THE IMPLEMENTATION OF MYSTERY STRATEGY IN TEACHING READING TO THE EIGHT GRADE STUDENTS AT SMPN 1 SEMEN IN ACADEMIC YEAR 2015-2016

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ABSTRACT

Reading is not simply a process of getting the meaning of the printed speech.Generally reading is process of getting information from written words. Reading passage usually tells about the aim to graps the author's ideas. Reading is not simply a process of getting the meaning of the printed speech. It involves skills of the visual recognition of word. To make the students easy to understand and make an interesting learning process is by using Mystery Strategy. Implementation of Mystery Strategy that builds on this natural affinity for intrigue and its capacity to pique our curiosity, engage us in inquiry, and satisfy us when all the pieces fall into place. Ithelps students to read the words or sentences correctly. This strategy depends on our need to solve mysteries. Students are given an opportunity to be active learners as they solve a historical mystery.This research aimed at knowing the implementation of Mystery Strategy and the students understanding in teaching reading of SMP Negeri 1 Semen in academic year 2014/2015.

The research designused by the researcher is qualitative research. This research was taken in SMP Negeri 1 Semen May 2015. The subject of this research was the eighth grade students of SMP Negeri 1 Semen consisting 37 students. In this research, the researcher used observation, interview, questionnaire and the documentation to get the data. By using the descriptive qualitative analysis, the researcher described the data had been collected.

The implementation of Mystery Strategy help the students to read easily and correctly. The teacher implemented the method by doing dictation. The activity is the teacher read the text then the students write the sentence that the teacher read. The teacher did the dictation twice because the teacher wants the students really understand how to write correctly. For the observation of teacher and students gave good responses. In interview, teacher said that this method is suitable in teaching reading. The result of questionnaire is 61.18% students answered Yes, 36.26% students answered Sometimes and 2% students answered No. It means the eighth grade students of SMP Negeri 1 Semen enjoyed the teaching and learning process when the teacher applied Mystery Strategy.

The conclusion is the implementation of Mystery Strategy in teaching reading helps the students to read in English correctly. Its also helps students to increase their reading skill. The researcher also give some suggestion to the English teacher that the teacher improve the material and should be interestin teaching and learning process. For the next reseacher, it is hope that this research can give more information and for the students always study hard.

Key words: Implementation, Mystery Strategy, Teaching, Reading

1. INTRODUCTION

Generally, reading is process of getting information from written words. Reading passage usually tells about the aim to graps the author's ideas. Reading is not simply a process of getting the meaning of the printed speech. It involves skills of the visual recognition of word. The readers interpret what they have read and comprehended. Reading is one of the four language skills that is important to achieve to show that one is able in learning a language. Since reading is an activity to draw meaning or take information from printed or written text, one who does reading activity is expected to know better after reading.

Learning to read is an important educational goal. The ability to read opens up new world and opportunities. It is enable who we to gain new knowledge, enjoy literature and do every day things that are part and parcel of modern life, such as reading the newspaper, job listing, instructional manuals, maps, and so on. Reading is the process of constructing meaning though the dynamic interaction among (1) the readers exciting knowledge, (2) the information suggested by the text being read, (3) the contact of the reading situation. Few people learn to read in their native language without difficulty. Many, but not all, learn to read as children. Some children and adults need additional help. Yet others learn to read a second, third additional language, with or without having learned to read in their first language. Reading instruction needs to take into account different types of learners and their needs.

According to Thorn Hudson (2007: 79), "Generally, reading skills are represented in categories representing: word attack skills, comprehension skills, fluency skills, and critical reading skills."

The Mystery strategy also draws power from a wide body of research showing that engaging students in the process of generating and testing hypotheses is a surefire way to increase academic achievement levels across all grade levels and content Pickering, & Pollock (2001: 111).

Mystery lessons begin with a provocative question or riddle such as "Why did the Neanderthals disappear while Homo sapiens went on to cover the entire globe?" The teacher then provides students with a set of clues or texts that will help them solve the mystery. In working to formulate a solution, students naturally build their skills in collecting evidence, organizing and interpreting information, and developing logical hypotheses and explanations. In addition, because the

Mystery strategy capitalizes on the human affinity for the intriguing and perplexing, it arouses student curiosity and increases motivation in any classroom.

This strategy depends on our need to solve mysteries. Students are given an opportunity to be active learners as they solve a historical mystery. This strategy relates to what historians do and the process of historical inquiry. Students must work with evidence, form hypotheses, test those hypotheses, and report their findings.

II. RESEARCH METHOD

This study uses qualitative method. This research tries to describe the implementation of teaching reading qualitative research is interested in-dept studies of smaller populations and groups. It does not seek to obtain data that can be applied across the board, instead trying to find out as much as possible about a smaller sample or a smaller phenomenon. Qualitative researchers do not use statistics. Instead, they observe, conduct interviews and survey. Moreover, according to Staruss and Corbin in Richie and Lewis (2000:3): "By the term 'qualitative research' we mean any type of research that produces findings not arrived at by statistical produces or other means of quantification. "It means qualitative research is a type of research that doesn't need any statistic procedures in its process".

The researcher use descriptive qualitative to explain this research. According to Arikunto (2010: 3) description research is a research that has a purpose to investigate or observed the phenomenon, condition, activities, and others, that the result must be explained in a form of research report. Descriptive research describe some situation. Generally things are describe by providing measures of an event or activity. Descriptive designs are usually structured and specifically designed to measure the characteristics descried in a research question. According to Nunan (1992: 231), "Qualitative data is a data which are recorded in non-numerical form". In qualitative research, the data is not presented in numeral and it does not need statistic formula. The data is presented in description. Descriptive qualitative is to make description of situation or certain procedures or technique.

The source is a place from which something comes or is obtained Hornby (1995: 1136).According to the meaning of the data and source above, the sources

of data mean places from which something comes or is obtained and furthermore it is take as data in a research or something which can be as object of research. The sources of data are important in doing research because without the sources of data, the research does not have the good quality and validity. In this research, the sources of data are taken from the works of second year students of SMP Negeri 1 Semen in 2015 on reading.

The most common sources of data collection in qualitative research are interviews, observations, and review of documents Cheswell. Cheswell (2003: 327)places the data-collecting procedures into four categories: observations, interviews, documents, and audio visual materials. In this research, we use observations for collect the data. The pure condition of research be surfaced and described as clear as possible. To gain the meaning of the condition in the in the place of research, the researcher will check and taking note of the students' reading ability because the teaching reading of the students do not really given extra attention and correction, that is way there ia many problems appear on the students' capability that effect their teaching reading. By giving a text where the

student should read and give them some question about the content of the text, then they have to answer it, to reading skill of the students will be able to be know. There are some research procedures that are done by the researcher, they are: observing the teaching learning process, interviewing the teacher, and documentation.

The data available in this research by using interview . In this research, the research analyze the data by using several steps. According to Meloeng (2000) in Hasan (2004: 29): *"Analisis data adalah proses menggorganisasikan dan mengurutkan data ke dalam pola, kategori dan satuan uraian dasar sehingga dapat dikemudikan tema dan dapat dirumuskan hipotesis kerja seperti yang disarankan oleh data".* It is supported by Bagdan and Taylor (1975) in Sugiyono (2008: 334). He states, "Data analysis is the process of the systematically materials that you accumulate to increase your own understanding of them and enable you to present what you have discovered to others". The research collects the data by interview the students to answer questions about the content of the text.

In this research, the researcher analyze the data by using several steps. After colecting the data, the writer identifies

them in what part of eror the the data belong to, in the process of identifying the researcher uses the rule of English as a target language to be the norm followed in determining the kinds of errors by the students.

Then the researcher classified them based on the taxonomy decided before in order to get the valid analysis, it is better to combine the four taxonomy decided before in order to get the valid analysis, it is better to combine the four taxonomies in this process of analysis.

The next step done by the researcher is counting the error, frequencies, deciding the lace of errors, making the percentages of the errors made by the students and finding the best terrify. After that, the researcher will give the evaluation of errors that done by students and the final, the researcher would correction the data.

III. RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The result of the implementation of Mystery Strategy in Teaching Reading to the eighth grade students of SMP Negeri 1 Semen in here is about the result of observation and the teacher's interview.

Based on the result of observation to the teacher when she was implemented Mystery Strategy in teaching reading narrative text, the teacher taught based on lesson plan. The teacher used three phase technique (Pre, Whilst, Post). It consisting of pre activities, whilst activities and post activities. In pre activities the teacher greeted with the students, prayed and then check the attendance list on by one. In whilst activity, the teacher explained about definition, generic structure and then language features of narrative text. Then the teacher gave the first dictation and the students wrote what the teacher read in their paper. And the next meeting, the teacher gave to second dictation because the teacher wants the students know and understand how to write word or sentence in English. In post activity the teacher gave feedback to the students and the teacher asked the students if they still found a difficulties from the teaching and learning process. The questionnaire the researcher could know

that 61.18% students answered Yes, 36.26% students answered Sometimes and 2% students answered No. it means the eighth grade students of SMP Negeri 1 Semen enjoyed the teaching and learning process when the teacher applied Mystery Strategy.

The technique used by the teacher could increase their vocabulary and they also understand how to write the sentence in narrative text correctly. When teaching and learning process, the students gave good responses. Although the students felt bored while teaching and learning process.

Based on the result of interview with the teacher after she taught in front of the class, she told the researcher about the procedures of Mystery Strategy implemented in teaching reading narrative text at eighth grade students of SMP Negeri 1 Semen.

From the explanation above, the researcher concluded that the procedure of the implementation of Mystery Strategy in teaching reading at the eighth

grade students of SMP Negeri 1 Semen was match to the theory, result of interview and lesson plan.

The result of the students' response in teaching reading using Mystery Strategy to the eighth grade students of SMP Negeri 1 Semen in here based on the Observation of students and the Student's questionnaire. Based on observation the students gave good response when the teacher implemented Mystery Strategy in teaching reading. Although when teaching and learning process the students felt bored and not interested because it too serious. Based on the result of questionnaire the researcher could know that 61.18% students answered Yes, 36.26% students answered Sometimes and 2% students answered No. It can be conclude that most of students in class VIII A at SMP Negeri 1 Semen don't like reading in English. They less understanding about how to read the word or sentence in English correctly. The teacher ever used Mystery Strategy on the teach reading in

class. They less enthusiasm when the teacher used Mystery Strategy in teaching and learning process because this method is too serious. But they got increase in reading skill after the teacher used Mystery Strategy in teaching reading then got more vocabularies. It can be conclude that the implementation of Mystery Strategy in teaching reading can make students feel easily in reading skill and they can easily understand the material. The researcher concluded that the result of questionnaire the eighth grade students of SMP Negeri 1 Semen enjoyed when the teacher implemented Mystery Strategy in teaching reading. They gave good responses when teaching and learning process.

B. CONCLUSION

Based on the result of the class observation, the implementation of Mystery Strategy to the eight grade students of SMPN 1 Semen consist of three activity, they are: pre-activity, whilst-activity, and post-activity. In pre-activities the teacher greeted with the

students, prayed and then check the attendance list on y one. In whilst activity, the teacher explained about definition, generic structure and then language features of narrative text.

Based on the result of questionnaire, it can be conclude that most of the students in class VIII A at SMP Negeri 1 Semen don't like reading. They less understanding about how to read sentence in English correctly. The teacher ever used Mystery Strategy on the teach reading in the class. They less enthusiasm when the teacher used Mystery Strategy in teaching and learning process because this method is too interested. But they got increase in reading skill after the teacher used Mystery Strategy in teaching reading then got more vocabularies. It can be conclude that the implementation of Mystery Strategy in teaching reading can make students feel easily in reading skill and they can easily understand the material.

And the last based on the Questionnaire the researcher could know that the eight grade students of SMP Negeri 1 Semen got more vocabulary when the teacher implemented Mystery Strategy. This method help the students to increased their understanding to read sentence in English, especially narrative text. Although the students not interested the teaching and learning process cause the students felt too serious and need much attention. So, the researcher concluded that the implementation of Mystery Strategy can increase the students skill in reading.

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