

Enhancing Student's Reading Achievement by Applying CLE

Ranti Pertama Sari¹, Inda Lia², Kurnia Febianti³
English Education Program of STKIP Muhammadiyah

Pagaralam town, south sumatra Indonesia
rantipertamasari11@gmail.com, indalia0405@gmail.com, Adam75936@gmail.com

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Abstract

This study aimed to describe CLE method in enhancing students' reading achievement through review experts' opinions and results of previous research on the definition and benefits of CLE. The finding of study show that, CLE was effective media, and the media that could enhance students' writing achievement regarding their motivation, literacy, creativity, and critical thinking. CLE also can be used in developing students' creativity in reading comprehension, especially to support students' reading. The students should increase their knowledge about vocabulary, grammar, and another aspects of reading. The study was conducted as library research that relies on the results of previous studies and experts' opinions for answering the present study's research questions.

Keywords: CLE; teaching method; reading achievement;

1. Introduction

English has an important role in globalization era such as in education, career and many others. To master English, you need to practice your skills, because English allows us to communicate more easily with people from different countries and languages. To master English, you need to comprehend the four skills in English include listening, speaking, reading and writing. In this study the research focus on improving reading skill.

Reading is one of the four language skills that should be mastered by the students besides other skill such as writing, speaking, and listening. Reading can improve students' ability to add the knowledge and make students know everything that they want to know. Students will get information from various sources that are important to increase their knowledge and understand something. According to Yusuf & Enesi, (2011) reading is a key skill for students, without reading the text, students cannot get function efficiently and successfully in the world. From reading, the students learn anything about what they should know.

The fact the main problems faced by students in reading are the lack of understanding the main message of the text they read and their low motivation in reading. These problems are related with the statement described by Wu (2012) and Nejabati (2015) where the main issue about learning reading is comprehending the passage. Pratiwi, (2016) found that students tend to fail in acquiring the significant meaning of the text since they had limited vocabulary, lack of fluency, might not know about the reading strategies and the lack of media that is applied in reading. So based on the previous research above it can conclude that student have difficulties in reading such as lack of understanding the text, lack of motivation, limited vocabulary, lack of fluency and they don't have the method and media that interesting when learning, the use of method in learning is expected to increase students' reading achievement and their learning motivation. Therefore, these problems can be overcome if teachers use a variety of method.

Among the problems above that arise when learning to read, the solution must be considered, the solution is to implement strategies, techniques or learning methods that can be used to solve this problem by applying the language encounter strategy focused language (CLE). Taroepratjeka (2002) explains that the "focused language encounter" is a

learning model that immerses students in new group activities, ranging from simple to challenging activities. Similarly, Nusyirwan (2003) argues that CLE is a model for students to learn language in groups using mediated methods, in which teachers demonstrate and guide while encouraging student development.

Based on Ozoa's opinion (2000) and kholiq (2014), the CLE strategy is divided into five steps: first; Analyzing literary genre, second; Relating reading content to personal experience, Third; Negotiating content, fourth; Critically analyzing a new text and the last Language and construction activities.

Based on the previous study of the research of Kasmilawati, Arifin And Rafikah (2022) showed that the students' result of learning activity in classical terms increased in the second meeting cycle to 94,74%, therefore it can be concluded that the use of strategies CLE learning strategies can improve student learning outcomes.

The advantage of the *Concentrated Language Encounter* (CLE) strategy include improved student reading skills, the variety of language skills that can develop, meaningful learning for students, interactive Students' social interaction during learning is improved and students can actively participate in learning. Sukmawati, Cahyani (2016). Furthermore, the CLE model uses a tiered method to enable students to learn their language with groups and then encourages them to develop it themselves by giving examples and guidance from teachers.

Based on the explanation above the writer interest to investigate enhancing the students reading achievement by applying CLE in this study.

2. Method

The study was conducted as library research, following George's model of library research that relies on the results of previous studies and experts' opinions for answering the present study's research questions (2008). The present study was conducted through online databases, such as Google Scholar, SAGE journal, Taylor and Francis, Semantic Scholar, and Cambridge, as library research. From these databases, relevant sources such as a book, journal articles, and website articles were retrieved. The keywords used to retrieve the books and articles were, the using of CLE method in reading achievement, social network analysis in CLE method, and etc. The arguments, research findings, discussions, and recommendations from these sources were used as the source of data for answering the present study's research questions concerning procedures, and benefits of using CLE method.

However, considering the importance of reviewing the relevance of CLE in the present contexts, the present study included articles published from 2007 to 2019. There are five articles were selected from these processes to be included in the inclusion/exclusion process that evaluates the relevance of the sources for answering the present study's research questions. After the inclusion/exclusion process, five articles were established as the data sources for the present study, with five of the articles published from 2014 to 2022.

3. Findings and Discussion

Concentrated language encounter (CLE) is a learning model that immerses students in new group activities, from simple to challenging activities. Taroepratjeka (2002). Similarly, Nusyirwan (2003) argues that CLE is a model for students to learn language in groups using media teaching methods, in which the teacher illustrates and guides while encouraging student development. In the opinion of ozoa (2000) and kholiq (2014). This learning model allows each student to learn the language in their own way and communicate it in a timely manner, both orally and in writing. A guide is provided to develop effective methods for recognizing and analyzing text reading. Then you will improve your ability to explain something, your self-confidence, your creative thinking, your ability to accept ideas and opinions from friends and people to others, and your ability to collaborate in groups. Additionally, students can also improve their concentration and motivation. In this learning model, each student learns the language with their own unique way of thinking, so that over time they will be able to communicate the language both orally and in writing. They will be provided with a guide to developing effective methods for recognizing and analyzing the texts you read. Then they will develop the ability to express something, increase your self-confidence, think creatively, be open to the ideas and opinions of friends and others, and be able to work in groups.

The review of relevant sources in this study benefited from the benefits of CLE strategies suggested by experts and supported by previous studies. Of the four sources reviewed in this study, all discussed the benefits of her CLE strategies on students' reading comprehension. Some have suggested that CLE strategies had a significant impact on students' reading comprehension, based on the four sources examined in the study.

A study by Desi Sukmawati and Isah Cahyani (2016) found that the use of CLE improved student engagement in student organizations and increased reading comprehension among students during their college years. The passive students became active by the time students started responding, and multiple meetings with the strategy experts during student meetings increased student engagement in learning. Students became more enthusiastic about pursuing their learning process, enjoyed reading, and became more focused on following the learning process.

A study by Isna Kasmilawati, Johan Arifin and Rafikah (2022) using the CLE strategy concludes that students' learning outcomes can be improved by using the "CLE" learning model. Rephrase According to the study, the teacher's activity in the second category of the conference cycle was significantly improved during student learning, and the

improvement in classification was also achieved in his II conference cycle 2. It can be concluded that using CLE strategies can improve student learning.

A study by D. Radesi, A.A.I.N. Marhaeni, N. Natajaya found The results of this study are: 1) students who participated in CLE teaching achieved better reading comprehension ability than students who participated in conventional teaching; 2) there was an interaction between CLE and conventional teaching models and achievement motivation on students' reading comprehension ability; 3) students with high achievement motivation taught with CLE models achieved better reading comprehension ability than students taught with conventional teaching; and 4) students with low achievement motivation taught with conventional teaching achieved better reading comprehension ability than students taught with CLE models.

A study by Emmanuel Uminya Ikwen found that Results indicated that the general reading/ability of the pupils with reading problem needs was poor and at frustrating level but the experimental group had significantly higher mean scores in acquisition of comprehension skills after intervention using concentrated language encounter method. Based on this finding, the researcher made some recommendations for the improvement of reading ability of primary school pupils with reading problems in public school settings.

4. Conclusion

CLE is a model for students to learn language in groups using media teaching methods, in which the teacher illustrates and guides while encouraging student development. The goals have been provided in this study's findings and discussions. The current study looks for the effectiveness of CLE method in enhancing students reading achievement. Lastly, it determines whether the CLE method can improve student reading achievement in this study by investigate some previous study as the data. CLE) strategy include improved student reading skills, the variety of language skills that can develop, meaningful learning for students, interactive Students' social interaction during learning is improved and students can actively participate in learning.

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