

THE IMPLEMENTATION OF READING COMPREHENSION IN ENGLISH AT APPLE TREE PRESCHOOL MANADO

Anggriany Greis Mansaleo

ABSTRACT

This research aimed to improve the students' reading skills in English by using action learning strategy. This research was conducted by using media as well as alphabet picture or watching video. The subject of this research was apple tree preschool at age 3 to 5 years old. The objective of this research was to improve students reading skills in English by way of teach students how to pronounce a or b sound. This research was conducted in two cycles which each consists of planning, acting, observing and reflecting. The data were gathered through qualitative method. The result of this research showed that students will focus on decoding (reading) three-letter words arranged consonant, vowel, consonant (CVC words) for some time. They will learn other letter sounds, such as the consonants g, b, d, h and the remaining vowels e, o, u. Often, they will be given letter cards to put together to make CVC words which they will be asked to say out loud. Students will also learn about consonant clusters: two consonants located together in a word, such tr, cr, st, lk, pl. Children will learn to read a range of CCVC words (consonant, consonant, vowel, consonant) such as trap, stop, plan. They will also read a range of CVCC words (consonant, vowel, consonant, and consonant) such as milk, fast vowel digraphs. Students are then introduced to vowel digraphs. A digraph is two vowels that together make one sound such as: /oa/, /oo/, /ee/, /ai/. In other words, the students' ability in reading improved and became well in the first meeting to the next meeting.

Keywords: *Reading and Implementation*

INTRODUCTION

However, it is difficult for the people to communicate if they have different languages. That is why people need to have a universal language as a connector or facilitator and English regarded for it. Today, many people in the world are connected by using English in which English has been taught as a foreign language and it becomes one of the essential lessons at schools or educational institutions in Indonesia.

The teaching and learning of English is intended to mastery the language components (spelling, pronunciation, and structure) and language skills (listening, speaking, reading, and writing). The English teaching emphasizes the four language skills while the language components are taught to support the language skills. The objective of English teaching and learning is enable students to do English communication in both oral and reading forms. The students should learn in a good pattern to understand many materials that are published in English to face the globalization and information era.

People use the language to express their emotions, feelings, and ideas. No one will be able to communicate internationally without using English since almost of scientific books are reading in English. For that reason in Indonesia, English is the foreign language has been taught at the formal schools. Furthermore, the teaching of the language starts from the nursery and kindergarten.

The reading skill becomes very important in education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students, because the success of their study depends on the greater of their ability to read. If their reading is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have good ability in reading, they will have a better chance to success in their study.

Gordon Wain Wrieth (1990) Stated that reading is the process of constructing meaning through dynamic interaction among readers in written language, in line with the reading situation. It is clear that, reading is an important activity in any language class, not only as the source of information and pleasure but also as a means of consolidating and extending one's knowledge of a language.

Alton L. Raygor (1985) also stated that reading is the most emphasized in English teaching and learning process, quite simply, without solid reading second language readers cannot perform at levels they must succeed in reading defined reading as an active and smooth process that involves the reader and the reading material or text in order to construct the meaning.

Reading Comprehension

The Definition of Reading Comprehension

Reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer. Reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration. Comprehension includes recognizing and understanding a main idea and related details. A good recognized that many ideas are implied and he must read between the lines to get the full meaning.

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities when we read, we should be able to recall information afterwards. Meanwhile Jeannette Klingner (1993) stated that reading comparison is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. In reading their subject text books students frequently meet unknown words or phrases. For example, scanning heading and sub-heading, and skimming through text, can give an overview and set the scene. Using the index to a book and finding a word's initial occurrence could often lead to finding definition or explanation. This is the way to using for teach reading lesson.

Classroom is a small part of school environment; the classroom is top school activities. Whether or not an education program succeeded, it is started from the classroom.

The successful teaching learning process is influenced by many factors, namely environment, teachers, pupil and teaching learning process in the classroom, tools and situation of the evaluation.

Classes always consist of good students and weak students. These weak students sit in isolation as they lose confidence in their ability in learn English. Because nursery still always play when they wants to learn so, the teacher will divide the students in a groups at the learning centre it's be able to them for they study about reading. In the group they use the reading materials likes (Reading books, a b c jigsaw, object of the letters and sound of the letter) so, they will focus to read therefore it is believed to solve the problem.

Shy students who don't like speak in large class are more comfortable, speaking out in smaller group. Group members can complement each another strength and weakness in English each students has different background and ability in English, which they can bring to the group.

The English teachers are often faced with problem of students having good decoding skill but inadequate comprehension skill; they need to be able to successfully train students to use good technique, which provide students with the opportunity to reveal their independently-generated copying technique, thus, ensuring internalization of strategies, as well as sharing those techniques with other reader.

RESEARCH METHODOLOGY

Method and Reason

This Research is conducted by using Qualitative method because the data of the research in the form of contextual teaching to the students with textbook (Letters book), teaching about hand-signal and objects (Phonics) sounds of the letters and watch the video.

John Wiley and Sons (2015) explain that the definition and characteristic of qualitative is: Qualitative research method is a practical, comprehensive guide to the collection and presentation of qualitative data.

- a. Qualitative research analyzes data from direct fieldwork observation, in-depth, open-ended interviews, and written documents.
- b. Qualitative research is asks "Why" and "How" and the data is frequently complex and difficult to measure.

Setting and Schedule of Research

The research was carried out at Apple Tree Preschool Manado as the object of the observation and it located in Manado. Time of Research is scheduled at least 2 months starting from January 15th. The researcher asked permission to the school and began an observation on Monday, 15th January 2018. The research held on February 19th up to Mei 25th for twice meeting in a week. After doing the research in the classroom, the writer collected the data from post-test, and then the writer began to analyze them.

Technique of data Collection

In this research, the researcher uses the qualitative research approach, so the technique used to get the data which related to the teaching reading by the writer is doing test and question. The researcher doing the test and question, after six meetings in teaching reading in class by using discussion technique and another by using traditional strategy . The tests which consist of 20 items are used to measure the students' capability in reading comprehension skill.

Data Analysis

In analyzing data, the researcher uses qualitative approach. The result or finding data of conducting research will be described according to the phenomena taken from the field and synthesis the result of research.

Ary (2010:481) stated that data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted.

In this data analysis the researcher analyzes by teaching and reading in Apple Tree School consisting of the materials, activities, media evaluation, and student problems.

The result of the study by conducting the research based on the phenomena taken from the field and synthesis the result of research. The researchers want to find the teaching and learning to improve the student ability in reading. Besides, the researchers want to know how the student responses to the teaching and learning reading are.

The conclusion in qualitative research is a new discovery that can be an answer of the research problem. The conclusion is in the form of description of the object of this study. Finally, in this step the researcher can get the result and conclusion of the research.

Kind and Sources of Data

The sources of data including tree aspects: place, actor and activity. The place is a classroom in Apple Tree School. The actors were the students and the researcher as the home teacher. The activity is the process of teaching-learning English in Apple Tree Preschool Manado students.

RESULT AND DISCUSSION

Research Finding

Observation Process of teaching reading in Apple Tree Preschool. To find out the observation process of teaching reading in Apple Tree Preschool, the researcher observed one teacher while she taught in the class. Based on the data collection the researcher identified that the teacher greeted students and began to explain the lesson to the students then the researcher observes are they understood the lesson or not.

Teaching reading for nursery and kindergarten students must be differed from students in elementary school. Because they have different characteristic of psychological

background in the nursery students still need help and assistances from the teachers to help them for read. Peer approvals maybe considerably more important for the student than the attention of the teacher in which, for younger children is so crucial. It is important for considering their classmates as the motivation in deep learning of improving teaching learning process of reading.

Students must be encouraged to respond the text of the letter with the special sounds and they are able the situation with their own thoughts and experience, rather than just they answer the question and doing the abstract activities.

English teacher must give them tasks in which they are able to do rather than humiliating risk. In Apple Tree Preschool has curriculum how to teach for nursery and kindergarten. The teacher has to practice the lesson during running class when the teacher teaches well the students will understand the lesson better. The student will follow their schedule in the class and Apple Tree Preschool schedule belong to the class in Nursery and Kindergarten Class.

Table 1. 1. Nursery Class and Kindergarten Class

Day	Schedule	Hour
Monday	Phonics (Introduction of the letters with the objects)	9:30-10:00
Tuesday	Phonics (Special Sound of the letters with the objects)	10:00-11:00
Wednesday	Phonics (Study about the hand signals of the letters)	9:30-10:30
Thursday	Phonics (Reading the textbook or from the video reader)	10:30-11:15
Friday	Phonics (Spelling the letters and object and review all the lesson)	10:00-11:30

That is the schedule that the teacher gave to the students during class mate.

Process of Teaching in Apple Tree Preschool

Circle time (Discussion) in the class

Classroom is a small part of school environment; the classroom is the top of school activities. Whether or not an education program succeeded, it is started from the classroom. The successful teaching learning process is influenced by many factors, namely; environment, teachers, pupil and teaching learning process in the classroom tools and situation of the evaluation. In this part they have to set properly of their chairs and before they start the lesson the first teacher has to make the students feel enjoy before they start to learn.

The first is morning assembly it is asked the students to sings and play around fifteen-minutes after that, move in to the lesson but they have to spell all the lesson so it help them learn to read. Discussion technique has recently been at the focus of educational research and discussion technique is very simple to apply.

Classes always consist of good students and weak students. These weak students sit in isolation as they lose confidence in their ability in learn English. Because nursery still always play when they wants to learn so, the teacher will divide the students in a groups at

the learning center it's able to them to study about reading. In the group they use reading material like (Reading books, a b c jigsaw and objects of the letters) so, they will focus to read. Therefore, it's believed to help and solve the problem.

Implementation of the lesson

Suratno T (2012) Int. J. Lesson Learn. (196) the study started by discussing some problems according to the implementation of the lesson study, establishing the teaching materials, developing learning tools, defining the model teachers, conducting classroom activities, and reflecting by discussions. Implementation the lesson to the students is focus on their subject and object when they study, the teacher will ask the students to spell their lesson along the day of the lesson they study in the class. Observing comprehended is important for successful reading and teachers need to teach students to comprehend the text or information they read.

Early readers begin to pay attention to the details of print and know that printed letters and words represent the sounds and words of oral language. They learn how to substitute letters to make new words and how to break words into individual letters or sounds. The development of basic decoding and problem-solving skills and the acquisition of high-frequency words give meaning to their early reading efforts and support the development of fluency. Children at the early reading stage also rely on pictures, initial consonants, and other cues to support their reading and comprehension.

The best ways to teach reading

Teaching reading comprehension use by teachers can help to have better understanding on the text they read as well as in learning reading English. Students in Indonesia nursery, kindergarten and elementary school are normally with different levels and varying learning ability. Based on the research finding there some ways to teach English for the students' nursery such as:

The teachers used all letter with the objective and special sounds. Based on the result of the observation, there are some best ways for teaching reading for the nursery students when the researcher was doing this research. Those are:

Nursery Class

1. The teacher used some pictures that contain alphabetical letters Aa up to Zz. For example like the picture above. The teacher pronounces the letters which are referred to the object. Furthermore the teachers sounded the letters Aa referred to an ant, letters Bb referred Bear and the students repeat after the teacher. Teacher also using jigsaw (puzzle) for students learn about letter.
2. The second way is using telling story or book story. The teacher read the book in front of the students and then the students follow the teacher slowly in pronouncing again and again
3. The third way is the teachers teach them some songs after that the students follow the teachers and singing together.

4. The four ways is the teacher used some videos that contain reading so the teachers' lead the students to follow the sound through videos sounds.
5. The last ways is teacher use hands signals to teach students in the letter and to promote students skills in sight word

Kindergarten 1 (K1) Class

The best ways for K1 is

1. The teacher used short word such as ha, hi, hu, he, ho and short vowels example : a,e,i,o,u and the teacher pronouncing the short words after that the students follow the teacher again and again until the students can pronounce the words.
2. The teachers have to repeat the phonics (special sounds) of the letters.
3. Spelling every words that already write or read for example just on the picture :
4. Complete the students reading skill with their worksheet example :
5. In k1 they use also hands signal word but different with nursery in k1 they have to be fast when the using hands signal

The best way to make the students to be able to read is as follow:

For Nursery

After the teacher give the understanding for the students to read especially the students who already know how to read the letters, the teacher have to improve their reading skill by give them English text.

For Kindergarten (K1)

1. For Kindergarten (1) the teachers give the student's English text and the teacher lead the students to repeat the text again and again until they become able to read.
2. The second is teacher gives them understanding to read according to special sounds of the letters
3. The third the teachers give them English text that contain a conversation and the students read the conversation after that each students give feed back to the other students so the students follow the instruction to read the text.

Discussion

Based on the result above, now the researcher wants to discuss the best ways how to read for nursery and K1. In this research the activities in the class to be effective. The teacher has some best ways for the children how to read firstly; the teacher used some pictures that contain alphabetical letters Aa up to Zz. For example like the picture above the teachers pronouncing the letters which are referred to the object. Furthermore the teachers sounded the letters Aa referred to an ant, letters Bb referred Bear to and the students repeat after the teacher. Secondly, the teachers used telling story or book story. The teacher read the book in front of the students and then the students follow the teacher slowly in pronouncing again and again. Thirdly, the third way is the teachers teach them some songs after that the students follow the teachers and singing together. Fourthly, the teacher used some videos that contain reading so the teachers' lead the students to follow the sound through videos sounds.

Implementation of Sound of the letter for students reading (Phonics)

Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness the ability to hear, identify, and manipulate phonemes in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them. The goal of phonics is to enable beginning readers to decode new written words by sounding them out, or, in phonics terms, blending the sound-spelling patterns. Since it focuses on the spoken and written units within words, phonics is a sub lexical approach and, as a result, is often contrasted with whole language, a word-level-up philosophy for teaching reading. (<https://en.wikipedia.org/wiki/Phonics>).

Bruce, D.J (1964) stated that phonics is a method of teaching children to read by linking sounds (phonemes) and the symbols that represent them (graphemes, or letter groups).

Students then need to go from saying the individual sounds of each letter, to being able to blend the sounds and say the whole word. This can be a big step for many children and takes time. While children are learning to say the sounds of letters out loud, they will also begin to learn to write these letters (encoding). They will be taught where they need to start with each letter and how the letters need to be formed in relation to each other. Letters or (groups of letters) that represent phonemes are called graphemes words.

Students will focus on decoding (reading) three-letter words arranged consonant, vowel, consonant (CVC words) for some time. They will learn other letter sounds, such as the consonants g, b, d, h and the remaining vowels e, o, u. Often, they will be given letter cards to put together to make CVC words which they will be asked to say out loud.

Students will also learn about consonant clusters: two consonants located together in a word, such tr, cr, st, lk, pl. Children will learn to read a range of CCVC words (consonant, consonant, vowel, consonant) such as trap, stop, plan. They will also read a range of CVCC words (consonant, vowel, consonant, and consonant) such as milk, fast vowel digraphs.

Students are then introduced to vowel digraphs. A digraph is two vowels that together make one sound such as: /oa/, /oo/, /ee/, /ai/. They will move into sounding out words such as deer, hair, boat, etc. and will be taught about split digraphs (or 'magic e'). They will also start to read words combining vowel digraphs with consonant clusters, such as: train, groan and stool learning step 6: consonant digraphs.

Implementation of Vowels (Long and Short Vowels) for Kindergarten I

- Short vowels are the five single letter vowels, a, e, i, o, and u, when they produce the sounds /æ/ as in cat, /ɛ/ as in bet, /ɪ/ as in sit, /ɒ/ or /ɑ/ as in hot, and /ʌ/ as in cup. The term "short vowel" is historical and meant that at one time (in Middle English) these vowels were pronounced for a particularly short period of time; currently, it means just that they are not diphthongs like the long vowels.
- Long vowels have the same sound as the names of the vowels, such as /eɪ/ in bay, /i:/ in bee, /aɪ/ in mine, /oʊ/ in no, and /ju:/ in use. The way that educators use the term "long vowels" differs from the way in which linguists use this term. Careful educators use

the term "long vowel letters" or "long vowels", not "long vowel sounds", since four of the five long vowels (long vowel letters) in fact represent combinations of sounds (a, i, o, and u i.e. /eɪ/ in bay, /aɪ/ in mine, /oo/ in no, and /ju:/ in use) and only one consists of a single vowel sound that is long (/i:/ in bee), which is how linguists use the term. In classrooms, long vowels are taught as having "the same sounds as the names of the letters".

- Teachers teach the children that a long vowel "says" its name.
https://en.wikipedia.org/wiki/Vowel_length.

CONCLUSION AND SUGGESTION

Conclusion

It can be concluded that there are some ways how to teach the nursery students and kindergarten as follow:

1. The normally process of English teaching in Apple Tree Preschool Manado was more than 3 hours and five days in a week it's same for the nursery and kindergarten 1 but most teacher focus to the material of teaching because they have different material of teaching.
2. They're several problem English teaching in nursery level in Apple Tree student, they had speaking and reading delay, had less vocabulary because at home they are using Indonesia or Manado language also they less experience in English and in learn they got bored very quickly rather than kindergarten 1 because they should learn focus in English.
3. Suggestion
The researcher wants to suggest for the readers who want to make a similar research especially teaching the children. Thus, the suggestions are as follows:
The English teacher must be active to know what the student needed in the class especially to teach nursery classes and be creative to motivate student in learning English.

REFERENCES

- Alton L.Raygor. PhD, Robin D. Raygor Ph.D. Effective Reading ;Improving Reading Rates and Comprehension,(America,1985) p.22
- Ary (2010:481)pdf.
- Bos, C. S., & Vaughn, S. (2002). Strategies for teaching students with learning and behavior problems.
- Bruce, D.J 1964. An Analysis of word sound by young children. British Journal of Educational Psychology 34:158-170.
- Edwar Sapir (1884-1939)pdf .
- Gordon Wain wrigth, How to Read Faster and Recall More (Oxford: handbook 2007).P.37
- Hillsdale, N.J.: Erlbaum, 1977.Teaching the Process of Reading Comprehension. p.32
- (<https://en.wikipedia.org/wiki/Phonics>) 05 april 2019
- https://en.wikipedia.org/wiki/Vowel_length 21 May 2019
- John Wiley and Sons (2015) Qualitative Method/pdf

- Klingner Janneth, Teaching Reading Comprehension to Students with Learning Difficulties,(Guilford Press,2007).p.2
- Parson. P. David and Johnson, D. Dale. Teaching Reading Comprehension (Company,1978) p.8
- R.J. Spiro, B.C. Bruce, & W.F. Brewer(Eds.), Theoretical issues in reading comprehension.
- R.R Jordan.English For Academic purposes A guide and resource Book for Teachers, (Cambridge University Press Australia,1997).p.147
- Suratno T 2012 Int. J. Lesson Learn. Stud. 1 196.pdf
- Urbana: Universityof Illinois, Center for the Study of Reading, August 1980.A
- William S Gray, On their own in Reading, (Chicago: Scott, Foreman, and Company,1984),pp.35-37(River:1968:24).