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Enhancing Students' Reading Ability with Let's Read Asia Website at Eleventh Grade of SMK AL Fattah: A Classroom Action Research

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Abstract

The research objectives were to describe the process of teaching reading with Let's Read Asia website and to know the students' enhancement in reading ability with Let's Read Asia website. The research subject was 17 students in the eleventh grade of SMK Al Fattah. Before applying the treatment to the students, the researcher identified some issues with this class: the students lacked interest in reading English text, lost figures that influenced reading, and avoided reading English text out of laziness. The researcher then used the Let's Read Asia website to read English text. This website was accessible through their smartphones. This research used CAR, which consisted of three steps: the pre-test, cycles 1 and 2, and post-tests 1 and 2. The researcher used tests, observation sheets, and documentation as the research instruments. The students' average achievement in

the pre-test was 71.76 before the researcher conducted the treatment. In comparison, the average score of students' achievement in the first cycle was 75.58, an enhancement of 3.82 points from the pre-test. During that time, the students are more interested in reading English texts. Meanwhile, the average score of students in the second cycle is 88.82, an increase of 13.24 points from cycle 1. The researcher stopped the cycle there because the expected enhancement was achieved. Therefore, Let's Read Asia has successfully influenced the students' reading abilities. In conclusion, students' reading abilities enhanced due to the Let's Read Asia website's reading instruction process, as seen by the enhancement of 17.06 points from pre-test to post-test 2, indicating an enhanced students' understanding of English texts from cycle to cycle.

Keywords: Classroom Action Research, Enhancing Reading Ability, Let's Read Asia, Narrative Text

Introduction

One of the most important language skills that EFL students must possess is the ability to read. The students cannot separate the classroom learning process from reading activities. If they do not start reading early, they might have difficulty getting back into the habit, hurting their future (Prihartono *et al.*, 2021) ^[7]. In reading, they might engage in various learning-related activities as learners, including discussion, task completion, exam time, etc. However, students read mainly to pass exams (Samsuddin & Mohd Khalid, 2021) ^[8].

This is in line with the problem addressed in the eleventh-grade students of multimedia class at SMK Al Fattah who have low reading ability scores on the pre-test, which is only 47.05% of students who pass the 75 scores (the minimum score). So, the average score of the students on the pre-test was 71.76. Based on the researcher's observation, the students displayed signs of a lack of reading English texts, resulting in a limited vocabulary, lack of motivation, absence of role models, and general reluctance to open printed books.

Therefore, the researcher's evaluation was that it would be nice for the teachers to be more creative in making their teaching classes more interesting so that students are more enthusiastic and interested in reading an English text. So, the researcher has a way for students to improve their reading ability with Let's Read Asia website as the media for reading. With Let's Read Asia website, the students will be required to find many vocabularies, making them masters in vocabulary. In addition, they will also interested and build habituation in reading English texts.

Literature Review

There are various definitions of reading, according to several authorities. Reading is an important part of early childhood curriculum and education (Smith *et al.*, 2012). It aids in language and vocabulary development, comprehension and critical

thinking enhancement, and the development of knowledge and creativity.

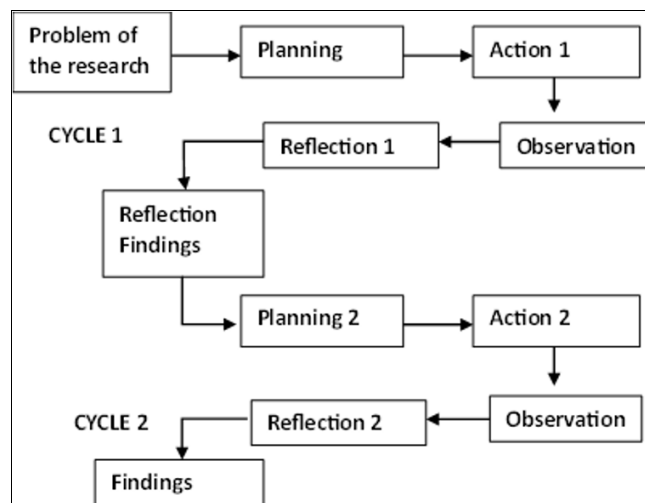
Reading ability is an individual's skill on some reading assessments (Handayani & Youlia, 2020). It means the reading ability can be assessed from the students' scores with some criteria. An individual's reading ability refers to their ability to read and comprehend text with skill and competence to achieve a desired outcome or purpose (Kirby *et al.*, 2011). Teaching reading in a second language requires understanding the unique challenges second language learners face, such as differences in language structure, vocabulary, and cultural background (Nation, 2009) [6]. English teachers use a variety of approaches to help students grow in their reading abilities and see reading as a meaningful activity. These approaches include guided reading, independent reading, group reading, and reading aloud (Ericson, 2001) [3].

Reading assessment aims to determine a student's reading level, identify areas of strength and weakness, and provide information to guide instruction and support learning (Afflerbach, 2016) [1]. Educational technology encompasses the examination and ethical use of suitable technological processes and resources with the intention of facilitating student learning and enhancing academic achievement (Januszewski & Molenda, 2013) [4]. Let's Read Asia is a digital book platform for children's tale literature. Let's Read Asia is a digital books platform that provides a wide range of children's tale literature (Asia Foundation, n.d.) [2].

Research Methodology

This research used a classroom action research (CAR) design. The definition of classroom action research-based instruction emphasizes the relationship between the research method and the research result, emphasizing the teaching and learning process (Meesuk *et al.*, 2020) [5]. The definition of classroom action research-based instruction emphasizes the relationship between the research method and the research result, emphasizing the teaching and learning process (Meesuk *et al.*, 2020) [5]. Action Research occurs through a dynamic and complementary process composed of

four crucial moments. Those are planning, action, observation, and reflection (Kemmis *et al.*, 2003).



Source: Widiaworo, 2018

Chart 1: The cycle of CAR

The participants in this study consisted of 17 students from the eleventh-grade of multimedia class. The researcher focuses on the eleventh-grade multimedia class based on the teacher preference because the students lack reading comprehension and motivation but are cooperative in learning. Therefore, the study aimed to enhance their reading ability using Let's Read Asia website. Three instruments were used to monitor the implementation of teaching-learning activities. Those instruments were observation sheets, documentation, and tests. The instruments of action research in the classroom are all the tools used to collect data about the whole learning process, not just the actions (Suharsimi *et al.*, 2016) [9]. The researcher used both quantitative and qualitative (experience-based) data collection methods (number-based). Documentation and observation made up the qualitative data.

Table 1: Procedure of Action Research

Cycle 1			
Plan	Action	Observation	Reflection
a. Determined the issue b. Prepare the material c. Prepare the lesson plan d. Design the steps for developing the evaluation for that test, which was multiple choices. e. Create observation sheets so that teachers and students may see what is going on during the learning and teaching process f. Create a test	a. Give the pre-test b. Apply the action based on a lesson plan c. Apply Let's Read Asia website in the teaching-learning process d. Evaluate the action e. Give the post-test 1	a. Observing with the observation sheet b. Evaluate the observation 1	a. Think back on what the researcher did b. Analyze the students' result c. Evaluate cycle 1
Cycle 2			
Plan	Action	Observation	Reflection
a. Revised the plan b. Plan based on cycle one, with material from the Let's Read Asia website added	a. Using the Let's Read Asia website, do action two based on a lesson plan about reading ability. b. Incorporate the Let's Read Asia website into the teaching-learning process. c. Evaluate the action d. Give the post-test 2	a. Do the observation to gain more data b. Evaluate the observation 1	a. Analyze students' results b. Evaluate cycle 2

This research used triangulation to check the credibility of data from various sources, techniques, and times (Widiasworo, 2018). To analyze the data in qualitative used technique (Miles & Huberman, 1994) as follows:

1. Data Reduction

The researcher used the data instrument to collect all of the data. The data can be classified based on the problem's focus to get primary data for the subsequent step of data collection. Data findings that do not yet have a pattern to concern and reduced by researchers.

2. Data Display

After having data reduction, the next step is to display the data. It is explained briefly, charts, flowcharts, narrative, etc. The researcher chose the research data and showed the study's findings through systematic classification. Therefore, it was easy to analyze.

3. Verification and conclusion

The conclusion was the final stage in the data analysis process. In this step, the researcher made the temporary conclusion that the data was still unclear, but in the next stage, it was more precise and had a strong basis. The verification was possible because more valid and consistent evidence is usually found when researchers return to the field to collect the data.

Moreover, to analyze the quantitative data, the researcher used formulas to enhance students' reading ability with a story from the Let's Read Asia website.

1. Average score of students

The researcher calculated the average score of the pre-test and post-test using the formula below to determine the mean score:

$$X = \frac{\sum X}{n}$$

Note:

X: Average score

$\sum X$: The total score

n: The total number of subjects

(Hatch & Farhandy, 1981)

2. Percentage of students' frequency

The researcher has calculated the percentage of students' frequency by using the formula as follows:

$$P = \frac{f \times 100\%}{N}$$

Note:

P: Percentage

f: Frequency of the students

N: Total number of the students

(Hatch & Farhandy, 1981)

Score Interpretation:

Score 0% - 20% = Very Low

Score 21% - 40% = Low

Score 42% - 60% = Average

Score 61% - 80% = High Enough

Score 81% - 100% = High

(Riduwan, 2009)

Results and Discussion

The results of this study were explained in cycle and teaching-learning. In this research, there are two cycles as follows:

A. Cycle 1

1. Planning

In this cycle, the researcher set up an action plan according to the reading ability issues that the students were having. Narrative text was one type of reading material that was provided. The lesson plan also included the fundamental competency requirement, certain signs that student would meet, and the criterion of competence. The learning media, the Let's Read Asia website, and the observation sheet for analyzing the researcher as the teacher and student participation in the teaching and learning process were the items that needed to be developed. In the second meeting, the first cycle was conducted. Finally, the researcher constructed the post-test 1 instrument to gather data in order to determine the enhancement scores from the pre-test to the post-test.

2. Action

The first cycle was completed on November 15, 2023, a Wednesday. Based on the lesson plan that the researcher had created, the researcher carried out the teaching-learning process in the classroom. Introducing themselves and offering encouragement were the researcher's first tasks in the classroom. The researcher went on to discuss the reading component. Subsequently, the investigator probed the pupils on the subject matter in order to pique their curiosity and increase their understanding of the area in order to focus their reading. The researcher shared a narrative about "Ira is not scared" throughout the major activities. Students were instructed to read the text and highlight any challenging vocabulary. Following a discussion, the students and the researcher exchanged questions on the narrative.

The first cycle's second meeting took place on Wednesday, November 22, 2023. The previous meeting's activities were reminiscent of this one. During the first meeting, the researcher went over the material and went over how the narrative language of the story "Swimming is Fun" was organized. During this encounter, the students and the researcher had a discussion on the subject. A few questions about that narrative were posed by the pupils. Subsequently, the post-test 1 was administered by the researcher thirty minutes prior to the bell ringing in order to ascertain if the students' scores improved their knowledge of the Let's Read Asia website.

3. Observing

In observing the class, the observer noticed the activity in the classroom, such as learning activity, students' activity, and students' response. Based on the observations, there was an improvement from the first and second meetings. In the first meeting of cycle 1 some of the students did not pay attention to the teacher and chatted with their friends. They were also uninterested in opening the dictionary because they did not bring it; consequently, they had to search for difficult words in groups. The students received the reviewed material for the previous meeting in the second meeting. They seemed more enjoy and pay attention to the teacher because, in this part, they may use the Google translate feature and more master using the translate feature on Let's Read Asia website. Then, they discussed the

material with the teacher.

4. Reflecting

After the teaching and learning, the researcher and observer discussed the result of implementing the modified action and decided whether the action should be continued. Based on the result of observation in the learning process in cycle 1, it could be seen that some students were uninterested and did not pay attention, so their participation was still low. Therefore, according to the discussion and the result of post-test 1, the researcher found it could be significant progress if we held one cycle again, cycle 2, so the researcher and observer decided it was important to go on the second cycle.

5. Result of Implementation in Cycle 1

The result of the first post-test in cycle 1 showed an increase in the class average score. It can be seen from the pre-test score of 71,76 to the first post-test score of 75,58. Although the minimum score criteria was 75, there was improvement between the pre-test and post-test, which was 4,04 points. Moreover, the percentage of the minimum score criteria was increased from 47,05% to 52,94%. Let’s Read Asia in cycle 1 has influenced students’ reading ability. Based on the condition above, because the average score was still unsatisfactory, the researcher considered that there were things that the researcher had to pay attention and it was improved in the learning activity on cycle two.

Table 2: Students' Enhancement Pre-test to Post-test 1

Result	Score		Average	Percentage of MSC	Enhancement
	<75	>75			
Pre Test	9	8	71,76	47,05%	-
Post Test 1	8	9	75,58	52,94%	3,82
The Number of Students	17 Students				

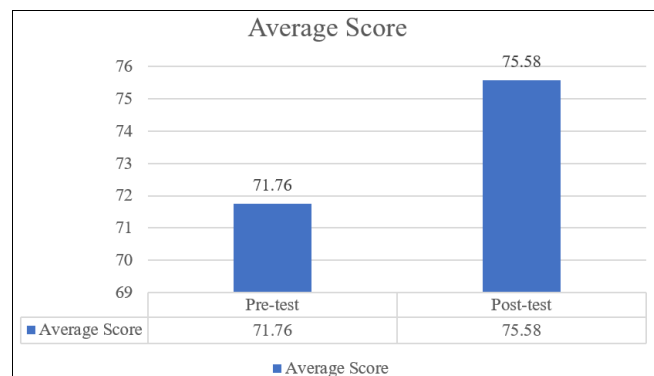


Chart 2: Students' Enhancement Pre-test to Post-test 1

B. Cycle 2

1. Planning

Redesigning the lesson plan utilizing the group discussion technique and providing a more in-depth explanation of the content, the researchers did so in light of the challenges that the students had encountered in cycle one. It aimed to make unfocused students active and follow the teaching and learning in the class. To fix the issues, they might share the information and have a discussion about it with their friend. In the first meeting, the researcher gave the story entitled “Can’t Get in My Way,” and the second meeting was “Just Right!” which became the post-test 2.

2. Acting

Compared to the first cycle, the researcher employed group discussions or cooperative learning in this phase. After reviewing the previous lesson, the researcher divided the classroom into six groups. Each group consisted of three students and one group had two students. The researcher made sure the students could sit well. After that, the researcher gave a story entitled “Can’t Get My Way”. In this case, the researcher asked students to discuss the topic with their friends and identify the generic structure of the story. They seemed more active than cycle one, and most were willing to translate the meaning of every sentence in the text.

After the students finished the reading-aloud activity, each group came forward alternately to answer the story's generic structure and determine its moral message. Some groups are not confident explaining their answer in front of other students. The teacher motivated those who were still not confident and asked them to be more confident in the second meeting of this cycle.

For the second meeting, the researcher applied the same method as the first and added some instructions for the exercise. In the first meeting, students were asked to answer the generic structure and determine the moral message, but in the second meeting, students were also asked to explain the aspect of reading comprehension in the story. However, in the teaching process in cycle 2, the researcher saw students enthusiastic to learn English using the Let’s Read Asia website. Before the second cycle finished, the researcher gave the post-test 2 for the students to know their progress in comprehending the text, impacting their reading ability.

3. Observing

In this cycle, the students were observed to know whether they enhanced their understanding. Then, the researcher measured the achievement between cycle 1 and cycle 2. In cycle 1, the students had less interest in reading, so there was only a little progress in cycle 1. Meanwhile, in cycle 2 the researcher found that the students had made significant progress. They improved their reading ability significantly. They were also more active and enthusiastic. It was seen when the students discussed the topic with their friends. They sometimes opened dictionary and google translate to find difficult words and shared each others’ opinions. In addition, the researcher also could control the class well. There were many interactions between the researcher and students, so the teaching-learning process became interesting.

4. Reflecting

From the reflecting phase, the result test on cycle 2 showed that the success indicator the researcher had targeted was successfully fulfilled. The researcher and the observer were satisfied because of their hard work to enhance students’ reading ability. In this case, the narrative text had been reached. There were many enhancements after applying the second action of CAR. For example, students' scores increased significantly more than in cycle 1, and the learning activity was more active, effective, efficient, controlled, and innovative.

5. Result of Implementation in Cycle 2

Based on the result of the second post-test, there was an enhancement in cycle two. It was seen from the class average score that had increased from the first post-test to 75.58 to 88.82. It was improved by 13.24 points to the first post-test. Meanwhile, the percentage of the minimum score criteria was increased from 52.94% to 100%. So, from the data above, it can be said that there was a significant enhancement from cycle 1 to cycle 2.

Table 3: Students' Enhancement Post-test 1 to Post-test 2

Result	Score		Average	Percentage of MSC	Enhancement
	<75	>75			
Post Test 1	8	9	75.58	52.94%	3.82
Post Test 2	-	17	88.82	100%	13.24
The Number of Students	17 Students				

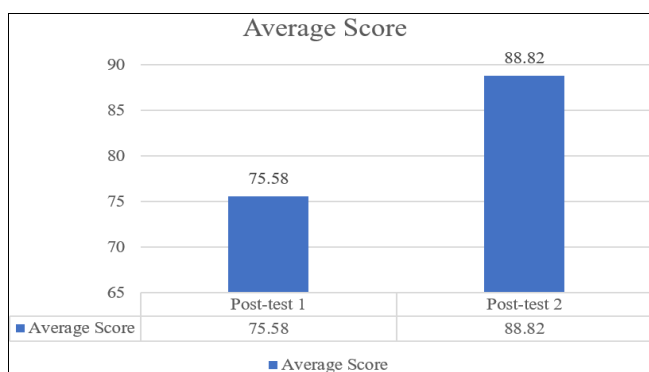


Chart 3: Students' Enhancement Post-test 1 to Post-test 2

Conclusions

Let's Read Asia has effectively improved the reading skills of the eleventh-grade multimedia students at SMK Al Fattah by adopting classroom action research (CAR) on a cycle-by-cycle basis. This indicates that using the literature from the Let's Read Asia website to teach reading is beneficial, particularly for improving students' reading ability. The pre-test, post-test 1, and post-test 2 findings all demonstrate it. Additionally, the students gained a better comprehension of reading. The students' enhancement scores for their performance on the two post-tests and the pre-test reveal it. Pre- and post-test results demonstrated a noteworthy improvement. The pre-test had an average score of 71.76. This indicates that just 47.05 percent of the students met the required minimum score. Post-test 1 had an average score of 75.58. It demonstrated that 52.94 percent of students met the required minimum score. It is evident that there was progress from the pre- to the post-test. There was a 3.82 point improvement. Furthermore, the post-test 2 average score was 88.82. It was discovered that 100% of students were able to get a score in post-test 2 that was higher than the required minimum score. After that, there was a 13.24% improvement from post-test 1 to post-test 2. We may infer that using the Let's Read Asia website to teach reading can help students become more proficient readers. Additionally, the research's findings address teaching reading proficiency using the Let's Read Asia website, which created enjoyable learning environments in addition to exam scores. Ultimately, the researcher thought that one factor contributing to students' improved learning was the circumstances. The students found it simpler to understand the tale and liked reading it when they used the Let's Read

Asia website to read English texts. It will foster an environment that is conducive to learning, making reading enjoyable and exciting for them.

Suggestions

Drawing on the study's findings, the researcher offers the following recommendations to enhance the educational process for English teachers, students, and other researchers: First, the teachers are supposed to be aware of the issues that children are having, particularly in reading. The English teacher can modify the teaching reading ability with the Let's Read Asia website. The teacher can apply the group discussion method to make the students more active in the class. In addition, the teachers should be able to make the teaching-learning process fun, such as making a space time for the extensive reading activity with Let's Read Asia website or making Let's Read Asia website the first activity before the learning process to make the students focus and the reading habituation. Second, the students are expected to read diligently. In this case, students can enhance their reading ability with the Let's Read Asia website to increase their comprehension in reading. The students can develop their knowledge through the Let's Read Asia website. Students also can enhance their reading ability and add their vocabulary. The last recommendation is addressed to the other researcher to conduct further studies in different areas and topics. Further studies should be based on the difficulties faced by the learners, and for another researcher who has the same problem and is interested in conducting research, it is suggested that this research can be a reference.

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