

UTILIZING NEWS TEXT DEVELOPMENT IN TEACHING READING: A CASE AT ENGLISH COURSE FOR PUBLIC RELATION OF UNIVERSITAS BINA SARANA INFORMATIKA

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Abstract

This research sought to develop a pattern of reading teaching in the English for Public Relations course. The development of the pattern is reflected in the reading exercise pattern using news text media. This certainly will arouse the curiosity of the participants, compared to the pattern of practice materializing formal texts or even reading texts with outdated themes. This research used qualitative methods and content analysis. There were thirty students who participated in this research. This results revealed that the use of news texts that are more casual in nature certainly can be used as a benchmark for students' reading skills, especially in honing the scanning and skimming skills they have learned before. It is expected that there is an improvement in terms of the students' reading speed and comprehension.

Keywords: *text, news, reading, comprehension, scanning, skimming, English teaching*

INTRODUCTION

The low interest in reading in Indonesia is certainly a challenge for teachers especially those who teach subjects or reading themes. Referring to the 2017 national library research reported by *Kompas.com* March 26 2018, it was said that the average Indonesian is only able to read books 3-4 days per week with a reading duration of about 30-5 minutes. This is what then becomes the benchmark of the lecturers of subjects or reading lessons in conquering the students in the class, especially if the reading text used is English text. If the mother tongue text is so low in interest, especially if the reading

text is used in a foreign language. That challenge is then what researchers want to review and develop the translation, so that other instructors can be inspired by what researchers have done in the short research that the researchers describe in this journal.

The increased interest in reading subjects researchers did in the English for Public Relation class precisely in class 41.3A.12, Department of Public Relations, Faculty of Communication and Language, Bina Sarana Informatika University. In addition to English-language texts, classes that are not in the language department are also another challenge researchers must face in attracting students' interest in

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undergoing English-language reading courses in the odd semester ago.

Regarding what the researcher has explained above, the focus of this research is about the selection of texts and the way they are applied in reading during class. How to keep students who are not based on the language department can feel the pleasure of reading English-language texts is the target that researchers want to achieve, even though they are limited in terms of vocabulary and habits in English in everyday life.

According to Linse (2005: 69), reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed word and comprehend what we read. Or it can be said that reading is part of a skill that involves feeling and acquiring meaning from the printed word. In the process of reading, students should be proficient in translating the code and sounding the printed word and must also understand what is being read. Based on several definitions above, it can be concluded that reading is a process of understanding or enjoyment of reading texts that involve the process of thinking, reasoning and processing information, and observing writing visually by utilizing the ability to see (eyes) for the purpose of obtaining information.

Furthermore, Linse (2005: 71) also describes the purpose of reading into several points, some of which are:

- a. Reading for information, namely reading is done to get information that is useful to add insight and knowledge.
- b. Reading for pleasure, which is reading which is done to find pleasure.

In line with the discussion above, according to Tarigan (2008: 9) the main purpose of reading is to find and obtain information, including content, understanding the meaning of reading. Whereas according to Abidin (2010: 9), in principle the purpose of reading can be classified as follows:

1. Reading for knowledge, which is done to find various knowledge or information that is useful in order to develop insight and knowledge in a person.
2. Reading for product, which is done to bring financial benefits (business).
3. Reading for entertainment, which is reading that is done to get pleasure, freshness, and pleasure from reading material that is read.

Based on the explanation above, reading activities are very useful to increase the knowledge of students, especially in finding or exploring new knowledge about learning materials and outside the learning process. Therefore, lecturers are expected to guide students to master reading skills, through various methods, techniques, and reading strategies that are appropriate so that learning objectives can be carried out in accordance with expectations.

METHODOLOGY

In this study the researcher acts as the research instrument who conducts data collection, evaluates data quality, analyzes data and interprets data. The research that refers to qualitative research is presented descriptively, through the content analysis method (Bogdan and Biklen, in Emzir, 2010: 3) to reveal the news text used in teaching reading, and the advantages and disadvantages of applying news text in English teaching reading.

By applying qualitative methods and content analysis, researchers hope to be able to explain the benefits of the news text material which is used as an alternative object in English reading teaching. Every analysis carried out, observed through data and literature studies so that descriptive methods carried out through text studies can focus on the research objectives.

In this study the authors took a sample using purposive sampling technique, as Arikunto (2010: 183) describes, namely by taking the subject rather than based on strata, random or

regional but based on the existence of certain objectives, or can be said as sample determination techniques with certain considerations (Sugiyono, 2010: 85). That is, every subject taken from a population is deliberately chosen based on certain goals and considerations.

The design of this study also adapted the Classroom Action Research spiral system with the Hopkins model as seen in Figure 1.

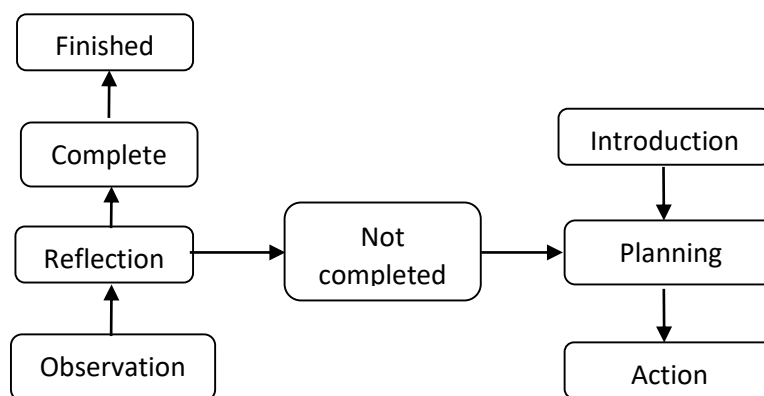


Figure 1. *PTK Design (adapted from Hopkins Model)*

This research was carried out in 2 cycles in accordance with the Hopkins model research design which began with preliminary actions then continued with planning, action, observation, and reflection. After reflection on cycle I, various corrective steps need to be taken to improve the results in cycle II.

The population in this study were 41.3A.12 grade students, Public Relations Department, Communication and Language Faculty, Bina Sarana Informatika University, odd semester, academic year 2018-2019. The class where the researcher conducts this research is a heterogeneous class with Basic English skills. As far as the researchers observed during several

meetings in the class, some students had mastered knowledge about Basic English. But in part, students can be said to be unfamiliar with Basic English (pre-Basic) knowledge.

The total number of students in this class is thirty participants, but at the time of the study, only seventeen participants attended the session. As seen in Figure 2, the students are divided into six groups. Each group is then given news texts from various sources and themes. The techniques used in reading activities involved skimming and scanning that they have learned before.

Scanning

Scanning is searching certain words at high speed. An example of scanning in everyday life is when someone searches for a telephone number in the Telephone Directory. To get Budi Sudarsono's telephone number, for example, a certain person does not have to open the book from parts A to Z. That person simply opens a page that contains names with the prefix B, then immediately searches for the name Budi. In tests, scanning is used for questions that ask the equations of certain words in the text with one of the words available in the answer option, so you don't have to read the text from beginning to end.

Skimming

Skimming can be defined as a skill to search for certain information quickly contained in a text. Skimming must be based on the ability to read quickly which is limited to the reading context. Before the practice begins, the researcher makes a special regulation, so that students feel challenged in conquering reading exercises in the English course. The regulation is arguably a formula that researchers design so that this research goes according to plan. The procedures are as follows:

1. After getting the news text, each group is asked to complete some instructions including topic, aims of the text, and specific information in the text.
2. After completing the three instructions with the news text that was first distributed, for groups that have already finished, they are then asked to exchange news texts with other groups that have also been completed. The news text exchange scheme between groups was conducted randomly, so that each group could read six variations of the news text that the researchers

shared. In addition, through the scheme researchers also hope to train students' habits in reading the diversity of the news texts they read and discuss, so that their insights into new vocabulary from each English language news text can be trained naturally.

RESULTS AND DISCUSSION

This study only runs briefly in one day, by applying 2 cycles, where the first cycle of the researcher is inserted at the beginning of the news text, and the researcher considers the next news text as an improvement cycle to get better results later, because researchers feel at the initial stage, some students still feel confused about the reading exercise model for this, so they need to adapt to the first cycle and evaluate it on each news text they get later, so that the results of the exercise with reading news text material alternately can be seen the results.

Table 1. *List of Student and Group Names*

No.	Initial	Group	Achievement
1.	IR	Group 1	4 Articles
2.	BI		
3.	DI		
4.	AA	Group 2	4 Articles
5.	EB		
6.	DA		
7.	DR	Group 3	4 Articles
8.	RD		
9.	FK		
10.	FF	Group 4	4 Articles
11.	WL		
12.	KD		
13.	AD	Group 5	3 Articles
14.	MN		
15.	LA		
16.	AR	Group 6	4 Articles
17.	YD		

From the Table 1 above, there is a diversity of student competencies in comprehending the various news available, in six groups and from the six available news texts, on average each group is only able to complete about 4 news articles only. This could be based on the diversity of news themes, the length of unbalanced news texts and the limited

vocabulary of the students, making each group take a long time to discuss each text.

From the Table 1 above, there is a diversity of student competencies in capturing various data they get from the news texts they read. The criteria is presented as follows:

Table 2. *Range of Student Score in UBSI FKB Jakarta*

	Score Range
A	80 – 100
B	68 – 79
C	56 – 67

Criteria for value A:

1. Students are able to complete six news texts presented.
2. Students can answer questions correctly and completely.

Criteria for value B:

1. Students are only able to complete at least four articles from a total of six available news texts
2. Students can answer the requested questions correctly and completely.

Criteria for value C:

1. Students are only able to complete about 3 news texts
2. Students can answer questions correctly and completely.

According to the criteria above, the six groups on average could not reach the A value, because the interrelationships between the texts and the continuous groups made the fastest ones hampered by the slowest, and vice versa. So that in the end only 5 groups were able to reach B scores, and only 1 group got a C.

CONCLUSION

The ability of each group to read news texts looks varied. There are groups that are fast in completing one news text, but some are very slow in understanding the text. Even so difficult, there are also groups that are very deep in the text, until finally they are too late and forget that there are other news texts that they should discuss later. Nevertheless, there are benefits of using news texts as follows:

1. The creation of a healthy atmosphere of competition, where each group looks enthusiastic to be the best and the fastest in completing the news text they get.
2. Make those who are lazy to read so want to read the news text they get. Because they realize that their time is limited so that each group member competes in producing the best report results.

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