The Implementation of Dialogic Reading Strategy to Teach Reading for Vocational School Students

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Abstract

This research is conducted to determine the implementation of dialogic reading strategy on reading ability of 10th TKJ 1 grade students at SMK (Vocational School) Ma'arif 1 Metro. This research used qualitative research and the validity of the data in this study used tringulation data source. The research instruments were observation, interviews documentation.There were one of the 10th grade TKJ1student SMK (Vocational School) Ma'arif 1 Metro. The results show that the discussion above, 65% of students reading comprehension skills are quite good and 35% need guidance. It can be concluded that dialogic reading strategies can help reduce the obstacles that occur in class X TKJ 1 SMK (Vocational School) Ma'arif 1 Metro. The researcher suggests to the teacher, use interesting and appropriate strategies for students so that students can easily understand learning English. Finally, this research can be used as a reference for other researchers.

1. Introduction

The classroom is a space in schools where the real social context consist of educators and students who are involved in the same social relationship(Stadler-Altmann, 2015).A successful teaching and learning process requires interaction with all elements of the class such as students and teachers both teachers and students must have the willingness to participate in the interaction (Zaifullah, 2023)

The research do observation and interview about the learning process in English subjects at SMK Maarif 1 Class X TKJ 1. From Wahyudi's statement one of student in class X TKJ 1 about his interest in learning English, according to his confession he did not like English lessons because it was difficult to understand, learning to use too little vocabulary, and learning strategies were not interesting (Wahyudi, 2022). In addition to one of the students, the author also conducted a pre-survey with an English subject teacher for class X TKJ 1, namely Mr. Amri. According to the results of my interview according to mr Amri, most of the class X TKJ 1 students are already fluent in reading, but there are some

students who are slow to read. So that students who read it have a low effect on the value of student learning (Amri, 2022).

Based on observation and interview with the English teacher in class X TKJ 1 SMK Ma'arif 1 Metro , the teacher's teaching strategy in the classroom in less attractive, students lack interest in learning English, while minimum Criteria of Mastery Learning (KKM) that must be achieved by student for English lessons is (seventy) 70. Students have difficulty in English lesson especially in understanding reading comprehension. The first problem in about students who lack interest in learning English because they lack support or motivation, the second problem of students is about their ability to apply reading strategies that they know students do not use reading strategies effectively so they can not understand what they read and the last problem is related to the students vocabulary mastery. From the interview students experienced difficulties in vocabulary. This can be seen when they find difficult words in the text, they don't try to guess the meaning from the context.

Based on observation and interview researchers need to examine how interactions between students and teachers occur in learning. The research design that the writer did was qualitative with the title The Implementation of Dialogic Reading Strategy to Teach Reading for Vocational School Students.

2. Literature Review

2.1 Essence of Reading

Reading is one of the most important skills to be mastered by every individual. Reading is an activity that can be done by using the eye senses to see and understand the contents of the words conveyed by the author trough the medium of words or written language (Tarigan, 1994).According to Dalman, adding that reading is an activity or cognitive process that seeks to find various information contained in written reading (Dalman, 2008). Moreover, reading is a skill that will gradually become a person's daily character. Readers will have a special attitude at the beginning before reading skills are formed. Reading can also be interpreted as a process, an interactive strategy (Rahim, 2017).

The main purpose of everyone reading is to capture all the information contained is the reading text so that it can be a provision of knowledge (intellectual improvement) for the future of the reader himself (Adam, 2016). Because someone who reads with a purpose, will understand more than someone who reads without a purpose. The ability to search for literal meaning which includes the process of recognizing and understanding the structure

and meaning of words, sentences, including associations and expressions; the process of analyzing and depicting elements, patterns, and relationships between these elements. These elements and patterns include content, language, and structure; and the third is interpreting the overall meaning.

Reading activities are divided into two. Namely, reading aloud and reading silently (Tarigan & Hanry,1994). Reading aloud is an activity that is a tool for teachers, students or listeners to capture and understand the information, thoughts, and feelings of an author (Tarigan & Henry,1994). An official is required to be skilled at reading and speaking correctly, making speeches and reading out decisions in front of many people. Therefore, it is not surprising that students are trained from an early age to be skilled at reading well in front of many people.Meanwhile, Reading silently is a reading activity that is carried out by reading silently and using visual memory which involves the activation of the eyes and memory (Dalman, 2008). Silent reading gives students the opportunity to understand the text they read more deeply. Reading silently gives the teacher the opportunity to observe students reactions and reading habits.

2.2 Reading Comprehension

Reading comprehension is an intellectual process the includes two main abilities, namely mastery of the maining of words and the reading comprehension is a process of acquiring meaning that involves the knowledge and experience that the reader already has and relates it to the content of the reading (Purba & Rini, 2021). The ability to read is an ability to know and understand the information of readings conveyed by the author trough writing.The main things in reading comprehension: knowledge and experience possessed about the topic, connecting knowledge and experience with the text to be read, and the process of obtaining meaning in accordance with the views held (Hirsch, 2003).

It can be conclude that reading or the text as a whole whose purpose is to gain understanding. A person is said to understand reading well if he has the ability to understand the meaning of the words and expressions used by the author, the ability to understand explicit and implied meanings, and the abilityto make conclusions.The purpose of reading comprehension is to understand the contents of the text either partially or completely, both explicit and implied information in a reading text.

2.3 The Concept of Learning

Learning is a change in a person's behavior that includes everything that is thought and done. Learning plays an important role in human development, habits, attitudes,

beliefs, goals, personality, and even perception. By mastering the basic principles of learning, one can understand that learning activities play an important role in the psychological process (Rifai, 2009). According to Hamdani, "Learning is a change in behavior or appearance with a series of activities, reading, observing, listening, imitating, and so on"(Hamdani, 2011). Moreover, there are three learning principles, namely behavior change, learning is a process, and learning is a form of experience (Suprijono, 2009).

2.4 Reading Learning Strategy

Learning to read has a strategic position in the teaching and learning process in schools. Therefore, the teacher must be able to choose the right strategy that can help students develop reading skills. Basically, a reading learning strategy is a description of how the reader process the reading so that he gains an understanding of the reading (Syamsir et al, 2021).

There are many types of strategies that teachers can choose in learning. Another thing regarding the reading learning strategy revealed by Nurhadi is the skill of reading comprehension in his students(Nurhadi, 2022).However, the strategy chosen must be in accordance with the characteristics, needs, and problems that teachers and students face in teaching reading comprehension. In an affort to teach students to read, there are several types of strategies for learning to read that teachers can choose as alternative problem solving. Types of reading learning strategies include, Bottom-up strategy, Top down strategy, Mixed strategy, Interactive strategy, KWL strategy, Strategy, and DRTA strategy (Rai, 2017).

Fnally, those are some types of reading strategies that can be used to optimize student learning. These strategies can be implemented by educators and parents in learning, both at school and at home.

2.5 The Concept of Dialogical Reading Strategy

This reading strategy is oriented interactively by the teacher to the students (Nur & Ahmad, 2017). After students read a text from a reading book, the teacher becomes a facilitator by having a dialogue and asking students several questions to analyze more deeply a reading text, define new words (or terminology) found in the text, analyze the components contained in the text. Dialogical learning strategies will make students understand the contents of the reading in more depth so that they can tell and review the contents of the reading easily even in their own language style. This strategy can explore

students' knowledge of storylines, characterizations and moral messages that they will get after thinking deeply (Suryati & Saukah, 2018).

The dialogic method or discussion method is the interaction between students, or students and their teacher in order to analyze, solve problems, explore or debate certain topics and problems. Thus the author can conclude that the dialogic or discussion reading method is part of a very important teaching strategy or method in the learning process, which can then be used as a reference on benchmark for students interest in teaching reading comprehension, especially in English lessons.

3. Method

3.1 Types of Research

The type of research used by the researcher is qualitative research. Qualitative research is a descriptive research method using analysis, reffering to data, using existing theories as supporting material, and generating theories (Zumala et al, 2021). This research uses a case study research model. The purpose of this study is to improve English reading strategies at 10th TKJ1 grade students of SMK (Vocational School) Ma'arif 1 Metro by using a dialogic reading strategy.

3.3 Subject

The research subject in the main resource person who can provide the required data information or become a target study. The subject in this study was one of the 10th grade TKJ1student SMK Ma'arif 1 Metro.

3.4 Data Collecting Technique

3.4.1 Observation

The observation method is a method or method of collecting information or data which is carried out by conducting ststematic observation and recordings of the phenomena that are being targeted for observation (Mania, 2008). The observation method is used to observe directly the application of dialogic reading strategies in learning to read English (Case Study in Grade 10th TKJ 1 SMK Ma'arif 1).

3.4.2 Interview

The interview used by the researchers is a guided free interview, namely the interview method carried out by bringing guideliners which are only an outline of the things to be asked. Regarding this, the reseracher asked questions to the parties concerned, such as subject teachers and students. Those who will be interviewed to this researcher are subject

teachers and students. Interviews can be conducted through structured interviews, unstructured interviews and can be face-to-face or by telephone (Sugoyono, 2017).

3.4.3 Documentation

Documentation is a record of events that have passed, documentation here can be in the form of photo, pictures, and data (Sugiyono, 2017). In this study, the documentation method was used to collect documentation such as the profile of SMK Ma'arif 1 Metro and the supporting data in this study.

3.5 Data Analyzing technique

Data anlyzing technique is the process in the process of collecting data systematically to facilitate researchers in obtaining conclusions. Qualitative data analysis in inductive, namely analysis based on the data obtained. The analysis consists of three streams of activities that occur simultancously, namely: data reduction, data presentation, conclution drawing/verification. The details of these three liners are as follows (Sugiyono, 2017):

3.5.1 Data Reduction

Data reduction is defined as the process of seleting, focusing on simplifying, abstracting, and transforming rough data that emerges from written notes in the field. During data collection, the next reduction stage took place (summarizing, coding, tracing themes,creating clusters, creating partitions, creating memos). This data reduction/transformation continued after the field research, until a complete final report wascompiled.

3.5.2 Data Presentation

After the data is reduced, then the next step is to display the data. The presentation of this data can be done in the form of tables, graphs, pictograms and the like.

3.5.3 Conclusion

The conclusion drawn in this qualitative research is new findings that have never exited before. These findings can be in the form of a description or description of an object that was previously unclear, so tthat it is investigated into a clearer relationship and can be in the form of a hypothetical or theortical relationship.

4. Findings

After the researcher conducted interviews and observations, the researcher found that 65% of the students' reading comprehension skills in class X TKJ 1 were quite good. And 35% of students need guidance. Based on interviews with students there are several

factors that hinder them:Lack of interest in learning English, Students' lack of basic skills in reading English, Shy and afraid of speaking English, and Reading strategy in considered less interesting

5. Discussion

Based on the results of observations of learning in the field using a dialog reading strategy at the Vocational High School Ma'arif 1 Metro, it went well. The material presented in the lesson in reading comprehension learning using dialogic reading strategies. The dialog reading strategy meeting was implemented in 1 meeting. The objectives achieved at this meeting were to find out the reading comprehension skills of English in class X TKJ 1 and to find out the application of the dialogic reading strategies in class X TKJ 1. Before starting the lesson, the teacher opened with greetings, prayed to start learning and then checked attendance. The teacher also conveyed about the learning objectives, materials, core competencies, indicators and KKM at the onging meeting. The teacher also seemed to master the dialogic reading leaning material.

The researcher see that the learning in the class goes well. The teacher manages the class well and uses aids in the form of reading texts and acts as a facilitator in helping students overcome difficulties as well as explaining and asking questions to students about reading comprehension material to analyze the reading text more deeply. Learning finished on time, the teacher ended by giving closing criticsm and suggestions and telling participants about the material to be discussed next week, then praying and greetings. After the researcher observes the learning in the classroom, dialogic reading strategies can help reduce the factors that hinder students learning English.

The first lack of interest in learning English can hinder students in learning English. According to interview data, many students said that they did not like English for various reasons. Among the reasons is that English is difficult to learn and it is not everyday language.However, because the teacher always provides motivation and direction, students try to like English lessons, because by liking English lessons it will be easier to learn and understand.

The second is the lack of students' basic ability to read English. This is one of the factors that hinder students in learning reading comprehension. This obstacle is caused by a lack of knowledge of English vocabulary because to understand English text, of course, requires a vocabulary that is quite broad, so that students do not experience confusion

when reading English. However, when using this strategy, increasing vocabulary is an important element that is applied to improve students' lack of reading ability.

Third, they are ashamed and afraid to speak English in learning English reading comprehension. One of the factors that hinder students from reading is if the pronunciation is not correct. This obstacle can make students feel afraid and embarrassed when they want to read it, because if the pronounciation is wrong, other students will laugh at it. However, in this dialogic reading strategy the teacher will accompany stuents, so that when students make the mistakes in pronounciation, the etacher will help fix the correct way of pronounciation.

The fourth reading strategies are considered less interesting. Prior to implementing the dialogic reading strategy students had difficulty understanding the contens of the reading. However, after using this reading strategy students are able to analyze more deeply the contents of the reading given by the teacher. Because the teacher becomes a facilitator by having dialogue and asking questions to students, students are also able to retell the contents of the reading and besides that students can interact well with other students.

Based on the discussion above, the solution that can be given is that the teacher must always provide motivation and direction to students so that students like English lessons. In addition, the teacher must still accompany students when students read, so that when students read, so that when students make mistakes in pronunciation the etacher helps to fix the correct way of pronounciation. Then the teacher must provide appropriate learning strategies to increase students learning interest. If students are interested in the learning strategies given, students will more easily understand the lessons given. It can be concluded that dialogic reading strategies can help reduce the obstacles that occur in the class X TKJ 1 students.

6. Conclusion

The conclusion of this research so that the application of dialogic reading strategies in class X TKJ 1 is fine. Based on the discussion above, 65% of students reading comprehension skills are quite good and 35% need guidance. It can be concluded that dialogic reading strategies can help reduce the obstacles that occur in class X TKJ 1 SMK Ma'arif 1 Metro. The researcher suggests to the teacher, use interesting and appropriate strategies for students so that students can easily understand learning English. Hopefully this research can be used as a reference for other researchers.

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