

THE IMPLEMENTATION OF SCORE STRATEGY IN TEACHING READING COMPREHENSION

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ABSTRACT

The purpose of this study was to determine the extent to which Score Strategy may increase students' reading comprehension and the factors that improved students' reading comprehension at Grade XI of the Office Administration Program of SMK Budi Mulia. This research was classroom action research. The subject of this research was the XI students of the Office Administration Program at SMK Budi Mulia. The instrument of this research was a test, observation, field note, and interview. The research was conducted in two cycles which included plan, action, observe, and reflect. The finding of this research showed that the students reading comprehension at the XI student of SMK Budi Mulia had significant improvement after using the SCORE Strategy. The improvement was influenced by several factors; teaching material, media, classroom activities, classroom management, teacher's strategy.

Keywords: *Students' reading comprehension, SCORE strategy*

INTRODUCTION

Reading is a two-way conversation between the reader and the author. When readers attempt to comprehend the text, they engage in an interactive phase. Readers communicate with the authors when trying to comprehend the text. As a result, reading is a communication process between the reader and the author.

According to Hammer (1998: 68), reading is the meaningful understanding of a written or printed verbal sign. He also defines reading as the act of reacting to print or written verbal symbols with acceptable significance. Furthermore, Linse (2005:71) claims that students are taught reading comprehension by concentrating on reading for context, comprehension, and entertainment.)

Based on the preliminary test that was done by the teacher on January 02th 2013 at Grade XI of the Office Administration Program of SMK Budi Mulia Solok, the researcher found that the result of students' reading comprehension on the preliminary data was only

59.79 %. There were only 25 % or 6 of 24 students passed the minimum achievement criteria (KKM=70). It assumed that there were some problems in reading comprehension for the students at Grade XI of Office Administration Program of SMK Budi Mulia based on the Curriculum of Vocational School.

From the observation when the teacher taught at Grade XI of the Office Administration Program of SMK Budi Mulia, there are several problems faced by the students in comprehending reading text. The first problem was the students could not comprehend English text well. They were not able to identify the ideas of the text. It consisted of selecting the topic sentences, finding the main idea and the general idea of the text. The second problem was critical reading. Some students have difficulties in developing their critical reading. In other words, their critical reading was low. Related to the definition above, it can be seen that in critical reading processes, the students are demanded to design short questions, they are asked to interpret the whole text deeply and they can explore simple questions in the text because the main goal of this process is student's center. The students' critical reading did not develop well.

The third problem was the students' limited vocabulary. The lack of vocabulary leads them to the point of having difficulties in understanding reading text. The students were not able to do the activity when the researcher gave the students an English text and asked them to read it. They spent extra time to read and understand the text. They checked the dictionary regularly. All of these made the students felt bored.

From the preliminary data, it was found that three external factors influence students' low ability in comprehending reading comprehension. The first factor was the material. The students were not interested in the material because the material was not related to the students' real life and daily experience. The second factor was the media. The media were not effective. Some of the students were not involved in using the media, then. The third factor was related to the technique used by the teacher in the classroom. The technique was not varied (monotonous). From the problems and the fact that the researcher found at SMK Budi Mulia Solok. The researcher assumed that the most serious problem in reading comprehension was the students' background knowledge. The students are still confused in identifying the information of the text such as general and specific information.

There were certain learning strategies in teaching that a teacher may utilize to help students comprehend a text. The Score strategy is one of them. According to Hamilton-Smith, et al (2010: 32), SCORE has been simplified due to the need for a simple mnemonic to direct a reader toward independent and expert comprehension of any given text. Furthermore,

SCORE is an easily remembered mnemonic with a connection to the reader's prior sporting knowledge. It also has connotations of performance, as in a high grade. In line with this definition, they emphasize the SCORE strategy into five types, which stands for Skimming, and Scanning, Connect and the question, organize your thinking, Read and Reflect, and Be the Expert. These sequences help the reader get a good Score when necessary in comprehending the text.

a. Skim and Scan

There are many definitions of skimming and Scanning according to the experts. Adam (1990: 69) the skimming technique is a process of reading text rapidly. Skimming often generally requires the ability to comprehend the main idea and supporting information while reading quickly and skipping over some sections of the text.

b. Connect and Question

After skimming and scanning are done, the SCORE strategy encourages readers to emotionally engage with the text. Students use their previous knowledge of the world and understanding of the genre to make a personal assessment of the text's value. According to Linse (2005: 86), one strategy to improve students' reading comprehension is constructed question strategy. The question should be used to check comprehension and to help the students think about what they are reading. The question should not make the students feel appropriate about not answering correctly, but it is stressed to generate and enthusiasm for what is being read.

c. Organize Your Thinking

Organize your thinking is the third step of the SCORE strategy. In this step, SCORE leads a simple schema or chart to identify some points of the text. According to Hamilton-Smith, et al (2010: 33), the schemata or chart is an important step in assisting readers in comprehending the text. The schemata are used by readers to view cause and effect, compare and contrast, and infer the author's meaning. Readers are motivated by their predictions around topics and genres, as well as defined terms signaling contrast, cause, and effect, to organize their thinking, problem solution, and description. Finally, the readers are encouraged to design simple questions related to the text. There is no right or wrong response, but contrast, cause, and effect have all been shown to help define an author's main point.

d. Read and Reflect

Read and reflect is the next step in the SCORE strategy. SCORE's near-reading stage should be accompanied by relaxed alertness by students who have skimmed and

scanned, linked, questioned, and organized their thought. A successful close reader, according to Hamilton-Smith, et al (2010: 34), has a game plan. The readers take on the role of text detectives, actively seeking the text for evidence to support or refute predictions made while skimming and scanning the title and visuals.

e. Be the Expert

There are many ways for the readers to demonstrate that they are expert readers for the text. One of the ways is an assessment of reading. The assessment of reading will make the students comprehend the text deeply. Brown (2010: 224) says that Formative, summative, real, self-assessment and reflective practice are all types of reading assessment. All of the forms of reading assessment are a part of a balanced approach to reading assessment.

Thus, the researcher strives to overcome the students' problem in comprehending reading text by applying SCORE strategy, SCORE stands for (Skim and Scan, Connect and Question, Organize your thinking, Read and Reflect and Be the Expert). The objectives of this study were: 1) to find out to what extent the SCORE strategy significantly improves the students reading comprehension. 2) to identify what factors influence the improvement t of students' reading comprehension.

METHOD

This research was a classroom action research. This research was done at SMK Budi Mulia which is located in Jalan Lintas Sumatera Solok Padang Koto Baru, Kubung District, Solok Regency. The reason when researcher chose Office Administration Program or Class XI AP because he has taught in this class for one year and the Academic Years 2012/ 2013. Then, a great number of students in that class had low ability in reading because the students did not achieve the Minimum Achievement Criteria (KKM) that was 70. Furthermore, the other participant was the English teacher of SMK Budi Mulia who is teaching at the same level. She observed and took some notes while doing the action in that class.

The instruments in this research were reading tests, observation, field notes, and interview. A reading test was used to measure what the students have learned or achieved from reading study. The test was in multiple-choice items which consist of 20 items. The test was delivered after the application of the SCORE strategy. Then, the observation was done during the teaching and learning process. The observations' checklist was filled by another English teacher as a collaborator. The result of observation was used to know whether or not

the teacher implements of SCORE strategy in teaching-learning and students' activities in reading comprehension. It was commented and discussed both of the researcher and collaborator that was focused on the weakness and how to improve for the next cycle. In addition, the researcher also used field notes to describe everything during the teaching-learning process. Finally, the interview was done after doing the observation to some students, there were some questions prepared by the researcher about some aspects that the researcher needed for this research. The students were interviewed about what happened in the teaching-learning process and what they taught about their development after the action has been held

FINDINGS AND DISCUSSION

After applying the SCORE strategy in two cycles, the researcher found that the SCORE strategy could improve the students reading comprehension. The SCORE strategy made the students active in teaching reading comprehension. The students could read the text quickly by interpreting this strategy. They also determined the topic, the main idea and designed short questions. The improvement of students' reading comprehension was proved by the result of the students' scores on the reading test. The score of students' reading tests increased significantly. In cycle 1, the average score of students' reading comprehension was 67.91 %. Meanwhile, the score increased to 76.03%. Therefore, the SCORE strategy helped gain students reading comprehension.

The finding of this research was supported by Hamilton-Smith, et al (2010) which state that the SCORE strategy improved the students' reading comprehension by guiding the students to be independent and to be experts of any given text. SCORE strategy also made the students became active and easier in comprehending the text. In line with this, Satria (2016) also reported the same result in which the SCORE strategy give a significant effect on improving students' motivation in reading.

In addition, the researcher found some factors that affected the students' reading comprehension during the use of the SCORE strategy in teaching reading. The factors were:

- a. The material.

From the results from observation, field notes, and interviews with some students, the researcher found that the material provided can increase the students' interest and challenged them in reading text. The material was also suitable with the background knowledge and relevant and appropriate for the subject in the teaching-learning process.

- b. The media used in teaching reading comprehension.

The researcher used authentic sources like English Book and LKPD in delivering material. In the teaching process, the researcher brought Notebook and Infocus in showing the slide and pictures. From the observation sheet, field notes, and interview, Using the Infocus, laptop, and videos, the students were not bored in studying reading comprehension. It helped the teacher in teaching reading because the media assisted the teacher in accomplishing their goals in the classroom. It was easier for the teacher to manage the material while also assisting the students and their motivation in the teaching-learning process. The media helped the teacher not to spend more energy explaining the material and attract students' attention.

c. The classroom activities.

For the classroom activities, the researcher applied all steps in the SCORE strategy. It involved skimming and scanning, connect and question, organize thinking, read and reflect and be the experts. All the steps had a big influence on reading comprehension because these steps attracted the students to be active and creative in reading comprehension

d. The classroom Management

The teacher managed the classroom to create a pleasant situation in which the students could learn and study. Jones (1997) claims that effective classroom management encompasses many aspects of the teaching-learning process. It should be focused on a deep understanding of current research and theory; it also required the development of strong relationships between the teacher and the students, as these relationships will help the classroom effectively. The teacher's classroom management was good, the teacher had already assisted and guided the students in the teaching-learning process.

e. The teacher's strategy

Based on the observation and interviewed with some students, it found that the teacher's strategy was good in helping the students understand reading comprehension by giving the students some steps of the SCORE strategy. As the result, the students were more active and also helped the students in comprehending the text independently.

CONCLUSION AND SUGGESTION

Based on the finding and discussion of the research, the researcher concluded two main points. First, the use of the SCORE strategy in teaching reading comprehension was better to improve the students' reading comprehension at the Eleven Grade of Office Administration

Program of SMK Budi Mulia Solok. The SCORE strategy gave positives contributions and better outcomes to improve students' reading comprehension text. Second, the success of improving the students' reading comprehension by using the SCORE strategy was also influenced by several factors which were the materials, the media used in teaching reading comprehension, the classroom activities, the classroom management, and the teacher's strategy.

Based on the preceding findings, English teachers are advised to implement The SCORE strategy in a teaching-learning process to increase students' reading achievement and comprehension of the text. Students can be guided to use the SCORE strategy to improve their reading achievement and knowledge.

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