SHADOW-READING: PROMOTING STUDENTS' READING COMPREHENSION TO THE FIRST SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT IKIP PGRI BOJONEGORO

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Abstract: Shadow-reading: Promoting Students' Reading Comprehension to The First Semester Students of English Department at IKIP PGRI Bojonegoro in The Academic Year of 2016/2017. This research was done to overcome the problem of understanding reading English text so the purpose of the research was to investigate whether the implementation of shadow-reading can promote Students' Reading Comprehension and to describe the students' achievement in reading comprehension after taught by using shadow-reading. This was classroom action research in which there were two cycles. The technique of collecting data used triangulation method. It led to seek the validity of the research by collecting information from tests, observations, and interviews. The subject of the research were 32 students of the First Semester at IKIP PGRI Bojonegoro in The Academic Year of 2016/2017. The result showed that the implementation of shadow-reading can promote Students' Reading Comprehension significantly and students' achievement in reading comprehension improved effectively in each cycle.

Keywords: Achievement, Comprehension, Shadow-reading.

Abstrak: Shadow-reading: Meningkatkan Pemahaman Siswa Terhadap Bacaan (Reading Comprehension) Pada Siswa Semester Satu Program Studi Bahasa Inggris IKIP PGRI Bojonegoro Tahun Ajaran 2016/2017. Penelitian ini dilakukan untuk mengatasi masalah pemahaman siswa terhadap bacaan berbahasa inggris. Tujuan dari penelitian ini adalah untuk menginvestigasi apakah implementasi shadow-reading dapat meningkatkan pemahaman siswa terhadap bacaan dan untuk mendeskripsikan pencapaian (nilai) siswa dalam memahami bacaan setelah diajar dengan menggunakan shadow-reading. Ini adalah penelitian tindakan kelas dengan dua siklus. Tekhnik pengumpulan data menggunakan metode triangulation. Hal ini dilakukan untuk mencari valisitas penelitian dengan mengumpulkan informasi dari tes, observasi, dan wawancara. Subjek penelitian ini adalah 32 siswa semester satu IKIP PGRI Bojonegoro tahun ajaran 2016/2017. Hasilnya menunjukkan bahwa implementasi dari shadow-reading mampu meningkatkan pemahaman siswa terhadap bacaan secara signifikan dan pencapaian (nilai) siswa dalam pemahaman bacaan meningkat secara efektif disetiap siklus.

Kata Kunci: Pencapaian (nilai), Pemahaman, Shadow-reading

Reading is useful for language acquisition; it has a positive effect on students' vocabulary knowledge, on their spelling and writing (Jeremy Harmer, 2007: 99). Vocabulary knowledge and reading comprehension are very closely related. One of the major components of the reading is developing vocabulary and background knowledge.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. In the process of trying to understand a written text, the reader has to perform a number

of simultaneous tasks, decode the message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and finally

finally, understand what the author's intention was (Marianne Celce Murcia and Elite Olsthain, 2008: 119).

According to Bolain (2008) in Alfrida Pane (2016: 68), the basic goals of reading are to enable students to gain understanding; therefore there is no reading when there is no comprehension. Many students can read fluently but when asked about what they have just read, they are unable to answer. It can be concluded that reading is very important because by reading we find new words, and from reading contexts we can know what is the message of the text content. By reading, students can learn grammar, memorize new vocabulary, read fluently and get new knowledge. We know that many students do not understand what they read.

Reading is not just understanding the words or grammar. It is not just translating. Reading is thinking, reading is a very important way to improve a language skill. Yale (2012) in Alfrida Pane Talebong (2016: 68) describes that reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Paul Osborne (2010) stated common difficulties while reading they are losing your place, losing your focus, Not getting the point, Forgetting what you have read. And the solutions to common reading problems are Take breaks, Trace your place, Read aloud, Take Notes.

Most of the first semester students at IKIP PGRI Bojonegoro get difficulties in reading. This problem can be seen from their score when the lecturer gives them reading pre-test. The average mean of their scores is 62. The score is still far from the passing grade which is 70. Reading comprehension has become a serious problem faced by the first semester students of English Department at IKIP PGRI Bojonegoro. The students were not able to comprehend the text especially in determining the main idea, specific information and also making the inference. They lack vocabulary; they got difficulties in recognizing the words.

This problem could not be allowed to drag on. It must be found out the solution to the problem. One of the solutions is using shadow-reading. This was one from many reading methods that deemed appropriate for students in this institution. Shadow-reading is a shadowing method in teaching reading and initially adapted from conversational shadowing in which it is one of the language learning methods. Shadowing is the act or task in listening which related to the track of speech that someone hears and vocalizes. The tendency of listeners when repeating the words that they heard help them to stimulate their episodic memory by storing numerous independent memory of every word. Moreover, it should be stated in clear voice, while the others try to produce the information which is given by the speaker (Hamada in Dwi Wahdini, 2015: 25).

The procedure of shadow-reading method was practically the same procedures with shadowing method which was done by Tim Murphey in 2001. Commander and De Guerrero (2012, 2013) have explored shadowing method in teaching reading and initially adapted from Tim Murphey's shadowing method. Shadowing method has been explored by many researchers who teach in EFL/ESL settings. In 1995, a professional researcher named Tim Murphey tried to use shadowing to teach English to Japanese learners at the non-native class and it showed a good result. Then, in 2001, he continued to explore shadowing method and named his own method as conversational shadowing which focused on teaching speaking (Dwi Wahdini, 2015: 28).

Shadow reading method is used by repeating and imitating what someone's read from the text either incomplete and selective or engaging in conversational interaction (Murphey in Commander and De Guerrero, 2012: 8). Shadow-reading can help the students to comprehend the text by interacting with their pairs (Commander and De Guerrero, 2013: 170). In this method, each of the student acts as a reader and shadower. They have to repeat what their pair's read. At the first time, they have trained on how to use shadow-reading based on the instruction. While doing shadow-reading, the students were also interacting with their partners and cooperating in a good pair. One helps the other to comprehend the text through repeating. In the procedures of shadow-reading itself, there are two phases that should be paid attention by the lecturers; they are the interactional phase and non-interactional phase. In the interactional phase, the students read aloud the text; repeat the sentences and read it again as a whole paragraph or passage. Whereas in the non-interactional phase, the students are asked to summary the text, it can be spoken or written form.

Shadow-reading does not merely make the students able to summarize and retell but it encourages their reading comprehension and retention of written English text (Commander and De Guerrero, 2012: 8). It creates the meaningful imitation models. There are some procedures of conducting shadow-reading the classroom, such as training for shadow-reading, shadowing short sentences, and shadowing longer passages.

Based on the problem above, the purposes of using this method are to investigate whether the implementation of shadow-reading can promote Students' Reading Comprehension and to describe the students' achievement in reading comprehension after taught by using shadow-reading. So, it can be formulated the research problem as follows: (1) Can the implementation of shadow-reading promote students' reading comprehension to the First semester students of English Department at IKIP PGRI Bojonegoro in the academic year of 2016/2017? (2) How is the students' achievement in reading comprehension after taught by using shadow-reading of the first semester students of English Department at IKIP PGRI Bojonegoro in the academic year of 2016/2017?.

The beneficial of using this method is expected can motivate the students to read a lot of English reading text easily and enjoyable to get and keep the message comprehensively in their mind. The teachers/ the lecturer can use shadow-reading to enrich their teaching method and to be applied in offer coming to the difficulties of teaching reading comprehension that arise in the classroom. This research will give contribution in English teaching learning process, especially in teaching reading to promote students' comprehension.

METHOD

This research belongs to Classroom Action Research (CAR). Classroom action research is an approach that involves both action and research in the classroom. Louis Cohen et al, in Eroh Muniroh (2016: 599) quote the opinions of Kemmis and Mc-Taggart; they define that action research is a form of collective self-reflective inquiry to improve the rationality and justice of their own social or educational practices. According to Kunandar (2010: 44) Classroom Action Research is an action research that is done by the teacher as a researcher or the researcher collaborate with the classroom teacher. The purpose of classroom action research is changing and improving the quality teaching and learning. In this research, the researcher collaborated with teacher classroom. The teacher classroom was applying the method in teaching learning process. While the researcher took part as the observer.

Kunandar (2010: 58-64) states that the characteristics of classroom action research are: on the job problem oriented, problem-solving oriented, improvement oriented, tends to improve the quality of learning outcome, cyclic that the action implemented in several steps, the researcher as a model/teacher, increasing the quality of learning through improving in practicing learning in class, as innovation in learning. While the beneficial of classroom action research for the teacher are could improve the quality of teacher's work, the teacher is able to improve the learning process through deep study toward what happen in the class. The mode of classroom action research in this research adopted from Kurt Lewin. According to Kurt Lewin in McNiff Eroh Muniroh (2016: 599), classroom action research consists of four stages, those are planning, acting, observing/evaluating and reflecting. In line with Kemmis and Mc Taggart in Arends (2001: 451), he stated that classroom action research stage consists of the planning stage, action stage, observing stage and reflecting stage. Kemmis and Mc Taggart in Suharsimi Arikunto (2008: 16) also stated that all of these stages are made a cycle as described in the following figure.
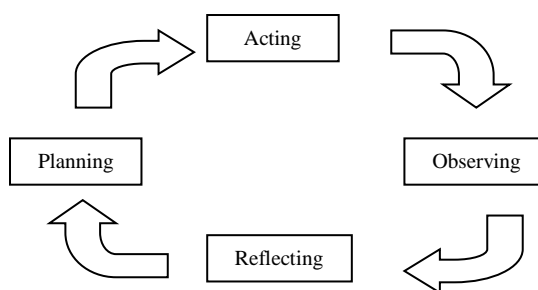

Figure 1. The stages of classroom action research

The activity done in each step is (1) Planning; design lesson plan of teaching reading using shadow-reading, prepare observation sheets, prepare the text and instrument for the test. (2) Action; implementing the lesson plan in the real class. (3) Observation; the process of teaching learning is observed, recorded and written in the field notes and observation sheet. (4) Reflection; the researcher and the lecturer discuss the learning process that has done by analyzing of the weaknesses and the strengths of the action. The result of the reflection was used to know whether the problem faced by most of the students was completely solved or not, if no, the researcher would conduct the second cycle.

The subject of the research were 32 students of the First Semester at IKIP PGRI Bojonegoro in The Academic Year of 2016/2017. In this research, there were two kinds of data: qualitative and quantitative data. The qualitative data were collected by observation and interview. The quantitative data were collected by a test. (1) Observation is a monitoring done by colleague, observer or participant. It plays a main role in the research and supports the validity of the research. (2) The interview is a way to check the accuracy or verify the impression from observation. The interview is conducted by the lecturer and the students. The purpose of the interview is to get the data from the lecturer and students. It can be used to investigate the students understanding about the lesson, the information of what on students' minds is, what they think, and how they feel about implementing shadow-reading in the classroom. (3) The test is used to measure the students' achievement of learning. It is done after finishing the lesson.

RESULT AND DISCUSSION

This research consists of two cycles with pre-test and post-test. Every cycle consisted of two meetings of 100 minutes each. Before doing the research, the lecturer gave pre-test to know how the ability of students in understanding the text and the prior knowledge. The result showed that 28 students of 32 students got the passing grade score. The average mean of their scores is 62. The score is still far from the passing grade which is 70. Most of the students had difficulties to do it. It can be seen from their face which appeared nervous and also from their activities. The students said that most of the questions were too difficult to be answered. This condition was not interesting for reading class.

Knowing the students' result from the pre-test not satisfied enough, the lecturer and researcher decided to use shadow-reading method to solve the problem. In this activity, the lecturer taught reading comprehension using the shadow-reading method, it made students paid attention. Before the lecturer done the action, she began to explain about shadow-reading method, gave the overview, and how to work with it. The first time, the students faced difficulties about the lecturer means, but by a brief explanation from the lecturer, students understood and got the point of the shadow-reading method because the

lecturer also gave example how to create this method in reading comprehension class.

After the lecturer gave the explanation about the material, then she divided the students into groups, each group consists of two students. This activity made the class noisy because they have to change the seat position in order to make good position to work in the group. Then the lecturer distributed the material to each group to demonstrate the method that applied. Students still a little bit confused and need much help for the lecturer. The students' score of this first cycle was increased but it is still far from the passing grade. The average mean of the scores is 68.

Because the students' score from the first cycle is not satisfied, the researcher and the lecturer continued to the second cycle. In this cycle, planning was prepared as well as previous one. The lecturer reviewed the previous lesson, improve learning tool to improve students' comprehension in reading class. In this phase, the teaching learning process runs well. The students very interested in this method. Students were active, they tried to read and understood the text by shadowing the text; the student engaged in conversational interaction, repeat only the keywords then summary the paragraph or text. The students read and tried to understand the text enthusiastically. After that, the lecturer gave a test to measure students' achievement in reading comprehension. The result was satisfying. The average mean of the scores is increased up to 75. The second cycle was successfully done.

The following table is the summary of the results of pre-test, post-test, cycle 1 and cycle 2:

Table 1. The result of the test from the pre-test until post-test

No	Students' Code	Pre-Test	Cycle 1	Cycle 2	Post-Test
1	A-1	60	65	70	80
2	A-2	60	70	80	85
3	A-3	55	60	70	75
4	A-4	65	70	75	75
5	A-5	60	75	70	75
6	A-6	55	60	80	80
7	A-7	65	70	75	80
8	A-8	65	70	75	90
9	A-9	60	70	70	85
10	A-10	70	70	85	85
11	A-11	50	60	70	75
12	A-12	65	75	75	90
13	A-13	50	60	70	75
14	A-14	60	65	70	80
15	A-15	70	70	80	90
16	A-16	70	70	90	95
17	A-17	70	75	80	90
18	A-18	60	70	70	80
19	A-19	65	75	80	85
20	A-20	60	65	75	85
21	A-21	60	65	70	75
22	A-22	65	70	80	90
23	A-23	60	65	70	80
24	A-24	60	70	75	85
25	A-25	60	65	70	75
26	A-26	60	65	70	80
27	A-27	70	80	85	90
28	A-28	60	70	70	85
29	A-29	60	70	75	80
30	A-30	60	60	70	75
31	A-31	65	65	70	85
32	A-32	65	65	80	90

Sum	1980	2175	2395	2645
Average mean	62	68	75	83
Low score	50	60	70	75
High score	70	80	90	95

The table showed that there is a progress in the students' reading skill before the students are taught using the Shadow-Reading method and after the students are taught using the Shadow-Reading method. All students can pass the passing grade after the second cycle. The average mean is 75.

CONCLUSION

The observation of students' activities in both two cycles showed an increase of enthusiastic students in answering each question correctly. Interviews showed that most students were interesting because shadow-reading can increase students' participation in learning process. This method also makes the students easy to understand the reading text. The result of the text increased significantly from pre-test, first cycle, second cycle and post-test.

It can be concluded that the implementation of Shadow-reading can promote students' reading comprehension to the First semester students of English Department at IKIP PGRI Bojonegoro in the academic year of 2016/2017 and the students' achievement in reading comprehension after taught by using shadow-reading improve effectively in each cycle.

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