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Improving Subconscious Communicative Competence through Reading Argumentative for Post-Beginner Students in Reading Class, Panca Marga University of Probolinggo

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Abstract:

This study is to analyze the subsconcious communicative competence using argumentative reading for post-beginner student in reading class. The theory used in this study is the communicative competence theory developed by Savignon and linguistic competence developed by Canale and Swain. The method used is classroom action research. The finding of this study is improving the subsconcious communicative competence using argumentative reading. The finding of this study are expected to have not only practical significance, but to a certain degree also theoritical significance.

Keywords: subconscious, communicative, argumentative reading

Introduction

Reading abilities, along with other English skills (writing, listening and speaking), has always been an issues of great concern to EFL lectures and researchers. As a second or foreign language, teaching situation, reading receives a special desire to understand well. Despite the strong desire to read well in English, quite numbers of University students still remain incompetent in understanding the reading comprehension. Both students and lectures increasingly feel frustrated and complain about the quality of the learning outcome. Therefore, a survey is conducted with a view to find out the existing problems or dilemmas with college English reading comprehension, in order to figure out the possible reasons which result in the errors and mistakes and to search for ways of bettering students' reading skill.

Reading as one of comprehension skill or receptive can be equated with the own competence of the students. Competence is one's underlying knowledge of

the system of language, such as the rule of grammars, vocabularies, and all the piece of language and how those pieces fit together. It has been variously referred to in some literatures as subconscious grammar knowledge, tacit grammar knowledge, implicit grammar knowledge, etc., a subject that has be a main concern in language teaching, and at the same time, has been a source of controversy. Harmer (1993) wrote: "This largely subconscious knowledge consists of a finite number of rules with it is possible to create an infinite number of sentences". Native speakers of any language can create sentence very well, largely, because they have this knowledge. Harmer (1993) further added: "…we all subconsciously know the grammar of our languages; otherwise we wouldn't be able to string any sentences together at all". Thomburry (2001) asserted that this subconscious knowledge is very important because it can be function as a machine to generate a potentially enormous number of original sentences.

Native speakers acquire the subconscious competence naturally and effortlessly by enormously exposing themselves to English speaking environment at the edge of conscious process. Accordingly, experts and practitioners who approach language learning naturally are also in favor of these parts. However, for the context of English as a foreign language, like English in Indonesia, it constitutes an extremely hard challenge and problematic since English input for exposure is far from sufficient. Therefore, how this sort of competence can be accomplished becomes very crucial for the success of the teaching English as a foreign language, like teaching English in faculty of English Letter and Philosophy of Panca Marga in particular or teaching English in Indonesia, in general. With no attention to overlook other problems, this study will make this area as it means thematic concern.

Not exclusively though it may be, the job of developing the students' subconscious communicative competence has been the main concern of reading comprehension in this faculty of institutions. However, a number of obstacles or dilemmas are in the way, both from the students as well as from the lectures' side. First, most students have negative attitude the linguistics system and the functional aspects of communication. When asked to sequence the skills and the component of English-Speaking, Listening, Reading, Writing, Grammar and Vocabulary-based on the degree of their preference, most of the student under study showed their negative competence to the reading. Out of the 30 students who were present, 10 of them put the communicative competence at the first

sequence and the rest of them put the communicative competence at the last sequence. This negative attitude certainly did not come instantly, but was a result of a long accumulated unpleasant experience in the past and will surely impede their subsequent communicative competence learning and acquisition.

Second, the students' implicit communicative competence is very low. When asked their impression on communicative competence, most of them even though who said they liked reading, said that reading was hard, confusing, and contain too many things to learn. This indicates that in their previous reading lesson, they might mainly focus on conscious learning and lack of internalizing what they had learned. They learned a topic of reading and then stored in short-term memory storage, and learned another topic and kept in the same memory storage. They did not have chance to internalize what they had learned into long-term memory storage, which is subconscious and has limited capacity. With the limit capacity, their short-term conscious memory would be too crowded and overloaded when the storing the accumulated reading topics. That is why, they, then perceived reading lesson as a crowded and complicated lesson. It would not have been the case if they had had sufficient chance to internalize each piece of reading topics before learning a new topic.

Third, the lectures' experience in teaching reading and also constitute another problems. In general, they were disappointed with the result of their own teaching. The common report from their classroom observation was that most of the students usually got good scores for the tests on single topic but they failed for the test on accumulated topics because on each unit the student attention was only addressed to the topic being taught. This students' fragmented attention in reading class had unfavorable consequence. They learned a segment of reading and forgot it when they had to learn another segment so they never accomplished sufficient reading knowledge and the generalized knowledge. As a result, the reading class always encountered the common problem of reading teaching, namely that the students could apply the communicative competence to exercise successfully during the lesson but they did not seem to motivate their knowledge of communicative competence rules when they were communicating during a context of the lesson or in another context. As this had always happened from time to time of their effort, the lecture tended to see and accepted this as a common phenomenon in learning teaching process.

The subconscious communicative competence plays a significant role for creative and transferring ability and reading instruction should be design taking into account the learners' level of inter language; this study will be conducted to use language function in reading class to analyze students' implicit communicative competence, and making use of the natural strategy of the learners. Reading instruction as one of dilemmas for L2 reading derives from the generative linguistics foundation in second language acquisition (SLA). The Chomskyan foundation said that second language (L2) of reading as part of SLA which can be found in a linguistics approach combined with learning theories from cognitive psychology and educational psychology (Richards, 2002: 279).

There are some reasons behind the choice communicative competence as the aim to dig up the competence of the learner during the learning process, in particular for the post-beginner students of reading class. First, communicative competence can be reflected in the use of linguistic system itself and the functional aspect of communication. The functional aspect of communication, such the grammatical, discourse, sociolinguistic competence and the strategic competence which is necessary for the process acquisition to take place.

Therefore, it is reasonable to expect that sufficient amount the practice with discussion can provide balance the communicative function of written text, between the form and purpose. The second, communicative competence is not fragmented on one particular aspect, so this will reduce the students' temptation to ignore the previous aspects they have learned before when practicing skills for reading comprehension. Such fragmented attention can be minimized since each time the functional aspect of communication and the language function of reading topics, student have to activate all structural aspect involved in communicative competence.

They will see reading topics as a spiral with moving emphasis and requires their attempt to cognitively integrate every topic they are learning into what they have learned before. Third, communicative competence is a natural strategy of communication commonly by learners of intermediate proficiency so the classroom activity is not against the students' instinct and will even be able to facilitate the development of their interlanguage. They will have better chances to activate what they have learned consciously in reading class in another context and, thus, internalize the consciously learned reading into subconscious communicative competence. Last, the fact that is a foreign language in Indonesia

and, hence, the students have the same native language also constitutes another reasons why the benefits of the students native language are worth exploring for optimum use in English class.

Since the main question of this study is concerned with how argumentative reading practice competence can be applied to analyze the students' subconscious the communicative competence, this study will explore the potential utility of argumentative reading in communicative competence practice for this study. This study will answer about the subconscious communicative competence be covered using argumentative reading approach for the post-beginner students in reading class in particular. The finding of this study is expected to have not only practical significance but, to a certain degree, also theoretical significance.

Practical significance, this study is expected to provide lectures with an alternative strategy of developing the students' subconscious communicative competence through deductive or top-down procedure of extensive reading, and, thus not require so much exposure to comprehensible input as inductive strategy does. The subconscious communicative competence, which results from conscious general knowledge of language function and communication aspects that is internalized, instead of generalized subconscious communicative competence, which results from accumulated input exposure that is generalized. In the context of English as a foreign language where input for incidental exposure is very limited, such as deductive strategy is needed as it is more direct and straightforward and saves time. However, it is necessary to note that while it is possible for reading class to be with exposure, exposure is absolute in language learning as a whole.

Review of Literature

Although study addresses a situation in a particular setting, the theme has been major concern a much broader context along the history of second and/or foreign language learning. Therefore, it is necessary to connect this study with what other people have thought alone. First, the concept of communicative, which has been used to refer to various kinds of reference, is clarified so that there is clarity as to what it means by the concept of communication. It is used in this study and justification as to why a certain reference chosen. Next, the issue of communicative in the context of SLA, ESL and/or EFL is reviewed so that the crucial principle of it learning and teaching can be identified. The discussion is,

then narrower own the concept of communicative in the relation with the context of EFL that is distinct from the context of ESL. A relevant theory that might be use as a useful theoretical framework for this study is described. Finally, argument and empirical evidence for the use of a reading practice, which constitutes a technique used in this study is presented.

The Concept of Communicative Competence

As illustrated in the introductory section of this paper, communicative competence is one of the factors in order to predict the development process and as the creation of meaning through interactive negotiation among learners. Communicative competences as the household word in SLA have highlight roles in teaching learning process. According to Dell Hymes (1967, 1972), a sociolinguist who was convince that Chomsky's (1965) notion of competence said that communicative competence as that aspect of our competence that enable us to convey and interpret message and to negotiate meaning interpersonally within specific contexts. The notion of communicative competence in rule governed creativity. In other hand, Savignon (1983: 9) expand the definition of communicative competence. It's relative, not absolute, and depends on the cooperation of all the participants. From both of the definitions, it can be distinguished between linguist and communicative competence to highlight the difference between knowledge about language forms and knowledge that enables the person to communicate functionally and interactively.

Communicative means understandable the meaning of the written texts between the form and purpose. In processing their abilities, the lecture can give them do activities to develop their skills. As the post beginners, the readers supposed to be criticized in reading the texts. In this occasion, the lecture gives the comprehension reading through extensive reading in order to try their critical thinking and knowledge in interpreting or transferring their information. In order to know the abilities of communicative competence of the learner can be categorized in two aspects. They are from the use of the linguistics itself and the functional aspects of communication (Canale's, 1983: 247).

a. **Grammatical** competence is that aspect of communicative competence that cover knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology (Canale & Swain 1980: 29)

b. **Discourse** competence as the complement of grammatical competence in many ways. This subcategory, leads us to see the ability of the learner in connecting sentence in stretching of discourse and to form meaningful whole out of a series utterances.

c. **Sociolinguistics** competence is the knowledge about the socio-cultural rules of language and discourse. This subcategory requires an understanding of the social context in which language is used.

d. **Strategic competence**, a construct that is exceedingly complex. According to Canale and Swain (1980:30) described strategic competence as the verbal and nonverbal communication strategies. It needs into action to compensate for breakdown in communication due to performance variables or due to insufficient competence. Strategic competence has a special place in an understanding of communication.

Based on the aspect functional of communication, it implies that communicative competence a set of strategies for getting message sent and received and for negotiating meaning as an interactive participant in discourse, whether in spoken or written (Brown, 2007: 32). In other words, communicative competence can cover the aspect of language skills, whether in spoken (listening and speaking) or written (reading and writing).

A Brief History of Communicative Teaching

The history of communicative teaching can be viewed basically as a dialectical movement of the interface and non-interface position. As the field of second language pedagogy has developed and matured over the past few decades. The result of that, there are number of reaction and counter reactions in methods and approaches to language teaching. Communicative Language Teaching (CLT) have defined and redefined the construct of communicative competence (Higgs & Clifford 1982, in Brown 2000: 266), toward communication.

In other hand, Brown (2007: 47) also had defined the CLT through a description in some characteristics:

• **Overall goals** which is focuses on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. This characteristic try to intertwine the organizational

(grammatical, discourse) aspects of language with the pragmatic (functional, sociolinguistic, strategic) aspects.

- **Relationship of form and function** which are designed the language technique in order to engage the learners in pragmatic, authentic, functional use of language for meaningful purposes. This implied that organizational languages are forms are not the central focus, but remain as important components of language that enable the learner to accomplish those purposes.

- **Fluency and accuracy** which is a focus on students 'flow' of comprehension and production and a focus on the formal accuracy of production are seen as complementary principles underlying communicative techniques. It's implied the lectures' responsibility is to offer appropriate corrective feedback on learners' errors.

- **Focus on real-world context** which is the students has to use the language, productively and receptively in rehearsed contexts outside the classroom. In short, the classroom task must equip the students with the skills necessary for communication in those contexts.

- **Autonomy and strategic involvement** which are the students have chance to focus on their learning process through raising their awareness of their own styles of learning (strengths, weaknesses, preferences) and through the development of appropriate strategies for production and comprehension.

- **Lecture roles** which are the lecture as the facilitator and guide, not an all-knowing font of knowledge. The lecture is an empathetic 'coach' who values the students' linguistics development and the students are encourage to construct meaning through genuine linguistic interaction with other students and with the lecture.

- **Student roles** which are the students are active participants in their own learning process. Learner-centered, cooperative, collaborative learning is emphasized, but not at the expense of appropriate lecture-centered activity.

Based on the seven characteristic above, CLT suggest that grammatical structure might better be subsumed under various pragmatic categories. In other word, CLT is less attention to the overt presentation and discussion of grammatical rules. In this chance, the students are encouraged to deal with

unrehearsed situation under the guidance, but not control of the lecture. The importance of learners' developing a strategic approach to acquisition is a total turnabout from earlier methods that never broached the topic of strategies-based instruction. In short, the lectures' facilitative role and students' are as the product in CLT.

According David Nunan's (1991), there are five features of Communicative Language Teaching, they are;

- An emphasis on learning to communicate through interaction in the target language
- The introduction of authentic texts into the learning situation
- The provision of opportunities for learners to focus, not only on language but also on the learning management process
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
- An attempt to link classroom language learning with language activities outside the classroom.

Based on the features above, it's implies that the lecture or practitioners are more interested in the needs and desires of their learners, as well as the connection between the language as it taught in the classroom and as it used outside the classroom. Under this broad definition, any teaching practice helps that helps the students develop their communicative competence an authentic context is considered an acceptable and beneficial form of instruction.

The concept of communication is the process by which people assign and convey meaning in an attempt to create share understanding. It is through communication that collaboration and cooperation occur. Communication is the articulation of sending message, through different media whether it be verbal or non verbal, so long as a being transmit a thought, provoking idea, gesture or action.

Current Trend in Reading Teaching

The interest and controversies on reading teaching continue but there has been location that the trend is becoming more inclusive rather than exclusive. The studies of how learners acquire a second language tend to reveal that all interface, non-interface, and week interface position have a valid place in second language

acquisition. As the one of pedagogical study that are related to teaching reading, there are number of empirical studies instructed and naturalistic learners. As the second language acquisition, there are many ways that are offered by the expert and also the researcher to face any problems of the English skills, in particular reading skill. There are many dilemmas that are faced in teaching English skill, whether from the lectures or the learners. According to Grabe (in Richards, 2002: 278), there are nine dilemmas that are presented for the second language in reading instruction.

- As Indonesia English, second language (L2) instructions have many different contexts for the second language (L2) reading instruction.
- The second language (L2) derives from the generative language foundation of most research in second language acquisition (SLA) and irrelevance of much of SLA for L2 reading research.
- Appearing from the formal aspects of language and genre structure which are contribute to the readers in developing the comprehension and inference abilities.
- Vocabulary
- Background in social context
- The intensity of reading
- Critical component for comprehension in reading strategies
- The scheme theory represents a major dilemma for higher comprehension process
- Academic career.

Based on the dilemmas above, there are number possible resolutions. Those dilemmas also points out a number of implied political and social issues related to L2 reading instruction which need to be addressed. Starting from those dilemmas, the practitioner tries to solve some of which are covered in communicative competence approach, such as from the aspect of discourse. In this occasion, the practitioner tries to use the Communicative Language Teaching (CLT) approach to get the ability of the students in their communicative competence.

Should we integrate skill?

This question addressed the central issues dispute interfacing and non-interfacing position. To the proponents of interfacing position, the answer is obviously affirmative, while those non-interfacing position will certainly negate it. It is implies that reading instruction needs to take into account the learners' inter language skills. Despite the history of treating the four skills in separate segment of curriculum, there is trend toward skill integration. Such as designing a curriculum to teach the many aspect of one skill, like reading.

Brown (2007: 284) state that such as designing a curriculum to teach many aspects of one skill (reading skill). Reading designers are taking more of a whole language approach. In other word, reading is treated as one of two or more interrelated skills. A course that deals with reading skills will cover listening, speaking, and writing skills. In reading class might include

- a pre-reading *discussion* of the topic to activate the schemata;
- *listening* to a lecture's monologue or a series of informative statements about the topic of a passage to be read;
- a focus on a certain *reading* strategy (scanning or skimming)
- *writing* a response to or paraphrase of a reading passage

In other hands, some of expert or researcher may argue that the integration of the four skills will decrease the importance of the rules of listening, speaking, writing and reading. They said that, it will be unique if those of skills are taught in separated. There are some reasons of integrated those skills (reading, writing, listening and speaking)

a. in the Pre-Communicative Language Teaching (CLT) days of language teaching the learner can focus on forms of language
b. Administrative consideration can make easier to program separate the courses in reading and speaking, and so on.
c. In the third reasons leads that not all classes are integrated because there are certain purposes for which students.

Based on those issues above, they proposed that deductive and inductive reading teaching are complementary and the proportion of their application in the fields depends, to a certain extent, on how much the exposure to input is available.

What reading items should we teach?

This question is concern with the material selection which remains problematic until now. The important of material selection is due to the fact that the most teaching contexts have limited time available for teaching reading and there is substantial amount of reading that can be acquired naturally without explicit instruction. In this case, the practitioners give the argumentative reading for the post beginner students, in particular.

Second/Foreign language research is replete with calls promoting the integrated approach to the study of language ((Flora, 1995; King, 1996; Lynch, 1983; Rosenblatt, 1994; Allred, 1994). Nonetheless, there is empirical testimony in favor of the claimed benefits of an integrated approach to language instruction (Oxford & Leaver, 1996; O'Day, 2002; Heffermen, 2006). Integrated language teaching is deemed to be an effective strategy for holistic language learning, advocating meaningful learning in real life contexts for communicative purposes (Oxford, 200; Mekheimer, 2001). The aims of this approach to teach language skill as a mean of communication that serves real life communicative purposes.

Theoretically, there are subtle connections between language skill which scrap segregated skill teaching as useless and void; this is evidence in models of language acquisition in children learning their native languages.
According to Strang (1972):
'Listening proceeds speaking and reading. Children acquire their native tongue through listening to and imitating the speech of their parents. Speaking is basic to both reading and writing (p. 291).

This case shows that there is sequence in language skills development in a connected and interdependent style. Learners often carry over their skills and declarative knowledge from one skill to another which facilities the growth of other skills (Strang, 1972).

Therefore, research findings support the claims of teaching foreign language according to an integrated approach, especially the integration of reading comprehension with writing skills (Heffeman, 2006; Al-Ghamari, 2004; Faydi, 2003; Bose, 2003; Mekheimer, 2010) this study emphasize the fact that reading and writing are closely connected "as readers and writers activate schema to create meaning from their own and others' texts"

Method

Research Design

This study followed a classroom action research design to improve the subconscious or implicit communicative competence through the reading argumentative at the post-beginner for the reading class. This research entails a spiral interlocking cycles of planning, implementing, observing, and reflecting. In order to achieve the objectives, the researcher designed those tests.

Setting and Subjects

This study was conducted in the fourth semester in English Letter and Philosophy faculty of Panca Marga University. The study was conducted only one class which **is consist 30** students who are in post-beginner of reading class. Because the students were grouped randomly by the facilitator and were likely to have somewhat similar characteristic with certain degree of caution, the result of this study has a potential transferability to the other next beginner readers.

Criteria of Success

The main concern of this study was to increase the students' subconscious communicative competence by using argumentative reading, which has something to do with the precise of giving respond whether in oral or written based on the context of topic discussion. The students were separated into group discussion. Therefore, the indicator of improvement was measured in terms of their ability in giving responses, whether in oral or written. This study was said to be successful when the subjects' subconscious or implicit communicative competence improve to such a degree that 60 percent of the students were able to orally giving short response and short text into at least 70% accurate with the understanding their topic itself.

Kinds of Data and Instrument for Collecting the Data

Both quantitative as well as qualitative data were required in the study. The quantitative data were collected in the form of scores on the subjects' performance. They were classified into formative and summative data. The formative scores were used to indicate the progress and the summative scores were used directly to measure the goal attainment. The formative data involved their score on their performance in normal written response during the stage upgrading the conscious knowledge and the score on their performance in rapid

or timed written response during the stage of internalization. On the other hand, their scores on their performance in giving respond about the topic discussion, short summarizing and short responding orally were treated as summative data.

In addition, qualitative data such as students' performance, behavior, attitude, believe or opinion during the process of the action that had significant contribution to the learning outcomes were also monitored and explored using ongoing assessment. The data were required to reconstruct the process of each learning scenario implementation to maintain the unity and the coherence of the event during the process of reflection.

General Procedure of the Research

Since this research was conducted by the lecture of the classroom under study, under-finding, its analysis and thematic concerns had been probed for a long time prior to this research. The research problem then was formulated and the researcher was determined about the research feasibility without specific reconnaissance and preliminary study. The procedure of this research, then, began with planning the action and proceeded for implementing and observing the action, and ended with reflecting the action. The result of the reflection was used to determine whether the research was said to succeed and no new cycle was required or still fail and new revised cycle was required. Because the specific of the purpose of the research was to bring about some improvement in reading course in one class.

- **Planning**

This stage put emphasis mainly on designing the general procedure of the action on which the detail learning scenarios were based. The general procedure was formulated based on the general principles derived from the information collected from review of literature and the lectures' experimental as well as experiential knowledge. The detail scenarios or lesson plans were designed along the process of action implementation, as they should be flexible and evolving, taking into account unforeseen effects and previously unrecognized constraints.

General Principles

The following are the general principles based on which theoretical framework and general procedure of the action were derived: (1) deductive reading teaching is a seen as interface to inductive reading teaching (2) Reading items such as the micro-skills of reading comprehension to be taught deductively

should be selected only those that are basic and global and have strong role in comprehensibility (3) Though distinguishable, conscious learning is not separable from the subconscious acquisition and they are seen as points of continuum (4) Reading items (micro-skills) learned consciously can subsequently be put into the subconscious or made automatic (5) To keep the students' attention focused on the topics on reading, the lecture helps them within the problem of difficult information (6) Students' positive attitude and their active participation in teaching and learning activities play very important role in learning success.

Procedure of Action

The procedure of the action was basically deductive, proceeding from rule conscious understanding, which is gradually internalized using control practice. During the stage of upgrading conscious communicative knowledge, all effort was directed to ensure that the students had conscious communicative knowledge for all topics. For this purpose, every learning scenario for single topic should be implemented, observed, reflected, thoroughly to make the lecture sure the students were ready for the next topics. Otherwise, the lecture had to do something to make them ready.

The main activities were material presentation by the lecture and written practice by the students intended to reinforce their understanding on the given topics. Most of the activities done by the students were giving their argument about the topics that were presented by the other students. The scores collected from their in this stage were treated formative data and, hence were only analyzed to determine whether they could conscious to the following topics for the next meeting or not. The lecture made intuitive judge to this taking into account reflect retrieved factors such as kinds of derivation and how many topic function as prerequisite for the next topic.

During the stage of internalizing the conscious communicative knowledge into subconscious communicative competence, all the activities were focused on making the lecture sure that the technique worked. The scores of their performance of the first meeting in this stage were us as baseline to be compared with their scores of the next meeting to see whether or not the approach worked. For the sake of reliability, the material for the next meeting, this was used for the testing. Otherwise, the practice was modified gradually until it worked. Similar test

were given every single topics who are they have discussed with the proceeding scores became the base line to the following scores.

- **Implementation and Observation**

In this stage, the formulated procedures of the action was elaborated into learning scenario and put into practice leading to achievement of the goal. The learning scenario was not designed in one time but in succession with the feedbacks from the implementation of a learning scenario for the previous meetings. The cyclic process evolved spirally throughout the whole stage of implementation.

- **Observation**

Data and source of data. The data were in the form of qualitative and quantitative data. The qualitative data were about the students' participant in giving their responses, such as comment, opinion and suggestions about the topics that have discussed. The quantitative data were students' reading test. The data were obtained were the students and collaborating lecture.

Instrument and techniques for data collection.

To collect the required data, it used an observation checklist, a field note, list of questions, and tests. The observation checklist was used to observe the students' activities in the teaching and learning process in the classroom, and to observe the use of lesson plan, instructional material reading practice in an spiral circle, and instructional process which deal with the implementation of the approach by using the argumentative reading of guide questions through spiral circle. The field-notes were used regularly to take note and record the information during the learning process (discussion) and students' involved in. The list of questions was used to know the understanding of the students about the topics.

- **Reflection**

Reflection was done at the end of every sub cycle and the result of reflection on the previous sub cycle was used as feedback for planning the following sub cycles. Because the goal attainment was already indicated by the end 15th sub cycles, before the time limit of one main cycle was not made although actually better revised plan still could be made to gain further improvement. After all, verified the strategy was formulated, and then now it was contextualized into a wider range of related contexts to tailor further strategies, which are more meaningful and more significant.

Results and Discussions

The Students' participation

The criteria of success states that both female and male involve actively in the teaching and learning process of reading activities. To obtain the data, it used the list of a question and field-note. The data were taken during the activity in the classroom. The questions were used to obtain students' response toward the implementation of guided question through the spiral circle. There are several assessments that cover the understanding about the topic discussion. (1) in express accurately the main idea and supporting ideas; (2) is written in the students' own words; (3) is logically organized, and (4) displays facility in the use of language to clearly express ideas in the text.

From those assessments, most of the students answer for assessment number one that they had little bit difficult in expressing their idea in accurately although they are understandable. They felt unconfident for the first time but later they have were accustomed for practicing giving their argument/opinion about the topic that had presented with the other friends.

For the assessment number 2 and 3, 70 %of the students from the classroom responded that guided the question through spiral circle helped much to motivate student to speak and write English. The student felt (taken from the discussion) those guided questions easy to take the conclusion about the topic that are presented with their friends. They could practice English in giving response with the whole students. Related to the response from the students, for the student who are unconfident in speaking (giving response), they were able to write. It can be seen when the practitioner gave the final that are related to their topics. For the rest students, they could speak (giving response), but they have sometimes felt difficult to arrange what they thought about the topics. Later, they are accustomed to using reading strategies such as skimming and scanning the topics that had discussed before.

The last, from those assessment, the practitioner could take the field-note that the students were actively in both, some of the students were active in receptive skills (listening and reading) and the rest students were in productive skills (speaking and writing). The students were actively involved in the classroom. The field-note gave information that the students feel enjoy although they were

little bit unconfident to explore what they had thought/opinion about the topic discussion.

Test

The observation checklist and field-note indicated that the students were actively involved in teaching learning process, reading discussions in particularly. They can explore what have they thought and giving response about the topic discussion. In their mind, presenting the topic discussion in front of the class through spiral circle helped and gave better treatment than other activity. They can be more communicative in explore their thought. The field note gave information that the students felt happy and comfortable in receiving the lesson. The average score of the students' test was 78.11

After the guide questions through spiral circle strategy was implemented through one cycle, it can be conclude that communicative competence of reading skills, the post beginner students in particular, of English and Philosophy Panca Marga University of Probolinggo has improved. The guide questions through spiral circle have the students practice English many times; asking and answering the question, particularly in giving their response. In other hand, the guided question through spiral circle, gives student motivation to give their response, explore their thought, opinion, or arguments easily. It was right then that the result of their reading test was on the average 78.11. The other one that the guided questions through spiral circle make students to involve actively in teaching and learning process of reading.

The action was implemented by giving the students argumentative reading to be discussed with their group and presenting what they had from that reading. Then the researcher explain the inside and outside circle and make a group discussion. The each group would present their topic, the rest of group give their point of view of the presentation. During the discussion, the researcher arranged the scores through the English skill such as in giving their response orally. From this occasion, the researcher would rearrange communicative competence of the students in during the learning process, whether in grammatical competence or discourse competence.

Grammatical competence, this functional competence can be seen when the learner convey their opinion in the writing respond, such the main idea of the reading. In this case, be appeared when the lecture give the learner a performance

test. In this classroom environment, the lecture making the class in group discussion. The learner discuss that they get from the lecture, then every group present in the front of the class. From this illustrated, can be seen when the discussion is going on. In this case, the lecture gives chances to the learner to explore their opinion. Most of the learners give their opinion and the rest are keep silent. The highlight that, there are some learners which competence by oral opinion (speaking) and the rest competence in giving opinion through the writing.

Discourse competence as the complement of the grammatical competence can be show when they explore their opinion. From this case, can be known the background knowledge of the learner when they convey it. The background knowledge of the learners can be measured the in giving informative opinion and the using of a large vocabulary. Furthermore, the formal aspect of the language and genre structure that contribute in the reading will be gotten in giving respond through the writing hand.

Sociolinguistics competence is the competence of the learner about the social-culture rules of the language and discourse. In this case, the lecture give the reading about the culture to be discussed, such as the cross culture in order ask the learner to be sensitive about the social context in which language is used such as Madurese and Javanese. Furthermore, the learner can be critical in facing any issues.

Strategic competence a construct that is exceedingly complex. This strategic describe the competence of the learner in receptive (listening and reading) and productive skills (speaking and writing). This strategic might be done when the lecture integrated the four skills through the Communicative Language Teaching (CLT). The lectures give some topic to be discussed. Therefore, the learners explore what they have discussed and present in front of the class and the rest ask them to listen the presentation in order to explore their opinion about the topic discussed. To know the understanding what they have read and discuss, the learner write their understanding through the question (assessment task for extensive reading through skimming) (Brown, 2004: 213).

Conclusion

The results above indicate that the students have improved their communicative competence. Therefore, the use argumentative reading strategy in solving the problem on reading skill worked well. It clearly motivated the student

to be actively involved during the group discussion work. The average of the students understanding in reading score is 78.11, meaning that the most of the students have taken part in the activity and it can be judged that the activity have given chances to speak through in giving their responses. The students' participation was highly positive knowing from the result of the students' responses, observation check list, and field-note. The activity which demanded the student to practice in exploring their argument/opinion with their different partner. It will make them enjoy and happy in discussing. Therefore, this study is stopped in one cycle. The researcher didn't have to go on the next cycle because the cycle had met the criteria of success.

The practitioner should consider that the guided questions through spiral circle strategy may increase the students' ability on reading skill. It is suggested that through argumentative reading (extensive reading) approach can be improved the subconscious on communicative competence of the students. For the next researcher, hopefully they can do use the same approach in applying another skill of English, such who are the introvert students in receptive skills and productive skills.

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