

Language Experience Approach in Teaching Reading Comprehension to the Engineering Students

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ABSTRACT

The main purpose of this study is to find out whether or not the students who were taught by using the Language Experience Approach (LEA) gained better achievement in reading comprehension than those who were taught by using the traditional approach. The method used in this study was experimental method. The population was the third semester of engineering students of state Polytechnic of Sriwijaya in the academic year of 2018/2019. The total number of the population was 176. The sample of the study was 52 students. They were divided into two groups: group A was taught by using the LEA and group B was taught by using traditional approach. The findings of this study indicate that teaching reading through the LEA better result than did the traditional approach in terms of students' reading comprehension achievement. The result of this study is expected to be an important input for the teacher of English to develop the students' motivation and reading ability. In order to generalize the finding of this study, a further research conducted in the wider population and longer time should be done

Keywords: strategy, LEA, reading comprehension

1. INTRODUCTION

Reading is an activity of absorbing information from all readable sources. It is an active process consisting of recognition and comprehension skill [1]. By having comprehension, someone can be claimed that he has done the process of reading, and get information stated in the text. [2] states that comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading. In other words, comprehension is the important aspect of reading. Unfortunately, the students cannot comprehend English texts well. They are difficult to recognize the information of the text or answering the comprehensive questions. It also happened in the third semester of engineering students in State Polytechnic of Sriwijaya

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows [3]. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, and finally ability to determine writer's purpose.

An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis and practicing deep reading [4].

Realizing the important of reading, the teacher of English should consider what kind of approaches he or she should use. It is the teacher's task to choose an approach for the students because there are a variety of approaches to reading instruction employed in classroom activities. [5] states that students learn to read by a number of approaches and classroom settings, so no type of approach can be claimed as the best. The teacher may apply and modify some different approaches to meet the students' needs. [6] state that the effective teacher of reading is not only knowledgeable regarding different approaches but also understands the necessity to use parts of various approaches to meet children's needs.

One of the ways to make the reading materials both interesting and comprehensible to the students is by using students own writing as the reading materials. This reading approach has been known well as the language Experience Approach (LEA). According to [7] this reading approach does not only decrease the reading inability but also motivate students to want to read. Students will find the text much easier to read and understand because they use vocabulary and language patterns which are already familiar to them. Therefore, the reading text becomes a

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The Language-experience Approach to the Teaching of Reading Russell G. Stauffer,1970 *The Language Experience Approach for Teaching Reading* MaryAnne Hall,1977 *The Language Experience Approach for the Culturally Disadvantaged* MaryAnne Hall,1972 **Language Experience Approach to Reading (and Writing)** Carol N. Dixon,Denise D. Nessel,1983 **The Language Experience Approach and the Science of Literacy Instruction** Elaine Traynelis Yurek,Mary Winifred Strong,2024-05-14 The information contained in this text covers literacy instruction in kindergarten primary grades middle school and secondary school It gives the background on the developmental aspects of all attributes needed for successful reading It presents a balanced body of information for instruction between wholistic approaches and traditional approaches for the total literacy curriculum This book includes the complete developmental aspects of skills necessary for competence in all literacy tasks from birth to adolescent literacy the need for availability for teachers to assess the progress of all these skills as they are presented in a wholistic fashion on a regular basis the criteria of how decisions are made for remedial reading instruction the interface of special education considerations for students experiencing literacy deficits approaches for adolescent literacy programs and extensive information on teaching English language learners **Using the Language Experience Approach With English Language Learners** Denise D. Nessel,Carol N. Dixon,2008-04-21 Packed with lessons sample texts and strategies this book helps teachers use ELL students personal experiences to improve their oral language reading comprehension and writing skills **The Language-experience Approach to Reading** Denise D. Nessel,Margaret B. Jones,1981 Using the Language Experience Approach With English Language Learners Denise D. Nessel,Carol N. Dixon,2008-04-21 Packed with lessons sample texts and strategies this book helps teachers use ELL students personal experiences to improve their oral language reading comprehension and writing skills **Use of the Language-experience Approach in the Teaching of Reading** Carol E. Bloesser,1971 *Teaching Reading as a Language Experience* Mary Anne Hall,1976 The purpose of this book as stated in the preface to the first edition was to describe this approach and to identify instructional practices which can be followed in teaching reading in the language experience approach That purpose remains as the central focus in this edition The major difference between the editions is the expansion of the theoretical foundations of language experience communication and the extension of instructional suggestions The section on prereading has been expanded so as to give greater attention to language experience activities prior to beginning reading **The Language-experience Approach in the Teaching of Reading** Barbara H. Skinner,1966 **The Language Experience Approach for Teaching Reading** Mary Anne Hall,1977 The Language Experience Approach to the Teaching of Reading John Booy,Nellene Duimstra,1981 *The Language Experience Approach in the Teaching of Reading* Rodney R. Anderson,1968 Library of Congress Subject Headings Library of Congress,Library of Congress. Subject Cataloging Division,Library of Congress. Office for Subject Cataloging

Policy,2013 A Language Experience Approach to the Teaching of Reading Maxine B. Faulkner,1973 *Reading Research at Work* Katherine A. Dougherty Stahl,Michael C. McKenna,2006-04-20 This book presents state of the science research on the components of successful literacy learning and how to target them in contemporary classrooms The volume builds on and extends the work of Steven Stahl whose pioneering contributions encompassed the key areas of phonemic awareness phonics vocabulary fluency comprehension and assessment Ten classic papers by Stahl are accompanied by 16 new chapters by other leading experts who highlight Stahl s theoretical methodological and instructional innovations describe how knowledge about each domain continues to evolve and discuss implications for helping all children become better readers **Developing Voice Through the Language Arts** Kathryn Henn-Reinke,Geralyn A. Chesner,2007 Let every voice be heard *Developing Voice Through the Language Arts* shows prospective teachers how to use the language arts to connect diverse students to the world around them and help them develop their own literate voices This book considers the integrated nature of the primary language arts reading writing listening speaking viewing and visually representing Authors Kathryn Henn Reinke and Geralyn A Chesner encourage preservice and inservice teachers to take a reflective balanced approach in preparing to teach language arts **Teaching Reading to Every Child** Diane Lapp,2013-06-17 This popular text now in its Fourth Edition introduces pre service and in service teachers to the most current theories and methods for teaching literacy to children in elementary schools The methods presented are based on scientific findings that have been tested in many classrooms A wealth of examples hands on activities and classroom vignettes including lesson plans assessments lists of children s literature books to fiction and nonfiction texts and more illustrate the methods and bring them to life The text highlights the importance of teaching EVERY child to become competent in all of the nuances and complexities of reading writing and speaking The value of reflection and peer discussion in learning to expand their students literacies is emphasized Readers are encouraged to reflect on their own experiences with reading and teaching throughout their lifetimes experiences that will serve well in learning to teach reading Your Turn boxes invite readers to think about their views of the material presented and to talk with colleagues and teachers about their best ways of learning this new information Did You Notice boxes engage readers in observation and analysis of methods and classroom situations discussed in the text Teachers stories serve as models of successful teaching and to draw readers into professional dialogue about the ideas and questions raised End of chapter questions and activities provide additional opportunities for reflection and discussion All of these pedagogical features help readers expand and refine their knowledge in the most positive ways Topics covered in *Teaching Reading to Every Child* Fourth Edition Getting to Know Your Students as Literacy Learners Looking Inside Classrooms Organizing Instruction Assessing Reading Achievement The Importance of Oral Language in Developing Literacy Word Identification Strategies Pathways to Comprehension Vocabulary Development Comprehension Instruction Strategies At Work Content Area Learning What the Teacher Needs to Know to Enable Students Text Comprehension Writing

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