

# PAPER

*by* Machsun Ahmad

---

**Submission date:** 24-Jul-2018 11:02PM (UTC+0700)

**Submission ID:** 984896315

**File name:** PRT\_articel\_august\_2018.doc (140K)

**Word count:** 5873

**Character count:** 32851

## **Productive Reading Technique to Reduce Ineffective Readers**

**Caltira Rosiana and Sujono, SS. M.Pd**

STKIP 'PGRI' Nganjuk, Indonesia

E-mail address: caltirarosiana@stkipnganjuk.ac.id

Reduce ineffective reader is particular objective of this research by implementing Productive Reading Technique (PRT). PRT improve the students' understanding in Sociolinguistic Subject through scientific book for University student. The critical thinking in English subject toward reading process is directly being another objective of this research. This strategy is the new product from Classroom Action Research (CAR), it is not only improves the receptive skill in reading but also the productive skill in writing and speaking through challenging activities based on the standard curriculum KKNi. In the long term, this research recommended for the lecturer more creative and innovative in any subject of English.

This study belonged to Collaborative Classroom Action Research (CCAR) design in which the researcher and her collaborative lecturer worked together as a research team. Understanding the English subject toward scientific reading book comprised the stages: (1) assigning the students into small groups, (2) activating the students' background knowledge using audio visual as media while the students' collecting information related material will be discuss, (3) getting the students' attention in reading scientific text toward interactive reading technique before presentation, (4) asking, questioning and response all the questions with critical thinking, (5) giving some cases or assignments based on the critical thinking level, (6) feedback are giving by the lecturer to know the students' understanding. During the process, they were grouped heterogeneously in terms of achievement, so that they could interact and help each other.

The research was conducted this research in two cycles, each of which consisted of four stages, i.e.: planning, implementing, observing and reflecting. Planning activities were identified in the preliminary study and the students' reading problems since last April 2017. The planning covered preparing Productive Reading Technique, which includes three steps, i.e. pre-reading, whilst-reading, post-reading which are based on understanding, applying, evaluating and creating activities. In the pre-reading stages, the students were able to brainstorm material that would be discussed. In in while-reading stages the students could focus on the reading comprehension, asking and giving responses related to the material. In the post-reading most of the students reached the target of goal. It was also indicated by their average score increasing from 62.4 in the preliminary study to 67.6 in the first cycle, and to 75.0 in the second cycle.

In the end of this research designed Productive Reading Technique to improve the students' understanding in scientific book for University students. The researchers will publish this research in National Journal (ISSN) which has accreditation.

**Key words:** Productive Reading Technique, Reduce ineffective reader, Scientific Books

This study aimed in designing the Productive Reading Technique (PRT) to reduce the ineffective readers. The ineffective readers are the students which have the massive problem in understanding the scientific reading text through the scientific books such as sociolinguistic, semantic, morpheme-syntax, linguistic etc. This product is going to be the information for the students about the target of study and criteria of success in understanding the scientific reading texts. Then, it can be guiding the students' understanding in English subject toward the scientific reading text, providing the students with the experience of mastering English subject, encouraging the students' motivation in the next challenge (Soma, Robi et all, 2015: 125-126), and help the students discovering their problems in the learning process as the lecturers' challenge in producing quality lecturer (Yoon, T. 2013: 92)

In effective reader happens do not just directly come from the learner, but also from education facility (Latief, 2012:171). If the lecturer analyzes more, one of the answers is the instructional document problems. It can be curriculum, syllabus, students' book and work sheet, media and strategy of teaching English and so forth. Based on the preliminary study in last April which was conducted by the researchers, in understanding the English subject toward the scientific reading book, the students need representative strategy. It is because, the students felt difficult to understand the scientific English reading book such as linguistic, syntax, sociolinguistic, semantic and so forth. Then, most of the students cannot give their comment or explanation related to the material which has been discussed because lack of vocabulary, knowledge in reading skill and the strategy to master the scientific reading book. As the consequences, most of the English students have problems to finish the assessment in time.

Based on the law no.19/2005 on the National Standards of Education, Chapter VII article 28, verse 3 shaped attentions have addressed to the teacher about this phenomenon, the teachers should have the eligibility to teach and known how to teach English well and the significant of language element in studying English is based on the standard curriculum. Here, the lecturer' as the teacher role do not only need to change the students mind set and learning habit (Kristianasari and Suharmanto, 2012:2) but also to improve the learning facilities to fulfill the students' reference. In this research, the researchers focuses in understanding the scientific reading texts. It is because the reading skill is the important skill to reach the criteria of success and face the TOEFL test before the students graduate from University toward looking for jobs. In addition, the researcher tries to design "Implementing Productive Reading Technique to Reduce Ineffective Readers in Science Books"

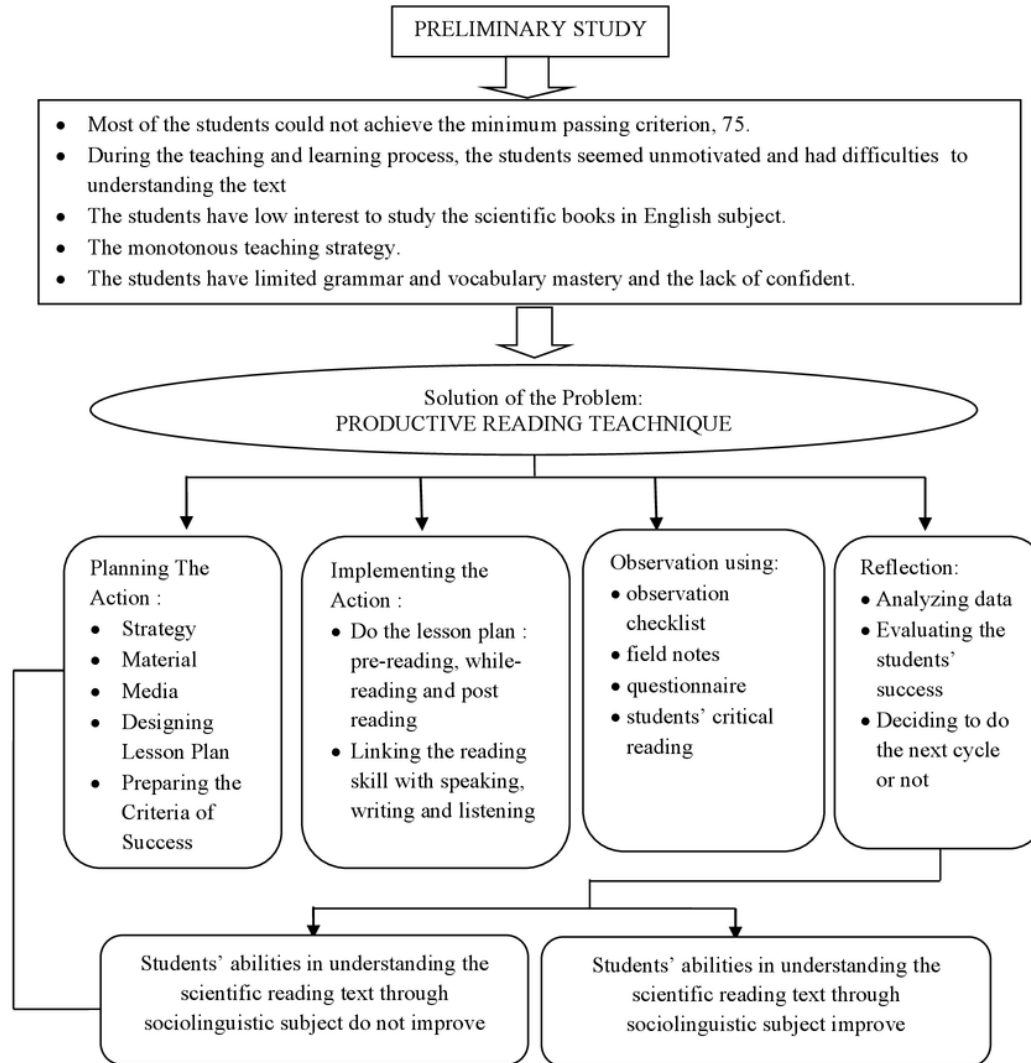
The results of this study are expected to give some contributions for English lecturers, the students, the researcher, and the future researchers. For English lecturer, this study shows that Productive Reading Technique is a good method to solve the ineffective readers because the learning stages of PRT guides the students in understanding the scientific English books without pressure. Then, the lecturer could transfer the English knowledge through reading activity and connecting its subject with others English skill. This research also gives the positive contribution for the lecturer in preparing the learner for the higher level.

## METHOD

The design of this study belonged to a Classroom Action Research (CAR) since it is an effective way in improving the quality of English lecturer's performance in instruction as well as students' achievement in learning English classrooms (Latief, 2013:144). CAR for English instruction aimed to develop innovative instructional strategy could enhance the students success in learning English. Classroom action research activities involved repeated cycles, each consisting of planning, implementing, observing, and reflecting.

The researcher chooses a collaborator to help her selves in observing the implementation of the scenario. Then the action is started with the collaborator observing the process of instruction to record any information indicating the success or the failure of the strategy in solving the classroom problems. The result of the observation is analyzing how successfully the strategy solved the classroom problems. When the strategy has not completely solved the problems, the strategy should be revised in the best possible way to make sure that when implemented again in the following cycle the problems can completely be solved.

In specific, this study was classified as a Collaborative Classroom Action Research (CCAR) since in conducting the research, the researcher was assisted by one of the English lecturers at the university. CCAR is a type of action research which is done collaboratively with other educators and persons in the educational research process. Mercer and Mercer (2000) also gives his opinion that an outside researcher can be engaged to help identity problems, systematically monitor and reflect on the process and outcome of change. The research framework can be drawn through the following figure:



**Figure 3.1 Research Design**

(Adapted from Kemmis & McTaggart, in Latief, 2013)

Alternatives in conducting Collaborative Classroom Action Research are used by the researcher. In conducting this study, the researcher administers the teaching while the lecturer is the observer. The researcher and her collaborator planned, implemented and observed the action, analyzed and made a reflection on the result of the observation together. Since this study is focused on how productive reading technique can be implemented to improve the ability of university students' in understanding the English subject toward the scientific reading texts, the researcher decides to use the stages presented (Sulistyo, 2011:

27), it is because this chronological reading process order is clearer than others. The reading phases which is derived into three stages: pre-reading, while-reading, and post reading.

The subject research is the eighth semester students' of English Department. This class has 19 students' consist of 13 female students and 6 male students. The researcher selected this subject due to some reasons. First, it is because the eighth semester get the sociolinguistic material and according to the preliminary study, sociolinguistic materials are difficult subject because of using the scientific reading text which is bored and use the critical thinking are needed to master this subject. Most of them had under 75 for their score. In this study, the setting of time is in February for Cycle I and in the March for Cycle II. Each week has been arranged as stated in the table.

The research procedure of this study covers two steps, namely preparation and implementation. In the first step, the researcher do the preliminary study as the beginning of classroom action research to identify the problem in that class, analyzing the problem, choosing the problem which will be solved, and deciding the criteria of success in solving the problem. Meanwhile, in the implementation, the researcher explains the amount of the cycle. Each cycle consists of four stages, namely planning, implementation, observation and reflection.

In this study, the researcher prepares the criteria of success which is derived form the classroom problems. It is used to measure the success of the strategy which will be implemented. The success of an English instruction is not only measured with the achievement in learning English used the scientific texts, but also English skills as indicated by the scores but also classroom atmosphere that gives students joyful learning experience that can motivate students to sustain life-long self learning. By using Productive Reading Technique, the researcher decided the criteria of success, data source, and the instrument into the following table:

**Table 1. The Criteria of Success**

The criteria of success
The process:
<ul style="list-style-type: none"> <li>• More than 70 % of the students respond positively during the implementation of Productive Reading Technique.</li> <li>• More than 70 % of the students are motivated during the action.</li> </ul>
The product:
<ul style="list-style-type: none"> <li>• The score of each student is equal or above the minimum score criterion, which is 75. (75 is the minimum standard used in STKIP PGRI Nganjuk)</li> </ul>

The main activity in the every meeting consists of pre-reading, while-reading, and post-reading based on the critical thinking. The critical thinking activity serves as applying, analyzing, evaluating or creating. The activity outline is composed based on the cycle I and cycle II as follows:

**Table 2 Differences Cycle I and Cycle II**

<p><b>Prepare Cycle I (group I, II, and III)</b></p> <ul style="list-style-type: none"> <li>- The lecturer divided the students into small group</li> <li>- Every group get the same subject namely sociolinguistic, but different topic (scientific reading text)</li> <li>- The students doing presentation in group discussion based on the schedule</li> </ul>
<p><b>Cycle I (group I, II, and III)</b></p> <p>Pre-reading</p> <ul style="list-style-type: none"> <li>- The lecturer gives motivation for the students' through media (it can be video, movie, or etc related to the material).</li> </ul> <p>Asking and questioning possible happened, but the answering given after presentation.</p> <p>While-reading</p> <ul style="list-style-type: none"> <li>- Based on the activity above, the students read the summary material from the first group after that, the first group doing presentation.</li> </ul> <p>Post-reading</p> <ul style="list-style-type: none"> <li>- Response all the questions including the questions from pre-reading.</li> <li>- In the last section, the lecturer giving critical thinking section for all of the students by applying, analyzing, evaluating or creating (assignments)</li> </ul>
<p><b>Prepare Cycle II (group IV, V, and VI)</b></p> <ul style="list-style-type: none"> <li>- The lecturer divided the students into small group</li> <li>- Every group get the same subject namely sociolinguistic, but different topic (scientific reading text)</li> <li>- The students doing presentation in group discussion based on the schedule.</li> <li>- The lecturer review the students' paper before presentation</li> </ul>
<p><b>Cycle II (group IV, V, and VI)</b></p> <p>Pre-reading</p> <ul style="list-style-type: none"> <li>- The students get motivation through media (it can be video, movie, or etc related to the material).</li> <li>- The students could asking the questions. It will be respond directly by the group presentation and lecturer.</li> </ul> <p>While-reading</p> <ul style="list-style-type: none"> <li>- Based on the activity above, the students read the summary material from the group presentation. The group which got duty for presentation doing their job.</li> </ul> <p>Post-reading</p> <ul style="list-style-type: none"> <li>- The students asking the question related to the topic, and it will be responses directly (it can be from the group who is presentation, others students or lecturer).</li> <li>- The students get the case which should be solving ( the case are different each group)</li> <li>- In the last, section the lecturer giving critical thinking section for all of the students by applying, analyzing, evaluating or creating.</li> </ul>

## **RESULT**

### **Findings from Cycle 1**

This section presents the research findings of every stage in the implementation of Productive Reading Technique. They are findings are included in pre-reading stage, while-reading, and post reading.

#### **Findings in Pre-Reading Stage from Cycle 1**

Based on the observation checklist in pre-reading stage in cycle I which was conducted on February 23<sup>rd</sup> 2018, it showed that not more than 58 % students paid attention

in the video session. In the next activity, that was giving opinion based on the video, only 21% students or 4 persons raised their hand. It meant that most of the students were not brave in stating their opinion freely. In the discussion session, only 58 % students actively participated. Meanwhile, in the presentation session there are 9 persons or 47 % students were busy by themselves in other discussion which was not related to the topic. In this phase, the lecturer used English Language as the main communication with the student.

#### **Findings in Pre-Reading from Cycle 1**

In the planning stage, every group had their serious discussion in choosing which topic would be discussed. This phase took much time since prepare their paper about sociolinguistic. Before the presentation, the students are watching video related to the topic which has been choosing and in the end of the video. If the students have question related to the video, they could ask but the answer are given after the presentation.

#### **Findings in While-Reading from Cycle 1**

The while-reading the researcher used reading comprehension, there are some students still had difficulties in understanding the paper and some of them cannot focus on reading comprehension, and most of the students open dictionary while reading. These difficulties were due to some factors. The monotone was the lack of the students' vocabularies. Besides, the reading comprehension are not focus on the topic discuss. To overcome this problem, after finish reading the paper there were only 5 students brought their traditional dictionary, 8 students utilized their phone cell application to gain translation, and

#### **Findings in Post Reading from Cycle 1**

In post reading, the students in group gives the opportunities for all the students to asking the question related to the paper which had been they read before. But the questions are not recommended for the case or problem in the pre-reading. It is because the students who can answer the problem with their self, they will get the score (as appreciate) from the lecturer. For the first time, not more than 58% of the students active in group discussion. Some of them keep silent because of shy to show their idea using English.

#### **Findings in the Students' Reading Test from Cycle 1**

In this section, the students' reading test was analyzed with the intention to know the students' learning progress after implementing scientific reading as a Productive Reading Technique in teaching English. From the analysis of the students' final product, it was found out that most of the students in the last semester cannot concentrate in scientific reading.



In the meantime, concerning the students' learning progress after the implementation of the Productive Reading Technique, the data acquired from the students' final product presented that the students' reading still had weaknesses on the aspect of critical thinking. Referring to the criteria of success in the present study, furthermore, their reading achievement in the first cycle did not meet the criteria determined.

The examples were categorized into poor, fair, and good category. The example which was categorized as poor categorization, because lack of critical thinking aspect in understanding the scientific reading. Most of the students cannot show their idea related to the material, the students cannot understanding the scientific reading material in general aspect, the also filed doing the reading assignment in time.

The scores of the students' final reading product of the first cycle can be concluded that the implementation of Productive Reading Technique for the cycle 1 did not meet the criteria of success eventhough it indicated the improvement if it is compared with the result in the preliminary study. In the preliminary study, Only 7 students or 37% of the class could pass the minimum standard and 12 students or 63% still got low score. To sum up, the result of students' final assessment in sociolinguistic had not met the criteria of success. So, it implied that the researcher had to do the next cycle eventhough there was an improvement from the result on the preliminary study to the cycle 1.

### **Reflection from Cycle 1**

From the analysis of the pre-reading stages, while-reading, post reading, and the students' final product in cycle 1, the implementation of Productive Reading Technique approach did not give satisfactory results on the improvement of students' reading ability. Therefore, the implementation of the action still needed to be revised so that it could achieve the criteria of success of this research. For that reason, the researcher and her collaborator made a decision to continue the implementation of the study to the second cycle.

The students' unsatisfactory performance was caused by many reasons. The first reason was that all of the stages in the reading process could not be well followed by some of the students since the time allocated was not sufficient to be compared with a number of activities incorporated in every stage of reading as a Productive Reading Technique. This condition had resulted in the both fact that the lecturer and the students could not perform the reading activities maximally. The second reason was the students' mastery of vocabulary and background knowledge about social life. Considering all the problems mentioned above, the

researcher and her collaborator made a decision to revise the planning and continued the action in the next cycle.

### **Revision of the Strategy Implemented from Cycle 1**

The preparation of cycle 2 was done in the matters of the activities and the strategy implemented, minimizing the students' problems, the way of grouping students, and time management. The researcher and her collaborator changed some activities particularly in pre-reading stage. Before the presentation, the students are watching video related to the topic which has been choose and in the end of the video, they will got case or problem. The case or problem should be answer by the students to get the score. To answer the questions, the students should be reading the paper which has been distributed. In cycle II, the learning process of sociolinguistic almost the same with the previous cycle, but in the second cycle part of the feedback being the focus of study. In discussing session, the students were given time to collect the information as many as possible about the issue based on the students' background knowledge.

In connection with instruction and explanation, the researcher and her collaborator made an agreement to use bilingual language both of Indonesian and English language to clarify if some instructions or explanations needed. Furthermore, the lecturer increased her guidance in every stage to prevent the students from lacking confidence to share their ideas. In addition, group presentations and lecturer should give response to the students who had their own conversation which was not related to the material.

In order to minimize the students' problem on vocabulary and dictionary, the lecturer provided the students with a list of words related to the theme and asked every student to bring a dictionary in every meeting. In relation to their problem in exploring English words, the researcher an her collaborator gave an extra time out of the class to teach them on how to explore their idea in English by giving them various assignments.

The lesson plan was prepared based on the KKNi Standard for university students. The topic discussed in this cycle was described in lesson plan for the understanding scientific reading text activities. The planning stage should have a revision from offering the students to asking the question after watching the video. The pre-reading activity was changed as well. In the second cycle, it had been changed by giving the case or problem for the student in order to make the students more understand and easier to generate ideas. Besides, the case or problem could stimulate the students critical thinking and curiously with the next presentation.

### **Findings from Cycle 2**

This part presents the findings found throughout cycle 2. It covered the data of the findings of teaching and learning process through pre-reading, while-reading, and post reading stage, the students' reading test, and reflection. Cycle 2 was carried out in March 23<sup>rd</sup>, 06<sup>th</sup> April and 27<sup>th</sup> April 2018.

#### **Findings in the Pre-Reading Stage from Cycle 2**

In the pre-reading stage, the collaborator observed the lecturer's performances as well as the students' activities by using the observation checklist. The researcher also made field notes about the activities during the teaching and learning process in the implementation of the Productive Reading Technique, including comments from the students and the lecturer's response. Every member of group got assignments to serves the materials which have been consulted with the sociolinguistic lecture. While the students create and prepare their paper, some of the students feel difficult because the paper should be consult first with the lecturer and it needs re-view until the students got accord from the lecturer before presentation.

In short, the observation was done to ensure whether the revised lesson plan in the implementation of Productive Reading Technique worked as planned.

#### **Findings in the While-Reading Stage from Cycle 2**

In this phase, the time allocation was more efficient since the students didn't give time to read the paper which has been distributed. Finding some of the students still had difficulties in understanding the scientific reading text in sociolinguistic subject but they should be keeping reading because of time. These difficulties were due to some factors. The first was the lack of the students' vocabularies. To overcome this problem, this pairs was asked to borrow dictionaries from the library.

In the this stage, with lots of effort, the students were able to read the paper in time and could understanding the material more than 42%. At this stage, they were also able to share their ideas which emphasized content of material with their social life, and shared mostly from their own point of view. The students were also able doing the reading assignments based on the critical thinking level such as analyzing, summarizing, creating and etc in time without imitating. The lecture really appreciated the hard work of the students in understanding the scientific reading text during the teaching and learning process.

#### **Findings in the Post Reading Stage from Cycle 2**

In this section, the students' reading test was analyzed with the intention to know the students' learning progress after implementing scientific reading as a Productive Reading

Technique in teaching English. From the analysis of the students' final product, it was found out that even though most of the students in the last semester cannot concentrated in scientific reading but, they tried to reach the target of goal in this study. It makes the researcher appreciate for them. Some of the students could describe their idea in oral and some of them could share their idea in the some assignment such as video, paper, and etc.

In the next activities, that were giving opinion based on the presentation, 58 % students or 11 persons raised their hand since the group presentation gave a little present for them if they could state their opinion. They were very happy when they received the present even though it was just an additional score. It meant that most of the students were brave in stating their opinion freely. In the discussion session, 68 % students or 13 persons had actively participated. Meanwhile, in presenting the result of discussion session, there were no students busy by themselves in other discussion which was not related to the topic. In this phase, the lecturer used two languages that was English and Indonesian since not all of the student could understand the explanation if it only elucidated in English.

At the end of the stage, all of the students had their spirit to re-check the students assignment in sociolinguistic material. In this stage, they were given a chance to read their final product in the class. It was represented by one student in each row of their seat. It was aimed at sharing their final product and inviting significant feedback from the audiences. Briefly saying, the students gained a good progress in each stage of the understanding the reading process in the cycle 2. Meanwhile, the observation checklist for the teacher's performances showed that the lecturer had maximally conducted all the activities in two stages.

Related with the findings in Pre-reading stage, while-reading and post reading, it implied that Productive Reading Technique was very effective to be implemented in teaching reading. The results showed that it had brought students' improvement in many aspects such as increasing students' motivation, enhancing their involvement, and also developing their ability in understanding the scientific reading skill, practice their English in oral, written and listening.

#### **Findings on the Students' Reading Test from Cycle 2**

The result of the analysis of the students' reading test was analyzed based on the scoring rubric that had been provided. The product of the students in understanding the scientific reading book by using Productive Reading Technique in cycle 2 showed that they had gained some more improvement in reading skills comparing with cycle 1. From their

reading skill it could be seen that they could organize their ideas well based on the topics discussion. Besides, this product also connects with others English skill such as writing and speaking directly.

Meanwhile, the average of all students' scores in the reading task administered at the end of the cycles also showed an increase. Before the action was done, the mean of the students' achievement in reading based on the preliminary study was 62.4. This score increased to be 67.6 in the cycle 1. In the cycle 2, the mean score reached into 75.0. There were only 6 students or 31 % of the class could pass the minimum score in the preliminary study. This condition was improved in cycle I. There were 7 students or 37 % of the class passed the minimum score and in the cycle 2 there were 14 students or 74 % passed the minimum score. The lowest score in the preliminary study was 25.0 while in cycle 1 was 57.5 and in cycle 2 was 65.2. In line with the findings on the students' final product, it implied that Productive Reading Technique brings positive contributions to the development of students' ability in understanding the scientific reading books.

### **Reflection from Cycle 2**

From the finding of the study, the researcher and her collaborator made a conclusion that the implementation of the Productive Reading Technique in the second cycle has been successful in improving the ability of the university students' in understanding the scientific reading books. The improvement can be examined from the indicators of success defined in this study. First, the students had been more active and motivated. They were actively involved in the process of reading. This could be proven by their seriousness in following through each stage of the process that enable them doing sociolinguistic assignment based on the critical thinking level at the end of each cycle.

Second, all of the students were able to apply the sociolinguistic learning process stages smoothly. This could be seen from the way they started the process of learning sociolinguistic through the sequence of pre-reading, while-reading, and post reading in which they could produce good understanding in reading scientific book. Third, in the teaching and learning process, all the students were able to explore, select, and organize their ideas in the pre-reading stage, understanding the content material in while-reading stage. Finally, as a whole, the results of the students final reading products have met the requirements expected, i.e. scores in the four components in good level. The mean score 75 as the minimum target set up in this study has been met since the result of the reading task conducted at the end of this cycle showed that the average of the students score was 75.0. There were 26% or 5 of 19

students got the score greater than equal to 75. Therefore, the action was completed accordingly.

## **DISCUSSION**

The discussions comprises two major parts of the study, namely the discussion of the teaching and learning of reading through Productive Reading Technique and the discussion of the improvement of the students' reading ability through Productive Reading Technique.

### **The Teaching and Learning of Reading through Productive Reading Technique**

Based on the presentations of the findings, several points can be drawn. Productive Reading Technique in understanding the scientific book managed to solve the problems of the students' poor ability in understanding the scientific reading text in sociolinguistic book, doing the reading assignment based on the critical thinking level, and share their ideas in orally.

The improvements can be examined from the process and result of students' reading scores in understanding the scientific reading book. Apparently, the students' reading ability improvement was achieved in line with the understanding on the Productive Reading Technique in reading. The students were geared to understanding the scientific reading text in sociolinguistic book that was comprehensible. Through the implementation of the approach, a number of problems faced by the students had been reduced.

In relation to this study in the pre-reading stage, the researcher used brainstorming to get the students' understanding about material which has been choosing before. The students were given a brainstorming related to the topic in order to dig up and activate their prior knowledge and ideas. It was also supported by Gebhard (2000:226), that brainstorming is a way to associate and stimulate thinking. Through brainstorming, students could develop, recall and confirm their knowledge and experience. It was meant to help the students to collect ideas, viewpoints, or information related to the topic being discussed in written or spoken.

Secondly, most of the students could answer the problem or case which has been mention in pre-reading stage. In this case, the lecturer and her partner do not judge the answer of the students was right or false, the more important thing is the students understanding and their achievement are improved in the learning process. Measuring the students' understanding by the reading skill, the researcher used their result assignments beside the process of teaching learning.

## **The Improvement of the Students' Reading Ability**

The strength of the Productive Reading Technique in reading is that it can improve students' reading ability. The improvement could be examined from the results of the students' reading based on the reading task given in the class and from the students' reading assignment administered at the end of the cycles. Before the strategy was implemented, the students encountered many difficulties in English reading.

Apparently, the students' reading ability improved in line with the increase of their background knowledge and sociolinguistic knowledge mastery, their ability to understand sociolinguistic material and do the various assignments. First, the students' understood in sociolinguistic increases because they had been trained to explore ideas by using Productive Reading Technique. Next, they had been guided to construct and to develop their ideas. Finally, the students had some progress in reading since the lecturer had always support them.

## **The Implication of Productive Reading Technique**

The research findings indicated that the use of Productive Reading Technique not just improve the students' reading ability, but also others English skill. It also includes the proof that the students who had been taught by Productive Reading Technique in understanding the reading reach their improvement. They were also more active and motivated in reading class. It had made a new perception for the students that understanding the scientific reading books is easy and simple by using Productive Reading Technique.

Productive Reading Technique is a good way to develop students' reading ability since they were guided step by step through series of stages. They felt comfortable enough because they had someone to ask and had friends to have peer work during the activities. The also had fun activities in publishing stage which they can add knowledge by reading their friend's work. In sum, Productive Reading Technique is very effective in teaching scientific reading books.

## **CONCLUSIONS AND SUGGESTIONS**

The students had been more active and motivated. They were actively involved in the reading process. This could be proven by their seriousness in following through each stage of the process that enable them to produce good understanding at the end of each cycle. As a result, the implementation of this approach also gave a positive change on the students' interest in learning English. The researcher noticed that a few of the students, who are at the

beginning of her teaching liked to escape from the class, were already active in all activities set during the learning process.

For the future researchers who are interested in conducting a similar study, it was suggested the following points. First, considering the fact that the present study has been successful to be implemented in a class with a medium number of students, there seems to be a need to explore the implementation of the productive reading activity in reading skill in different levels. Second, further researchers need to explore other aspects of reading that contribute to the quality of English skills, i.e. understanding the specific information, explicit and implicit meaning and linking their English skills such as listening, speaking and writing. Third, the future researchers carry out some form of research design which is aimed at developing the sociolinguistic material based on the Indonesian language and society using productive reading skill approach in order to be able to know Indonesian culture and heritage.

## REFERENCES

- Gebhard, J.G. 2000. *Teaching English as a Foreign Language*. Ann Arbor: The University of Michigan Press
- Kristiansari, Ratih and Suharmanto. 2012. *Supplementary Reading Materials for International Standard junior High University Grade Seven*. State University of Malang
- Latief, Mohammad A. 2013. *Research Methods and Language Learning an Introduction*. Stated University of Malang: Malang
- Mercer, C.D. & Mercer, A.R. 2000. *Teaching Students with Learning Problems*. Third Edition. United states of America.
- Soma, Robi and friends. 2015. *Toward a Better Preparation of Students' Teachers Reading Skill: The SQ3R Strategy with Authentic and Simplified Text on Reading Literacy and Vocabulary Mastery*. *Journal of Education and Learning*. Vol. 94(2) pp. 125-134
- Sulisto, Gunadi H. 2011. *Reading for Meaning*. Pustaka Kaiswaran: Malang
- Yoon, Technam. 2013. *Strengthening Teacher Education Program: Keys to Develop through Teacher Assessment*. *Journal of Education and Learning*. Vol.8 (2) pp. 91-97.



# PAPER

---

## ORIGINALITY REPORT

---

6%

SIMILARITY INDEX

5%

INTERNET SOURCES

1%

PUBLICATIONS

0%

STUDENT PAPERS

---

## PRIMARY SOURCES

---

1

[sastra.um.ac.id](http://sastra.um.ac.id)

Internet Source

3%

2

[eprints.uns.ac.id](http://eprints.uns.ac.id)

Internet Source

1%

3

[media.neliti.com](http://media.neliti.com)

Internet Source

<1%

4

Julienne Meyer. "Action Research", Qualitative Research in Health Care, 01/01/2006

Publication

<1%

5

[karya-ilmiah.um.ac.id](http://karya-ilmiah.um.ac.id)

Internet Source

<1%

6

[repository.uinjkt.ac.id](http://repository.uinjkt.ac.id)

Internet Source

<1%

7

[repository.upi.edu](http://repository.upi.edu)

Internet Source

<1%

8

[faculty.fhu.edu](http://faculty.fhu.edu)

Internet Source

<1%

9

[quspace.qu.edu.qa](http://quspace.qu.edu.qa)

<1%

10

J. Meyer. "Qualitative research in health care: Using qualitative methods in health related action research", BMJ, 1/15/2000

Publication

<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off