TRAINING ON FLOURISHING SPEAKING CLASS THROUGH SHORT STORIES IN MADRASAH ALIYAH NEGERI 1 PROBOLINGGO

Tirmidi[1], Faradila Arsylia Putri[2], Yanti Khomariyah[3], Kholifatul Indriyani[4]
[1,2,3,4]Universitas Nurul Jadid Paiton, Probolinggo
email: tirmidi@unuja.ac.id

Abstract
To help the students to master English, Madrasah Aliyah Negeri 1 Probolinggo provides additional activities named English Study Club. On tutors' guidance, the activities range from reading to speaking. In the initial observations made by the practitioners, it was found that the study club has not yet had a learning activity plan for each meeting, for both reading, nor speaking. It was also found that participants in the club were less enthusiastic in joining speaking activities class. This happened because they were lack of ideas to convey in the speaking session. This community service aims to provide training to tutors at the study club so that they can create an enthusiastic class. The activities in question are reading activities through mastering stories in short stories which can then be used as topics in discussion activities in speaking class. For this reason, this service focuses on training tutors to prepare reading comprehension learning activities using short stories as pre-activities in speaking classes. The expected outcome is that the tutors can overcome the boredom experienced by the English study club participants. Gladly, this aim is on its path of materialization.
Key words: Reading Comprehension, Short Story, Lesson Plan.

INTRODUCTION

The English study club at MAN 1 Probolinggo was formed with the aim of providing a place to practice English for the students. In its implementation, students who are members of this club are guided by tutors who are university students, mostly are students majoring in English Education at Nurul Jadid University.

When initial observations were made, the practicioners found that the club participants played more games, such as role playing, guessing, quizzes, etc. than other activities. When the practicioners asked the tutors, it was revealed that activities other than games are supposed to be very heavy and boring. The tutors also added that, in activities other than games, the participants are lack of enthusiasm, and were not even interested in carrying out the activities. Likewise, when asked about reading comprehension activities in the club, the tutors said that these activities were almost never held because this activity was one of the least popular among the participants.

Apart from that, in addition, the tutors found that in guiding activities in the club, the tutors mostly functioned as companions; there is no learning implementation plan document for each activity. In fact, as is known, the role of a learning activity plan is very important because it can be a facilitator in achieving the desired learning outcomes. Apart from that, if tutors are able to prepare learning plans professionally, systematically and efficiently, teachers will be able to see, observe, analyze and estimate the learning program as a logical and planned framework (Mitsigkas, 2015).

Regarding the preparation of learning plans, this service implements Bloom's taxonomy of cognitive skills, which is in line with how teachers need to teach reading correctly (Castle, A., Rastle, K., & Nation, 2018), both in teaching reading and preparing instructional plans, teachers need to pay attention to the order of thinking, namely knowledge, understanding, application, analysis, synthesis and evaluation, so that reading learning runs smoothly. Apart from that, another thing that can be taken into consideration are the results of classroom action research conducted by Mitsigkas (Mitsigkas, 2015) who carried out learning using novels.

The results of classroom action research by Mitsigkas show that the use of novels in language classes can increase students' interest and curiosity towards previously unknown genres. It was also stated that the learning atmosphere became more positive, student participation increased rapidly, and their test scores were higher. In this regard, this service is carried out to answer the problems as formulated, in the form of: what is the instructional plan for speaking class using short story? Through this service, it is hoped that the tutors in the English Study Club at MAN 1 Probolinggo can prepare instructional plan for speaking class through short stories.

METHODS

The lesson plan prepared will use steps in the BDA (Before-During-After) reading technique, namely a teaching model that combines strategies and activities throughout the reading process to help students interact and learn with the text by providing various levels of guidance at several levels tingkatan ((Asmara, 2018), (Rizkita, 2014), Babashamsi, P., Bolandifar, S., & Shakib, 2013)). This strategy is called BDA because it is carried out before, during, and after reading activities. This encourages students to activate their prior knowledge by listing what they know about the topic before reading, taking notes while reading, and summarizing after reading. The importance of creating reading with a BDA (Before, During and After) framework is very much realized by a teacher. The three procedures of BDA are presented below.

Before reading, teachers should help students to activate prior knowledge, survey, or preview the text before reading it, and teach in advance the important vocabulary needed to understand the story. An important component for all students is that they can build background knowledge before reading. We can use schemas to recognize and build them when we acquire new knowledge ((Gamboa, 2017), (Hamra, A., Syatriana, 2016)). Before reading, teachers should help students to activate prior knowledge, survey, or preview the text before reading it, and teach in advance the important vocabulary needed to understand the story. An important component for all students is that they can build background knowledge before reading. We can use schemas to recognize and build on them as we acquire new knowledge.

Teachers should help students to change schemas from abstract concepts to real concepts by connecting them with spider webs or lint rollers because both examples serve as a means to collect naturally. Having a schema allows our thinking to go deeper, faster, because background knowledge is built in the classroom. This helps to create a personal connection to the material as well as creating a shared classroom experience. Learning to make predictions before reading a text helps students construct meaning and actively engage with the text rather than just sitting back and waiting for the meaning to come to them ((Kaganang, 2019); (Muhid, A., Amalia, E.R., Hilaliyah, H., Budiana, N., & Wajdi, 2020); (Noicharoen, 2012)).

There are several ways that have been modeled to make initial predictions in reading an informational text, while also giving students a clear purpose in reading the text. First, students will be more motivated to read challenging informational texts when they have been given clear reading goals. Second, after setting reading goals and making predictions about the content of the text, the teacher must activate students' prior knowledge about the topic. Third, when teachers activate prior knowledge about a topic, students can more easily make predictions, and topic information appears less intimidating to students when connected to prior knowledge.

Another important component to include before reading is an emphasis on vocabulary. Some assume that if a learner has extensive background knowledge about a reading topic, this will help them and increase their understanding of a certain percentage of vocabulary coverage. This may feel like a daunting task due to the large vocabulary in a given text, but it is important to prioritize words and give more time and emphasis to those terms surrounding key reading concepts ((Nurdianingsih, 2021); (Nurdina, 2018);(Padede, 2021)).

Next activity is called during reading. The main strategies readers use when reading are a combination of three active reading skills: monitoring, questioning, and predicting ((Castle, A., Rastle, K., & Nation, 2018); (Dara, 2019); (Giouroukakis, 2016)). When reading informational texts, readers must pay attention to details and anticipate the possibility of having to adjust or change previously made predictions in order for the text to make sense. This process is modeled explicitly for students in all units.

Thoughtful planning when reading the questions that will be asked in the whole class instructions allows the teacher to provide meaningful discussion and in-depth explanations. Teachers model reading techniques, help students learn new vocabulary, form grammar and help students correlate between texts they have read or experiences they have had. Concentration is an important element to help students hear the teacher's thoughts. So, it is best to use this technique frequently in the reading process ((Rizki, 2017); (Shehu, 2015); (Zainurrahman & Jabir, 2020)).

Another important compensation is reading aloud in class. When reading aloud, it is important to pause at different times to clarify, summarize, or question the content. Additionally, it will help build

classroom community, foster critical thinking skills, and provide examples of effective ways to interact with books. Comprehension is an important component during the reading process using a technique called "Report Back". This is an effective way to keep students engaged with the content while supporting English Learner students. After questions have been asked to all groups, students have the opportunity to share ideas with partners or in small groups before students are called on to share across groups.

The third is activity after reading. In the BDA technique, understanding does not stop at the last page of the text. The teacher explains to students so that readers reflect on their reading. After reading informational texts, students need to reflect on their reading whether they have received the information and understand what the author's purpose in the text is or not. Post-reading strategies give students a way to summarize, reflect, and question what they have just read. When students have finished reading the informational text, it is time to review the predictions they made previously and modify them as needed (Karpf, 2019).

This process is also modeled explicitly in small group and whole group instruction. The teacher helps students consolidate, elaborate, deepen their understanding of the text and the connections they have made and provides necessary review and further instruction regarding the new vocabulary and grammatical forms that have been learned from the text.

The "Preview/Review" technique is also applied after reading where the teacher matches the concepts taught at the beginning of the lesson by reviewing these concepts further at the end of the lesson. Apart from reviewing concepts, the next step for students is to provide opportunities to practice and apply skills by making concrete summaries to improve students' understanding of the texts they have read.

BDA strategies combine pre-reading and post-reading, as well as monitoring comprehension activities during reading. Therefore, BDA is an effective strategy to improve and monitor comprehension because it allows them to understand what they are reading or have read as well as allowing students to identify points during reading where their comprehension is impaired. Using before, during, and after the reading process also encourages students to become critical readers because it allows students to use their logical thinking to ask questions and make predictions about what the text tells in pre-reading activities, integrating previous knowledge and new knowledge. information from the text during reading activities, and drawing conclusions and making real-life connections in post-reading activities.

This strategy also provides an interactive teaching and learning process. Both teachers and students participate actively and are involved in every process interactively. Teachers guide students to complete each necessary step before, during, and after the reading process and do not miss opportunities to guide students. Meanwhile, students are encouraged to carry out each process well and contribute actively during all three processes by providing feedback to the teacher and their friends. Teacher and student interactions produce important feedback that can be an important element in the teaching and learning process. In addition, this strategy encourages students to not only find information to answer questions but also generate several questions to challenge their friends. Therefore, this encourages students to be question generators, not question answerers.

A. Service Implementation Stages

Before implementing the service, some stages of implementation are discussed together between the team and the tutor. The stages are as follows:

1. the instructional plan of teaching speaking class through short story is presented to tutors,
2. the instructional plan of teaching speaking class through short story is carried out in peer teaching practice,
3. the instructional plan of teaching speaking class through short story is carried out in the real class by the practitioners,
4. The activity in point 3 is repeated once again in the same class with different material,
5. the instructional plan of teaching speaking class through short story is carried out in the real class by tutors,
6. The activity in point 5 is repeated once again in the same class with different material,

B. Partners Participation

The tutors get involve in the whole stages: from constructing the instructional plan to the implementation the plan in real class.

C. Roles Division

The roles of the practitioners and the tutors are as follows:

1. The practitioners accompany the tutors from preparing the instructional plan to implementing it in real class,
2. The tutors will prepare their own instructional plans and practice it in the real class.

RESULTS AND DISCUSSIONS

Of the four service steps that were designed, up to now the service activities are still at the first stage, namely with the service members, the tutors discussing the Reading Comprehension Learning Implementation Plan as pre-activity in the Speaking class. The results of the draft Reading Comprehension Learning Implementation Plan as pre-activity in the Speaking class are as follows.

A. STEP ONE:

On August 12 2024, the staff and tutors discussed instructional plan for speaking class using short story that is constructed in the form of Before-During-After Reading Technique. The discussion result instruction plan as shown in Table 1.

B. STEP TWO:

On the next day, on August 13 2024, the practitioners and tutors carried out peer teaching activities to practice learning short-story-based reading comprehension as pre-activity in the speaking class. After the peer teaching, the practitioners and the tutors agreed to implement the design in the real class, on August 14 and August 15 2024. It was also agreed that practitioners will conduct the teaching practice on August 14 2024, and the tutors will conduct teaching practice on August 15, 2024.

C. STEP THREE:

As agreed, in the third step the tutors carry out actual classroom learning practices. It can be reported that in the third step, the learning activities did not run optimally because the students apparently had not read the agreed short story. This then has an impact on the slow pace of learning in the "During Reading" phase. The steps in this phase were hampered because the students needed more time to read the short story entitled "Surabanglus" by Ahmad Tohari.

Even though the activity then required an additional 20 minutes of time, at the overall the activity provided a solution for changing the learning atmosphere in the speaking class during ex-school activities. The students were able to participate actively, the allocated time of 60 minutes was used very effectively and they even had to ask the administrator for a more additional time, the class also became busy, and the students became enthusiastic.

In the evaluation session, it was agreed that on the second day of learning practice efforts would be made so that students had read the short story entitled "Senyum Karyamin" which would be used as learning material on August 15 2024. For this reason, the short story "Senyum Karyamin" was distributed on August 14 2024 and Tomorrow, August 15 2024, students are asked to submit a 3 paragraph summary before learning begins.

D. STEP FOUR:

As agreed, in the fourth step the tutors get their turn to carry out actual classroom learning practices. It can be reported that in the learning practice in the fourth step, the learning activities have gone according to plan: the students have read the short stories given on the previous day, they have also collected summaries of the short stories they have read.

The use of time is also according to plan. The additional time of 20 minutes as in the previous activity is no longer needed. The class was really as expected: the students were able to participate actively, the allocated time of 60 minutes was used very effectively, the class was busy and lively, and the students became enthusiastic.

Tabel 1 Rencana Pelaksanaan Pembelajaran Reading Comprehension as pre-activity dalam kelas Speaking

Learning Steps	Methods	Time Allotment	Media/Tools
Preliminary Activities 1. Greet and greet all students 2. Explain the objectives of the Reading Comprehension as pre-activity learning activity in the Speaking class 3. Explain in general about the topic of discussion	Giving lecture	5 minutes	Whiteboard, board markers and eraser
Main Activities 1. Before Reading: students are invited to call out their concepts and understanding of the concepts of "Protected Forest" and "Illegal Logging". Students are asked to voluntarily write their ideas on the whiteboard on a picture that forms a spider web. 2. Before Reading: After all the ideas representing the students' ideas have been sufficiently accommodated, several students are asked to make a series of sentences using the words available on the board. 3. During Reading: After obtaining a series of sentences that have formed a concept, students are asked to read the short story that has been provided (Short story entitled Surabanglus by Ahmad Tohari), 4. During Reading: After the reading activity, students are asked to express the content of the short story they have read using the structure: a. Settings b. Problem/conflict c. Climax d. Resolution e. End of story f. 5. After Reading: After discussing the contents of the short story "Surabanglus" the students were asked to see what similarities and differences in the concepts they obtained from the Before Reading and During Reading activities.	Brain-storming, and discussion	10 minutes 10 minutes 10 minutes 10 minutes 10 minutes	Whiteboard, board marker, and eraser Whiteboard, board marker, and eraser Whiteboard, board marker, and eraser Whiteboard, board marker, and eraser Whiteboard, board marker, and eraser

In the evaluation session, it was revealed that ex-school activities became lively and fun with this learning step. The tutors agreed that this step would be implemented in ex-school learning activities in English subjects.

CONCLUSIONS

From the implementation of training in preparing reading comprehension learning plans using short stories for English study club tutors, the following can be concluded:

1. Training must be carried out in four steps, namely preparing learning plans, training and learning practice in peer teaching, learning practice in actual classes, and perfecting learning steps in actual classroom implementation.
2. The learning implementation plan is prepared based on the Before-During-After Reading theory.
3. By using this step, the atmosphere of the speaking class at ex-school activities becomes active, participatory, busy and lively.

REFERENCES

Asmara, I. F. (2018). The Implementation of Before, During, and After Reading (BDA) Strategy to Improve Students' Achievement in Reading Comprehension of Narrative Text at MTsN 2 Medan. Unpublished thesis. State Islamic University of North Sumatra Medan.

Babashamsi, P., Bolandifar, S., & Shakib, N. (2013). Various Models for Reading Comprehension Process. International Journal of Applied Linguistics and English Literature, 2(6), 150–154. https://doi.org/10.7575/aiac.ijalel.v.2n.6p.150

Castle, A., Rastle, K., & Nation, K. (2018). Ending the Reading Wars: Reading Acquisition from Novice to Expert. Psychological Science in the Public Interest, 19(1), 5–51. https://doi.org/https://doi.org/10.1177/1529100618772271

Dara, D. (2019). Investigating English Reading Comprehension Problems of Cambodian High School Students. American International Journal of Social Science, 8(3), 157–195. https://doi.org/https://doi.org/10/30845/aijss.v8n3p8

Gamboa, A. A. (2017). Reading Comprehension in an English as Foreign Language Setting: Teaching Strategies for Sixth Graders based on the Interactive Model of Reading. Folios, 1(45), 159–175.

Giouroukakis, V. (2016). An Instructional Framework to Support Content and Language Learning for ELLs: BDA. Fakulty Works: Education, 46(2), 22–24.

Hamra, A., Syatriana, E. (2016). Developing a Model of Teaching Reading Comprehension for EFL Students. TEFLIN Journal, 21(1), 27–40.

Kaganang, G. (2019). The Use of Problem-Based Learning to Improve Students' Reading Comprehension at the First Grade Students of Senior High School 1 if Middle Halmahera. Langua:

Journal of Linguistics, Literature, and Language Education, 2(1), 45–53. https://doi.org/https://doi.org/10.5281/zenodo.2588119

Karpf, A. (2019). Before During After Reading: Strategies for English Learners. Midtesol, 3, 1–6.

Mitsigkas, N. (2015). Using Novels in English Language Teaching in Cyprus. Unpublished dissertation. Department of Language and Linguistics University of Essex.

Muhid, A., Amalia, E.R., Hilaliyah, H., Budiana, N., & Wajdi, M. B. N. (2020). The Effect of Metacognitive Strategies Implementation on Students' Reading Comprehension Achievement. International Journal of Instruction, 13(2), 847–862.

Noicharoen, C. (2012). An Investigation of 11th Grade Thai Students' Decoding Strategies at the Word Level in English Reading. Unpublished thesis. Srinakharinwirot University.

Nurdianingsih, F. (2021). Teachers' Strategies in Teaching Reading. Professional Journal of English Education, 4(2), 285–289.

Nurdina. (2018). The Effect of Before, During, and After Reading Strategy on Students' Reading Comprehension Achievement in Narrative Text. Unpublished thesis. Universitas Muhammadyah Sumatra Utara Medan.

Padede, P. (2021). Action Research on Using Short Stories to Boost Efl Learners' Performance: A Systematic Review. Premise: Journal of English Education, 10(2), 165–179.

Rizki, S. (2017). The Effectiveness of Teaching Reading Comprehension through Small Group Discussion Technique of Tenth Grade Students at SMAN 1 Tulungagung in Academic Year 2016/2017. Unpublished thesis. State Islamic University of Tulungagung.

Rizkita, D. (2014). The Effect of Using Before, During, and After Questioning Chart Strategy toward Reading Comprehension on Descriptive Text on the Second Grade Students at SMPN 1 Tambang. Unpublished thesis. State Islamic University of Sultan Syarif Kasim Riau.

Shehu, I. (2015). Reading Comprehension Problems Encountered by Foreign Language Students, Case Study: Albania, Croatia. Academic Journal of Interdisciplinary Studies, 4(1), 91–96.

Zainurrahman & Jabir, S. (2020). The 3-2-1 Reading Comprehension Strategy: Students' Reading Comprehension Development and Students' Perception. Langua: Journal of Linguistics, Literature, and Language Education, 3(1).