

## TEACHING READING BY USING WFR (WARMING-UP FOR READING) TO INCREASE READING SKILL

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**Abstract:** This research is aimed at describing the implementation of teaching reading by using WFR, to describe the problems of using WFR in teaching reading and to know the students' response of the implementation of WFR. The result of this study is intended to give contribution to the teaching and learning English. The research was done to the second year students of SMP N 5 Banjarbaru. As the sample, the researcher took 40 students of IIA class. The data were collected through observation, interview and test. After collecting the data and analyzing them and describing the result of them by action research procedure, the researcher described the result of the research. The WFR was conducted in four meetings. It is appropriate in teaching reading and helps the students increasing/developing their reading skill. There are some problems faced by the students in teaching learning process: in which most of students have difficulties in arranging the sentence correctly, the students have difficulties in translating the word from English into Indonesian and Indonesian into English, the students do not understand the instruction of the worksheet, and the students have difficulties in finding the main idea of the text. During the teaching learning process from the first meeting until fourth meeting the response of the students is good. They were enthusiastic in every meeting. Evidently, the result of the hypothesis testing showed that the t- observation is always greater than the t-table; in degree of freedom  $N - 1 = 39$  and level of significance 0,05. It means that there is a significant difference of the students' achievement before and after the implementation of WFR. The conclusion is the teaching reading using WFR to the second year students of SMP N 5 Banjarbaru yields a good result. WFR is appropriate method in increasing the students reading skills and helpful in teaching-learning process.

**Keywords:** *Teaching Reading, WFR, Reading Skill*

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## INTRODUCTION

Reading is one of the skills in learning English. It is defined as an understanding a message conveyed by the writer through visual and non-visual information, Smith (1971) in Fauziati, (2002: 139). It is important to learn reading since it (1) helps us learn to think the new language, (2) helps us build a better vocabulary, (3) makes us more comfortable with written English, (4) can help us plan to study in English – speaking country.

The reading activity needs a process by which people comprehend what they read. That process happens when they face written symbols, they look at them through their eyes then their mind will process them. Since then, a process of viewing changes into a process of comprehending. This process is called a cognitive process. Reinking and Scheiner (1985) in Kustaryo (1988: 2) suggests that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

Some of the objectives of teaching reading in junior high school are to enable the students to get certain pieces of information, identify general idea about the text and get the main idea both explicitly and implicitly. A good rule for the teacher is let them read when they are ready to do so.

A preliminary observation in the second year students of SMP N 5 Banjarbaru shows that the reading ability of students is unsatisfactory. They have difficulties in mastering the above skills. Most of the students did not know the real use of reading skills. They read because the teacher wants them to read. So, the students are not interested in reading. They think that reading makes them bored and tired, because they tend to read word by words. In other word, the students have less motivation and interests in reading.

English teachers must have hard responsibility as they are demanded to have teaching strategy in order to solve the problem. They are demanded to motivate the students in order to learn English well. Students often complain that they do not like to read the text because it is not interesting. In many cases this is a true statement, but it does not remove the fact that in many classes if students do not read the text, they will not be able to do the final examination. The difficulty of the reading material can encourage or discourage a student from studying the text. Sometimes the format of the text is more difficult than the actual course material.

Considering the problem above, the writer tries to solve it. In her research the writer chooses the method which is used in teaching reading skill, that is WFR (Warming-up for Reading). This method requires the teachers to be able to make interesting materials for the students in the process of teaching and they have to know how to apply it. The teacher should arouse the students' attention and make them creative and active.

The researcher tries to implement WFR in teaching reading to the second year students of SMP N 5 Banjarbaru. WFR is an alternative in terms of reading material. It is an activity which is completely contained in a single worksheet. The role of each student in WFR is to participate actively, reading the text, writing the questions, and predicting. During the WFR activity the teacher becomes a facilitator. The teacher monitors the students, helping them clear up the doubts.

## **REVIEW OF RELATED LITERATURE**

### **Notion of Reading**

Harrison and Smith (1980: 8) define reading as the act of responding with appropriate meaning to printed or written verbal symbols. It means that reading is the result of interaction between the graphic symbols that represent language and the readers' language skill, cognitive skill and knowledge of the word. In this process, the reader tries to recreate the meaning intended by the writer.

The reading activity needs a process by which people comprehend what they read. That process happens when they face written symbols, they look at them through their eyes then their mind will process them. Since then, a process of viewing changes into a process of comprehending. Therefore, this process can be called a cognitive process. Reinking and Scheiner (1985) as quoted by Kustaryo (1988: 21) suggests that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

In comprehending the message of a text, reading can function as a communicative process between a writer and a reader. Reinking and Scheiner (1985) in Kustaryo (1988: 2) suggest that reading is an instantaneous recognition of various written symbols, simultaneous association of the symbols with existing knowledge, and comprehension of the information and ideas communicated. When a reader interacts with print, his prior knowledge with the print and the visual (written) information results in his comprehending the message. The reader must also recognize the sentence structure of the passage such as questions, negations, coordination, and subordinations. The reader must also recognize the relationship between parts of the sentences, for example conditional, purpose, and temporal relationship (Rivers, 1971: 11-2).

To summarize, reading is an ability of cognitive process of interaction between the graphic symbols and the language skills of a reader. Reading is also a process of communication between a writer and a reader. A writer has messages in his or her mind, such as feeling, facts, ideas, and arguments he or she wants to share. The writer puts the message into word or print. When the message enters that reader's mind, the communication happens. In comprehending the content of the text, the reader must not only use eyes, but also mind concentration to catch the writer's idea.

### **Reading Purposes**

In general, the objectives of reading are classified into various kinds, such as getting general information from a text, getting specific information from a text and reading for interest. Furthermore, reading helps the reader tackle any kind of texts and also helps him or her read without any assistance. It helps him or her gain the reading skill in such flexible speed needed as the sign of a competent reader. It also helps gaining a competence in silent reading skill because this skill can improve comprehension.

In English language teaching and learning, especially in Junior High School level, as stated in the guidelines of English Teaching Program or in Indonesian it is called Garis-garis Besar Program Pengajaran (GBPP) of the 1994 Curriculum, reading is one of the four language skills that students must learn. The aim of the English language teaching is to develop English communicative competence, which consists of listening, speaking, reading and writing. Although reading is only about 25% of the whole portion for the four skills (listening, speaking and writing), people who are learning a new language need to learn reading more. According to Mikulecky and Jeffries (1986: 1), reading helps the students learn to think in the new language, build a better vocabulary, and make more comfortable with written English. The students can write better English if they feel comfortable with the language. Reading may be the only way for students to use English if they live in non-English speaking countries. Reading can help them if they plan to study in an English speaking country.

Nurhadi (1987: 11) points out that the objectives of reading are to understand detailed information from any books, to get the main ideas of any passages and also to recognize the

meaning of words. So, by understanding the objective of reading, the reader can get information not only implicitly but also explicitly. Moreover, he or she is able to read quickly because he only skims the idea. Reading foreign text may force him to be rich of new words.

Furthermore, Nuttall (1982: 21) points out that the objectives of reading are to enable students to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding. It means that the teacher can only improve the ability of reading to the students. The students have to develop the ability to read on their own word. Reading in class is not enough because an independent reader must be able to tackle texts he has never seen before. The practice should be with authentic texts, the students should read fast without losing the effectiveness and it is necessary to know that understanding is central to the process of reading and must be the focus of reading.

In short, there are various objectives of reading. It means that people read because of different purposes, such as to get general information of a text, to recognize the meaning of words, to get specific information of a text, etc. Reading may help the students learn to think in the new language and also enrich their vocabulary. Finally, the students can enlarge their knowledge about everything.

### **Reading Skill**

Reading skill is the ability to relate the textual material to one's own knowledge by comprehending the text (Fauziati, 2092: 138). The purpose or reading activity is language ideas. In reading, the process of thinking is very urgent and vital, because the students read the text do not merely move their eyes along the sentences they read. Instead, in the same time their minds work to get the message.

According to Grant (1991: 79), the aims of using a reading text at intermediate level and advance level are:

1. To teach basic reading comprehension skill
2. to teach real-life reading skill such as reading for gist and reading for information
3. to develop flexible reading skill, varied according to purpose
4. to develop critical reading skill
5. to develop the students' knowledge of vocabulary or idiom
6. to reinforce certain grammatical features
7. to act as stimulus for oral or write work later on.

Cunningsworth (1995: 73) states that reading is an activity that can be done easily and without any equipment by students outside the classroom. All the need is the access to suitable text and reference material, such as a dictionary or wordlist. Reading text can be used for several different purposes as follow.

- a. Developing reading skills and strategies
- b. Presenting/recycling grammar items
- c. Extending vocabulary
- d. Providing models for writing
- e. Giving information of interest to students
- f. Stimulating oral work

There are so many micro skills developed in Senior High Schools, among others are:

- a. Skimming  
Reading quickly to find the core of the text.
- b. Scanning

Reading quickly to find the needed information.

c. Reading for detailed information

Reading to understand or to find all data included in the texts.

d. Reading between the lines

Reading to find the implied conclusion of the text.

e. Predicting

Predicting what is happening. The students have to use the available data found in the text, because the answer is not stated.

f. Deducing meaning from the context

Guessing the meaning of few words without looking up to the dictionary, but by reading the text carefully.

## General Concept of Teaching Reading Skill

1. The Nature of the Reading Process

There are many different aspects in reading which are important for the students in getting the understanding effectively. Here Dechant (1964: 10) suggests four different aspects of reading:

a. Reading as a process

Reading involves visual discrimination, independent identification of words, rhythmic progression along a line of print, accuracy in return sweep of the eyes, and adjustment of rate.

b. Reading as thinking

Reading involves a whole complex of skills and abilities. And it includes attention association, abstraction, generalization, comprehension, concentration and dedication. It is as much a real experience as thinking speaking, fishing or walking. We read with our eyes, our muscles, and our emotions.

c. Reading as a vicarious experience

Reading also commonly provides us vicarious experience, we can identify with the real and imaginary persons of literature.

d. Reading is a means for learning

Without the ability to comprehend meaning, the students will have difficulty in comprehending the printed passages. Literature is accessible to the reader if he can understand the words on the printed page. Words are the tools for thinking. Words are used to produce language. So, through reading activity the students learn how to comprehend the content of passage used in their own language. The most important aspect of "reading to learn" is understand the text structure.

2. Teaching Reading

It is written in Oxford Advanced Learner's Dictionary that teaching means giving the instruction to (a person): give person (knowledge, skill etc.). Reading means to make comprehend the message of a text. So, teaching reading is giving instruction to a person in order to make comprehend the message of a text.

The common classroom practices of teaching reading are like testing reading. Teachers usually provide the students with a reading selection and a number of questions dealing with the text to answer. Such a procedure in a reading class won't help the students develop their



reading skills. To improve their ability to comprehend the text, therefore, teachers have to help students change their reading habits (reading word by word, focusing too much attention on form, relying heavily on dictionary etc) by teaching those efficient reading skills.

Bringing the right background knowledge or the pre-existing knowledge at the reading task will enable the readers to form expectation or prediction about the content of the text. There are several activities that can provide knowledge to help learners form the predictions.

a. Advance organizers

Using advance organizer means that before the students are given the actual text, the teacher gives them a similar text dealing with the same topic. Thus, the advance organizer text serves to create the schemata so that the new information from the actual text can be internalized. They can also take the form of a picture, diagram, graph, or other visual aids.

b. Previewing

Before the students read the text, the teacher tells what they are going to read. This activity will familiarize the students with the material, so that they can “establish certain expectancies about it and to develop a cognitive organizational structure of the material before the actual reading begins” (Seliger, 1972 in Fauziati, 2002: 143).

c. Scanning

Going over the text quickly while trying to pick out ideas will also provide background knowledge. Such a preview of the content of the reading text will provide the students with knowledge background necessary for comprehension.

d. Prediction

According to the psycholinguistic models of reading, efficient reading depends, to a large extent, on making correct prediction with minimal sampling (Charrel and Eisterhold (1987) in Fauziati, 2001: 144). Therefore, it is also useful for students to learn to make prediction based on the title, subtitles, and the non-linguistic context, such as, diagrams, tables, pictures, and map.

It is necessary to mention some other activities which are very important to comprehend a text. Reading texts are usually written in different ways according to the writer’s purposes. Students, therefore, can be taught different types of strategy to read different types of text. Such strategies may include skimming (a quick reading to identify the subject matter or the gist of the text), extensive reading (shorter text and for detail), reading for main ideas, inference reading (to know what is implied) etc. Last but not least, it is necessary also to train students to find out the tone and the purpose of the author in his writing.

### 3. Schema Theory

Here are the steps in helping students read. The steps are derived from a model of learning called the “schema theory” (Carrell and Eisterhold 1987: 138):

a. Pre-Reading – The first stage of reading is designed to allow teachers to recognize the different contexts, experiences, biases, and background knowledge of the students. These factors can affect how the students read and what they learn from the text. By knowing this, teachers can provide bridges and other connections to help the students. This step is essential for comprehension.

b. Guided Reading – This stage requires activities that allow students to integrate prior knowledge with new knowledge gained from the text. One method of promoting understanding is rewording the chapter question into “how” and “why” questions. This requires students to move beyond superficial understanding into application thinking.

c. Post-Reading – The last stage allows students to put into words what they have read

and apply it to different situations.

By using these steps, teachers promoted understanding of content as well as give students the opportunity to exhibit their comprehension, vocabulary, and study skills.

#### 4. Models of Reading

There are two models of reading that is suggested by Nunan (1991: 136)

##### a. Bottom – up Model

It is the basis of the vast majority of reading schemes many people would recall with distaste the basis primer with their highly improbable stories which was used to develop early literacy skills.

The central notion behind the bottom up approach is that reading is basically a matter of decoding a series of written symbols into their aural equivalents. Combourne (1987: 140) who uses the term ‘outside – in’ rather than bottom up, provides the following illustration of how the process is supposed to work:

Print → Every letter discriminated → Phonemes and graphemes matched → Blending →  
Pronunciation → Meaning.

According to this model, the reader processes each letter as it is encountered. Here, it is assumed that the reader possesses an oral vocabulary that is extensive enough to allow decoding to proceed.

The notion of reading proceeds through the serial processing of ever-larger units of language has come from a line of research initiated by Goodman and Burke (1976: 2). This research involved the analysis of errors made by the reader when reading aloud. Errors, termed “miscues” by Goodman & Burke provide evidence that something more than mechanical decoding is going on when readers process text.

##### b. Top – down Model

Nunan (1991: 138) gives the following schematization of the approach.

Past experience, language intuitions and expectation → Selective aspects of print →  
Meaning → Sound, pronunciation if necessary.

It can be seen that this approach emphasizes the reconstruction of meaning rather than the decoding of form. The interaction of the reader and the text is central to the process and readers bring to this interaction their knowledge of the subject at hand, knowledge of and expectation about language works, motivation interest and attitudes toward the content of the text. One of the short-comings of the top – down model is that it sometimes fails to distinguish adequately between beginning readers and fluent reader. This model suggests that reader’s process text by utilizing information provided simultaneously. From several different sources, that they can compensate for deficiencies at one level by drawing on knowledge at other (either higher or lower) levels

These sources include all these looked at separately in bottom up and top down processes, that is, phonological, lexical, syntactic, semantic, and discourse knowledge. The major deficiency of the top-down model does not allow lower level processes to direct higher level ones.

## **WFR (Warming-up For Reading)**

WFR is an alternative in terms of reading materials, and a framework for teachers to design new reading materials. It is an activity that is completely contained in a single worksheet. It can be used extensively with any text, audience, and level. The worksheet style, with lines to be filled out and boxes for check marks, seems to motivate students because it invites them to fill it out and gives the task an easy look. It includes clear instructions that are intended to make the activity self-contained, that is to say, an activity that can be used with little or no help from the teacher. The worksheet also provides space for students to write their names (one or two names; to work individually or in pairs), the date and number of the class. This may be useful for evaluation purposes and for the teacher to keep track of the activities already done.

WFR also takes advantage of the students' background knowledge to understand a given text. Many authors have pointed out background knowledge as an essential component of reading process. Pre-reading activities are said to be very useful in the reading class because they have been referred to as instruments teachers can use in the class to activate students' background knowledge. Mikulecky (1985: 21-139) lists some strategies that readers are supposed to manage. Among the strategies Mikulecky refers to, he mentions previewing, predicting, questioning (asking questions as if having a "conversation" with the writer), scanning, stating main ideas, and skimming as strategies which are covered in WFR.

During the WFR activity teacher explains the instruction to the students, although they are written clearly on the form. It is always good to introduce the activity so that students feel that the teacher will accompany them through the experience.

In part I, the teacher provides students with the title of the text. Based on the title, and before reading, students are asked to write questions in English that they think they will find the answers into the text. At this stage it is important to tell the students that what they are doing is just predicting, and that their predictions do not necessarily have to be true later when they read the text. In a separate column of the questions, students will also write words that they predict will appear in the text according to the topic suggested by the title. It is advisable for the teacher to select titles that contain relevant information about the text. The teacher should also select text titles that are explicit and which do not contain ironical or sarcastic elements the real title should be given to the students at the end of the activity.

Teacher asks the students to write their questions (predictions) in English. It is very important to give the students extra practice in the formulation of information (Wh-) questions in English, especially in the reading class where students have less opportunity to practice other skills.

After they finish part I, the next step for students is to read the text. They read carefully, trying to check if the questions previously formulated are answered in the text. They also check if the vocabulary they predicted appears in the text. The students should indicate on the WFR form if their predictions were correct. Students often see the task as a challenge, and that increases their motivation. Motivating tasks are said to give a purpose to read. (Tobias (1994) in Sequero, 1998: 2) suggest that motivation and interests seem to go hand in hand, leading readers to engage in deeper cognitive processing. It is important to point out that WFR makes reading purposeful. Students focus their attention on the necessary information.

To round up this activity, in part II of the WFR worksheet, students have the chance to write the main idea of the text. This section of the activity is very important because during the initial



tasks students concentrate on specific information, probably neglecting the general content of the text.

Finally, the teacher may discuss the results with the students, checking how many of their predictions were correct. The teacher may also promote a follow-up discussion about the topic of the text. It is important to mention that success in using WFR will depend on the attitude that teachers and students assume during its administration.

## **METHODOLOGY**

### **Type of Research**

The type of this research is descriptive qualitative because it does not include any calculation or enumeration; instead, which yields the descriptive data in the form of written, or oral words from observing people and behavior. Sagor (1992: 9-10) states that action research involves collaborative. Furthermore, Wallace (1998: 15) suggests that action research arises from a specific problem or issue resulting from professional practice. What is meant by an action research in this paper is classroom action research, which involves students, the researcher and the teacher. The problem is the actual problem that arises in the classroom.

### **The Population of the Research**

The population of this research was the students of SMP N 5 Banjarbaru who are have been taught English for almost one and a half-year. The number of population is 157 students.

### **Samples of the Research**

The researcher used random sampling technique in defining subjects. There are generally 4 classes of second year students, ranged from class IIA to IID. The researcher takes IIA students as the sample. The total samples are 40 students.

### **Instrumentation**

To obtain data, the researcher used three instruments: test, observation, and interview. Test is utilized as an instrument of collecting the data. Test method is a way of obtaining the data, giving a number of items to be done by the testes. Test itself is defined as series of questions or exercises that is used to measure skills, knowledge, intelligence, ability and aptitude owned by the an individual or a group (Arikunto, 1972:123). There are two kinds of test, objective and essay test. In this study the writer conducts an essay test. It is in the form of answering question based on the text.

Observation is an activity in a certain situation to get the data. Firstly, the researcher visited SMP N 5 Banjarbaru and met the headmaster and asked her permission to do the action research. After getting permission from the headmaster, she met English teacher to discuss the action research that would be done. Then, she did the observation at the fifth year of SMP N 5 Banjarbaru about the teaching-learning process. She was also helped by the English teacher in observing the teaching-learning process. The teacher sat down on the back row and observed all activities during the teaching-learning process. The researcher and the collaborator observed four times and it took 45 minutes for observation in each meeting.

Interview enables the data obtained in deep and complete way. In this case, the writer interviewed the teacher and students. The goal is to get information about the teaching of English held in the classroom. She interviewed the English teacher, Mrs. Sabar and some students in order to get more information about the teaching.

### **Data Collection**

In analyzing the data, the researcher used interactive model analysis (Miles and Huberman, 1994) in *Tim Pelatih Proyek PGSM* (1999: 43) which consists of three activities, that is, reducing data, explaining data, and drawing conclusion. In reducing data, the researcher simplified the raw data becoming significant information. In explaining the data, she put forward the data simpler in the form of narrative explanation. And in drawing conclusion, she took the essence of the data in the form of simple sentences. While to find whether there are significant differences between the student's achievements before and after the action the researcher used the non-independent t-test.

## FINDINGS AND DISCUSSION

Based on the information from the English teacher of SMP N 5 Banjarbaru, the reading ability of students is unsatisfactory. They have difficulties in mastering the skill. Most of the students did not know the real use of reading skills. It is difficult for them to arrange sentences correctly and most of them did not know the meaning of words. It was known when they read the text and answered the question based on the text. She could also see that the students' English scores of the test were still low. Even, they thought that English lesson was difficult and boring.

Overcoming the problem above, in this research, the researcher and the English teacher tried to use WFR in teaching reading. In every action, they wrote a lesson plan. The topics used in this research individual public services, entertainment, folk tale and recreation.

### 1. Planning

Planning means everything that is planned to improve, increase or change the behavior and attitude as the solution in solving the problem. In this phase, the researcher did some observation to know the pre-condition before the classroom action research was done. After finding the facts that the students' reading skill was low, the researcher tried to increase the students' reading skill by using warming-up for reading (WFR) as technique to teach English. Before teaching, she also prepared the material, which was taken from provincial curriculum and choose the most appropriate reading texts for each material. The materials and the selected reading texts are as follows:

- a. Public services. For this topic, the researcher used to read text entitled "A Post-Office".
- b. Entertainment. For this topic, the researcher used to read text entitled "Dances".
- c. Folk Tale. For this topic, the researcher used to read text entitled "The Ant and The Dove".
- d. Recreation. For this topic, the researcher used to read text entitled "Going to Parangtritis Beach".

### 2. Acting

In this phase, all planned actions are implemented into the teaching of reading in the classroom. The researcher did the action by teaching the second year students using WFR. The researcher used story telling as starting points to introduce new materials in teaching-learning process. The aim of the implementation activity is giving solution to the students' difficulties. She taught the lesson using WFR in order to increase the students' reading skill while the collaborator sat down on the back row and observed all the activities during the action.

### 3. Observing

Observing means that the writer acts both as the teacher and the observer. As the observer, she observes how the teaching-learning process runs. The teacher monitors the student's responses

while they are being taught in the classroom. The teacher starts to observe the teaching-learning process and the students' responses from the first meeting until the fourth meeting.

Based on the observation, the researcher finds that most students have difficulties in arranging the sentence and translate the word into English. To solve the problem, the researcher tries to increase their ability in vocabulary and tense. The researcher gave opportunities to the students to open the dictionary, to discuss and ask the word they do not know, but in working the test the researcher didn't give opportunities to work it.

During the teaching-learning process from first meeting until fourth meeting the response of the students is good. They were enthusiastic in reading the text and working the test. They are very enthusiastic in the third meeting and fourth meeting because the story was interesting. Both the teacher and the students do their own role (the teacher teaches the materials to the students based on the lesson plan and the students attend the class actively. It can be seen from the enthusiasm in responding the teacher's command and questions). The students also seriously did the exercises. Most of them could do the exercises well.

#### 4. Reflecting

Based on the result of the observation, the researcher evaluates the students' reading skill as well as the framework of teaching-learning process that she carried out. The result of third and fourth meeting implies that the students got more significant progress than the result got in the first and second meeting. In the first meeting, the students mean score of written test is 6,23. In the second meeting the students mean score of written test is 6,29. In the third meeting the students mean score of written test is 6,85. And in the fourth meeting the students mean score of written test is 7,21. So there is an increase of the mean score from first meeting until fourth meeting. Most of them had a better condition when teaching-learning process occurs. They look interested in joining the activity.

### **Problems Faced by the Student in Teaching-learning Process**

In teaching-learning process, there are some problems faced by the students, they are as follows:

1. Most of the students have difficulties in arranging the sentence correctly,
2. The students have difficulties in translating the word from English into Indonesian and Indonesian into English,
3. Most of them don't understand the instruction of the worksheet, and
4. The students have difficulties in finding the main idea of the text.

### **Students' Response to the Implementation of WFR**

Based on the researcher's observation, during the teaching-learning process from the first meeting until the fourth meeting the response of the students is good. They were enthusiastic in every meeting. On their opinion, warming-up for reading help them to know the content of the text easily. There are some comments of the students about warming-up for reading:

*"Saya senang diajar Bu Yani, karena sebelum membaca kita di kasih judul dulu dan disuruh buat pertanyaan pada waktu membaca kita sudah tahu isi bacaan tersebut, jadi mudah menjawab pertanyaannya. Dan kalau nggak ngerti artinya bisa tanya sama Bu Yani, malah kami dipinjami kamus" (Ika, May 28, 2015, 08:30)*

*“Guru kami belum pernah ngasih cara seperti ini biasanya kami langsung disuruh membaca terus disuruh menjawab pertanyaan padahal kami belum jelas isi bacaan tersebut. Tapi yang agak sulit membuat pertanyaan dalam bahasa Inggris, saya sering minta bantuan menerjemahkan kata-katanya”. (Lilis, May 28, 2015, 08:32).*

*“Pada waktu pertemuan pertama kita kebanyakan belum jelas di suruh ngapain dan gimana cara buat pertanyaannya. Tapi Bu guru kemudian menjelaskannya sehingga pada pertemuan kedua dan selanjutnya kami sudah tahu apa yang harus dilakukan. Saya senang karena bacaannya bagus-bagus”. (Rofiq, May 28, 2005, 08:35).*

## **Result of the Study**

As stated before, the problems faced by the second year students of SMP N 5 Banjarbaru in reading text are as follows: (1) the students get difficulties in arranging the sentence correctly, (2) they get difficulties in translating the word or vocabulary list into English, (3) their motivation to learn English decreases. After the problems were analyzed, it was determined to use WFR to help the students increase their reading ability. WFR provides the worksheet containing pre-questions, vocabulary list and column to write the main idea. It is appropriate with difficulties faced by the students, so they can train and practice to use worksheet.

The problem found in first meeting is solved in second meeting. The problem found in second meeting is solved in third meeting. The problem found in third meeting has been solved in the fourth meeting. Based on the result of the action, there are some improvements as follows:

1. The quality of the teaching-learning process in the classroom improves,
2. The students' motivation to learn is improving,
3. The students can make the sentence correctly,
4. The students know the meaning of the words,
5. The students are active in the teaching-learning process, and
6. There is an improvement of students' reading skill. This can be seen from the mean of written test after the action. It was growing better in each meeting.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The result of the study shows that the use of WFR as a technique in teaching reading can overcome the students' problems effectively. The problems faced by the students during teaching-learning process are: the students get difficulties in arranging the sentence, translating the word, not clear with the instruction of the worksheet, and the students get difficulties in finding the main idea of test.

After the researcher implements WFR in teaching-learning process, the problems are solved. Firstly, they can arrange sentences correctly. Secondly, they know more new words and their meaning. Thirdly, they understand the instruction of the worksheet. Fourthly, they can easily



find the main idea of the text. During the teaching-learning process from first meeting until fourth meeting the response of the students is good. They were enthusiastic in every meeting. On their opinion, warming-up for reading help them to know the content of the text easily.

The result of the hypothesis testing shows that the  $t$ -observation is always greater than  $t$ -table, in degrees of freedom  $N-1 = 39$  and level of significance 0,05. It means that there is a significant difference of students' achievement after the action.

From the explanation above, it can be concluded that WFR is an appropriate method in increasing reading skill of the students.

## Suggestion

Based on the conclusion above, some suggestions are proposed as follows:

1. The teacher should learn how to enhance their ability in teaching English and to establish a good atmosphere in the class. So that the students feel at ease with their English class. She must also be creative to use various techniques in teaching reading in order that the students are interested in the teaching-learning process. It is better for the teacher to use WFR as one of the techniques which can be used in teaching English. The writer hope this research will encourage the teacher to optimize the design of their own reading materials following these ideas.
2. Learning English as a foreign language is not difficult if the students have motivation to learn it.
3. The result of the study can be used as an additional reference for further research with the different sample and occasion.

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