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# IMPROVING STUDENTS' READING COMPREHENSION BY USING SCORE STRATEGY AT GRADE XI OF OFFICE ADMINISTRATION PROGRAM OF SMK BUDI MULIA SOLOK

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Reading comprehension is one of the important factors that should be mastered by the students. Based on the teachers' observation and experienced as long as teaching in learning process, there were some problems in reading comprehension for the students at Grade XI of Office Administration Program of SMK Budi Mulia. The first problem was the students could not comprehend English text well. The second problem was critical reading. The third problem was the lack of vocabularies leads them to the point of having difficulties in understanding reading text. The problems above were caused several factors that influence the students' low ability in comprehending English text, such as media, material, classroom activities, classroom management, teaching strategy, and teaching approach. This research was classroom action research. The aimed of this reasearch was to know how far SCORE strategy can improve students reading comprehension and the factors that influence students' reading comprehension. This research was done into 2 cycles. The sample of this research was the XI students of Office Administration Program at SMK Budi Mulia. The instrument of this research was a test, Observation, Field note and interview. In collecting the data was helped by an English teacher as collaborator. The finding of this research showed that the students reading comprehension at the XI student of SMK Budi Mulia had significant improvement after using SCORE Strategy. The improvement can be influenced by several factors; they were material, media, classroom activities, classroom management, teacher strategy and teacher approach

**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 02<sup>th</sup> 2013 at Grade XI of Office Administration Program of SMK Budi Mulia Solok, the researcher found that the result

**Comment [P1]:** Abstract should be written in English with Italic Style using Times New Roman 11pt and the number of words is max 250 with single spacing. Abstract provides simple and explicit description about the main article; research problem, method, research result and conclusion.

**Comment [H2]:** At least, there are 3 keywords

**Comment [P3]:** Pada bagian ini setidaknya ada 3 hal penting dipaparkan:  
1. Penjelasan topik dalam konteks lokal/nasional dan global; didukung dengan penelitian relevan;  
2. Penelitian-penelitian yang terdahulu; ini untuk menunjukkan gap penelitian kita  
3. Tujuan penelitian yang menunjukkan signifikansi penelitian kita pada bidang ini.

**Comment [H4]:** Belum terlihat gap penelitian, membandingkan apa yang terjadi dan apa yang seharusnya. Seperti apa seharusnya students' reading comprehension

**Comment [H5]:** Where are parts of reading comprehension?

of students' reading comprehension on the preliminary data was only 59.79 %. There were only 25 % or 6 from 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 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 has difficulties in developing their critical reading. In other words, their critical reading was low. Related to the definition above, it can be seen that critical reading processes, the students are demanded to design short question, 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 vocabularies 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 dictionary regularly. All of these made the students felt bored.

From the preliminary data, it was found that there were three external factors that influence students' low ability in comprehending reading comprehension. The first factor was the material. The students were not interested 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 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 still confused in identifying the information of the text such as general and specific information. 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).

According to Smith and Shaw (2010: 32) define 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, Smith and Shaw (2010: 33) argue that the 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 good Score when necessary in comprehending of 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 is 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 in order 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 steps of the SCORE strategy. In this step, SCORE leads a simple schemata or chart to identify some points of the text. According to Smith and Shaw, (2010: 33) states that the schemata or chart is 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 topic 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 question related with the text. There is no right or wrong response, but contrast, cause, and effect have all been shown to be helpful in defining 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 with relaxed alertness by students who have skimmed and scanned, linked, questioned, and organized their thought. An successful close reader, according to Smith and Shawn (2010: 34), has a game plan. The readers take on the role of text detectives, actively seeking the text

**Comment [H6]:** Review of theory does not include in to introduction

for evidence to support or refute predictions made while skimming and scanning the title and visuals.

#### e. Be the Expert

There are many enumerable ways for the readers to demonstrate that they are expert reader for the text. One of the ways is assessment of reading. The assessment of reading will make the students comprehend about 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 balanced approach to reading assessment.

#### 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 were he has taught in this class for one year and for 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 test, observation and field note and interview.

#### Finding and Discussion

After applying SCORE strategy that the researcher had done at cycle 1 and 2, the researcher found that SCORE strategy could improve the students reading comprehension. The SCORE strategy made the students to be active in reading comprehension. The students could read the text quickly by interpreting this strategy; they also determined the topic, main idea and designed short questions.

**Comment [P7]:** Teknik analisis datanya dipaparkan.

**Comment [P8]:** Pada bagian pembahasan setidaknya ada 4 topik penting yang perlu dipaparkan yaitu:

1. Ringkasan hasil/temuan penelitian;
2. Perbedaannya dengan penelitian yang relevan serta novelty temuan kita;
3. Implikasi kebijakan terkait dengan temuan kita.
4. Implikasi konseptual: terkait dengan penelitian lanjutan dll.

**Comment [H9]:** Paparkan tentang siklus yang dilakukan

It was proved by the result of the students' score of reading test. The score of students reading test increased significantly. At the cycle 1, the average score of students' reading comprehension was 67.91 %, it increased 8.12% with the students' score compared in the pre test. In addition, the result of the students' reading comprehension was analyzed with the reading's indicators such as general information, specific information, words of meaning and linguistic features.

The finding of this research was supported by Smith and Shaw (2010) in their research study stated that SCORE strategy improved the students' reading comprehension by guiding the students to be independent and to be expert of any given text. SCORE strategy also made the students became active and easier in comprehending the text.

After implementing SCORE strategy, the researcher found Some factors affected the students' reading comprehension. In this case, those factors contributed in reading comprehension significantly Content, media, classroom activities, classroom management, teacher strategy, and teacher approach all played a major role in reading comprehension such as Content, media, classroom activities, classroom management, teacher strategy, and teacher approach.all of the factors played a major role in reading comprehension.

a. The material.

As a result of observation, field notes, and interviews to the some students, the researcher found that the material provided can increased the students' interest, 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. According to Clark (1989), the material took into account a variety of factors in order to fulfill its position in the learning process. Authenticity, realism, meaning, and an emphasis on the learner should all be present in the content.

b. The media used in reading comprehension. The teacher used authentic sources like English Book and LKPD in delivering material. In teaching process, the teacher brought Notebook and Infocus in showing the slide and pictures. According to Sanaky (2011) said that In the teaching learning process, media is a medium of communication that can be used by the teacher to transfer information to the learner in order to obtain teaching learning achievement. The media play an important role that refers to anything that transports information between sources and receivers.

From the observation sheet, field notes and interviewed, 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 in and their motivation in the teaching-learning process. The media helped the teacher not to spend more energy to explain the material and attract students' attention..

c. The classroom activities.

To increase classroom practice, the teacher can use a variety of classroom activities to help students develop their reading comprehension. The classroom activities had a major effect on students' reading comprehension. Richard (2001) explains that the classroom activities should be as close to "real world" as possible. Since language is a communication tool, approaches and materials should focus on the message not to the medium.

For this activities, the researcher applied about all of parts which related to SCORE strategy, such as skimming and scanning, connect and question, organize thinking, read and reflect and be the experts. All the of SCORE strategy had big influence in reading



comprehension, because these parts of this strategy 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 assisting and guiding the students in the teaching learning process..

e. The teacher's strategy

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

## Conclusion

Based on the finding and discussion of the research, the researcher concluded two main points. The first is The used of SCORE strategy in teaching reading comprehension was better improve the students' reading comprehension at the Eleven Grade of Office Administration Program of SMK Budi Mulia Solok.

**Comment [P10]:** Pada bagian Conclusion berisi 3 paragraf; uraiannya pada masing-masing paragraf di bagian ini (1) ringkas temuan dan implikasinya (2) paparan tentang efektivitas teori yang digunakan sebagai landasan penelitian ini. Apa kelemahan dan kelebihanannya. Apakah yang ada pada teori terbukti? Atau sebaliknya.

It was identified from the teaching implementation and the increasing score of students' reading comprehension from cycle 1 and cycle 2. The SCORE strategy gave positives contribution and better outcomes to improve students' reading comprehension text.

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