

THE USING OF LANGUAGE EXPERIENCE APPROACH (LEA) IN IMPROVING THE STUDENTS' READING SKILLS

(A Classroom Action Research at SMA Swasta Nurul Ilmi Padangsidimpuan)

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ABSTRAK

Penelitian ini dilakukan oleh peneliti untuk mengetahui apakah penggunaan pendekatan pengalaman bahasa (LEA) signifikan dalam meningkatkan kemampuan membaca siswa pada kelas XI SMA Swasta Nurul Ilmi Padangsidimpuan atau tidak. Dalam penelitian ini, peneliti menggunakan sampel penelitian. Jumlah sampel sebanyak 30 siswa. Pendekatan penelitian ini adalah Penelitian Tindakan Kelas (PTK) sebagai instrumen pengumpulan data, peneliti menggunakan kuesioner untuk variabel X dan uji untuk variabel Y. Setelah mengumpulkan data yang dibutuhkan, langkah selanjutnya yang dilakukan oleh peneliti menghitung nilai rata-rata kemampuan membaca siswa dalam setiap siklus dengan menggunakan rumus Anas Sudijono. Kemudian peneliti menghitung persentase siswa yang telah lulus kriteria kelengkapan minimal (KKM) kemudian mengidentifikasi peningkatan nilai keterampilan membaca siswa sebelum dan sesudah menggunakan Language Experience Approach (LEA). Langkah selanjutnya adalah menguji hipotesis dengan menggunakan analisis statistik dalam hal ini Koefisien Korelasi Momentum Waktu Pearson (r_{XY}). Hasil data menunjukkan bahwa rata-rata skor kemampuan membaca siswa sebelum diajar dengan menggunakan Language Experience Approach (LEA) berada pada kategori rendah (67,83). Setelah menggunakan Pendekatan Pengalaman Bahasa (LEA), kemampuan membaca siswa meningkat menjadi kategori yang mampu. Hal itu bisa dilihat dari skor rata-rata siswa, yaitu 74,16 dan 80,83. Jumlah siswa yang telah lulus kriteria kelengkapan minimal (KKM) pada akhir siklus adalah 86,67%, artinya Pendekatan Pengalaman Bahasa (LEA) bagus untuk diterapkan dalam meningkatkan kemampuan membaca siswa. Melalui analisis data yang terkumpul, diperoleh nilai korelasi antara variabel (r_{XY}) yaitu 0,77. Dengan mengkonsultasikan nilai pada tabel interpretasi yang diberikan sebelumnya, diketahui bahwa nilainya dapat dikategorikan ke dalam kategori korelasi tinggi. Artinya penggunaan pendekatan pengalaman bahasa (LEA) signifikan dalam meningkatkan kemampuan membaca siswa pada kelas XI SMA Swasta Nurul Ilmi Padangsidimpuan, dan hipotesis utama penelitian ini diterima.

Kata Kunci : Pendekatan Pengalaman Bahasa, kemampuan membaca

ABSTRACT

This research is conducted by the researcher in order to know whether there is a significant of using Language Experience Approach (LEA) in improving the students' reading skills to the eleventh grade of SMA Swasta Nurul 'Ilmi Padangsidimpuan or not. In this research, the researcher applies the sample of research. The number of sample is 30 students. The Approach of this research is Classroom Action Research (CAR) as an instrument for collecting the data, the researcher uses the

questionnaires for variable X and the test for variable Y. After collecting the needed data, the next step which is done by the researcher is calculating the mean score of the students' reading skills in each cycle by using the formula of Anas Sudijono. Then the researcher calculates the percentage of students who have passed the minimal completeness criteria (KKM) then identifies the improvement of the students' reading skills score before and after using the Language Experience Approach (LEA). The next step is testing the hypothesis by using the statistical analysis in this case the Pearson's Product Moment Correlation Coefficient (r_{XY}). The result of the data shows that the mean score of the students' reading skills before they are taught by using the Language Experience Approach (LEA) is in low category (67.83). After using the Language Experience Approach (LEA), the students' reading skills have been improved up to capable category. It can be seen from the students' mean score, they are 74.16 and 80.83. The total of the students who have passed the minimal completeness criteria (KKM) in the end of cycle is 86.67%, it means that the Language Experience Approach (LEA) is good to be applied in improving the students' reading skills. Through the analysis of the collected data, it has been got that the value of correlation between variables (r_{XY}) is 0.77. By consulting the value to the table of interpretation given before, it is known that the value can be categorized into the high correlation category. It means that there is a significant use of language experience approach (LEA) in improving the students' reading skills to the eleventh grade of SMA Swasta Nurul 'Ilmi Padangsidempuan, and the hypothesis of this research is accepted.

Keywords : Language Experience Approach (LEA), reading skills

I. INTRODUCTION

Language is the most important aspect in the life of all beings. Language used to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture.

Reading is one of four language skills. This skill is one of the main points to master English well, because many profits that we can get from it. Reading can add our insight. It can give us information about everything in this world. By reading, we can be rich with knowledge from nothing to something. It is necessary for the students to master of reading, because many books as the source of knowledge are written in English. In fact, 60% of national examination text is the reading text. Even now, our country has entered the free market from countries that use English to purchase transaction. In Indonesian curriculum, learning English is developing the ability to communicate in English in the form of reading or spoken. For Senior High School students, they are

expected to be able to read recount, descriptive, narrative, report, news item, etc. To get the purposes of reading, the approach that used must match with the purpose, because the approach chosen is so certainly to success the purpose of reading, so students can evolve their reading skill.

Many efforts have been done by teacher to improving the students' reading skill, it could be in the form of reading news, short story and poetry, but in fact in Senior High School so many students are still lazy and feel boring when their teacher ask them to read, they poor motivation in reading, so it makes problem for them to get high score in reading activity. Because students read only when they ask to read, when they read, they not find information, they not know what they read means, they not understand what the written means.

Because of the above condition, the researcher thinks something wrong of approach in teaching learning. This condition gives the researcher ideas how to improve their reading skills. The researcher is attracted to know the effect of using Language

Experience Approach (LEA) in teaching reading for Senior High School students, because so many approaches, methods and strategies can be used in teaching reading. Like the Phonics Method, The Look and Say, and Context Support Method, Monitoring Comprehension Strategy, Share Book Experience, etc. Based on this case, researcher would like to use Language Experience Approach (LEA) to teaching reading.

The reason researcher chooses to use Language Experience Approach (LEA) because in researcher's judgment, this approach supports students concept development and offering many opportunities for meaningful reading activities through the use of personal experience and oral language. The students will read their experiences by themselves. It will make them interesting and attract their motivation in reading because based their own experiences. The students will have motivation and have enthusiastic to read their own experiences. By using this approach the students know what they think, what they say, what they write and even what they read.

Based on the above reasons, the researcher tries to conduct the research to know whether the Language Experience Approach (LEA) can improve the students' reading skills. So, the researcher conducts the research on this title: **"THE USING OF LANGUAGE EXPERIENCE APPROACH (LEA) IN IMPROVING THE STUDENTS' READING SKILLS"**.

Based on the above background of problem, the researcher conducts this research to know whether the Language Experience Approach (LEA) can improve the students' reading skills, this research is conducted by classroom action research to the eleventh grade students of SMA Swasta Nurul 'Ilmi Padangsidempuan in 2016 – 2017 academic year. Therefore, the research would like to explain the limitation of this research as follows:

- 1) Language Experience Approach means the teacher's approach to build the motivation of students in reading activity and support the students braves to express their idea, their own experience by reading.
- 2) The reading skills in the title of this research means the students' ability in reading at the class to read their ideas and their experience, to show their own opinion about their story or their experience and can find out the information from the text such as character, setting, events, conclusion and vocabulary.

The problem is starting point in a research. As Rangkuti (2014) states: "Tidak ada penelitian kalau tidak ada masalah yang akan diteliti". Its means that no research without problem to be researched. Without problem, the scientific processes can not run well.

As statement which taken from <https://explorable.com/defining-a-research-problem> that states: "A research problem is the fuel that drives the scientific process, and is the foundation of any research method and experimental design, from true experiment to case study".

Furthermore, in choosing a research problem there are several things that must be considered. As Rangkuty (2014) states:

- 1) The problems must be clear and unambiguous;
- 2) The problem should be significant, both for personally, institution, community or development of science;
- 3) The problem examined are within the limits and range of researchers;
- 4) The problem attracted researchers;
- 5) In quantitative research problems must be have relationship two or more variables, in qualitative research problems stated relationship something objects in context;

- 6) Selection problems should be consider the cost factor that is used;
- 7) Data can be collected quickly, accurately and completely;
- 8) Problems must be something real and warm at the time the study was conducted, except for historical research;
- 9) Problems should be considering the time available.

Based on the above exposition, the researcher formulates the problem of this research as follows:

“Can the Language Experience Approach (LEA) improve the students’ reading skills to the eleventh grade students of SMA Swasta Nurul ‘Ilmi Padangsidempuan in 2016 – 2017 academic year?”

A researcher in writing the research must have the purposes to be goal. From the formulated problem the purposes of the research is to know whether the Language Experience Approach (LEA) can improve the students’ reading skills to the eleventh grade students of SMA Swasta Nurul ‘Ilmi Padangsidempuan in 2016 – 2017 academic year or not.

Beside the above main purpose, the researcher conducts this research based on the following purposes:

- 1) In order to know about how far the Language Experience Approach is.
- 2) In order to know about how far the students’ reading skills is.

The hypothesis is needed to show the writer’s thinking and expectation about outcomes of the research related to this study. Hypothesis is a tentative answer of the problem in a research. As the statement that taken from <http://www.vocabulary.com/hypothesis> that states: “Hypothesis is a tentative insight into the natural world; a concept that is not yet verified but that if true would explain certain facts or phenomena”.

Another statement from Arikunto (2006) says: “Hipotesis dapat diartikan sebagai suatu jawaban yang bersifat sementara terhadap permasalahan penelitian, sampai terbukti melalui data yang terkumpul”. Its refers the hypothesis can be interpreted as a temporary answer to the problems of research, until proven by the data collected.

From the above explanations the researcher can formulate the hypothesis of this research as follows “Language Experience Approach (LEA) can improve the students’ reading skills to the eleventh grade students of SMA Swasta Nurul ‘Ilmi Padangsidempuan in 2016 – 2017 academic year”.

II. THE REVIEW OF LITERATURE

Language Experience Approach (LEA)

Language Experience Approach (LEA) based on principles of learning that have been documented and discussed for many years. Language Experience Approach (LEA) is recognised as a best practice approach particularly for younger learners and those at beginner English Second Language (ESL) levels. Language Experience Approach involves having students tell a story of an experience they have had while the teacher records the story.

As a Nessel and Jones in Peter Westwood (1981) say: “The Language Experience Approach is a means of teaching children to read by capitalizing on their interest, experience and oral language facility. Children dictate stories and accounts based on their experiences; these materials are then used as the basis of the reading program”.

Furthermore, Johnson (2008) states: “Language Experience Approach (LEA) is an approach to reading instruction based on activities and stories developed from personal experiences of the learner. It actually uses students own words to help them read.

Teachers can use the Language Experience Approach to help students improve their reading and writing skills”.

Language Experience Approach (LEA) is useful for students who can understand the basic content but lack the literacy skills to work independently or group. This approach to reading instruction helps students to make personal connections to what they read. This is because it's built directly on their personal experiences.

The Procedures of Language Experience Approach (LEA)

The Language Experience Approach uses the language of the students as the basis for writing materials that will later be read by those same students. When a student dictates something to the teacher or writes something herself, it will naturally be something in which the student is interested and will also be something that the student will understand with no difficulty. Furthermore, it will be written at a reading level appropriate for the student, and its content will not insult the student regardless of age.

As a statement which taken from http://www.wou.edu/~brownbr/languageexperience_approach that states: “In using the language-experience approach with students, the teacher should follow this general procedures:

- a) Tell the student that you would like their to dictate a story to you, so she will have something to read immediately. Spend some time discussing topics that interest her about which she would like to talk or write.
- b) When she has chosen a subject, ask the student what they would like to use as a title for the story. You may wish to make suggestions; however, it is much better to get the student to use their own language. The students may wish to write about some experience that they have had lately, or they may wish to write about a favorite pet or a brother or sister. There are often hands-on

experiences that have taken place in the classroom setting about which the student may wish to write; for example, a science experiment or something the student is making as an art project or social studies assignment.

- c) When the students has decided on an appropriate title, begin to write. Use either manuscript or cursive writing, depending on the age/grade level of the students and what they have previously been taught. If the students has done very little writing of any kind, or if you are in doubt, then you should use manuscript writing. As you write each word, make sure the students is watching. Say each word as you write it. As soon as you have finished writing the title or any sentence, stop and bring your finger down on each word and read it back to the student. It is important to bring your finger down on each word for two reasons. First, it will help the students understand that each set of letters stands for a particular word; second, it will set a pattern for the students to follow when they're begin to read. It is also important that you read the material first, so that the words will again be emphasized. This will give the students a second chance to learn each written word.
- d) Ask the students to read the title to you. Make sure that the students brings their finger down on each word as they reads it. This will ensure that the students again notes each word carefully and sees each word as a Language Experience Approach. 2 part of the overall title or sentence. In most cases, a students will be able to read the title or a sentence back to you without carefully looking at what has been written. Having the students bring their finger down on each word will also ensure that they're actually looking at the word they're pronouncing and not saying one word while looking at another. If you allow the students to slide their finger

under the words as they reads, they may have a tendency to read ahead of or behind where their finger is pointing. Students are hesitant to do this at times; they may have had a teacher who told them not to point to words as they were reading. A student may also resist raising their finger up and bringing it down on each word. Insist that it be done this way and you will, in most cases, find that any initial resistance is quickly overcome.

- e) Continue to do the rest of the story as you did the title. Stop after you have written each sentence and point to each word as you reread the sentence. Bring your finger down on the word and say it at exactly the same time your finger comes down on the word. After reading the sentence, have the students do it in the same manner. Then add a sentence at a time until you have finished the story.
- f) After finishing the story, point to each word and read the entire story. Then have the students do the same. If they miscalls a word, quickly correct their and continue. Depending on the students and their ability to remember, it may be advisable to read the story several times.
- g) The length of each story will depend on the characteristics of the students who is dictating it. However, in the beginning stages, be careful not to make the stories too long. The students will lose accuracy in rereading a particularly lengthy story, thus defeating the purpose of having them create their own material. As students continue to improve their reading, you are likely to find that they begin to dictate longer stories.
- h) At this point you may let the students illustrate the story or apply stickers or appropriate pictures from other sources.
- i) Next, type or print the story using a word processor. If you use a type writer, use primary or pica type, whichever is appropriate to the age/grade level of the students. If you use a word processor, you may be able to select from a number of fonts and sizes. The student should have the ability to transfer knowledge of words from manuscript or cursive writing to printed type.
- j) After a period of time, such as would elapse after doing another activity, have the student reread the original story and then the type written or printed copy. You may wish to have the students take the original illustrated story home and practice reading it to someone in their family. Some students may lose their stories, and having prepared and saved it on a word processor will ensure that all stories remain intact.
- k) When next meeting with the students, ask them to again read the story written in the previous session. If they read it without errors, write another story and use the same procedure. Continue this sequence, that is, rereading all previous stories and writing another one each time you meet.
- l) After the students has written a number of stories, you may bind them into a booklet and let the students illustrate the cover.
- m) After the students has built up a considerable sight vocabulary and has developed some beginning word-attack skills, you may have them gradually begin to read basal readers or general books.

Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. Nessel and Dixon (2008) say: "Reading is based on the assumption that the learners are fluent in English; are familiar with the themes, topics, and vocabulary in the

books; and can concentrate on learning to decode the written language”.

Brown (2003) states: “In foreign Language learning, reading is likewise a skill that teachers simply expect learners to acquire, basic, beginning – level textbooks in a foreign language presuppose a students’s reading ability if only because it’s a books that is the medium”.

Furthermore, Christopher (2003) asserts: “Reading is commonplace of teacher education that teachers tend to teach by the methods which were used by the teachers who taught them. In no area of language teaching is this more true than in that of reading, it is probably for this reason that the procedure of reading round the class has been perpetuated, though anyone who considers it seriously, even briefly, in terms of what it contributes to new learning, or of pupil participation, or of communicative function, realises very quickly that it is a singularly profitless exercise.”

Reading is understanding what is written text. Therefore, the goal of reading from the text and to comprehend the informtion that is conveyed in the text.

The Using of Language Experience Approach in Teaching Reading

There are some ways to using Language Experience Approach (LEA) for a teacher in teaching English, especially in teaching reading. It can be concluded that Language Experience Approach (LEA) can be used as best approach for the students. There are steps of using language experience Approach (LEA) such as below:

Table 3
The Steps of Using Language Experience Approach (LEA)

Steps	Teacher Activity	Students Activity
Step 1	Introduce students about the concept of Language	Listening teacher’s explanation

Steps	Teacher Activity	Students Activity
	Experience Approach (LEA)	
Step 2	1) Presenting the topic for discussion. This might be based on a previous field trip, as story that was read to the class, a video, or some other experience shared by the class. 2) Writing down the title on large lined chart paper with a marker. 3) Encouraging students to listen and respond to their peers' observations. 4) As the discussion occurs write down students' statements on the chart paper, repeating what you write in the process and making note of the speaker's name. Make sure the students attend to this process.	1) Thinking about the experiences that they’ve ever done. Then, choosing the most desirable topic. 2) Starting to think then write their own experiences. 3) Listening and responding to their peers’ observations or story. 4) Discussing and writing their own experiences or story in recount text that it will become the text for their own reading.

Steps	Teacher Activity	Students Activity
Step 3	1) Asking students to read their own experiences or stories.	1) Reading their own text.
Step 4	Giving the exercise as assessing.	Answering the question based on the story.

By using Language Experience Approach (LEA) in the classroom can make teaching and learning process more active between teacher and the students. Moreover, in Language Experience Approach (LEA), students make their own text for reading it. They will find it enjoyable and fun in learning process. Therefore, researcher chooses this approach to solve the reading problem at eleventh grade of SMA Swasta Nurul' Ilmi Padangsidempuan.

The Frame of Mind

Reading is one of four language skill. This skill is one of the main points to master English well, because many profits that we can get from it. Reading can add our insight, it can give us information about everything in this world. By reading, we can be rich with knowledge from nothing to something. It is necessary for the students must be mastering of reading. Because many books as the source of knowledge are written in English. Reading is the key of knowledge..

The approach of teaching is one of most important factor which always has it is own in developing the language skills, especially in reading skills. And this case Language Experience Approach will promote the students to increase their reading skills. This approach supports students concept development and offering many opportunities for meaningful reading activities through the use of personal experiences and oral language. The students will read their experience by themselves. It will make them interesting and attract their motivation in

reading because based their own experience. The students will have motivation and have enthusiastic to read their own experience. By using this approach the students know what they think, what they say, what they write and even what they read.

Based on above explanations, it can be stated that Language Experience Approach is a good approach to be used in improving the students' reading skills.

III. THE METHODOLOGY OF RESEARCH

This research will be done at SMA Swasta Nurul 'Ilmi Padangsidempuan. It is located at Jl. BM. Muda No. 5 South Padangsidempuan subdistrict. This research will be conducted in 2016 – 2017 academic year.

The method of this research is Classroom Action Research (CAR). As Tlaxcala in Burn (2009) states: "Action Research is carried out by teachers identify a problem or an area they wish to improve and based on theory or experience or a hypothesis they think of an intervention. They document the intervention and results of it. If the results are positive they could lead to the dissemination of the information. If not, the cycle may be started again".

Kemmis and Taggart in Burn (2009) say: "Who are major authors in this field, AR (Action Research) typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop:

1) Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider:

- a. What kind of investigation is possible within the realities and

constraints of your teaching situation; and

- b. What potential improvements you think are possible.

2) Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are ‘critically informed’ as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3) Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

4) Reflection

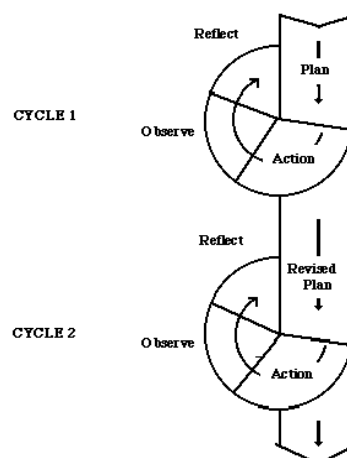
After collecting the data, the research analyzes the data of teaching – learning process. Then, the researcher reflects by seeing the result of the observation, whether the teaching learning process of reading using Language Experience Approach (LEA) is good to imply in teaching learning process to the students’ at eleventh grade of SMA Swasta Nurul ‘Ilmi Padangsidimpuan or not. If the first plan is unsuccessful, proven by students’ achievements, the researcher will make the next plan (replanning) to solve students’ problems and also get a better result.

Every meeting consists of four steps of classroom action research (CAR) such as planning, action, observation, and reflection. This is the explanation of activities in teaching reading by using Language Experience Approach (LEA) to the students’ at eleventh grade of SMA Swasta Nurul ‘Ilmi Padangsidimpuan.

This model of Action Research has often been illustrated through the diagram in

Figure 3.1 to show its iterative or recursive nature.

Figure 1
The Concept of Class Action Research



The population of this research is the eleventh grade students at the first semester of SMA Swasta Nurul ‘Ilmi Padangsidimpuan in 2016 - 2017 academic year. It consists of 190 students and they are divided into 7 classes.

Sample is a part or representatives of the population. According to Arikunto (2006): “The sample is partially or representative of the population in a research”.

As statement which taken from <http://www.verywell.com/research-methods-in-developmental-psychology-2795070> states: “Sample is a subset of a population that is used to represent the entire group as a whole”.

From the above explanation, the sample is defined as a section of the population in a research.

Furthermore, Arikunto (2014) says, “There are 8 in taking sampling techniques such as:

1. Random Sampling, the researcher takes sampling based on homogeny population. So, sample can take randomly. Random sampling can be divided into simple random sampling, ordinal sampling, ordinal sampling, and

- random sampling with numbering random.
2. Cluster Sampling, the researcher takes sampling based on students characteristics.
 3. Stratified Sampling, the researcher takes sampling based on based on groups that has stratified.
 4. Purposive Sampling, the researcher has certain purpose in taking sampling.
 5. Area Sampling, researcher takes sample based on representative of their region.
 6. Double Sampling, sample will be double from the sample that is certain before.
 7. Proportional sampling, the researcher takes sample from population that is not homogeny.
 8. Quota Sample, the researcher takes sample based on quotum is certain before.

In this research, the researcher uses the purposive sampling. The purposive sampling can be used because there are some specific reason such as the limit of time and material of reseacher. The sample of the research is the students of XI pi¹ Boarding School class, It consists of 30 students. The research chooses thiss class because the researcher find the problems of reading in this class.

IV. THE RESULT OF RESEARCH AND DISCUSSION

This chapterpresents the result of research. The researcher has calculated the data by using pre-action, cycle 1 and cycle 2. To get the result of the research, the researcher applies that statistical analysis. It is applied because the collected data is the quantitative data. The statistical analysisis applied in order to find out how far the using of language exprience approach (LEA) in improving the students' reading skill to the eleventh grade of SMA Swasta Nurul 'Ilmi Padangsidimpuan in 2016 – 2017 academic year.The result based on the data analyzed as follows:

Pre-Action

Before using the language experience approach (LEA) , the researcher teach reading by using the usual method of learning. The researcher carries out this research in order to find out how far the students' reading skills is. Further, the reseacher analyzes the data in the next steps of this research. Beside that, the researcher also replies the explanation about what exactly the recount text is. By doing the steps, so the reseacher will get the valid data from the research field.

The researcher as the English teacher will teach a recount text for one lesson. After that, the researcher administered pre-action by asking the students to read the text and answer the questions about the recount text.As the information, the minimal completeness criteria (KKM) of reading in SMA Swasta Nurul 'Ilmi Padangsidimpuan is 75. Considering into that condition, the researcher will use the language experience approach until touch this minimal completeness criteria (KKM) by the students have achieved the minimal completeness criteria (KKM), that is 80%. It means the researcher will stop the cycle if the students have achieved the minimal completeness criteria (KKM) with total number at least 80% from the whole students' number with definite mean score, that is 75.

The result of their practices indicates that most students' skills are low. Based on the observation and interview to the students, the problem is that they feel unmotivated to read.The result of pre-action can be seen in the following table:

Tabel 6
The Result of Pre-Action

No	Character	Setting	Event	Conclus- sion	Vocabulary	Total	Score
1	3	4	2	2	2	13	65
2	4	4	2	2	3	15	75
3	2	3	2	2	2	11	55

No	Character	Setting	Event	Conclusion	Vocabulary	Total	Score
4	3	4	2	2	2	13	65
5	3	3	2	2	2	12	60
6	3	3	4	3	4	17	85
7	3	3	2	2	2	12	60
8	3	4	3	2	1	13	65
9	3	3	2	2	2	12	60
10	3	2	2	2	2	11	55
11	4	3	3	3	3	16	80
12	4	4	3	2	2	15	75
13	3	4	3	3	2	15	75
14	4	3	4	3	2	16	80
15	4	3	3	3	2	15	75
16	3	3	2	2	2	12	60
17	2	2	3	2	3	12	60
18	3	3	3	2	3	14	70
19	2	3	2	2	2	11	55
20	3	4	2	2	3	14	70
21	3	2	2	2	3	12	60
22	4	3	4	2	2	15	75
23	3	3	2	2	2	12	60
24	3	3	3	2	2	13	65
25	4	3	2	1	1	11	55
26	3	3	3	3	3	15	75
27	3	3	3	3	3	15	75
28	4	3	3	3	3	16	80
29	4	3	3	2	2	14	70
30	3	3	3	3	3	15	75
Total	2035						

By using collected the data the researcher can calculate the percentages of the students' scores as follows:

Tabel 7

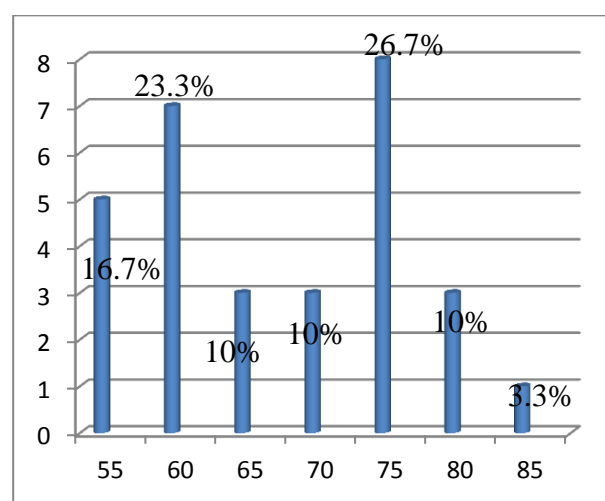
The Percentages Distribution of The Students' Reading Skill in Pre-Action

No	Scores	Frequency	Percentages
1	55	5	16.7%
2	60	7	23.3%
3	65	3	10%

No	Scores	Frequency	Percentages
4	70	3	10%
5	75	8	26.7%
6	80	3	10%
7	85	1	3.3%
Total (Σ)		30	100%

In order to get description about the data clearly and completely, the researcher presents them in histogram as the following figure:

Figure 2: The Description Data in Pre-Action



Based on computation, the mean score of the class in pre-action is 67.83. It can be stated that the students' reading skill can be categorized into low category. To know the class percentage who have passed the minimal completeness criteria (KKM), the researcher uses the formula as:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{12}{30} \times 100\%$$

$$P = 40\%$$

Cycle 1

In this cycle, the researcher started the lesson by motivating and giving the explanation and suggestion to read the text well. In order to get the students' spirit, the researcher reads the example of experience

text, and explained about the experience text. Then asking the students to think then write their own experiences that they've ever done, as field trip, study tour or holiday. The researcher chooses the most suitable topic. Then researcher encouraging the students to read their story in front of class, and the other to respond their peers'. After that, the researcher gives some text about experiences and asked the students to answer the question of the texts and find out about the character, setting, event, conclusion and vocabulary in the text.

When the students were practicing their reading, the researcher observed the students' activities. In order to know the students motivation and their activeness in doing the task as the using of language experience approach. In this activity the researcher wrote down the students development happened during the observation.

The result of cycle 1 can be seen in the following table :

Tabel 8
The Result in Cycle 1

No	Character	Setting	Event	Conclusion	Vocabulary	Total	Score
1	2	3	3	2	3	13	65
2	3	4	3	3	3	16	80
3	3	2	3	2	2	12	60
4	4	3	3	3	3	16	80
5	3	3	3	3	2	14	70
6	4	4	3	4	3	18	90
7	3	3	3	2	2	13	65
8	3	3	3	2	3	14	70
9	3	3	3	2	2	13	65
10	3	3	2	2	2	12	60
11	4	4	3	3	3	17	85
12	4	3	4	3	3	17	85
13	4	3	3	3	3	16	80

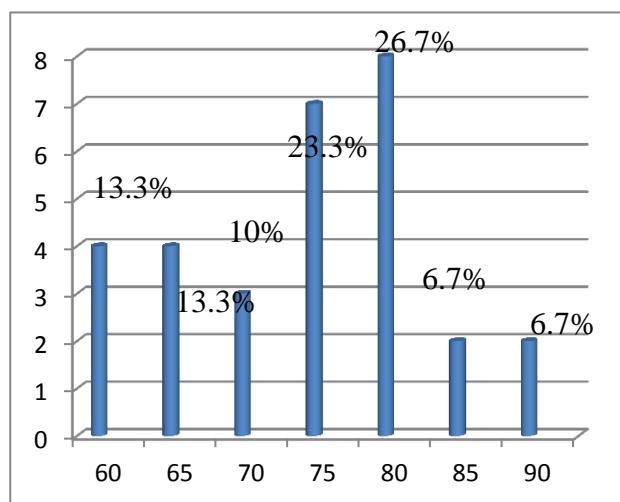
No	Character	Setting	Event	Conclusion	Vocabulary	Total	Score
14	4	4	3	3	4	18	90
15	3	4	3	3	3	16	80
16	4	2	3	2	3	14	70
17	3	2	2	2	3	12	60
18	4	3	3	3	2	15	75
19	3	2	3	2	2	12	60
20	3	3	4	2	3	15	75
21	3	4	3	3	2	15	75
22	3	3	3	3	4	16	80
23	4	3	3	2	3	15	75
24	3	2	3	3	2	13	65
25	4	3	3	3	2	15	75
26	3	3	3	4	3	16	80
27	3	3	3	3	3	15	75
28	3	3	3	4	3	16	80
29	4	2	3	3	3	15	75
30	3	3	4	3	3	16	80
Total	2225						

By using the collected data the researcher can calculate the percentages of the students' score as follows:

Tabel 9
The Percentages Distribution of The Students' Reading Skill in Cycle 1

No	Scores	Frequency	Percentages
1	60	4	13.3%
2	65	4	13.3%
3	70	3	10%
4	75	7	23.3%
5	80	8	26.7%
6	85	2	6.7%
7	90	2	6.7%
Total (Σ)	30	100%	

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure 3: The Description Data in Cycle 1

Based on computation, the mean score of the class in cycle 1 is 74.16. It can be stated that the students' reading skill has not achieved the value of the minimal completeness criteria yet. To know the class percentage who have passed the minimal completeness criteria (KKM), the researcher uses the formula as:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{19}{30} \times 100\%$$

$$P = 63.33\%$$

From above calculation, the researcher can state that there are nineteen students who have passed the minimal completeness criteria (KKM), so after divided with the number of students in the class and altering that into percentage, it could be derived about 63.33% students who passed the minimal completeness criteria (KKM).

The result of implementation of cycle 1 shows that the students' reading skills have improved, but it has not achieved the minimal completeness criteria (KKM) yet. The minimal completeness criteria (KKM) of students' reading skills is when the mean score of all the students is 75. The result shows that the mean score of the students is only 74.16. It means that the study has not been successfully yet.

In this cycle, the researcher explained about the recount text for the example the text of experience such as holiday, study tour and journey. Then the researcher asked the students to practice their reading through their own choices topic about their experiences. The result shows that some students got improvement in their scores and in their activeness in reading skills, but some others are still under the target or the minimal completeness criteria (KKM).

In order to know the improvement of percentage, the researcher calculates the data as follows :

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{74.16 - 67.83}{67.83} \times 100\%$$

$$P = 9.33\%$$

Cycle 2

In cycle 2, the researcher applied the different situation and condition in teaching learning. The researcher brings the students out of the classroom and went to the hill which located at around of the school. The students are asked to out of classroom and went to the hill for completing an outdoor learning mission.

In this case, teacher makes a small games, and asked some students to sing a song as a celebration of the improvement score that they have achieved. After the students ready and got more confident and relax, the researcher explained the activity for doing in that day. Then the researcher continued the lesson topic is about the experience. The researched read an example of text reading and invite the students to discussed the information which contained in the text. Then the researcher asked one of students to read the other examples of text experience and others students responded the text. After explained the learning topics the

researcher asked students to answer the questions.

In this time, the students answered the questions with pleasure while enjoying the breeze on the hill. After that, the students back to classroom to continue further learning.

In this cycle, the researcher finds that the result shows that the mean score is higher than cycle 1. It means that the using of language experience approach (LEA) has achieved the minimal completeness criteria (KKM) in improving the students' reading skills the eleventh grade of SMA Swasta Padangsidempuan 2016 – 2017 academic year.

The result of cycle 2 can be described as follows:

Tabel 10
The Result in Cycle 2

No	Character	Setting	Event	Conclusion	Vocabulary	Total	Score
1	4	3	2	3	3	15	75
2	4	4	3	3	2	16	80
3	3	4	2	3	3	15	75
4	3	4	3	3	4	17	85
5	3	4	4	3	2	16	80
6	3	3	4	4	4	18	90
7	3	2	3	3	3	14	70
8	3	3	3	3	4	16	80
9	4	3	3	2	3	15	75
10	3	3	2	3	3	14	70
11	4	4	3	3	4	18	90
12	4	4	4	3	4	19	95
13	4	4	4	3	2	17	85
14	4	4	4	4	3	19	95
15	4	3	3	3	3	16	80
16	3	3	3	3	3	15	75
17	3	3	3	3	3	15	75
18	4	4	3	3	3	17	85
19	3	2	3	3	3	14	70

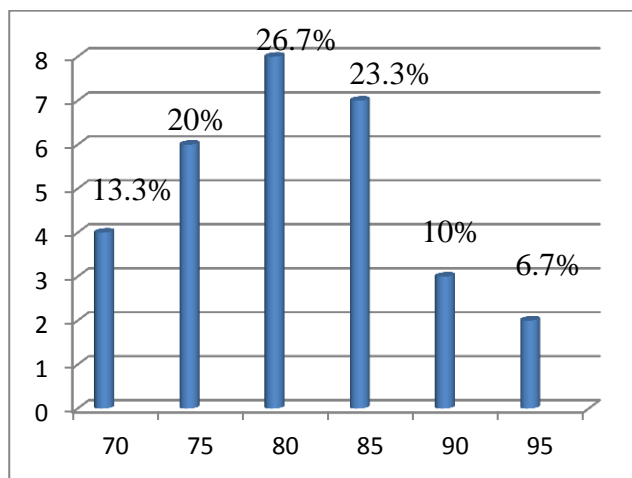
No	Character	Setting	Event	Conclusion	Vocabulary	Total	Score
20	4	3	3	3	4	17	85
21	4	3	3	3	3	16	80
22	4	3	3	3	4	17	85
23	4	3	3	3	3	16	80
24	3	3	3	2	3	14	70
25	3	4	4	3	2	16	80
26	4	4	3	3	3	17	85
27	4	3	3	3	3	16	80
28	4	4	3	4	3	18	90
29	3	3	4	2	3	15	75
30	4	3	3	4	3	17	85
Total (Σ)	2425						

By using the collected data the researcher can calculate the percentages of the students' score as follows :

Tabel 11
The Percentage Distribution of The Students' Reading Skill in Cycle 2

No	Scores	Frequency	Percentages
1	70	4	13.3%
2	75	6	20%
3	80	8	26.7%
4	85	7	23.3%
5	90	3	10%
6	95	2	6.7%
Total (Σ)		30	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure 4: The Description Data in Cycle 2

Based on computation, the mean score of the class in cycle 2 is 80.83. It can be stated that the students' reading skill has achieved the value of the minimal completeness criteria. To know the class percentage who have passed the minimal completeness criteria (KKM), the researcher uses the formula as :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{26}{30} \times 100\%$$

$$P = 86.66\%$$

From above calculation, the researcher can state there are twenty-six students who have passed the minimal completeness criteria (KKM), so after divided with the number of students in the class and altering that into percentage, it could be derived about 86.67% students who passed the minimal completeness criteria (KKM).

The result of implementation of cycle 2 the researcher can stated that the students' reading skills have improved from the cycle 1, the students has achieved the minimal completeness criteria (KKM). The minimal completeness criteria (KKM) of students' reading skills is when the mean score of all the students is 75. The result show that the mean score of the students is 86.67%. It

means that the study has been successfully, and it can be categorized into capable category.

In this cycle, the researcher explained about the recount text for the example the text of experience such as holiday, study tour, a journey, travelling, camping etc. Then the researcher asked the students to practice their reading through their own choices topic about their experiences. The result shows that some students got improvement in their scores and in their activeness in reading skills, but some others are still under the target or the minimal completeness criteria (KKM). To know the improvement into percentage of cycle 2 and cycle 1, the researcher calculated as follow:

$$P = \frac{y_2 - y_1}{y_1} \times 100$$

$$P = \frac{80.83 - 74.16}{74.16} \times 100\%$$

$$P = 8.99\%$$

But in order to know the total improvement of percentage, the researcher calculated the result in pre-action and cycle 2 as follows:

$$P = \frac{y_2 - y}{y} \times 100$$

$$P = \frac{80.83 - 67.83}{67.83} \times 100\%$$

$$P = 19.16\%$$

Based on the calculation above, it can be stated that the percentage improvement before and after using the language experience approach (LEA) is 19.16%. It means that the language experience approach (LEA) is good to be applied in improving the students' reading skills.

Then the researcher calculate the improvement percentages of the students' reading skills from the pre-action, that is 40% (before using the language experience approach) to cycle 1, that is 63.33% and cycle 2, that is 86.67% (after using the

language experience approach) to the eleventh grade of SMA Swasta Nurul 'Ilmi Padangsidempuan in 2016 – 2017 academic year can be seen on the following figure :

Figure 5: The Description Data from Pre-Action to Cycle 1 and to Cycle 2



Based on the calculation above, it can be stated that the percentage improvement before and after using the language experience approach (LEA) have achieved the minimal completeness criteria (KKM) which is 86.67% students who have passed the minimal completeness criteria (KKM). It means that the language experience approach (LEA) is good to be applied in improving the students' reading skills.

Based on the explanation before, the researcher will stop the cycle if the students have achieved the minimal completeness criteria (KKM) with total number at least 80% from the whole students' number with definite mean score that is 75.

After analyzing the data, it has been that the using of language experience approach (LEA) in improving the students' reading skill can be categorized into good category. It can be known from between the variables the value of correlation (r_{xy}), that is 0.77, in which after consulting to the table interpretation of correlation (r_{xy}) it can be categorized into the high correlation category.

Finally, based on all data analysis the researcher can answer the hypothesis, in which the hypothesis is accepted. In another word, the using of language experience

approach (LEA) is good to be applied to improve the students' reading skills to the eleventh grade of SMA Swasta Nurul 'Ilmi Padangsidempuan in 2016 – 2017 academic year.

V. THE CONCLUSION AND SUGGESTION

The Conclusion

1. The mean score of the students' reading skills before they are taught by using the language experience approach (LEA) is in low category which was 67.83
2. The using of language experience approach (LEA) is good to be applied in order to improve the students' reading skills to the eleventh grade of SMA Swasta Nurul 'Ilmi Padangsidempuan in 2016 – 2017 academic year. It can be seen from the students' mean scores, they are 74.16 in cycle 1 and 80.83 in cycle 2.
3. The total percentage of the students' reading skills improvement before and after using the language experience approach (LEA) is 19.16%
4. The hypothesis of this research is accepted.

The Suggestion

1. It is suggested to Headmaster of SMA Swasta Nurul 'Ilmi Padangsidempuan, to support the all English teachers to teach well and provide facilities involves with learning English.
2. It is suggested to English teachers to give a wide authority in the selection of teaching methodologies, teaching resources and materials.
3. It is suggested to the students to keep practice their English continually because practice makes perfect in reading and other language skills.

4. It is suggested to other researchers, who want to conduct a research related to this research to find out the other skills in reading . In order to motivate readers more critics and consider whatever they read.

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