



## IMPROVING READING AND ENGLISH SPEAKING SKILLS THROUGH THE "SAY SOMETHING" STRATEGY

Puji Hariati<sup>1</sup>, Epi Supriyani<sup>2</sup>

Universitas Pembinaan Masyarakat Indonesia, Medan, Indonesia

### ABSTRACT

All abilities in English cannot be separated from one another. Integrating one ability with another is necessary to avoid weakening one side of the ability. Based on several studies, the ability to read and speak English has a very large relationship in teaching and learning English. By reading, students can add vocabulary as a very important thing in speaking English. One of the most important things in the science of vocabulary is to make it easier to speak. Authentic reading texts can be explained directly in speaking to help students' abilities. Students can understand authentic reading texts in various ways. One way is to directly say something about what they have read.

**Keywords:** Reading Ability, Speaking Ability, Strategies to Say Something

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### CORRESPONDING

#### AUTHOR:

Name: Puji Hariati

Address: Jl. Teladan No.15 Kota Medan

Email: zeenasution@gmail.com

### INTRODUCTION

English is recognized as an international language. To communicate in English, learn the four skills (speaking, reading, listening and writing) of English which cannot be ignored. That is why all basic abilities cannot be separated from one another read and talk. Unfortunately, English teachers at the elementary school level do not often use strategies to improve both reading and speaking skills when teachers are teaching. Separation of reading and speaking lessons can influence why this can happen. Nevertheless, all basic English skills are related to one another.

To solve this problem, integrated capabilities are needed to separate boundaries between traditional courses where the four skills are taught separately (Liao et al, 2014). A particular cohesiveness strategy can be used where speaking is added to the reading lesson. In addition, listening and reading skills in English require readers to be accompanied by various strategies to help readers understand what is read (Snow et al, 2013).

Saying something is one strategy that can be used to help students understand a text. This requires interactive speaking which includes face-to-face conversations (Bashir, Azeem,



and Husain, 2016). So far, this type of strategy has been applied to improve students' reading skills although it has a potential to improve students' speaking skills as well.

Based on the problems above, this study will seek answers to the following questions: (1) What is the relationship between reading and speaking? (2) can the say something strategy be a potential integrated strategy to improve English reading and speaking skills? (3) What is the contribution of saying something strategy to improve reading and speaking skills in English.

## **LITERATURE REVIEW**

### **The Relationship between Reading and Speaking**

Reading can play a large role in successful language learning that can develop into. Expertise speak (Tugrul, 2012). Through activity– reading activity, readers can internalize some vocabulary (Basir, Azeem, and Hussain, 2016). Knowledge of vocabulary or words is the most important thing in speaking which is the biggest problem in speaking for students. The students who have limited vocabulary will have difficulty in speaking.

In addition, students face several barriers to speaking, which come from internal problems, such as anxiety, worries about making mistakes and lack of confidence, and external problems such as lack of speaking practice and vocabulary input received through listening and reading (Wahyuni, 2012) . From this statement, lack of reading can be an external factor that affects speaking ability. By reading, students gain vocabulary and ideas for speaking.

The statements above are in line with Tugrul (2012) which shows a higher relationship between reading and speaking skills. In other words, both reading and speaking can have a positive influence on one another in the learning and teaching process.

### **Reading Ability**

As stated before, reading is very important for students. However, without understanding the text, reading activities will be useless. Reading is one cognitive activity in which the reader takes part in a conversation with the writer through the text (Zale, Moomala, 2013). Reading involves an understanding of complex and difficult concepts with the interpretation of written language and making sense of that language (Kasim and Seyit, 2012). From this definition, it can be concluded that understanding a text is not easy. The students have to decode the printed



words to make something meaningful because of that the students will understand what the writer wants.

Proficient reading is the skill to give the meaning of a text correctly and effectively (Kasim and Keyeit, 2012). To get meaning in a text, students carry out cognitive and metacognitive processes, according to Pressley and Brown in Maina (2014).

Cognitive strategies involve direct interaction with text, thereby facilitating the ability to directly implement incoming information and manipulate it in a way that enhances learning, metacognitive strategies involve a reader allocating significant attention to planning, controlling, monitoring, and testing processes read in different phrases.

Explaining, practicing, memorizing, and monitoring include cognitive and planning, goal setting and self-management such as metacognitive (Abdellah, 2015). Metacognitive development can therefore be described as a skill – metacognitive skills, namely the greater transfer of knowledge, awareness and control of learning (Arrastia, 2016), both of these processes affect students' reading comprehension. How students interact with the text and how students evaluate the reading process use different phrases from several processes to increase students' understanding.

### **Speaking Skills**

According to Akhyak and Anik (2013), language is a meaning of communication or speaking. Based on this definition, it can be said that speaking is the most important way to communicate. Speaking is an important part of learning and teaching a second language (Fandana, 2013). Speaking skills have been claimed to be the essence of language learning. This claim has been extended by assuming that the ability to achieve successful spoken production is the equivalent of successful language learning (Egitim, 2014). Among the four language skills, students consider speaking to be the most difficult because it requires courage and preparation to produce language (Fandana, 2013). This is the first ability used in communication.

Even though speaking is the first skill usually used in communication, it is not often used in teaching and learning English in the classroom. The development of spoken language has been largely neglected in the classroom, and most of the time, spoken language in class is used more by teachers than students (Alhosni, 2014). The teachers think that teaching grammar and



vocabulary is enough to help students speak but not enough to improve students' speaking skills (Alhosni, 2014). It can be said that, to develop students' speaking skills, a strategy is needed. This is important in addition to grammar and vocabulary. Speaking strategy is very important, because speaking strategy provides foreign language learners as a valuable tool to communicate in the target language in various situations (Putri, 2014).

### **Applying Saying Strategies**

Developing interactive teaching strategies is very important in creating meaningful communication (Wahyuni, 2012). It can be concluded that an effective strategy is needed in teaching all languages including reading and speaking. An important component of language learning strategy training is speaking strategies (Putri, 2014) and in getting meaning from texts, readers need comprehension strategies (Wibowo, 2020).

As previously stated that implementing an integrated strategy that can develop reading comprehension and speaking skills is necessary because speaking and reading are not independent. The strategy of saying something is a kind of reading and speaking strategy as well.

Saying Something Strategy Contribution in reading and speaking as previously stated, speaking and reading involve both cognitive and metacognitive processes. The picture above shows that cognitive and metacognitive processes such as planning, predicting, practicing, clarifying, and monitoring occur in both speaking and reading. These processes can be stimulated by employing a say something strategy.

Lin (2017) states that there are several steps in implementing a saying something strategy, namely: (1) assign students as partners; (2) students read part of the selection; (3) when they finished, they turned to their partners and 'said something' about what they had just read. To be said includes; make predictions, ask questions, make clarifications, make comments or make connections; (4) you specify more text to read and the process is repeated; (5) after the selection is complete, conduct a full class discussion on the readings.

Based on the steps for implementing the saying something strategy above, it is very important for couples to have interactive conversations with conversations. Conversation will give more value if students are ready for it. This means that reading texts can stimulate students to carry out conversations based on the texts they have read.

Students can assign interesting texts to read. Next, they decide who will say something first, students who are reading can pause to say something about what they read by identifying unfamiliar vocabulary, predicting, clarifying confusion, providing comments, or connecting what they read with something that he knows. To help students say something, an opening sentence can be used, such as *I predict that I will risk that I think that..... Why has.... What is this part about.... Oh, I see.....Now I understand Then*, the partner would respond to what the first student said, and then he or she would continue reading until the next time he or she stopped to say something. Alternation of readers occurs until they finish reading the text. If any of them can't do at least one of the five things, he needs to reread. whole class discussions can be carried out after all groups have finished. This activity will engage students' prior knowledge with the text and ensure student understanding.

## METHOD

This research is a class action research (classroom action reasearch) using a cycle (spiral loop) which refers to the Kemmis and Mc.Taggart model which consists of four components, namely: planning (planning), action (action), observation (observing), and reflection (reflection). Kemmis and Mc.Taggart's model is a development of the basic concept introduced by Kurt Lewin. Components of action with observation into one unit. The unification of the two components is due to the fact that the application of action and observation are two activities that cannot be separated. For more details, it can be seen in Figure 1.

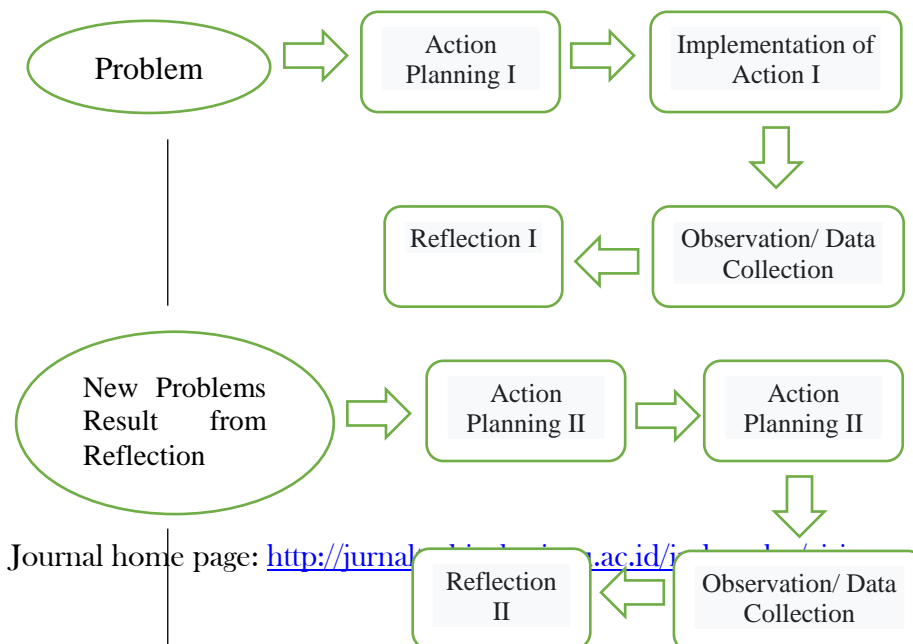


Figure 1. Graph according to class action design  
Kemmis and McTaggart

The research was conducted in the even semester of the 2021/2022 academic year at SD Negeri 066654. Data collection techniques used to obtain research data are as follows. First, through direct observation using observation sheets to collect learning process data using the Survey, Question, Read, Recite, Record, and Review methods. The observation used is direct observation which is carried out from the beginning of the activity to the end of the activity. Second, field notes to record every action of both students and teachers, both positive and negative. Third, documentation in the form of photographs during the learning activities. Fourth, the data collection technique carried out by researchers is a test technique to see how much the students' abilities have increased.

## **FINDING AND DISCUSSION**

Learning English, is not carried out from the beginning of class VI students at SD Negeri 066654. Usually in the process of learning English they still use the lecture method. The teacher explains the material directly based on the textbook and LKS. At these meetings the teacher felt that the students' interest and understanding of this English subject was very low. Therefore, researchers began to use reading media in the form of a short story in teaching English. The reading media in the form of short stories was chosen because reading has benefits for students, namely reduced stress, increased brain stimulation, increased knowledge, enriched vocabulary, increased memory, students' ability to analytical thinking gets stronger and focus and concentration increases. ( <https://squaline.com/en/cara-mebaca-dalam-language-inggris/> ) .

The learning outcomes of class VI students at SD Negeri 066654 in English subject obtained in the pre-cycle are as follows, out of a total of 23 students, no students get learning outcomes in the range 85-100 which is categorized as very high, 8 students in the range 70- 85 are categorized as high, while the other 13 people are in the medium category who get learning



outcomes in the range 55-69 and 3 people get low learning outcomes, namely in the range 40-54, so that the average value of student learning outcomes in the pre-cycle is 65.

When learning improvements were made in cycle I, the following data were obtained, namely from the number of 23 students, no students got low learning outcomes, namely in the range 40-54, while as many as 2 people in the medium category got learning outcomes in the range 55-69, as many as 21 people got learning outcomes in the range of 70-85 but no students got scores in the range of 85-100 which were categorized as very high, so the average score of student learning outcomes in cycle 1 was 73. The author conducted discussions with the English teacher SD Negeri 066654 which is related to student learning outcomes from pre-cycle to cycle I, it is hoped that the authors will take action to improve learning in cycle II so that student learning outcomes show better progress as expected.

When the learning improvement was carried out in cycle II, the following data were obtained, namely from a total of 23 students, there were 15 people who got learning outcomes in the range of 85-100, there were 7 people who got grades in the range 70-84 which is categorized as high and there are no students who get learning outcomes in the range 55-69 which is categorized as medium. So that the average value of student learning outcomes in cycle 2 is 85.

Based on the data obtained about the learning outcomes of class VI students at SD Negeri 066654 in the English subject starting from the pre-cycle to cycle I and cycle II, it shows that there has been a change and development of higher learning outcomes, this can be proven by an increase in the average the value of learning outcomes obtained from the pre-cycle, namely 65, experienced an increase in cycle I, namely 73, then increased again to 85 in cycle II.

From the results obtained, it can be seen in the pre-cycle (initial conditions) that most students have not answered the teacher's questions correctly because the method used is not appropriate, so students have not been able to absorb the material provided by the teacher properly and correctly. After doing reflection, the teacher applies the method of reading and saying something in English in learning English in improving students' ability to read and speak English so that the learning atmosphere looks lively and and students are very enthusiastic and active in learning activities and when viewed from the results the test of answering questions from a text and the teacher's questions directly turned out to be an increase in the class average



score of 65 to 73. The results of the teacher's reflection concluded that it turned out that there was a need for technical changes in the implementation of learning in cycle II the teacher used the method of reading and saying something in English with guidance and guiding students to be able to say something in English. It turned out that it showed that the test results answered reading questions and explained something according to the teacher's request, the average class value increased and could reach 85.

The question of learning outcomes occurs because the writer when carrying out learning corrective actions uses the reading method and says something in English where in the learning process provides direct experience of the material being studied by carrying out investigations designed by the teacher in an orderly way, asking something from a reading , obtaining and processing data logically and communicating the concepts learned and assisted with interesting reading materials so that students have the motivation to say something from the reading and students get an innovative English learning.

### **CONCLUSIONS and Sugesstion**

The results of this study will be explained in this chapter. After observing the process of learning English using conventional media based on textbooks and worksheets did not give students satisfaction, learning media based on reading texts and speaking by saying something was applied. The text selected here is the text obtained from the National Geographic Book Our World. After that, it was analyzed about the feasibility of using Text media as a learning medium and also analyzed the ability of students to speak English on the use of reading text media in the National Geographic Our World book.

Media analysis of reading texts in National Geographic Our World which shows that this media is appropriate for use as a medium for learning English in grade 6 SD Negeri 066654 because this book can be stored and shown and observed again when needed (fixative ability). This book can display objects or events again with various kinds of changes (manipulation) as needed. This book is able to provide reading texts that are in accordance with students' abilities in the process of learning English.

Next, it can also be concluded that grade 6 students at SD Negeri 066654 give a positive perception of the use of reading texts to be able to say something in delivery in learning English





because from the results of answering questions from a given reading text they are able to answer very well from reading the students are able to say something in English.

This research is of course very far from perfect. Therefore, it is hoped that other researchers will be able to deepen their studies in research based on Reading Text and Saying Something media which of course will be very beneficial for the teaching and learning process of today's young generation.

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