

IMPLEMENTATION OF CONSTRUCTIVISM MODEL TO IMPROVE READING ABILITY TO THE SECOND YEAR STUDENTS OF MAS AL ZAHRAH BIREUEN

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ABSTRACT

The objectives of this research are to know how Constructivism Model can be implemented in Reading Comprehension, to know the students' response toward the implementation of Constructivism Model in teaching reading ability and to identify whether the Constructivism Model can improve the students' reading ability to the second year students of Mas Al Zahrah. The subject of this research was an English teacher who teaches at the second year students and students of XI/B in the 2016/2017 academic year. This is a kind of action research which employs qualitative method in nature. Two cycles were conducted in this research. Each of this cycle consisted of the activities namely planning the action, implementing the action, observing the action, and reflecting. The instruments used in data collection were observation, questionnaire, and test. The result showed that the implementation of Constructivism Model was successful in improving the students' reading ability. The result of the test in cycle 1 was 66.85 and in cycle 2 was 84.25. It means that the Constructivism Model can be used to improve the students' reading ability. In addition, the students gave positive response toward the implementation of this model in improving their reading comprehension. It can be concluded that the Constructivism Model can be used in the teaching reading and also give positive effect to the students in learning reading comprehension.

Keywords: *reading ability, constructivism model, classroom action research*

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INTRODUCTION

Reading is one skill that has to be mastered by the students. In gaining the new knowledge, reading is one of media that have to be dealt with. In that case, the students should know how this skill can be learned. By reading, the students will know many things in their life. In reading process, students are expected to learn and acquire many skills. It helps them to engage with meaning in the text and to enable them to find information in reading text. Teachers play important role in the classroom practice instruction because they have responsibility in developing their students' language skill. As language skills, reading needs the special attention because it plays major role toward the students' knowledge access. Regarding to the importance of learning reading skill, the demand for the students is to understand the information of the text. At senior high school students' level, the students are required to understand various text types, which include form of narrative, recount, procedure, report, analytical exposition, and spoof text. This is also the case for MAS Al Zahrah in Bireuen.

Based on the researcher's observation as one of the English teachers at MAS Al Zahrah Bireuen, there are many problems faced by the English teachers and the students in the teaching and learning reading skills. The first problem is about teaching reading techniques in which the teachers taught rather monotonously in the classroom. The teaching material that was usually used is not interesting. Then, the learning strategy in instructional process is not effective in the classroom. Furthermore, the students found it difficult to understand the meaning, language features, the text organization, and the main idea of the text. Even, most of them also feel difficult in getting implicit and explicit information. They were not able to conclude the inference of the text and they had serious problems in finding the conclusion of the text.

The concept of Constructivism implies that learning is not memorizing the knowledge, but it is an active mental activity that enables them to build their knowledge based on their experience. In applying Constructivism Model, the students are encouraged to be able to comprehend the text. It influences the skill of students in Reading. By reading various texts, the students will get deeper understanding of information or have knowledge meaningfully. It makes them familiar with reading problems. In this research, the solution to solve the

teacher's and the students' problems in teaching reading is by using Constructivism Model.

Specifically, the reason of the researcher choosing Constructivism Model is that the researcher does not only want to give the material but she also wanted to build up the students' participation in the classroom by relating the material learnt with their real life. She also hopes it can motivate students to connect of what is being learned with their prior knowledge. By doing so, it is expected to the students to get a better understanding about the knowledge.

REVIEW OF LITERATURE

The definition of Reading

The ability to deal with the relationship between the sentences that enables the reader in comprehending the text is commonly known as reading comprehension. The comprehending of what is being discussed in the text is the expectation that have to be achieved by the readers. The process of acquiring grammatical structures and vocabularies and the meanings are also a demand in reading comprehension. The main goal of reading is comprehension. Comprehension means understanding the information that word and sentences are communicating in order to gain the information from reading text to comprehend it.

In order to get familiar of what they read, the students need to comprehend each contents of the text. Due to that reason, reading comprehension are demanded to be mastered by the students in learning English. As pointed by McNamara (2007), reading comprehension is understanding the text by connecting the nature of the text and what the reader brings to the reading situation. In another idea, reading comprehension is the strategy and the process of engaging the idea in the text with the readers' mind.

Patel and Jain (2008) agree that reading is not only for the sake of fun and information, but it also expands one's knowledge. However, reading is useless without comprehending. Actually, reading and comprehension are inseparable. The, comprehension is an active process that the reader involves actively in the text to construct meaning. One can be said to have an understanding in reading if he/she understands the whole reading content and the information explicitly and implicitly by using knowledge to understand the author's ideas. Hence, reading comprehension is required.

Furthermore, the main purpose of reading at school is to make the students more understand with the written material given by the teacher. Reading comprehension is an important aspect because it basically gives the essential skill for students. The quality of the students' reading represents their ability in comprehending the content of the text. If the students could represent reading text and they know a little about what they want to read. They have the abilities to reconstruct the meaning generally from the text. According to Zare (2012), reading is when the readers have a conversation with the author through the text and it takes a cognitive activity. In other words, reading strategy is taking part in cognitive psychology where it is beneficial in having a successful comprehension.

As revealed by Seyler (2004) that reading is the process to obtain or construct meaning from a word or cluster of words. It can be said that through reading the reader gets information from some statements. In other word, the reader tries to catch the information by connecting their own background knowledge with the information from what they read. In addition, reading can be said as a process to get the main information of the text based on readers' comprehension.

Reading comprehension is when the readers make an interaction to the text. Further, the readers find the meaning of text which is read by them. In another idea revealed that simultaneously process of extracting and constructing meaning through interaction and involvement in written language is also called as reading comprehension (Snow, 2002). It is the basic elements in comprehending the text. To comprehend the text, the readers have to know the meaning of the word to grasp the intonation of the text. Thus, Linse (2005) affirms that reading comprehension is whole package to reading for meaning, understanding and entertainment. The statement is to emphasize the readers to get the meaning of the text and to understand of what the writer means in the text. It can be assumed that in doing reading activity, the readers have several purposes. It can be as an activity to get knowledge and information; however this activity can be done for enjoyment and get pleasure. Teaching reading comprehension is a process of how to get information from written media that needed interaction between students and teacher. This process let the teacher guides the students to find the information from the text.

Wallace (1992) defines that teaching reading comprehension is a process in the English classroom where there is an activity between the teachers and the student. The teacher guides the students to engage the

meaning from the text passage. Teaching reading is an instruction to help the students to acquire the ability to understand the text. It means that the teacher will lead the students to comprehend the text or printed material.

Techniques in Reading

Reading technique is very important, because it determines the reader understanding of the text. According to Beale (2013) there are two techniques in reading such as skimming and scanning. To deal with speed reading, skimming and scanning are two very different strategies that are required to be used by the readers. Both of them have different purposes. Skimming refers to look only for general or main ideas of the paragraph.

In contrast, scanning is looking for particular information in the text. Beale (2013) stated that “scanning occurs when the students look only for a specific fact. To be successful in scanning, the students need to understand how the material is structured. They also have to comprehend what they read so the students can locate the specific information needed.

Teaching Reading Comprehension

As the English language teacher, we should have the ability to teach the language skills. One of the four skills in English that have to be taught for student is reading. In teaching reading comprehension, the teachers have to enable the students to get involved in the text. Adam (2001) reveals that teaching reading comprehension is an activity to have a student doing interaction with the text. Similarly, the teacher teaches the student in whole person to understand and to modify the text based on content and context.

In teaching reading, the teacher instructs the students how to use their own knowledge and experience to recall and make meaningful inferences about the text. The teacher also orders the student to make their own point of view and how to comprehend what is written. Besides, as the students, they must have a skill to make an interaction with the text. In fact, reading activity creates the interaction between reader and writer indirectly. When the readers are reading the text, unconsciously they have emotional relation each other. Moreover, the reader must understand the written text.

Report Text

As stated in curriculum for Senior High school students in 2016/2017, report is one of the texts that must be learnt and comprehended by the students. Through the text the readers can be easy to get information, ideas, messages, and any other thoughts about the text. Dody and Sugeng (2004) states that report text is related to a set of facts, using specific statement to back up general ones which contains with the topic described and also explains the way of certain things and frequently refer to phenomenon of nature, animal and scientific object. Mostly, careful observation is done before creating the report. In brief, the researcher reveals that the report text is a text which describes thing generally.

From the point of view of Basic Competency, the second year students are expected to have the ability to understand and to respond meaningful written texts in terms of functional written text and simple short essay in the form of report text. The text which presents the information about something is called report text. It yields the result of systematic observation and analysis. The text also tells the readers to know about something information generally.

The Purpose of Report Text

Sudarwati and Grace (2007) stated that the purpose of report text is to describe the things such as a man-made things, animals and plants. It also serves general characteristic of the participant. The students who read report text might be basically want to know way of describe something in general. Since every text has a communicative purpose. Importantly, presenting information about something in general and giving the live-description of the object/participant is the communicative purpose of report text. The report text tries to show rather than tell the reader about the factual condition of the object.

Based on statement above, the report text describes the way of certain things and frequently refer to phenomenon of nature, animal and scientific object. It describes generally such as things, its parts, physical strength, function for certain people and also help the reader to know what the text is about.

Generic Structure of Report Text

To guide the readers in dealing with report text, the significant characteristics in report text must take into account which can be used by the readers as a standard. Sudarwati and Grace (2007) stated that in

organizing a good report paragraph, the generic structure is important to be considered. It really helps to discover the organization of description clearly.

General Classification and Identification are two terms of generic structure in the report text. The general aspect of thing such as animal, public place, plant, etc. is stated in General Classification. It is usually placed in the first paragraph of the text. The topic or phenomenon of the report text is discussed in this introductory part. It can be a short description of the subject or it can be definitions from the subject that is described. Conversely, Identification is to describe the thing which will be discussed in detail, customs, or deed for living creature and the usage for materials and things. It usually describes the details of the topic or subject such as physical appearance, parts, qualities, habits or behavior. Every paragraph in the part of description usually gives us information about one feature of the subject.

Language Features of Report text

The language features of report text that are pointed by Sudarwati and Grace (2007) in her book "Look A head 2" namely first use of general noun, relating verb, behavioral verbs, technical term and present tense. It is a guide for students to be a good writer especially in dealing with report text. It makes the students easier in understanding the written text.

Theory of Constructivism Model

As stated by Kafai and Resnick (1996) about constructivism that learning is a process of learner's actively constructing internal mental representation. It means that learning is not passing knowledge from the teacher to students but the students construct their own knowledge. The construction cannot be replaced by others. Johnson (1982) also agree that Constructivism believes that students do not come into the classroom with empty head. They already have the previous knowledge which is formed based on their experience in daily life and they actually have the ability to solve the problem through sensible reasoning.

Johnson (2002) states that Constructivism Model is a model that helps the students gain the academic knowledge based on the context of their daily lives in relation to their personal, social, and cultural circumstances. Equally important, there are eight components to achieve this model namely making meaningful connections, doing

significant work, self-regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments.

Constructivism is learning model that helps the students to relate subject matter content with the real world situations. It also motivates the students to make connection between knowledge and its applications to their life such as in family members, citizens, and workers. Then, hard work is the learning requires in this model. Additionally, the abstract ideas and practical applications will be discovered meaningfully by the students. Above all, the concept is internalized through process of discovering, reinforcing and relating.

Constructivism Model is included in the Contextual teaching and learning method. The model helps students to connect the content in the text. Therefore, the students may find meaning in the learning process. As they try to attain the learning goals, they draw upon their previous experiences and build upon existing knowledge.

The Constructivism Model to improve reading

Nurhadi and Agus (2003) stated that learning is not only memorizing things. But, the students also have to understand and to be able to apply the knowledge. Besides, they have to be involved in problem solving, finding something for them and always exploring new ideas. In short, the students have to experience what they want to learn directly in the effort of getting new knowledge. So, it is not the transfer of knowledge from the teacher but the students construct knowledge by themselves.

Nurhadi and Agus (2003) states that there are five steps in which the application of Constructivism Model in teaching and learning process can appear.

1. Activating knowledge. Teacher need to know the students' prior knowledge since the structure of knowledge that the students have can be the basic to learn new information. The structure of the knowledge must be activated before the new information given.
2. Acquiring knowledge. The acquiring of the new knowledge must be achieved in the whole, not separately or partly then continued to learn the detail.
3. Understanding knowledge. In understanding knowledge, students need to investigate and analyze all things about knew knowledge. Besides, she/he also needs to share the knowledge with her/his friends to get responses.

4. Applying knowledge. Students need time to enlarge the structure of her/his knowledge by applying it authentically in problem solving.
5. Reflecting knowledge. In order to apply or implement the knowledge widely, it need to be contextual and reflected.

Based on statement above, the researcher concludes that the application of Constructivism Model in teaching and learning process can help the students to learn by connecting the materials based on their real life and make them easier to understand about the materials that are being learned.

Glassersfeld (1989) states that the Constructivism Model involved two principles. Firstly, knowledge is not received passively but built up actively by the cognizing subject and the function of cognition is adaptive. Secondly, it serves the organization of the experiential world, not only the discovery of ontological reality. This concept pursues the students to construct the meaning of their new experience based on their prior knowledge. In learning process, the students construct their own knowledge by being involved actively in the learning and teaching process. Teacher's job is to facilitate the learning process by giving the students opportunities to find and to apply their own strategy learning. The students' job is to set their own comprehending up from the new knowledge based on prior knowledge.

RESEARCH METHODOLOGY

Research Design

This research is Classroom Action Research which was designed in the form of Qualitative. Classroom Action Research (hence reffered to as CAR to avoid repetition) is an activity undertaken by teacher to improve the performance and the teaching skill in the classroom. The teacher does it by evaluating the teaching approach and then making improvements. By doing this research, the teacher can improve his/her performance and skills. In fact, this research focused on a process in which teacher investigates teaching and learning so the teacher can improve his/her own teaching and their students' learning.

In implementing CAR, the researcher applied the model taken from Kemmis and Mc Tanggart (1998). It is considered as a simple and efficient procedure of Classroom Action Research. So this research was designed into four phases:

1. Planning the action

In this phase, the plan consist of the preparation which is done before the teaching learning activity such as lesson plan, teaching material, the instrument in collecting the data and criteria of success. This plan is done by the researcher and observer which are useful to solve the problem found in the previous teaching learning process.

2. Implementing the action

The researcher conducts teaching and learning process based on the procedure of Constructivism Model. Two meetings is done in actual classroom teaching.

3. Observing

In this step, the researcher and the observer do the observation sheet to observe anything that occurred in the classroom teaching learning process. In collecting the data, the researcher and observer observed the class while the teaching learning processes through Constructivism Model. They also observed the students' improvement in comprehending the text through Constructivism Model. The observation is going to be conducted by using observation sheet.

4. Reflecting the result obtains during the action.

After the three steps (planning, action, and observation) were conducted, the researcher and observer analyzed the result of the research whether the criteria success or not.

Research Setting and Subject

Research Setting

This research was conducted at MAS AL Zahrah. The school is located on Juli KM.10 Beunyot village, Bireuen. MAS AL Zahrah has four classes of grade X (X/A, X/B, X/C, and X/D), five classes of grade XI (XI/A, XI/B, XI/C, XI/D, and XI/E) and four classes of grade XII (XII/A, XII/B, XII/C, XII/D). The researcher chose the XI/B for her study.

Research Subject

The subject of this research was English teacher who taught at the second year students and the students of XI/B the 2016/2017 academic year. The number of students is 27. All of them are female students. The research used purposive sampling in determining the subject of the research.

Designing the Criteria of Success

The criteria were set up in order to guide whether the implementation of the action was effective or not. Thus, the criteria were used to see whether the implementation in teaching reading through Constructivism Model. The researcher identified the criteria of success of this research by looking at the objective and the score of the study.

Dealing with the students' activeness and students' participation, the criteria of success that should be met by the students were 70-84 %. Meanwhile, the students had to achieve the score 80 in good criteria.

Procedure of Classroom Action Research

In this Research, the researcher was implemented the Constructivism Model in reading class to improve the students' reading ability. The researcher conducted the research by using the following procedure by Kemmis and Mc Taggart (1998) model. The procedure was used in this research because of its simplicity and practicality. It is designed into six phases: (1) Preliminary study, (2) Finding, (3) Planning the action, (4) Implementing the action, (5) Observing the action and (6) Reflecting.

Preliminary Study

This activity was conducted by researcher in order to find the existing problems faced by the students and the teacher during the process of teaching and learning reading. The purpose this research is to know the real condition in the classroom. The observer did the class observation when teaching reading process began at the second year students of MAS AL Zahrah. The researcher gave the test to the students to measure the students' ability in reading through Constructivism Model. The result of the research was useful for students in improving reading ability and it was certainly hoped that the research was also useful for teachers in improving their teaching competent.

RESULTS AND DISCUSSIONS

Based on the observation, the researcher found some problems from the teacher and the students. On the teacher's side, the teacher taught monotonously in classroom. The teaching material selected was not interesting and the learning strategy employed in instructional

process is ineffective in the classroom. On the students' side, they feel difficult to understand the meaning, the information, the language features, the generic structure and in getting the main idea of the text, implicit and explicit information. They even did not able to draw the inference from the text. They found serious problem in finding conclusion of the text.

Planning the action

After identifying some problems faced by the teachers and the students in teaching learning process, the reseacher formulated the next step that was planning the action. Planning the action was designed in the relation to the procedures of research to the problem faced by the teacher and the the students in reading class. The researcher determined the planning steps and arranged the planning about how to implement the teaching reading though Constructivism model into five general activities such as: (1) preparing the technique in teaching reading, (2) designing lesson plan, (3) preparing teaching material, (4) preparing the criteria of the success, and (5) preparing research instrument.

Preparing Teaching Material and Teaching Technique

Teaching material is prepared by the researcher for the teaching equipment. The material is report text that was taken from text book titled *Look Ahead 2* by Sudarwati and Grace (2007). The researcher also took some materials in the book and internet.

Preparing Research Instruments

The researcher needed to create several instruments so as to provide useful activities in collecting the data. The instruments include the followings:

Observation sheet

In this research, two kinds observation sheet were used by the researcher such as teacher's observation sheet and the students' observation sheet. The teacher's observation sheet was used to know teacher's performance in teaching learning process through Constructivism Model. The student's observation sheet was used to observe the students' activities in teaching learning process.

Questionnaire

In this instrument, the researcher gave some questions for students in the classroom. The questionnaire includes specific questions about aspect of classroom and some information that must be responded by the students. The questionnaire is used in order to find out the students' response through Constructivism Model in reading class.

The questionnaire consists of 10 questions which cover all aspect of the process this study. In this research, the researcher used the Likert scale as used by Sugiono (2007), which is arranged in multiple choice questions. The students choose one of the following options: strongly agree, agree, disagree, and strongly disagree. The questionnaire was written in Indonesian so that students can understand the questions easily. The researcher used open ended questionnaire which consist of five factors measurement including studying happily, motivation in studying, helpful in finishing task, encouragement in self-confident, and being active in learning.

Test

Test was used to measure the ability of the students' in mastering reading skill through Constructivism Model. Brown (2000) states that test is a method of measuring person's ability or knowledge in given domain. The researcher conducted achievement test. The researcher gave the report text for the students and some questions to answer the questions after reading text. The test was given upon the using of the action and at the end of each cycle after applying the Constructivism Model. Then, the test given at the end of each cycle is intended to find out the improvement students' reading ability after applying the Constructivism Model in the classroom.

Implementing the action

The action was implemented based on the lesson plan designed by the teacher. During the teaching and learning process, the researcher was observed by a collaborator in order to ensure that all process meet the criteria, the model and lesson plan designed. The researcher conducted the classroom action research in two cycles. The general process of the teaching and learning reading through Constructivism Model was done in three teaching phases: Pre-teaching activities, while teaching activities and Post-teaching activities.

Pre-teaching activities

It took the 5 minutes for pre-teaching phase. The teacher checked the students' attendance list. Then, the teacher explained the competencies and learning objectives that should be achieved and teacher asked some questions about the previous lesson.

While-teaching activities

In while teaching phase, it took 75 minutes. The teacher introduced the material and showed the real things for the students as the learning concept through Constructivism Model. Then, the teacher asked the students to guess the things. The teacher read the text and gave the text for students then asked them to read the text to answer the questions based on the text. The activity aimed to get the main idea and rhetorical text after finding out the main and rhetorical text. The teacher called one student to give conclusion about the text.

Post-teaching activity

In this phase, the researcher spent 10 minutes. The teacher concluded and reflected the lesson that has been learned.

Observing the action

Observing the action conducted through the observing activities. The action and activities during the lesson was observed by the observer or the collaborator. The collaborator's name was Mr. Munawar. S.P.d. He observed the researcher and the students' activities in teaching learning process.

Data Source

The primary data sources of this research are an English teacher and the second year students at MAS Al Zahrah in academic year 2016-2017. The researcher used qualitative data from the result observation of the teacher's activities and the students' activities in the classroom during the implementation of Constructivism Model. Equally important, the result of test and questionnaire is about the students' responses toward the implementation of Constructivism Model to measure the students' reading performance in the classroom.

Data analysis

The researcher and her collaborator compared the result of notes during teaching learning process and the students' responses toward the

implementation Constructivism Model in reading class. The data obtained by using the observation was analyzed through a statistical formula by using the following procedure as suggested by Sudjana and Kusumah (2002).

$$P = \frac{F}{n} \times 100$$

The data from the result of the student' test were also analyzed by using statistical formula. Then, the total score of the students was divided with the total number of students. To analyze the result of test, the researcher used the statistical formula adopted from Arikunto (2002) which is presented below:

$$\bar{x} = \frac{\sum fx}{\sum N}$$

Where:

\bar{x} = Amount of average score

$\sum FX$ = Total Score of all students

$\sum N$ = The amount of students

In order to see whether the result of the research reached the criteria of success or to which category belongs to the scale. Then the measurement proposed by Masidjo (1995) was also used as follows:

90% - 100% = Very good

80% - 89% = Good

65% - 79% = Enough

55% - 64% = Sufficient

Less than 55% = Insufficient

Moreover, to get the average score, the reseacher also used a formula suggested by Brown (1987) as follows:

$$\text{Mean } \bar{x} = \frac{\sum fx}{\sum N}$$

Where \sum means 'the sum of the students' and n means 'the total number of students'. The data from the questionnaire were analyzed descriptively the formula suggested by Sugiono (2007, p. 43):

$$P = \frac{F}{n} \times 100$$

P = Percentage

F = Frequency of respondent

N = Number of sample

The data from questionnaire were also analyzed by using the criteria proposed by Sugiono (2016, p. 93) as follows:

1. 3,3 – 4.0 = Strongly Agree
2. 2.5 – 3,2 = Agree
3. 1,7 – 2,4 = Disagree
4. 0 – 1,6 = Strongly Disagree

Reflection

Reflection was aimed to see whether the researcher's previous plan of action needed to be developed, re-established, or revised. The decision of doing reflection was decided based on either the result of the observation that had done during the process of the teaching or the result of the test that had conducted in each cycle. If the results of test still showed the unexpected result of below the criteria set in the successful indicator. Then, the researcher would write a revised plan and continue to the next cycle.

The Result of Observation

In the research findings, there were the teacher's observation and the students' observation. The teacher's and the students' observation sheet were conducted to know how the teacher's and the students' performance in teaching reading process. In Cycle 1, the result of observations made by the observer in the teacher' activity was 70%. The teachers did not get good score because the students are not serious and passive in the classroom. The result of observation in the students' activity was 68.33% which is in enough criteria. The student did not divide information about the text because the students could not understand about the text and were not familiar with Constructivism Model so the students obtained the low score.

Conversely, the researcher had prepared her material and repaired her teaching for lesson plan in Cycle 2. She received the good score because she was able to teach by implementing Constructivism Model in the classroom. As a consequence, the students' activity received the good score because they are more serious and active in the learning process. The result of observation in teacher's activity was 91.42% and for the observation in the students' activity was 93.33% which is in very good criteria.

The Result of Questionnaire

In the result of questionnaire, there was improvement toward the students' response on the implementing of the Constructivism Model. They gave the good response and enjoyed the learning by using the Constructivism Model. The students' response was the "Strongly Agree" dominantly appeared in the questionnaires. The students' response of the result of questionnaire: (1) the mean score of the factor 'studying happily' was 3.50 in strongly agree criteria, (2) the mean score of the factor 'motivation of studying' was 3.33 in agree criteria, (3) the mean score of the factor 'helpful in finishing task' was 3.28 in strongly agree criteria, (4) the mean score of the factor 'encouragement in self-confident' was 3.40 in strongly agree criteria, and (5) the mean score of the factor 'being active and learning' was 3.50 in strongly agree criteria.

The Result of the Test

The result of the students' reading mastery could be seen through the test result. In this case, the researcher could see directly when the teaching learning process happened. The test result was taken from the result of the students' answer sheet. The amounts of questions were 5 questions where each question score is about 20 points. Then, if the students could answer all of the questions, the students would get a complete score or 100. The test result that was obtained was not good yet. The average score was about 75. When it was calculated by the number of the questions, the students' average score was still low. The researcher found that the students' score of Cycle 1 was 66.85. This score was the result of the students' score in answering reading comprehension. Meanwhile, the criterion of success that was set by the researcher was 80. Consequently, the result of reading test in cycle 1 did not succeed yet.

After teaching process in Cycle 2, the researcher held the test. The researcher found that the students' score of Cycle 2 was 84.25. The test showed that the students' score increased in reading skill. Thus, the researcher concluded that the Constructivism Model could improve the students' reading ability.

Discussion

The data showed that the students got progress in learning reading by using Constructivism Model. Since this research was conducted in two cycles, then there were three meetings of each cycle. So, the total meetings were six meetings. Importantly, the students received the low score because they were not serious and passive in the class. It is based on the results of observation in Cycle 1. Then, the result of observations made by the observer showed that the teacher' activities in the first cycle was 70% and the result observations of students' activities was 68.33%. Both percentages were in enough criteria. In contrast, in the cycle 2, the students were more serious and active in learning through Constructivism Model so the result of observations made by the observer showed that the teacher' activity in the second cycle was 91.42% and the result observation of students' activities was 93.33%. Both are in very good criteria.

Moreover, the results of questionnaires showed that the students had the positive responses toward the use of Constructivism Model in reading skill because all of the students liked and enjoyed in teaching learning process by using the Constructivism Model. The researcher divided the 10 questions of the questionnaire into five factor: (1) studying happily, (2) motivation in studying, (3) helpful in finishing task, (4) encouragement in self-confident, and (5) being active in learning.

Based on these five factors, the researcher elaborated the students' response result of the questionnaire: (1) the mean score of the factor 'studying happily' was 3.50 in strongly agree criteria, (2) the mean score of the factor 'motivation of studying' was 3.33 in agree criteria, (3) the mean score of the factor 'helpful in finishing task' was 3.28 in strongly agree criteria, (4) the mean score of the factor 'encouragement in self-confident' was 3.40 in strongly agree criteria, and (5) the mean score of the factor 'being active and learning' was 3.50 in strongly agree criteria.

Furthermore, the result of the test in the Cycle 1 was 66.85. In fact, this score did not meet the criteria of success. So, the result of the test

in Cycle 1 was unsuccessful. Hence, the researcher continued the second cycle. Therefore, the result of test for Cycle 2 was 84.25. This score met the criteria of success, because the average score of the students was 85. Finally, the researcher stopped the research.

After performing two cycles of the implementation, the data analysis toward the students' ability in reading skill showed that the Constructivism Model is applicable for the second year's students of MAS Al Zahrah. The model can improve the students' reading ability, so the implementation of Constructivism Model in teaching reading was successful.

CONCLUSIONS AND SUGGESTION

Firstly, the implementation of Constructivism Model in reading class was effective to overcome the researcher's and the student's problem in teaching reading skill. The result of observation in the teacher's activity was 91.42%. Then, the observation in the students' activity was 93.33% which is in very good criteria. Secondly, based on the results of questionnaire, there was improvement toward the students' response on the implementing the Constructivism Model. They gave the good response and enjoyed the learning by using the Constructivism Model. The researcher elaborated the students' response result of the questionnaire: (1) the mean score of the factor 'studying happily' was 3.50 in strongly agree criteria, (2) the mean score of the factor 'motivation of studying' was 3.33 in agree criteria, (3) the mean score of the factor 'helpful in finishing task' was 3.28 in strongly agree criteria, (4) the mean score of the factor 'encouragement in self-confident' was 3.40 in strongly agree criteria, and (5) the mean score of the factor 'being active and learning' was 3.50 in strongly agree criteria. Thirdly, the result of test, the researcher found that the students' score of Cycle 1 was 66.85 and in Cycle 2 was 84.25. The test showed that students' score increased in reading skill. Thus, the researcher concluded that the Constructivism Model could improve the students' reading ability.

Suggestions

After providing some conclusions, the researcher would like to make some suggestions. It was proved that the implementation of Constructivism Model in reading class was one of good teaching techniques in learning reading comprehension. The students could

improve their reading comprehension and their participation in learning. Besides that, the researcher as English teacher could improve her teaching quality by implementing this model. By using the Constructivism Model as a teaching model can overcome the problems encountered in reading class. The model is designed to help the students to understand and to comprehend about the text material based on their real-life situation. This model gives the positive response for students in improving the students' reading skill as well. It is also recommended that the teacher conduct classroom action research as one of the efforts to improve the quality of the teaching learning performance. Moreover, The reseacher suggested to teacher to explain clearly about Constructivism Model in reading before applying this model in order to get students attention and participant. The teacher has to be able to choose interesting title about report text in order to make the students easier in understanding, classifying and describing thing or information in passage.

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