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Analyzed The Students Need to Reduce Ineffective Readers Through Scientific Books

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Abstract : The target of goal in this study analyzed the instructional documents' problem in teaching branch linguistic aspect such as morpheme, syntax, linguistic, semantic, sociolinguistic etc. The second target analyzed the lecturers' complication to stimulate the students' motivation in linguistic area. The last target is analyzed the students' need to achieve their knowledge in all of linguistic area. The researchers conducted this research as Collaborative Classroom Action Research (CCAR) because the researchers do it in a team. This research is the revolution of English study toward Productive Reading Technique which combines all of the English skill such as reading, speaking, writing and listening. The researcher designed this technique based on the students' need and the newest standard curriculum. The researchers selected the sample as purposive technique sampling for the students who are taking the sociolinguistic subject. Getting the real information toward observations, spread out questionnaire paper and interview all of subject learning is the important instrument in this research. In this study, the researcher used some stages in collecting data, namely: collecting data from all aspect, tabulation, data analyzed, and making result based on the data collections. From the information above, the researchers got result that all of the branch of linguistic area still used old method such as speech form lecturer and boring discussion, the lecturer need renew their sources leaning based on the latest curriculum and students' need, more than 70 % the students explain that they need the new book which relevance with the newest knowledge and method.

Key words: The students need. Reduce ineffective reader, Scientific Books

Introduction

The scientific books means, the reading material which is served in the linguistic book such as, morpheme, syntax, semantic, morpheme-syntax, sociolinguistic, etc. It might stimulate the students to think free on what they have known. There will be no wrong opinion. Every argument is correct with its clear explanations. The background of the students' knowledge plays an important role in stating their cases. To make the students more motivated, choosing the correct teaching material is very significant. In understanding the scientific reading, the students become more motivated as the topic which had been provided by the

lecturer can be found in their surroundings. They do not imagine, but looking at a certain issue based on their point of view.

One of the reading books that should be learned by the students in University level is scientific reading text. Scientific Reading book is a book which used the intermediated linguistic composition (Hamid and Samuel, 2013:93-109), it can be the reading comprehension which used by ELF readers to know the information or knowledge related on their background knowledge and educational purposed (Hamid and Samuel, 2012: 509). The purpose of scientific reading books is to improve the students' reading skill by recall their background knowledge (Martinez and Picchio, 2015:138-153), understanding the texts and improve the students to think critical (Guthrie and friends, 2004:403). A scientific reading books need to clearly how to use the strategy in reading, suitable material, and supporting the viewpoint with factual data like graphs, pictures, charts.

Reduce the ineffective readers means the students' understanding in scientific books are improve by critical thinking reading process. The mind aspect in the critical thinking in this research does not just how the material serve for the students with suitable competence but also how to serve the quality material, technique, and question to sharp the students' thinking process. Reading ability is theoretically considered as the crucial ability in English language learning to understand the writer idea (Hartini, 2012:45). Reading is an active process to understand the writer's communication and the learners have different acknowledges each other, based on their personal experience. Reading in this study is the ability to identify and understand what the texts describe, and the indicator of the learner competence base on the blue print in reading skill (Sulistyo, 2011: 136), for instance the main idea, supporting idea, inference, detail information, specific information, organizational structure, logical reasoning, vocabulary and so forth. So, the researcher designs the material of reading text base on the curriculum of the second semester to stimulate the students' critical thinking and get the brief information automatically.

Teaching English subject for University students is derived from standards of graduate competencies based on *Permendiknas no 54 tahun 2013* which conveys the students' competences in KKNi. In KKNi standard, critical thinking is the important

cognitive in the learning process (Kementrian penndidikan dan kebudayaan, 2013:112). Meanwhile, some of book says that critical thinking suitable in CTL (contextual teaching learning) because the learning process based on the students center, so the students use their critical thinking from their background knowledge, cognitive, experience, curiosity, the students' perspective and so forth (Farrell & Jacobs, 2010:84). It is because the students learn how to identify something with observing, question and collecting data. The students need critical thinking to show their understanding with some responses and critics. For instance, when the students read the text, the knowledge question can be "what is the characteristic of a lion?" if the answer serves in the text and the students give the right answer called knowledge. Next, teaching English subject through the scientific reading books for university students' need two aspect disuses, they are scientific reading text and scientific reading assessment.

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 be implemented because of its learning stages 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 understanding the scientific reading books in the higher level.

Not only the lecturers, but also the students have some benefits from this study. By using Productive Reading Technique they have a clear process in understanding the scientific reading books because they are directed step by step to express both of their understanding and own ideas. This product is focused on understanding the scientific books toward reading, speaking, writing and listening skill. This study also stimulates the students' discipline doing their assignment, and exciting the students' critical thinking level base on the syllabus and the students' need.

For the researcher, this study is challengesher to implement the other technique to develop student's ability in other skills. First of all, this study might contribute to the other action research that Productive Reading Technique also a good method to

be implemented to reduce ineffective readers in understanding scientific reading books for University students'. This study hopefully gets the positive result in teaching English especially in reading to stimulate the students' critical thinking. Last for the other researcher, this study expects to inspire them do the further research and development.

Method

After getting the data, the researchers analyzed it toward this descriptive qualitative with purposive technique sampling. The researchers got the data from all aspect of learning process, such as students, lecturers, and analyzed the documents problems.

Result

This chapter presents the research finding and discussion of analyzed the students' need to reduce ineffective readers through scientific books. This chapter covers of Research designs and the result of research. The result of research covers three stages, which are, the result of learners' need, lecturers' need and reference study.

The Students Need

After knowing the specific problem in reading skill, the researcher designed the questionnaire with "yes and no" response to get the clear answer. The questionnaires results are consistent to the questions and the students' need in English subject. The twenty students in the last semester of university students were asked to respond the questions which were focused on the students' problem in scientific reading books For instance, the students were asked about the quality of instructional document and the students' skill in reading subject, form these questions, the students exposed the information of English subject in scientific reading books as the instrument to measure the students' competence in sociolinguistic subject. The contents of the questionnaire are as follows.

The instrument of questionnaire divided into two parts, first, the questionnaire describe about the quality and the quantity of scientific reading material in the learning process. Then, another part is the Productive Reading

Technique (PRT) which used in the learning process. The instructional documents used in the questionnaire to describe the effectiveness of core book material in the learning process.

Table 1. Responses yes of Instructional Documents

NO	DATA ANALYZED	Frequency	Percentage
Sociolinguistic Book			
1.	Interesting material	0	0%
2.	Understanding material using dictionary	5	26%
3.	Understanding materials without dictionary	2	10%
4.	Stimulate the students' critical thinking	3	16%
5.	The material support the formative test	0	0%
Technique Used in the Learning Process			
1.	Motivate the students in the learning process	6	31%
2.	Assignment suitable with the sociolinguistic material	3	16%
3.	Pre reading, While Reading and Post reading activity are interesting activities	4	21%
4.	Based on the critical thinking level	4	21%
5.	The learning process improve the students' understanding about sociolinguistic toward scientific reading book.	14	74%

Most of students need sociolinguistic material which motivates their self in the leaning process. That is better if the lecturer serves the representative sociolinguistic material with Indonesian language and culture. The students would be easy understanding sociolinguistic material. Then, the student's need the technique to stimulate their critical thinking in the learning process. In linguistic subject, they usually got material and they will do presentation based on that material. This technique is boring for all of the students. In conclusion, the students of English Department need material and technique in studying sociolinguistic subject.

The Lecturers' Interviewed

To fill up the data in this research, the researcher used a guided interview with the two lecturers who teach linguistic aspect, such as morphemes and syntax, introduction to linguistic, semantic, sociolinguistic and psycholinguistic of STKIP PGRI Nganjuk. The guided interviewed served in ten questions which is focused on the reading skill.

Based on the result, both of the lecturers explained that they teach the material for the students based on the students' competence and the standard curriculum. Then, both of the lecturer had some problems to teach linguistic aspect because the linguistic aspect material which serve in scientific book difficult to understand. Then, the lecturer also seldom gives assignment for the students, because the students should do presentation in every meeting. When the lecturer give assignments, most of the students need more time or extra time, it will waste the time. Because of this, the lecturer seldom give the students assignments, beside difficult to review it. Additionally, the lecturers' interview is the main aspect to help the researcher get more data about the students' problem and they need to solve their problems. The paragraph above was the reason why the researcher need design the suitable technique to improve the students of reading.

The Required Recourses

The researcher continued analyzing the students' middle test and final test, in every subject linguistic as the instructional problem which was correlated with the students' competence and the syllabus. Then, the researcher analyzed some of the instructional document which is correlated with this research. First, the researcher did analyze toward the syllabus and the linguistics subject book and analyzes the formative test which correlated with the students' competence and the syllabus. The result of the required resources is the students need more resources in linguistic aspects; it could be the new book, syllabus and review the students' competences.

Additionally, reflecting of preliminary study, the researcher designed the Productive Reading Technique (PRT) to reduce ineffective reader in scientific reading book to cover the instructional problems.

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Conclusion and Suggestion

This chapter is devoted to present the conclusions and suggestion of the study. The conclusions describe about the students’ need to reduce ineffective reader through scientific reading, while suggestions are given to the lecturers and the further research.

Conclusions

This area aimed in explaining and analyzed the students’ need to reduce ineffective reader through scientific reading. It was focused on the reading skills for twenty five students of the eight semester of English Department STKIP PGRI Nganjuk to supplement and motivate the lecturer and students in facing all of branch linguistic subject. The data analyses were taken from several ways namely interviewed both of students and lecturers, spread out the questioner for the students and linguistics lecturers, analyses instructional document about linguistics subject such as morpheme and syntax, semantic, introduction to linguistic, psycholinguistic and sociolinguistic. The instructional documents are syllabus, books and students competence or standard curriculum. The need analyses have purposed helped lecturers in providing the students need in material and technique to study linguistic aspects. Moreover, it aimed to help the students have more chance in reading practice.

Suggestions

As the explanations on the previous chapter, the aim of this research was finding both of the students and lecturers problems in linguistics aspect. This product also helps the lecturer in providing the materials which appropriate with the syllabus, there are some suggestions for the lecturer and students and also for further researcher related to this title.

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