



Increasing Student's Reading Comprehension Achievement using P2R Techniques through Short Stories

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ABSTRACT

Reading is a very important skill for students because by strengthening reading skills, students will experience more significant progress and development in all other areas of learning. South Sumatra Province is ranked 30th with a score of 55.51 in the overall list of provinces in the medium category. It can be said that the level of interest in reading in South Sumatra is still relatively low compared to other provinces. The aim of this research is to find out whether short stories can improve students' reading comprehension at SMP Negeri 54 Palembang and whether the application of the P2R technique is able to improve students' reading ability at SMP Negeri 54 Palembang. In this case, the researcher will use qualitative data and quantitative data in this action research. The research sample consisted of 65 students consisting of class VIII. 3 32 students and class VIII.10 33 students. The research results show that short story media can improve students' reading abilities in junior high school. Using appropriate techniques and choosing the right techniques can increase students' interest in learning and ultimately improve student learning achievement. The application of the P2R technique can improve junior high school students' reading abilities. The increase in short story reading test results using the P2R technique was followed by changes in student behavior. In the pre-test there were still some students who showed negative behavior.

Keywords:

Reading Comprehension, P2r Techniques, short stories.

1. Introduction

Indonesia is now facing new challenges in entering the era of globalization. On the other hand, internal problems also come and go, where critical problems also often occur, giving rise to a desire to make improvements in all fields, including education. This is because education is one of the supra-system components in development that can produce quality human resources. Dessler (2017) described human resource as the people who are responsible in managing an entity to achieve its goals. To achieve the high-quality human, it is necessary to organize the education system as a whole, especially regarding the quality of education, one of which is reading. Reading is a foundational ability that enables individuals to expand their access in acquiring knowledge and promote long-term individual development (Stanovich, 1998). Reading is an activity full of benefits that does not take up much time, energy, and excessive sacrifice. In essence, reading is a process of combining information and finding the meaning contained in reading material formed in text (Nunan, 2003). In the current era of globalization, information sharing is conveyed through various media such as the internet, newspapers, magazines, novel, narrative text, and short

story. Reading is an essential ability for learners because by strengthening reading skills, learners will make more significant progress and development in all other areas of learning (Nunan, 2003). Through reading, students can explore their talents and potential, stimulate their reasoning ability, practice concentration, and increase school achievement. Nowadays, understanding as an active process is needed when listening to information from various media. Therefore, reading skills are an important factor that influences the quality of education and the quality of a person's life into adulthood. Skilled readers are lifelong learners. Low reading skills result in low student achievement in other subjects as well as critical thinking, creative, communicative abilities, ability to collaborate and problem solving abilities (Nunan, 2003).

Based on the data from The United Nations Educational, Scientific and Cultural Organization (UNESCO), the reading interest of the Indonesian people is very concerning, with only 0.001%. This means that out of 1,000 Indonesians, only 1 person is an avid reader. The reading ability of students in Indonesia with an average score obtained is 371 out of 500 international average scores. The selection of learning media and learning strategies is one of the reasonable choices as a solution to the problems that accompany the reality of students' lack of interest in actively participating in the English learning process, especially literary materials with reading skills. Wolf (2018) mentioned that the choice of media could significantly affect readers' reading comprehension and motivation. Emphasizing the purpose of understanding, absorption and acquisition of impressions and messages or ideas that are express, a student must be able to recognize word for word, understanding groups of words/phrases, clauses, sentences or text as a whole so that students can be said to be capable of reading. Without good reading skills, students cannot understand the learning process and the material being taught.

Reading short stories is one of the literary works that has a place in the National Curriculum based on Permendikbud No. 24 of 2016 concerning Core Competencies and Basic Competencies Subjects in the 2013 Curriculum in Elementary and Secondary Education. Reading short stories is one of the basic competencies that are part of the competency standards for language skills at the Junior High School (SMP) Education Unit Level Curriculum (KTSP). In learning to read short stories, students are expected to be able to understand the expressions or feelings of the author or writer and be able to determine the intrinsic elements of short stories correctly. Short story is an effective tool for teaching and learning because it offers an engaging and straightforward narrative that can capture 11 students' attention and focus during the process of teaching and learning (Ceylan, 2016 and Rodrigues, 2017; Jeni, 2020). Therefore, short stories as an alternative medium in learning are expected to be able to change the character of students to become better.

The Preview, Read Actively, Review (P2R) technique is one of the technique that can help students in reading comprehension. Blerkom (2008) stated in his analysis that Preview, Read Actively, Review (P2R) technique is an effective technique to engage students in learning English process by increasing readers' attention and focus in a structured way. Hence, this technique helps students to improve their understanding in English especially in written text. The P2R technique in a learning technique can be carried out by researchers in teaching reading short stories (Blerkom,

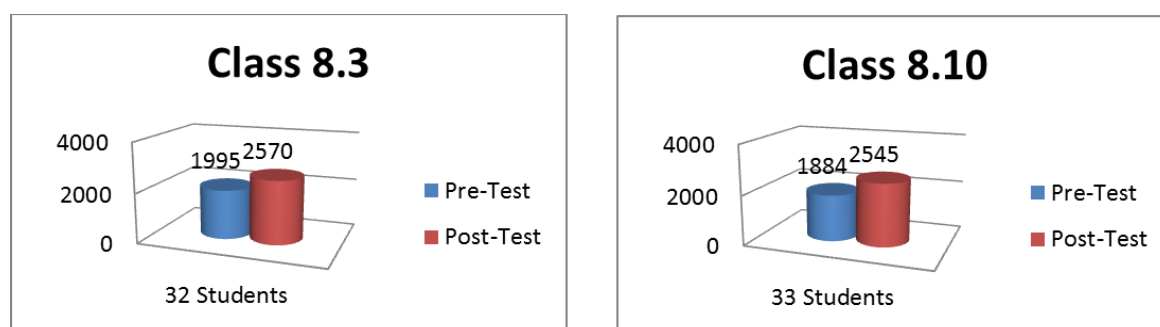
2008). The P2R technique is a technique used by researchers to examine student's reading short story. Therefore, the authors are interested in conducting research related to the ability to read short stories in students using the P2R technique. SMP Negeri 54 was the location chosen as the research location because it met the researcher's criteria for conducting the research. The school has problems with students' interest in reading. Therefore, the researcher seeks out whether short stories are able can Improve Students' Reading Comprehension at SMP Negeri 54 Palembang and is the application 6 of the P2R technique able to improve students' reading ability at SMP Negeri 54 Palembang.

2. Methods

The two types of research methods most frequently utilized by researchers are qualitative and quantitative. The researcher employed documentation and observation as instruments for data collection, and the data were transformed into transcripts, which is normally indicative of the qualitative approach, hence the qualitative method predominated the research technique in this study. Numbers and a percentage as the outcome, which are normally traits of a quantitative technique, were also utilized in this study. The subjects in this study were students of SMP Negeri 54 Palembang who are in grade 8.3 and grade 8.10 and read short stories using the P2R technique. The authors used several techniques. They were test, observation and documentation. The test measured students' ability to read short stories, both before and after the action was taken then Observation was carried out as an effort to record all events and activities that occurred during the action and then Documents were recorded of events that had passed which could be in the form of writing, pictures, or monumental worked of a person. Statistical Product and Service Analysis (SPSS) or other quantitative data analysis technique a computer application software called solution utilized to carry out statistical computations.

3. Result

Descriptive data is a description of the data used in a study. In testing the description of this data, the researcher found out the description or condition of the respondents who were the samples in this study. From data collection for class 8.3 (32 students) and class 8.10 (33 students) with a total of 65 students. The result of pre-test and post-test between class 8.3 and 8.10 can be seen on the graphs below:



Based on the graph, it is showed that the total score of pre-test in the class 8.3 is 1995, while the highest is 90, and the lowest is 35. Compare to the total score of post-

test is 2570, while the highest was 100, and the lowest was 70. Therefore, the total score of pre-test in the class 8.10 is 1884, while the highest was 85, and the lowest was 20. Compare to the total score of post-test is 2545, while the highest was 100, and the lowest was 60. Based on the data obtained in the pre-test, there were many students who did not pass the graduated standard (SKL), on the score obtained, or the score obtained < 70 while there were 27 students who did not pass the graduated standard (SKL) minimum score of 75.

The results of observations made by the researcher with the help of subject teachers during research on reading short stories using the P2R technique can be seen in the table below:

Table 1. Pre Test Observation Results of Class 8.3

No	Observation Aspect	Frequency		Percentage (%)	
		G	NG	G	ND
1	Student's activeness during the learning process	20	12	62.5	37.5
2	Student's attitude towards technique and leaning technique	22	10	68.75	31.25
3	Student's aenthusiasm in leaning process	28	4	87.5	12.5
4	Student's attitude towards reading text	18	14	56.25	43.75
5	Student's activeness in group work	20	12	62.5	37.5
6	Student's cooperation in determining andwriting paragraph main ideas contained in the reading text	19	13	59.38	40.6
7	Student's cooperation in unifying group opinion	18	14	56.25	43.75
8	Student's skills in presenting group Interpretations results	23	9	71.87	28.12
9	Student's activeness in responding work result	22	10	68.75	31.25
10	Student's seriousness in doing questions	20	10	68.75	31.25

Indicator G = Good NG = Not Good

Most class 8.3 students demonstrated good engagement in learning to read short stories. The data indicates that 62.5% were actively participating, while 37.5% were less involved. Regarding learning techniques, 68.75% favored them, while 31.25% faced challenges. Enthusiasm for reading short stories was high at 87.5%, with 12.5% showing less interest due to difficulties. In terms of reading texts, 56.25% were interested, and 43.75% were less engaged.

In the learning activities, the majority of students were active. About 59.38% were enthusiastic about identifying main ideas, and 62.5% actively participated in discussions. Student cooperation in forming unified opinions was at 56.25%, while the skills for this task were also at 56.25%. When responding to other groups' opinions, 68.75% of students were actively engaged. Working on questions was taken seriously by 68.75%, while 31.25% still struggled with identifying main ideas and summarizing reading content.

Table 2. Pre Test Observation Results of Class 8.10

No	Observation Aspect	Frequency		Percentage(%)	
		G	NG	G	ND
1	Student's activeness during the learning process	20	13	60.60	39.39

2	Student's attitude towards technique and leaning technique	18	15	54.54	45.45
3	Student's aenthusiasm in leaning process	22	11	66.66	33.33
4	Student's attitude towards reading text	18	15	54.54	45.45
5	Student's activeness in group work	18	15	54.54	45.45
6	Student's cooperation in determining and writing paragraph main ideas contained in the reading text	18	15	54.54	45.45
7	Student's cooperation in unifying group opinion	18	15	54.54	45.45
8	Student's skills in presenting group Interpretations results	23	10	69.69	30.30
9	Student's activeness in responding work result	23	10	69.69	30.30
10	Student's seriousness in doing questions	18	15	54.54	45.45

Indicator G = Good NG = Not Good

Most class 8.10 students effectively embraced the process of learning to read short stories. Data reveals that 60.60% were actively participating, while 39.39% were less engaged. Regarding learning techniques, 54.54% liked them, while 45.45% faced difficulties. Enthusiasm for reading short stories was at 66.66%, with 33.33% showing less interest due to comprehension challenges. In terms of reading texts, 54.54% were interested, and 45.45% were less engaged.

In learning activities, the majority of students were active. About 66.66% were enthusiastic about identifying main ideas, and 54.54% actively participated in discussions. Student cooperation in forming unified opinions and skills in unifying opinions during discussions were both at 54.54%. Responding to other groups' opinions saw 69.69% activeness, indicating strong engagement during interpretations. Seriousness in working on questions was observed in 54.54% of students, while 45.45% still struggled with identifying main ideas and summarizing reading content.

Table 3. Post Test Observation Results of Class 8.3

No	Observation Aspect	Frequency		Percentage(%)	
		G	NG	G	ND
1	Student's activeness during the learning process	26	6	81.25	18.75
2	Student's attitude towards technique and leaning technique	26	6	81.25	18.75
3	Student's aenthusiasm in leaning process	30	3	93.75	9.38
4	Student's attitude towards reading text	25	7	78.13	21.88
5	Student's activeness in group work	26	6	81.25	18.75
6	Student's cooperation in determining and writing paragraph main ideas contained in the reading text	30	2	93.75	6.25
7	Student's cooperation in unifying group opinion	29	3	90.63	9.38
8	Student's skills in presenting group Interpretations results	26	6	81.25	18.75
9	Student's activeness in responding work result	26	6	81.25	18.75
10	Student's seriousness in doing questions	30	2	93.75	6.25

Indicator G = Good NG = Not Good

Most students effectively adopted the P2R technique in learning to read short stories. Data indicates that 81.25% were actively participating, with 18.75% less engaged. Regarding learning techniques, 81.25% liked them, while 18.75% faced difficulties. Enthusiasm for learning to read short stories was high at 93.75%, with 9.37% showing less interest due to comprehension challenges. In terms of reading texts, 78.13% were interested, and 21.87% were less engaged.

In learning activities, the majority of students were active. About 81.25% were enthusiastic about finding difficult words and constructing sentences in the reading text. Activeness in discussing was at 93.75%, collaboration in unifying opinions at 90.63%, and skills in presenting group interpretations at 81.25%. Responding to other groups' opinions saw 81.25% activeness, indicating strong engagement during interpretations.

Seriousness in working on questions was observed in 93.75% of students, while 6.2% still struggled with finding difficult words and summarizing reading content.

Table 4. Post Test Observation Results of Class 8.10

No	Observation Aspect	Frequency		Percentage(%)	
		G	NG	G	ND
1	Student's activeness during the learning process	27	6	81.22	18.18
2	Student's attitude towards technique and leaning technique	27	6	81.22	18.18
3	Student's aenthusiasm in leaning process	31	3	93.94	9.09
4	Student's attitude towards reading text	26	7	78.79	21.21
5	Student's activeness in group work	27	6	81.82	81.82
6	Student's cooperation in determining andwriting paragraph main ideas contained in the reading text	31	2	93.94	6.06
7	Student's cooperation in unifying group opinion	30	3	90.91	9.09
8	Student's skills in presenting group Interpretations results	27	6	81.82	18.18
9	Student's activeness in responding work result	27	6	81.82	18.18
10	Student's seriousness in doing questions	31	2	81.82	6.06

Indicator G = Good NG = Not Good

In the process of learning to read short stories using the P2R technique, most class 8.10 students demonstrated strong engagement. Existing data shows that 81.82% were active participants, with 18.18% less involved. Students' attitudes toward learning techniques were positive for 81.82%, while 18.18% faced difficulties. Enthusiasm for learning to read short stories was high at 93.94%, with 9.09% showing less interest. Regarding reading texts, 78.79% were interested, and 21.21% were less engaged.

In learning activities, the majority of students were active. About 93.94% were enthusiastic about finding difficult words and constructing sentences in the reading text. Activeness in discussing was at 81.82%, collaboration in unifying opinions at 90.6%, and skills in presenting group interpretations at 81.2%. Responding to other groups' opinions saw 81.82% activeness, indicating strong engagement during interpretations. Seriousness in working on questions was observed in 81.82% of

students, while 6.06% still struggled with finding difficult words and summarizing reading content.

4. Discussion

This study delves into the nuanced interpretations derived from both Pre Test and Post Test results, which encompass a comprehensive range of test and non-test data. Test results are focused on discerning the quantitative measure of students' scores in the process of learning to read short stories. Meanwhile, non-test interpretations draw upon a rich array of qualitative data sources, including observational insights, teacher and student journals, interviews, sociometry analyses, and even photo documentation. The amalgamation of these findings from the two cycles serves as a robust foundation for understanding the improvement in short story reading skills achieved through the application of the P2R technique and the concurrent shifts in student behavior during the learning process.

In the intricate process of data acquisition, interviews and observations were conducted with subject teachers prior to the commencement of the research. The Pre Test phase brought to light the students' foundational abilities, revealing an average score of 59.3. This initial assessment underscored a prevalent sense of confusion among students, coupled with negative behavioral patterns in approaching the learning of short stories. Subsequent adjustments and refinements were made in the course of the research action, leading to a positive transformation in students' behavior. This positive shift was mirrored in the increased short story reading test scores observed not only in the Post Test but also in the Pre Test, indicating a notable enhancement in students' competence throughout the entire learning process of reading short stories with the aid of the P2R technique.

There are several factors for the low reading ability of students in grades 8.3 and 8.10 before using the P2R technique, which are:

1. Lack of Self-Motivation to Take Part in Learning

Children often lack motivation to learn, pay less attention to what the teacher explains, often do not focus on learning, and children are lazy to complete assignments given by the teacher.

2. Lack of Interest in Learning to Read and Write

Children's interest in participating in learning to read and write is very lacking. When the teacher explains, sometimes they do not pay attention, and even if the teacher invites them to study in the library, children often disappear with the excuse of going to the toilet.

3. Lack of Support from Parents

Lack of support from parents means that parents always demand that their children can read and write fluently and that their children should not be punished. In addition, it is also rare for parents to guide their children to repeat learning at home and teach them to read and write.

4. Influence from Friends

The influence of classmates greatly influences the child's learning process, especially with peers. When the teacher explains, their peers often invite them to chat or play in the classroom so that their focus on learning is reduced.

5. Conclusion

Based on the findings of the study, it is possible to draw the conclusion that students' reading comprehension may be improved by applying P2R techniques through short stories, and that this can help students meet success requirements for their reading scores. Researchers can encourage students to feel joyful, interested, and passionate about English classes by using the P2R approach to teach reading.

According to the observation document completed by the cooperating teacher, He indicated that using this method might ensure that students are interested and aid in their comprehension of short tale materials.

Conclusions from the research's results and interpretations are provided in this chapter, along with recommendations for more study, potential research limitations, and closing remarks. The findings, field observations, and conclusions are covered in this chapter.

Reading comprehension in junior high school pupils can be raised by using short tales as a medium. Students' interest in studying may be increased by using the proper approaches and making the correct choices, which will ultimately boost student performance. Students in junior high school can read more fluently by using the P2R approach. Student behavior adjustments were made as a result of the improvement in short story reading test scores utilizing the P2R approach. throughout the Pre Test, a few students still exhibited unfavorable behaviors, including a lack of interest in studying, failure to pay attention to the teacher's explanations, chatting throughout class, and even dozing off. The post-test, however, revealed a more beneficial shift in student behavior.

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