

CULTIVATING STUDENTS' CRITICAL THINKING IN READING BY USING BOOK REPORT (CLOTHES HANGER) LESSON STUDY BASED ON SMAN 2 PEUSANGAN

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ABSTRACT

The research of cultivating students' critical thinking in reading by using book report (clothes hanger) lesson study based on SMAN 2 Peusangan has been done at SMAN 2 Peusangan. It was begun from July 15 2020 until July 25 2020. The problems of this research are; how does the use of book report (clothes hanger) as media cultivate students' reading skill? And how do students' responses toward the implementation of book report (clothes hanger) to the 11th grade students of SMAN 2 Peusangan?. Based on the research problems, there are two purposes of the research, namely; to know the use of book report (clothes hanger) as media to cultivate the students' reading skill and to find out students' responses toward the implementation of book report (clothes hanger) to the 11th grade students of SMAN 2 Peusangan. The scope of this research focus on improving the students' ability on reading Analytical Exposition Text by using book report (clothes hanger). This research is designed as lesson study-based research with three steps of research procedure, namely: planning the action, implementing and observing the action, and reflecting the action. The results of the research using the book report (clothes hanger) method based on lesson study showed that the class average score increased to 83.57, from the initial data (pre-test) 60.71. The percentage of completeness increased to 100% from the initial data which was only 50%. The analysis of the increase in students' learning activeness was obtained through the results of observing students' activity during the learning process that collected from the observation sheet which results showed a significant increase in student activeness. Based on the research results, it can be concluded that the implementation of lesson study-based book reports (clothes hanger) can improve the quality of students' reading learning, especially in the analytical exposition text of 11th grade SMAN 2 Peusangan.

Key Words: Lesson Study, Book Report (clothes hanger), Analytical Exposition Text

INTRODUCTION

Reading is one of the four major skills in learning a language. It is one of receptive skills, skill of interpreting meaning from the discourse, which should be taught [1]. Carrell, Devine, and Eskey stated that reading is a receptive language process [2]. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by writer and ends with meaning which the reader constructs. There is thus essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought.

As an active skill, brains use various means to extract the meaning. Apparently, Mikulecky and Jeffries define reading as a very complex task consists of many different skills [3]. Reading is process of thinking. Moreover, it is not just a process of understanding the words or the grammar or even translating. In reading English, they cite that in order to read English well, a reader have to think in English.

In relation to reading as an active and interactive process, Carrel defines reading as a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which reader construct [4]. Students need reading skills to learn facts and concepts in social studies, science, and other subjects. In other words, reading proficiency is necessary for success in all academic subjects.

Based on the curriculum used at SMAN 2 (K13), reading is one of the important skills in English. It is based on the main and basic competencies in the teaching and learning process. The basic goal is that the students must be able to analyze the structure of the text, constructing the meaning, and able to guess the meaning of written text.

Based on the explanation of the basic objectives above, students must have competence in improving reading skills which include mastery of competence in understanding the reading text. Therefore, reading is one of the competencies that must be developed in K13-based Senior High Schools because understanding reading content is the essence of reading activities.

From the results of observations made by the researcher at SMAN 2 Peusangan, the researcher found several facts that made the students faced difficulty in understanding reading texts, especially analytical exposition text. The first problem is that the students had difficulty in understanding the structure of the text. The second problem is that the students took a lot of time to

understand the content of the text. And the last problem came from the scope of students' vocabulary which was very limited, making it difficult for students to understand reading topics. So it is difficult for them to master reading skills because most students fail to answer questions related to the topic. Due to these problems, students had difficulty in doing the evaluation task. Thus making their achievement low and causing failure in the teaching and learning process.

The cause of the failure of the teaching and learning process does not only come from students, but also from the teacher. From the teacher's point of view, the way the teacher teaches reading affects students' reading ability in the classroom, such as; speaking too fast, the explanation is unclear, and the monotonous strategy the teacher uses in learning to read. The monotonous strategy used by teacher in the teaching and learning process causing the feel of boredom in students to learn English, especially in learning reading. Therefore, English teacher must be able to carry out teaching and learning activities using appropriate strategies and mastering the lessons effectively to improve the effectiveness of teaching and learning process in order to gain a better learning outcome.

To achieve the above goals, it is a challenge for the teacher to motivate students to read. The teacher must play an important role in the classroom, especially in teaching reading skills. The teacher's role is not only to ask students to read text in certain books such as student exercise books (LKS), then ask students to do assignments based on the text. However, the teacher must use a more interesting learning strategy, especially in the reading class to make it easier for students to understand what they read.

Based on the problems described above, the researcher wants to improve the students' reading skills using a reading strategy in the form of a lesson study-based book report (Clothes Hanger). Book reports can be an alternative way of teaching and learning. In using the book report, the teacher can assist students in delivering learning materials and can make classroom conditions more attractive. so that students do not feel bored. In this strategy, students are expected to be more enthusiastic in learning and at the same time be able to develop the ability to remember, think, and be able to motivate themselves.

METHOD

This research is a research that uses qualitative descriptive approaches to present the data of the research. The research focuses on the learning process using lesson study and aims to cultivate the quality of reading learning in SMAN 2 Peusangan. Therefore, the results of this research must indicate the learning process and explain how the chosen strategy can help improve students' reading

ability. In this research, the target of the improvement was students' reading ability and the strategy used was a lesson study-based book report (clothes hanger).

Research Procedure

Lesson Study is carried out in three stages, namely; planning (plan), implementing (do), and reflection (see) [5]:

Planning Stage (plan)

In the planning stage, researchers and observers collaborate to prepare lesson plans that reflect student-centered learning. Planning begins with the activity of analyzing the needs and problems faced in learning, such as: basic competencies, how to teach students, anticipating lack of learning facilities, and so on, so that researchers can find out various real conditions that will be used for learning purposes.

Implementing Stage (do)

At this stage, there are two main activities, namely: (1) learning activities carried out by the researcher to practice the lesson plans that have been compiled together, and (2) observation activities carried out by two other Lesson Study participants.

Reflection Stage (see)

The third stage is a very important stage because efforts to improve the subsequent learning process will depend on the sharpness of the analysis of the participants based on observations of the implementation of the learning that has been implemented. Reflection activities are carried out in the form of discussions which are attended by all Lesson Study participants (researchers and observers)

Technique of Data Collection

To collect the required data, the research using observation sheet, test, photos as the documentation.

Observation Sheet

Observations are made to obtain the required information. Observers collect data by observing the situation and conditions of the class during the teaching and learning process. Observer sits at the back of the class and records all activities in the teaching and learning process. In this activity, the observer makes observations on students which include attitudes, responses to learning materials, and activeness in the learning process [6].

Test

Test is given to students to measure the improvement made by the students in mastering text after some action [7]. There are two kinds of tests to measure students' reading comprehension, namely pre-test and post-test.

Documentation

Documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, notes, agendas, and so on [7]. This method is used to determine the number of students and collect data in the form of learning outcomes. In this research, it was conducted by searching for data in the form of student data and photographs during the learning process.

Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. A questionnaire should allow us to collect the most complete and accurate data in a logical flow. This is done in order to reach reliable conclusions from what we are planning to observe. A well-designed questionnaire should meet the research goal and objectives and minimize unanswered questions, a common problem bound to many surveys.

Technique of Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that the researcher accumulate to increase the researcher understanding [8]. In this research, the data to be analyzed were obtained from the results of the test, observation sheet, and questionnaire.

FINDINGS AND DISCUSSION

Planning the Action of Lesson Study

At this stage the researcher arranged all preparations before conducting the research. The preparations made include all research instruments, such as observation sheets, tests, and also documentation in the form of photos and videos. Preparation also included learning media and learning resources, such as LCD projectors, PowerPoint slides, as well as materials for the use of a book report (clothes hanger).

To improve students' competence in reading, the lesson study-based book report (clothes hanger) strategy will be applied. Then the lesson plan and analytical exposition text are prepared. Lesson plans are prepared for the use of book reports (clothes hanger) based on lesson study in reading aimed at 11th grade students of SMAN 2 Peusangan. In preparing a lesson plan, there were

several things that need to be considered, such as learning objectives, time and location, learning materials, and also supporting media. In this study, the researcher was the model teacher.

Implementing the Action of Lesson Study

The implementation stage, at the beginning of learning the teacher conditioned students to always be ready to participate in learning activities and explained to students about the objectives and learning material to be achieved, then the teacher gave an apperception by providing motivation in the form of questions related to analytical exposure text. The core learning activity began with delivering the subject matter by the researcher.

In the core activity, the teacher presented learning scenarios regarding the implementation of the lesson study-based book report method (clothes hanger). The teacher then divided the class into 4 groups, each group consisted of 3 to 4 students. This grouping process occurred in 60th minute since the learning process began.

After the groups were formed, each group was provided with 1 clothes hanger and 4 Art Carton papers in the shape of clothes. Then the teacher took lesser than 20 minutes to demonstrated on how to analyze analytical exposition text using clothes hanger as the medium.

From this grouping, it was expected that collaborative learning and caring community would emerge between students. This is because the process of working together in finding ways to solve problems in the form of discussions between students was something essential for the implementation of lesson study for the realization of effective learning activities.

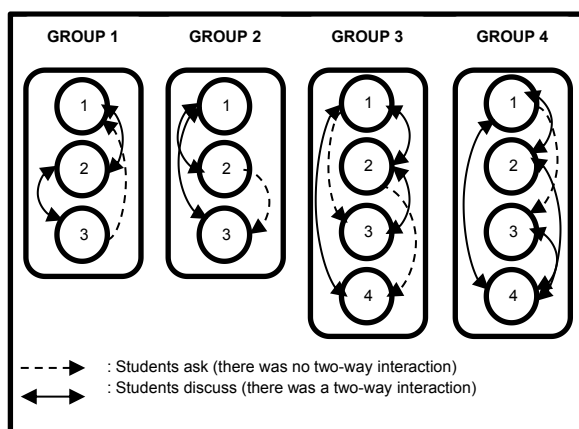


Figure 1. Illustration of collaborative interactions during group activity

Based on figure above, it can be seen that there was a collaborative learning process during the group learning process. From each group, it can be seen that there was interaction between students, either one-way or two-way interaction. In group 1, all students discussed and exchanged information. The discussions that occurred were more discussions with friends who were nearby and

students who did not understand asked other group members. The discussion process was centered at student in seat 2 where students 1 and 3 actively participated, then in minute 23 since the group discussion began, student 3 asked student 1 for the material that he didn't understand. Group 1 members actively express their opinions and also asked the teacher if anything was not understood.

In group 2, all students discussed and exchanged information, the discussions that took place in group 2 were not only discussions with friends who were sitting nearby as it was centered at student 1 and student 2 and 3 actively participated in the discussion occurred. There was a one-way interaction occurred in minute 19, when student 2 asked student 3 whether he understood the material or not. In groups 3 and 4, the activeness in the discussion process was more visible because these two groups had 4 students compared to groups 1 and 2 which only had 3 students. In group 3, the discussion process centered on student 2 where students 1 and 3 actively played a role in it. Meanwhile, student 4 seemed not to participate in the process. However, at minute 18, student 4 started a separate discussion with student 1 while the rest of the group members were working on their assignments. During the separate discussion process, student 1 also seen asking about the assignment they were doing to student 3 in minute 20. And also, at the last minute of the discussion process, student 2 was also seen making one-way interaction when he asked several questions to student 4.

In group 4, the discussion centered on student 4 where students 1, 2, and 3 actively participated in it. In minute 15, there was a separate discussion occurred between student 1 and student 2 which was then followed by one-way interaction between student 1 and student 3. From these results, although the discussion pattern was different in each group, the activeness of the students could be seen clearly. The four groups were also actively asked the teacher if there was learning material that was not or was poorly understood.

After each group has completed the given assignment, the teacher then invited representative of each group to present the results of their analysis of the analytical exposition texts they received using a book report (clothes hanger) which they compiled together. After the presentation and discussion process of each group using the book report (clothes hanger) ended, the teacher then explained the analytical exposure text material clearly to strengthen students' understanding.

After the teacher explained the material and the teacher considered that the students really understand the material, the teacher then gave a post-test to the students to found out the students'

ability to read analytical exposure text after the implementation of lesson study-based book reports (clothes hanger). After the students finished the test, the teacher then closed the meeting by greeting.

Reflection of the Action of Lesson Study

This stage is the most important stage in the lesson study activities. Improvements to the learning process that will be carried out will greatly depend on how sharp the observers' analysis is during the learning process. Reflection activities were carried out by means of discussions which were attended by the entire lesson study community consisting of the researcher and the two observers.

From this discussion, the researcher concluded several problems that occurred during the learning process. All of these problems require solutions that can be an improvement for the teaching and learning process in the future using lesson study. These problems are; 1) Students' concentration was lost during the group formation process which made the class noisy and out of control. A better and orderly grouping strategy is needed to make the teaching and learning process more efficient. 2) Even though the discussion process went well during the group learning process, there were still students who did not participate in the discussion process. even though the student had a separate discussion with one of his group members after the group discussion process was completed as happened in group 3. Improvements are needed to strengthen the two-way interaction process in order to increase collaborative learning. 3) A good strategy in providing explanation of learning material is also very much needed because many students had difficulty understanding what the teacher said. They better understood when the teacher explained the learning material by relating it to everyday events that are familiar to students, so that they had an idea of what they were learning. 4) The last problem is time management, all previous problems contributed to the inefficient use of time. The researcher found it difficult to adjust the time to match what had been set in the lesson plan. An alternative strategy is needed in time management if there was a waste of time during the learning process.

The research that had been done has proven that the implementation of lesson study can improve students' reading learning outcomes, especially on analytical exposition text. Students were more easily able to determine the thesis, argument, and reiteration contained in a text.

This can be seen that the average score of students in the pre-test of 60.71 increased to 83.57 in the post-test. Also seen from the percentage of learning completeness, as much as 50% in the pre-test and increased to 100% in the post-test. There are 100% of the 14 students who got a score of 70 and above. This made the researcher feel that the cycle can be stopped because the students' reading

ability in analytical exposition text has been improved by using lesson study-based book reports (clothes hanger).

The results of the observation data during the implementation process also showed a drastic change in student activities in the teaching and learning process. Students who were previously passive become active through a group discussion process. Many students actively asked about learning materials and there was a positive interaction among students, where students actively help passive students. So, it made the class active and not boring. This had an impact on equitable absorption of learning material as seen in the results of the post-test.

CONCLUSION

Based on the findings and discussion, it was concluded that the implementation of a lesson study-based book report (clothes hanger) could improve the learning outcomes of analytical exposure text in reading subjects for 11th grade students of SMAN 2 Peusangan in the 2019/2020 school year. There was an increase in the average student learning outcomes through pre-test and post-test. In the pre-test, the students' mean score of 60.71 increased to 83.57 in the post-test or increased by 22.86. The completeness of student learning outcomes on the pre-test of 50% increased to 100% on the post-test or increased by 50%.

The results of the observation sheet and questionnaire also concluded that; Students found it better, easier, and more interesting to learn analytical exposition text using the lesson study-based book report (clothes hanger) method. Student activeness during the learning process had also found positive, where there were many interactions between students and students and students and teacher which had an impact on increasing the absorption of learning material.

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