the instructor requests that the pupils recount the narrative. Make sure you use proper punctuation and spelling, but don't alter any words.
- 3) Creating (Composing), at this stage the teacher will record what they say which is the first statement students make about the experience.
- 4) Confirm that the instructor reads the narrative to the class again throughout this cycle and requests any revisions or alterations.
- 5) Instructions for reading: In this cycle, the teacher reads aloud each sentence, then asks the class to read it one at a time before asking them to read the entire text.
- 6) Stories, trips to the grocery store or other leisure activities, hobbies, jobs or occupations, families, future goals, and concerns or difficulties they are dealing with are all welcome.

B. Research Method

This research used classroom action research (C.A.R). "The goal of classroom action research is to help teachers enhance student learning by identifying what works best in their own classrooms." (Khasinah, 2013:113). "Classroom action research (C.A.R) design contains of four stages, those are: planning, action, observation, and reflection" (Kemmis & McTaggart, 2014:2).

The research focused on 32 students in a single class from the tenth grade at

SMA Negeri 1 Lahomi in the 2022–2023 academic year.

Table 1. Table of Participants

Class	X-MIPA 2	
Students	Male	13
	Female	19
Total	32 Students	

Source: Designed by researcher (2023)

It has some procedures. According to Burns (2010:8), in conducting this study, there are four steps.

1. Planning

During the planning phase, the researcher provides program-based learning materials, such as syllabi, lesson plans, researcher observations, student observations, study materials, and more.

2.Action

Actually, the researcher used the Language Experience Approach (LEA) to teach the students. The lesson plan that is developed in the plan is used by the researcher. The lesson plan outlines how to carry out instruction.

3. Observation

During this stage, the researcher used an observation sheet to record the students' activities and determine how well they understood the reading material.

4. Reflection

In this stage, the researcher considered, assessed, and discussed how the Language Experience Approach (LEA) affected the reading comprehension of the pupils.

In this study, there were several data collection tools:

1. Observation Sheet

To track the activity of the researcher and students during the teaching process, observation sheets are utilized.

2. Test

All that a test is is a tool for evaluating someone's skill, expertise, or output in a certain area. The researcher provides students with written tests to measure and determine the student's understanding of the text. This test consists of 20 multiple choice questions that must be answered by students. The researcher made a multiple choice test consisting of 20 items, with 4 alternative answer items (A, B, C, D) for each item.

a. The Validity and Reliability

1) Validity Test

Before using this tool to collect data, the researcher was validate the data to see if the date can be used as a data collection tool. The researcher validates the tests using formula based on Arikunto (2014:170) is:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} = the coefficient of correlation between variable X and Y

N = the number of participants

X = the students' score

Y = the score of examining the result

$\sum x$ = the total score of items

$\sum y$ = the total item's score

$\sum xy$ = the total score

2) Reliability Test

In knowing the test reliability, the researcher used the formulation of which is

called Spearman Brown according Sugiyono (2012:186) the formulation as below:

$$r_1 = \frac{2.r_b}{1+r_b}$$

To calculate the data above, the researcher used SPSS 22 for windows (Statistical Program For Science) to process the data.

The researcher analyzes the data in two different ways:

1. Qualitative Data

Qualitative data was analyzed using an interactive qualitative data analysis model from (Miles & Huberman, 1994:10-11), which includes data reduction, data display, and drawing conclusions and verification.

a. Data reduction

The process of choosing, organizing, streamlining, abstracting, and modifying data is referred to as data reduction.

b. Data Display

Data visualization is analytics' second main substream. Broadly speaking, a screen is a condensed and structured set of data that may be deduced, illustrated, and utilized.

c. Conclusion Drawing or Verification

Conclusions are also confirmed as the analyst progresses. Verification can be as brief as a second thought that crosses the analyst's mind as he writes, with a brief tour of the field notes.

2. Quantitative Data

Quantitative data used to assess the test. The type of test is multiple choice to assess students' abilities. The algorithm

will be used to examine the data and determine the score. (Sudjana, 2005:67)

$$\bar{x} = \frac{\sum xi}{n}$$

Where:

\bar{x} = average score

$\sum xi$ = the total score

n = amount of students

core criterion:

85-100 : Very good

75-84 : Good

60-74 : Adequate

40-49 : Less

Calculating percentage of students score (Sudjana, 2005:45)

$$P = \frac{Fq}{N} \times 100 \%$$

Where:

P = the percentage

Fq = number of frequency

N = the total sample

To calculate student test results with multiple choice tests, the researcher use formula by (Amrulloh, 2015:138)

$$S=R - \frac{W}{N-1}$$

Where:

S = last/expected score

R = number of items answered correctly (right)

W = number of items answered incorrectly (incorrectly)

N = multiple choices for true false always two

1 = fixed number (constant)

C. Research Finding And Discussion

Sekolah Menengah Atas (SMA) Negeri 1 Lahomi was the research location. It is situated in the Lahomi Subdistrict's

Onolimbu Village. This study focused on Tent Grade MIPA 2, which housed 32 individuals. Classroom Action Research (CAR) was used in the design of this study.

The principal of the school and the English teacher granted permission for the author to undertake this research before beginning. After receiving permission, the researcher goes into the classroom and conducts the research via the planning, performing, observing, and reflecting stages.

a. Cycle I

In Cycle I, there were two meetings. The first meeting was done on Friday, May 12th 2023 and second meeting was done on Friday, May 19th 2023 and then the test was done on Saturday, May 20th 2023 at the tenth grade of SMA Negeri 1 Lahomi.

Table 2. Test Result in Cycle I

Passed/Not Passed	Number of Students	Percentage	Average
Passed	10	31 %	
Not Passed	22	68 %	61

Source : Students' achievement score in cycle I

According to the following table, 10 students, or 31% of the total, passed the Minimum Competence Criteria (MCC), while 22 students, or 68% of the total, failed. With an average score of 61, the cycle's total score gained was 1980.

b. Cycle II

Cycle II consisted of two meetings. The first meeting was done on Wednesday,

May 24th 2023 and second meeting was done on Friday, May 26th 2023 and then the test was done on Saturday, May 27th 2023 at the tenth grade of SMA Negeri 1 Lahomi.

Table 3. Test Result in Cycle II

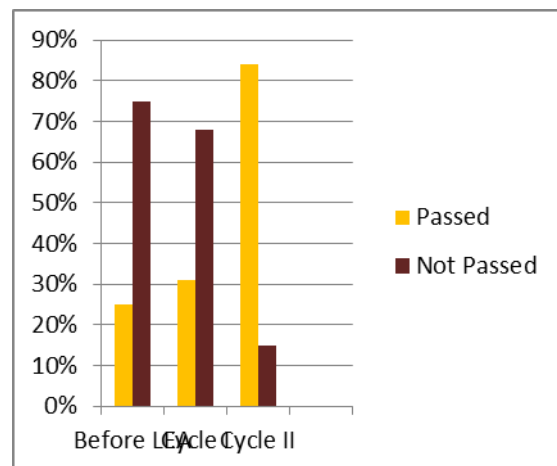
Passed/Not Passed	Number of Students	Percentage	Average
Passed	27	84 %	
Not Passed	5	15 %	74

Source : Students' achievement score in cycle I

According to the exam results, 27 students, or 84% of the total, passed the MCC, while 5 students, or 15% of the total, failed it. With an average score of 74, the total score achieved in this cycle (Cycle II) was 2380. Both the pupils' score and their reading comprehension skills had improved in this cycle. Most pupils are able to appropriately respond to the question. The pupils were more engaged and had fun in class. They boldly inquired about everything they were unsure of. The exam results from the second cycle show that students' abilities improved, with the average student passing. This indicates that there was a notable shift in the students' comprehension of descriptive language.

Based on the research results, students improve their reading comprehension ability. Student progress can be seen in the following chart:

Graphic.1 The Result of Students' Improvement in Cycle I and II



Source : The students test result and improvement from cycle I up to cycle II

The aforementioned graphic indicates a notable disparity in the mean achievement of students who fail to reach the MCC standards, meaning a large number of students fail the reading comprehension component.

8 students who were able to achieve MCC and 24 students were failed. Then the percentage of students who were able is only 25%, then the percentage of students who were less able is 75%. Those were the results found before the implementation of Language Experience Approach (LEA).`

After applying LEA, changes occur in students where their abilities begin to increased. It was found that students got improvement in mastering the element of reading such as vocabulary and comprehension about descriptive text.

Students are more interested when learning to read descriptive text by experiential language method. They are

happy and always serious in learning descriptive writing. The researcher found that the experiential language approach is suitable for teaching reading descriptive texts. Based on the above findings, using Language Experiential Approach (LEA) makes students more confident when saying something, has fun, and facilitates text comprehension using classroom material.

The improvement obtained by students using LEA learning were students' pronunciation increased because previously students practiced. Before that, the students lacked the courage to speak. The LEA approach makes it easier for students to talk and tell stories because stories are explored from their own life experiences. Through LEA, students tell stories more spontaneously and choose communicative words because what is told is their own work so that the assessment of vocabulary.

D. Closing

a. Conclusion

This study's two cycles were finished entirely. The researcher can make the following deductions in light of the study findings and the previous chapter's discussion: This reading comprehension exercise has been made easier for pupils by the immersive language experience approach.

The teaching and learning process employed the methods or implementation of the Language Experience Approach to enhance students' reading comprehension in descriptive text for the tenth grade of

SMA Negei 1 Lahomi. Based on experiences at SMA Negeri 1 Lahomi tenth grade during the academic years 2022–2013, the results showed that this strategy had been successful in improving the students' ability to read descriptive literature. The results of cycles I and II differ significantly from one another.

b. Suggestion

In light of the conclusion above, the recommendation that follows was made:

1. The language experience approach is one of the alternate strategies that the researcher suggests English teachers employ to help their pupils become better readers.
2. By employing the Language Experience Approach (LEA), students might enhance and grow their reading comprehension since LEA piqued their curiosity and inspired them to learn.
3. For other researchers who want to study a related topic. More research is needed to find more variations in actions and to find more benefits for improving students' reading skills using language experience approach.

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