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ENHANCING STUDENS' ACTIVE INVOLVEMENT IN READING LEARNING AND READING COMPREHENSION BASED ON THE READING TEXT-BASED SITUATIONAL NEEDS AND INTEREST

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ABSTRACT: The research aims to enhance the students' active involvement in reading learning and reading comprehension based on the reading text-based situational needs and interest. The research is conducted in SMAN Cahaya Madani Banten Boarding school (CMBBS) at the twelfth grade students. The data is collected from interview, observation and questionnaire. The data is analyzed from the students' active involvement in reading learning and the students' reading comprehension based on the reading text-based situational needs and interest. From the two types of the reading texts, the researcher sees the students' active involvement in each group and amongst the group in reading learning and the students' reading comprehension on the reading text-based situational needs and interest. The findings of the research are the students' active involvement in reading learning using the reading text-based situational needs is well-enhanced and the students' reading comprehension using the reading text-based situational needs is also well-enhanced. The students involved themselves actively in reading learning on the reading text-based situational needs in each group and amongst the groups and the students comprehended the reading text-based situational needs well. The conclusions of the research are the reading texts-based situational needs can enhance the students' active involvement in reading learning and the students' reading comprehension on the reading texts.

Keywords: Active Involvement, Reading Comprehension, Reading Text-Based Situational Needs and Interest.

INTRODUCTION

Reading is one of the receptive skills that must be mastered by students. This skill is very complex in the process of providing information and knowledge in different varieties of reading texts. It requires students to grasp important information and understand ideas and thoughts on what the reading texts convey.

The process on reading needs concentration and involvement. The students need concentration to read the texts in order to be able to identify the important information, ideas and thoughts. They must recognize some detailed ideas to general ones, so that they are able to comprehend the whole content of the reading texts. They also need to get important information and understand the knowledge on the reading texts.

Meanwhile, involvement means the students read the reading texts without any difficulties. Since they recognize the meaning of the words, phrases, and sentences on the reading texts, they will find the reading texts

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easy to understand. The students, of course, will involve actively to the reading learning in order to find some important information on the reading texts. They will comprehend the whole content of the reading texts clearly to further recognize some detailed ideas.

In facts, in English as Foreign Language (EFL) class, the students are lack of concentration and involvement in reading learning. The students do not involve on reading the texts with their peers in class and do not concentrate on finding the ideas and important information on the texts.

Due to some difficulties to identify the meaning of words, phrases, and sentences, the teacher needs some techniques to let the students read the texts and involve themselves actively on reading learning. The students' comprehension in reading needs to be improved and their involvement in reading texts must be enhanced in order to make them more active in reading learning activity.

To make the students involve in reading learning and concentrate to read the reading texts, researcher tries to provoke the students use their '*schema*' or pre-existent knowledge which is used to comprehend the reading texts. The students' background knowledge will increase their understanding to the reading texts. Researcher tries to activate the students' *schema'* to make the students involve actively on reading learning and comprehend the texts by choosing the appropriate reading texts that are proper for their level on reading materials.

There are two types of the reading texts that researcher selects on this research. The first type is the reading text-based situational needs and the second one is the reading text-based interest. the reading text-based situational needs and interest will activate the students' background knowledge when they are reading the reading texts. They will be able to comprehend the text easily and they will be able to involve themselves actively in reading learning. They do not waste the time to translate word by word to know the meaning of the whole reading texts.

Besides the reading text-based situational needs that explain about culture, the researcher also notices the reading text-based interest. The text-based interest is the way to involve the students actively on the texts since they choose their own interest to read and discuss certain topics in class. The text-based interest will be appropriate reading texts since the students read what they want to and they know the topics of the reading texts. They will recognize what to be the content of reading texts and what the texts are all about.

If the students know the topics of the reading texts and they recognize the meaning of words, phrases and sentences, they will be able to understand its content easily. Therefore, researcher will investigate the students' active involvement and the students' reading comprehension on reading texts based on the students' situational needs and the students' interest. Researcher will put the students in groups, so they are able to predict, discuss, and share the

reading texts with their peers, and of course they will get more opportunities to work together.

In order to have a specific way to solve these problems, it is important to construct the following questions:

1. How to enhance the students' active involvement in reading learning and reading comprehension on reading text?

2. Are the text-based situational needs and interest able to enhance the students' active involvement in reading learning and reading comprehension?

METHODS

The researcher used a case study. The case study describes the detailed information form the research. It describes then about individual or groups of actors, and seeks to understand their perceptions of events said Cohen (2001). In this research, individual and groups were the students who involved on investigating the students' active involvement and the students' reading comprehension on reading texts based on the students' situational needs and interest.

This research was involved three phases. For each phase, researcher paid attention to the students' active involvement and reading comprehension to the two kinds of reading texts; text-based situational needs and text-based interest. There were two titles for text-based situational needs and different ten titles for text-based interest. Researcher observed the process of reading learning using those kinds of texts.

Researcher subsequently emphasized to the students' active involvement in reading learning and the students' reading comprehension on reading texts individually an in a group. So, during the six weeks, researcher focused on collecting the data and analyzed the data from the interviews, observations, questionnaires.

After researcher got the data from interview, then researcher observed the students by using the two types of reading texts. The first and second week observation, later researcher compared them. Which types of reading texts showed the best enhancement on the students' active involvement in reading learning and the students' reading comprehension on the reading texts. The third to the forth data are obtained to see the consistency and stability of the first and second data. For the last data collecting, the researcher gave the questionnaire to the students. So, it was enough for researcher to collect the data from interviews, observations, and questionnaires for six weeks.

The data was obtained through the students' activities and experiences in reading classroom. There are 4 classes of twelfth graders at SMAN Cahaya Madani Banten Boarding School (CMBBS); however researcher took one class as a sample in this research. The class consists of 20 students from XII IPA2

graders. The data was gathered from them through interviews, observations, and questionnaire.

DISCUSSIONS

Interview: From the students' answers on interview, the researcher found the important things that would be the factors to enhance the students' active involvement in reading learning and reading comprehension. Firstly, the students did not get various reading texts. They did not get reading texts that were interesting and new for them. Beside that, the students did not get reading texts that was easy to understand and not too long to be read and discussed. Secondly, it was clear that the students did not have the chance to have some discussion in reading class. The students could not discuss the reading texts that they read to know about the content of the reading texts, so they could not comprehend the reading texts easily.

Next, the students did not have the opportunity to acquire other activities in reading class. They ignored to read the texts and translated them. However, they preferred to practice their speaking and pronunciation in reading class.

Besides learning about new vocabulary on the reading texts, when the researcher interviewed the students, they said that they also liked to know about pronunciation. They liked to practice how to pronounce a new vocabulary on the reading texts.

Observation: The students showed their active involvement on discussing the reading text-based situational needs on narrative text *Batu Kuwung*. The researcher also paid attention to the active involvement in groups and amongst the groups in reading class. The result of the students' active involvement in groups and amongst the groups in discussing text-based situational needs on narrative text *Batu Kuwung* was well-enhanced.

To see the students' understanding in reading text-based situational needs, the researcher checked the students' presentation. The researcher saw on how they organized the narrative text completely and orderly from Introduction, complication and resolution.

It was clear that the students comprehend the text-based situational needs well. They presented and retold the text-based situational needs on narrative text *Batu Kuwung* completely and organized the story of text-based situational needs Batu Kuwung orderly.

From all the first observation, researcher saw that how to enhance the students' active involvement in reading learning and reading comprehension was by providing the students the appropriate reading texts, let the student to predict and discuss what to be the story of the texts, and give the chance the students to get some reading activities that tackled them to read the text.

Questionnaire: For the third phase of the research, the researcher collected the data from questionnaire. There are 17 questionnaire items that could reinforce the research data. There were so much information that

researcher got from questionnaire items. The results from questionnaire items showed that most of the students in XII IPA 2 liked to learn reading. There were about 75% students that preferred learning to read the texts as their preference.

There were 60% of students who did not want to write in notebook when they were learning to read the texts. The students also did not want to study by themselves. They needed their peers and teacher to help them discussing the learning. There were about 20% of students who did not like to study alone.

The first research question is how to enhance the students' active involvement in reading learning and reading comprehension. The researcher could see that it was related to the kinds of reading texts that the teacher must provide for the students. As the researcher quote from Baker, he said that the selection of reading texts must be done by the teacher It is essential to provide a good classroom environment with a wide variety of relevant texts that are attractive to learners.

What the teacher also must consider is the reading texts that the teacher develops should be relevant to students' level of language ability, because the students expect reading texts that is easy to understand and not too long to be read and discussed.

The researcher takes another statement from Guthrie and Wigfield (1997). They said that teacher needs to decide types of reading materials that are needed by the students. So, It is clear that why the students unable to involve actively on reading learning and to comprehend the reading text is because the reading text itself.

Secondly, the students need reading learning activities that tackle them to be involved in the reading class actively and to comprehend the reading texts. The activities in reading class must make the students eager to discuss the reading texts. Due to the students do not want to write in reading class, and they consider speaking and pronunciation practice as well in reading class. So, the teacher must provide the good learning techniques in reading class. Brown (2000:16) said that technique is any wide of variety of exercises, activities or tasks used in language classroom for realizing lesson objective. So, the technique is very important in this research to give students exercises in the classroom.

The second research question is are the text-based situational needs and interest able to enhance students active involvement in reading learning and reading comprehension. The researcher could see that the text-based situational needs enhanced the students active involvement in reading learning and students' comprehension on the reading texts.

As the researcher mentioned in chapter 2 that the situational needs have some types of information such as financial, religion, culture, manpower, etc. said Brown, and so the students have a good active involvement and comprehension in discussing the text-based situational needs. The students

show their active involvement not only in group, but also amongst the groups in the reading class.

Besides the reading texts, the right teaching techniques in reading class are needed to make the students involve themselves actively in reading class and comprehend the reading texts. Like reading activities that the researcher used in the research, there were prediction, discussion, and presentation. By using those kinds of activities, the students show their best enhancement for their active involvement in the reading learning and the reading comprehension in thr reading text-based situatonal needs.

It is know that prediction is vitally important, if we want our students engage fully with the text, said Harmer By predicting, students will get some ideas about what they read, argued Mikulecky and Jeffries (1996). So the students can discuss and get some ideas in reading learning and can comprehend the text well.

The group discussion also, in fact, enhanced the students' active involvement in reading learning and the students' comprehension on reading texts. The researcher could see that in reading-texts situational needs, the students show their good discussion in groups and amongst the group in class. It is based on Blachowicz and ogle. They said that it will be better if the teachers put the students in a group when they are learning reading. The small group discussion will give them an opportunity to take part on discussing the reading texts.

For the conclusion, reading text-based situational needs, prediction, discussion, and presentation, and group discussion enhance the students' active involvement in reading learning and students' comprehension on reading texts.

CONCLUSION

There are some suggestions that can be made by the researcher in the end of this research:

To the teachers, it is expected that the teacher should use reading text-based situational needs for the students in reading learning. It aims to enhance students' active involvement in reading learning and improve students' reading comprehension in reading texts. It is also improving the students' ability in learning new vocabulary, speaking and pronunciation, especially in reading using the appropriate texts for them.

The teachers can ask the students to work in groups to predict and discuss the reading texts that are related to the topic being discussed. And in the end of the discussion session, the teacher can give a chance to the students to give detailed explanation about the readings texts that the students had read by presenting them.

To the students, it is suggested that the students should practice more in reading learning by predicting, discussing and presenting. They can also learn

reading not only in written form but also in daily communication. The students can start from discussing the little thing that they know about the reading texts they bring to the class, so that they can improve active involvement in reading learning and their comprehension in reading texts.

To the researcher, it is suggested that another researcher should adopt and adapt the use of text-based situational needs to enhance the students' active involvement in reading learning and their comprehension in reading texts. The other researcher can combine other techniques to be applied with the text-based situational needs that it can make the students more interested in learning reading.

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