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EDUCATION FOR DEVELOPMENT



NCOLLT 4  
2018

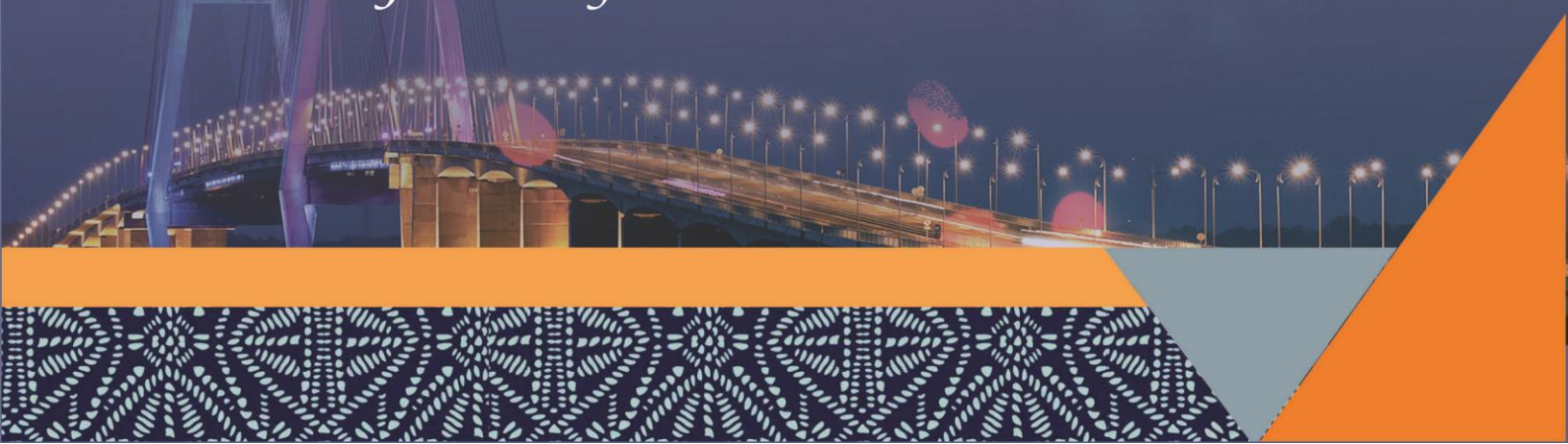
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**NCOLLT 4** | **The 4<sup>th</sup>**  
**2018** | **National Conference on Language**  
**and Language Teaching**

“Creativity and Innovation in English Language Teaching toward Industrial Revolution 4.0”

# CONFERENCE PROCEEDINGS

English Education Department  
Faculty of Teacher Training and Education  
UNIVERSITAS PGRI ADI BUANA SURABAYA  
*Surabaya, 25 August 2018*





Unipa Surabaya

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The 4th National Conference on Language and Language Teaching (NCOLLT) 2018 is an annual conference organized by English Education Department, Faculty of Teacher Training and Education, Universitas PGRI Adi Buana Surabaya. The conference provides the opportunity to all EFL experts, practitioners, researchers, and students to get together to share ideas, experiences, aspirations, and research findings.

The theme of today's conference is "Creativity and Innovation in English Language Teaching toward Industrial Revolution 4.0". This conference covers several sub-topics relating to 1) Teaching Methodology 2) English for Specific Purposes 3) English for Academic Purposes 4) English for Vocational Purposes 5) English for Young Learners 6) Blended Learning 7) Language Assessment 8) Curriculum & Materials Development 9) ICT in ELT 10) Second Language Acquisition 11) Linguistics 12) Translation 13) Cross Cultural Understanding 14) Literacies in ELT 15) Teaching Literature 16) Character Education through ELT 17) English for Students with Special Needs, and 18) Action Research.

More importantly, this conference will proudly present two keynote speakers. The first speaker is Mr. Francis O'Brien, RSA Dip, M.Ed, MBA., Manager of Indonesia Australia Language Foundation Surabaya. He will be presenting the topic: Technology and English Language Learning: Blended Learning-and Beyond?. The second speaker is Mr. Yanuar Dwi Prastyo, M.A., Ph.D., Director of Teaching Learning Center and the Dean of Faculty of Teacher Training and Education, Universitas Bandar Lampung, Indonesia. His topic is about English Language Teacher Education in Industrial Revolution 4.0: Opportunities and Challenges.

This conference will not have been successfully conducted without the support from some parties which we will not possibly mention one by one. However, let us take this opportunity to extend our sincere and highest appreciation to Rector of Universitas PGRI Adi Buana Surabaya, Dean of Faculty of Teacher Training and Education, Head of English Education Department, invited speakers, all the reviewers, the presenters, participants and all members of the organizing committee who have been expending a tremendous time and energy to make this even possible.

Thank you and happy conferencing

Surabaya, 25 August

The Editor

# **The 4<sup>th</sup> National Conference on Language and Language Teaching (NCOLLT 4)**

**“Creativity and Innovation in English Language Teaching towards Industrial  
Revolution 4.0”**

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Universitas PGRI Adi Buana Surabaya  
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# PRODUCTIVE READING TECHNIQUE TO REDUCE INEFFECTIVE READERS

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## ABSTRACT

*Reduce ineffective reader is particular objective of this research by implementing Productive Reading Technique (PRT). PRT improves 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 KKNL. 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. Understanding the English subject toward scientific reading book comprised the stages: assigning the students into small groups, activating the students' background knowledge using audio visual as media while the students' collecting information related material will be discuss, getting the students' attention in reading scientific text toward interactive reading technique, asking, questioning and response questions based critical thinking, giving a case or assignment based on the critical thinking level, giving feedback. 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. The planning covered preparing PRT which includes three steps, i.e. pre-reading, whilst-reading, post-reading which are based on understanding, applying, evaluating and creating activities. 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.*

**Keywords:** *Productive Reading Technique, Reduce ineffective reader, Scientific Books*

## INTRODUCTION

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 al, 2015: 125-126), and help the

students discovering their problems in the learning process as the lecturers' challenge in producing quality lecturer (Rosiana.2013:555-560) (Yoon, T. 2013: 92)

In effective readers happen 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 lecturers' 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.

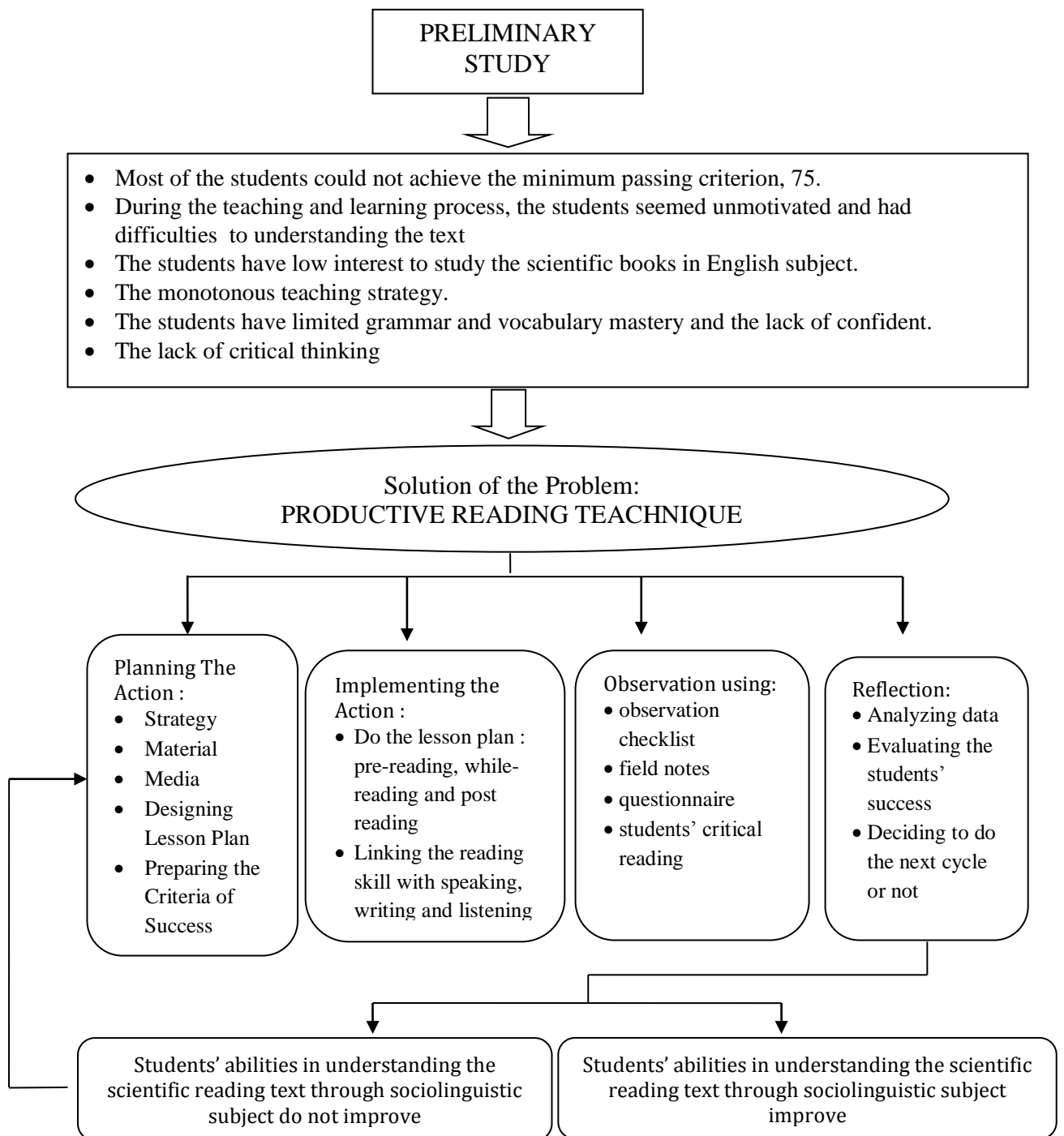
The researcher chooses a collaborator to help her selves in observing the implementation of the scenario. Then the action is started with the collaborator observing the process of instruction to record any information indicating the success or the failure of the strategy in solving the classroom problems. 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 to 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 identify problems, systematically monitor and reflect on the process and outcome of change. The research framework can be drawn through the following figure:

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 March for Cycle I and in the April for Cycle II. Each week has been arranged as stated in the table.



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

*Figure 1. Research Design*

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 from the classroom problems. It 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*

<b>The criteria of success</b>
<p>The process:</p> <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>
<p>The product:</p> <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 in different topic</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 students get motivation through media (it can be video, movie, or etc related to the material).</li> <li>- Asking and questioning possible happened (the answer give after presentation)</li> </ul> <p>While-reading</p> <ul style="list-style-type: none"> <li>- The students read the material from group persentation.</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 students get assiegment based on critical thinking section by applying, analyzing, evaluating or creating.</li> </ul>
<p><b>Prepare Cycle II (group IV, V, and VI) &gt;&gt;&gt; time managing in every activites</b></p> <ul style="list-style-type: none"> <li>- The lecturer divided the students into small group.</li> <li>- Every group get different subject in sociolinguistic.</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 ask the questions. It will be respond directly by the group</li> </ul>

presentation and lecturer.

While-reading

- The students read the material from the group presentation (during 5 minutes).

Post-reading

- 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).
- The students get the case which should be solving ( the case are different each group, during 15 minutes)
- In the last, feedback section form the lecturer, and students

## RESULT

This section presents the research findings of every stage in the implementation of Productive Reading Technique (PRT). They are findings are included in the students achievement in activities, assignment and understanding. The result of Productive Reading activity could be described in the figure 2. The figure bellow explains the differences result of Productive Reading Activities in Cycle I and Cycle II.

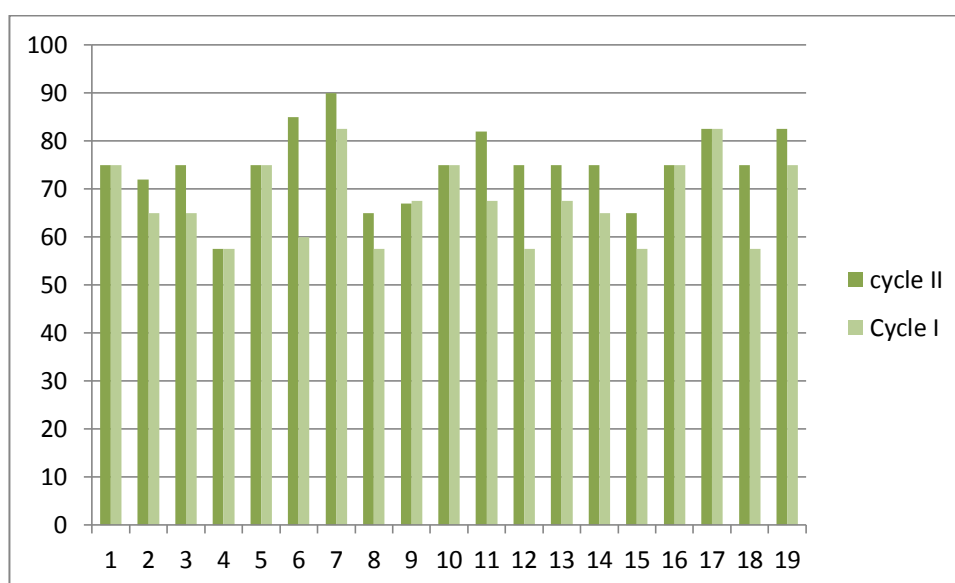


Figure. 2 Differences Result the Students' Achievement in Cycle I and Cycle II

At the first cycle, 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.

In cycle II, 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.

## **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 implication of Productive Reading Technique

### **1. 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.

In this activity, the lecturer asked the students to watch the video carefully and understanding how to solve the problem which is appearing in the end of the video. Even the students' know to solve the problem, but most of them keep their attention the further information trough group presentation. Every student have different point of view to answer the problem, and the lecturer appreciate it. It is because the target of goal in this studies not just the right answer but the students' critical thinking level to understanding the problems.

The use of Productive Reading Technique helped students in exploring their ideas based on their life experiences so that they could understand the material and describe their idea in the written or spoken. This finding was parallel with the idea in the planning



stage should help students to develop their background knowledge and organize thoughts. It means, the use of Productive Reading Technique resulted in a significant contribution and later on influenced the success of the following stage. If there is an optimal guidance from the lecturer in digging up the students' ideas on the planning stage, automatically students could have easily progress to the next stage.

In the while-reading stage, the lecturer had the students focus to read the scientific material through sociolinguistic material around 10 minutes. In this section, if the students have difficult word, the students should keep reading and just give the sign to for some difficult words. It was aimed at showing the students have a critical thinking in understanding the scientific reading text in sociolinguistic subject. By having presentation after reading has function to recall the information which has been read. This activity also purposes to give an additional information related to the material for the students and the also could give questions or suggestions. The reading assignment with critical thinking aspect such as analyzing, applying, creating, summarizing and so forth, it was expected that the students could reach the target of study.

In the post reading activity, the students were focused on their result of reading with various activities. Firstly, the students activities in presentation by giving the questions, answer the questions, recommendation or additional information related to the material. The students' participation in the second cycle was good eventough they used the bilingual language. Unfortunately, the few of the students still shy to express their idea in the presentation because of they lack vocabulary to speak English. So, the lecturer gives them the opportunity to explore their point of view in Bahasa Indonesia more than 50%.

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.

Several additional factors were believed to contribute to the success of the process of the teaching and learning in understanding the reading scientific book. The first factor was the lecturer' role during the teaching and learning process. In giving instructions and explanations, the lecturer used English and Indonesian. It was done to avoid misinterpretation and to enable students to understand the instructions and to accomplish the task easily. Gebhard (2000:79) states that the students tend to begin working on a task sooner and word toward its completion when it is clear to them what the task involves. For this purpose, the teacher and her collaborator designed a students' worksheet, in which instructions were written in English clearly.

The lecturer's intensive guidance was also an important contribution for the students' success in this study. The fact showed that eventhough students found difficulties in accomplishing their task but some of them felt reluctant asking for the lecturer's help. For this purpose, when the students were on task, the teacher proactively gave guidance when they raise questions.

The second factor was the role of the students. During the teaching and learning process, the students' active participation was important to make the class proceeded in a good manner. In general, the students' attitude during the teaching and learning activities was encouraging. They had been very active and attentive in joining the teaching and learning activities. They also willing to do the lecture's instruction actively. This might be due to the different learning activities applied in the class. The Productive Reading Technique employed could provide chances for the students to

discover idea, information, and their knowledge in produce a final reading product. It seemed that the students' confident in reading was improved.

The third factor that played role in enhancement of the goal achievement was the students' awareness on the understanding the scientific reading books problems they had. In the beginning of the study, the researcher had some questions with the students to reveal their reading problems. After that, the researcher tried to give feedback of the students' responses. Having mini conference with the students, it seemed to make the students realized that they had reading problems which need to be solved. Knowing their problems empowered them to make hard efforts to achieve the performance of the criteria of success.

## **2. 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.

## **CONCLUSION 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.

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