

ARTICLE

*The Effectiveness of Using Reading Strategy to Improve Students'
Reading Comprehension Achievement at the Second Grade Students of
SMPN 5 Kediri in the Academic Year 2015/2016*



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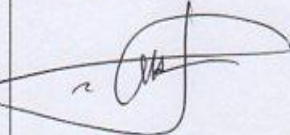


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The Effectiveness of Using Reading Strategy to Improve Students' Reading Comprehension Achievement at the Second Grade Students of SMPN 5 Kediri in the Academic Year 2015/2016

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ABSTRAK

Reading skill is very important to the students since most of the information nowadays is presented in the form of written material. However, the students faced problem in this skill. One of way to solve the problem is using reading strategies. Reading strategies are a set of methods and techniques chosen by the readers consciously, so that they can achieve success in reading. This research uses pre-Experimental Design using quantitative approach with one group pre-test and post-test design. This research took place at SMPN 5 Kediri. The subject of this research was the second grade students of SMPN 5 Kediri especially at 8F which consists of 32 students. The result showed that the students' reading mean score in reading English before they are taught using reading strategy was 69.1. While, the students' mean score after they are taught reading strategy was 85.6. So, post-test score was higher than pre-test score. It can be concluded that reading strategy (scanning and skimming) has very significance impact to the eight grade students' reading comprehension of SMPN 5 Kediri in academic year 2015/2016. So, teachers can apply these strategies to teach reading because these strategies are effective and the students can answer the questions in the shortest period of time in reading without reading the whole text.

Keywords: Reading Comprehension, Reading Strategies, Scanning and Skimming

I. BACKGROUND

Reading is a process to obtain information or knowledge that use eye sensory from something written. According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

This indicated that the reader can build a sense of the information which read.

Moreover, Seyler (2004:3) defines that reading is the process of obtaining or constructing from a word or cluster of words. It can be said by reading, the reader can add a new word from a word classes that read in the text, which helps the reader to understand the content of the text. On the other word, Linse (2005:69)

states that reading is a set of skill that involves making sense and deriving meaning from the printed word. It stated that reading is skill which will make understanding from the written text by the reader.

Additionally, Grabe and Stoller (2013: 1) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. It shows that, this activity requires the process of getting and interpreting the message sent by the authors appropriately through the printed materials.

In conclusion, reading is process of identifying printed symbols in getting meaning or in understanding message. The essence of reading is a transaction between the words of the writer and the mind of a reader. When readers read a text, readers automatically relate their background knowledge to get the actual meaning of certain text.

In learning reading process, students have to comprehend text, because without comprehend text, they cannot catch meaning the content in the text. Here, there is no single set definition of reading comprehension. The discussion of the concept of reading comprehension, in general, cannot be separated from different ways of defining the term reading comprehension. According to Sweet

(2003:21) states reading comprehension is a complex process that is difficult to define, much less teach and asses. It refer to process of reading comprehension is very difficult to interpreted because of the many people who still cannot understand the content of reading.

In addition, Snow (2002: 11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that reading comprehension is process when getting the aim of the text by understanding or comprehends the meaning of the text in written language. Here, Snow also states that there are three kinds of elements of reading. They are readers, text, and activity.

Moreover, Klingner (2007: 8) states that reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It means that reading comprehension is process of understanding by using pervious knowledge and strategy use of written text.

Based on explanations above, we can conclude that in reading comprehension the readers not only read the text fully without understanding well through the meaning of the text. It is because reading comprehension is process of constructing the meaning of written text between reader and author background knowledge to get comprehension as the goal of reading.

Discussion on reading strategy is necessary in developing an understanding that any reading process must involve strategies, in some way or another, which readers use in the attempt of constructing meaning from text. Reading strategies are a set of methods and techniques chosen by the readers consciously, so that they can achieve success in reading (May, 2010:15).

One of the types of reading strategy always used by the learners who learn English is scanning. Scanning is the process of quickly searching for particular piece or pieces of information in a text. According to Brown (2001:308), scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning. It searches for keywords or ideas in a written text information such as name, date, place, or some particular content without reading the entire article. In line with the use of scanning strategy, narrative text also contains several

information, such as name of the character, place and even date related to the story. The purpose of scanning is to extract specific information without reading through the whole text. Besides that, skimming also is strategy in reading. Skimming and scanning are techniques that are similar in process but different in purpose. Adopting Brown's theory (2004: 213), Fajar (2013: 25) stated that skimming is a process of rapid reading to determine the gist or main idea from the text. In skimming activity usually the readers find general information like topic and purpose of the text, and point of view from the writer. By using skimming and scanning the students don't read whole of the text and can short their time in answering the questions.

Teaching reading has few problems in teaching learning process. The problem comes from teacher and students. The first is the problem comes from the students is caused by their lack of knowledge that is related to the text, they cannot understand the meaning of the text because they do not know what they are discussing about. This happened because students just nodded and felt ashamed to ask to the teacher when they found difficult words and not understandable materials. The second, from the teacher is referred to the lack of

the teacher skill and method in teaching reading. Actually, not all the teacher uses strategies to teach reading. Most teachers in giving the material, especially English (Reading) only ask students to read without giving directions and strategies to the students.

From all of the problems, the teacher should be using strategies that suitable with the condition in teaching reading by using scanning and skimming strategy to improve the reading comprehension of the students.

Based on the background above, the researcher formulates the problems as follows: "How far is the effectiveness of using reading strategy to improve students' reading comprehension at the secondgrade students of SMPN 5 Kediri in the academic year 2015/2016?"

II. METHOD

This research is conducted in pre-experimental design using quantitative approach with one group pre test-post test design. Quantitative research is a process to get knowledge that applies some models as mathematic, statistic, and econometric; and then, the result of the analysis is presented in nominal form (Hasan, 2004: 30). This research uses pre-experimental because it does not have random assignment of subject to group or other strategy to control extraneous

variable. That is why in this research the researcher just takes one group or class and uses pretest and posttest to see the result of the treatment.

This experimental design used pre-experimental research design (*one group pretest-posttest design*) that consists of pre-test, treatment and post-test. The pre-test and post-test are given to take the score of the student's achievement before and after being taught using reading strategy (scanning and skimming). Then both of the score were computed by using t-test to find out if there is significant influence of teaching reading comprehension by using reading strategy (scanning and skimming).

In this research, the researcher chose SMPN 5 Kediri that has 30 classes and each grade has 10 classes (A-J). Second grade has 320 students in eight grades which are divided into A to J class as the object of the population of this research.

In this research, the researcher used purposive sampling technique. Purposive sampling technique is a type of non-probability sampling where the researcher consciously selects particular elements or subjects for addition in a study so as to make sure that the elements will have certain characteristics pertinent to the research. It normally targets a particular group of people. Purposive sampling is

sample which is taken because the researcher believes that she/he could give sufficient information. The researcher use purposive sampling they have sufficient knowledge on English material. So, the researcher believes that 8F class of SMPN 5 Kediri can give sufficient information.

According to Ary (2010:303), the procedures of collecting data that use One group pre-test post test design : 1) Administering a pre-test with a purpose of measuring reading achievement of second grade of SMPN 5 Kediri, especially 8F. 2) Applying the experimental treatment teaching reading by using reading strategy (scanning and skimming) as strategies to the subject (second grade especially 8F at SMPN 5 Kediri). 3) Administering a post test with a purpose of measuring reading achievement of second grade students at of SMPN 5 Kediri, especially 8F.

Differences attributed to application of the experimental treatment are determined by comparing the pre test and post test scores.

This research intended to investigate the effectiveness of using reading strategy (scanning and skimming) in teaching reading comprehension at SMPN 5 Kediri in academic year 2015/2016. The use of the treatment is aimed at proving whether the increase scores possibly got by the researcher.

Thus, the effectiveness of that treatment be known the significant score when the students taught using reading strategy (scanning and skimming).

After getting the data from the score of pre-test and post-test, the data were computed by using t-test to find out if there is significant impact of teaching reading comprehension by using reading strategies (scanning and skimming).

III. FINDING AND CONCLUSION

A. FINDING

The pre-test was done on Monday, May 9th 2016. The pre-test was followed by the students of the VIII-F class of SMPN 5 Kediri. It consisted of 32 students. The total score of pre-test was 2210 and the mean of pre-test was 69.1. The following table shows the result of pre-test :

Table 3.1: The Result of Pre-Test Score in general

No.	Classification	Score
1	The Highest Score	85
2	The lowest Score	35
3	The average Score	69.1

Then, post-test was held after two times of treatments given to the students. It was used to measure the reading comprehension after being taught using reading strategies (scanning and

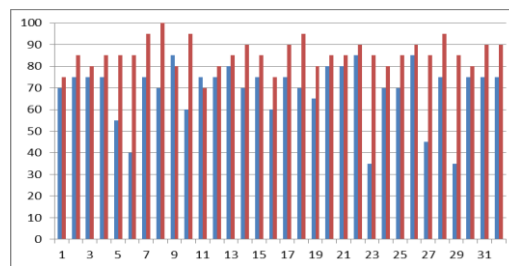
skimming). The post test was held on May 18th, 2016. The total score of post-test was 2740. The total sample was 32. Thus, the mean of post-test was 85,6. The following table shows the score of post-test

Table 3.2: The Result of Post-Test Score in general

No.	Classification	Score
1	The Highest Score	100
2	The lowest Score	70
3	The average Score	85.6

It can be seen from the table above, that total score of pre-test is different with post-test. In pre-test, is obtained 2210 and the score improve in post-test, it is 2740. Automatically, mean of pre-test and post-test is different too. Mean 69.1 is obtained in pre-test and mean 85.6 is obtained in post-test. Thus, mean of post-test is also better than mean of pre-test. It means that the students' score is better after they were taught by using scanning and skimming strategy. Some students still got unsatisfying score. However, mostly the students got satisfying score. The total scores of D (difference score between pre-test and post-test) is 530. While the total scores of D^2 is 15500. The differentiation of the result of pre-test and post-test can be seen in this following chart.

Table 4.7 Score of Pre-test and Post-Test



= pre test ■ = post test ■

Based on the diagram above, it can be concluded that the result of post-test is higher than the result of pre-test. Mostly, the students got an increasing score. However, there are some students who got same score that they had in pre-test. After it was analyzed, it is important to know the level of significance of the score. It can be identified by using t-test formula. It is used to measure how far scanning and skimming strategy can impact the students' reading comprehension of the eighth grade students of SMPN 5 Kediri especially in VIII F class who had unsatisfying score before. The scores above showed the increasing score, but it has to be measured by using the formula. According to Ary, Jacobs, Sorensen, and Razavieh (2010: 177) the result of the pre-test and post-test which were presented to the students could be analyzed by using T-test.

In testing hypothesis, the computation of t-score was compared to t-table. If t-

score was higher than t-table, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. From the result of the data analysis mentioned, the researcher found that t-score was 6.369 at the degree of freedom of 31, t-table was 2.042 at the level of significance 5% and 2.750 at the level of significance 1%. The t-test based on level of significance 5% and 1% showed by the table as follow.

Table 4.8

Table of t-test based on level of
significance 5% and 1%

DF(N-1)	t-score	t-table	
		5%	1%
31	6.369	2.042	2.750

Based on the data on the table above, it means that t-score (6.369) > t-table at the degree of significance of 5% and 1%. It means that t-score was very significant. So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. It can be concluded that scanning and skimming strategy has very significance impact to the eight grade students' reading comprehension of SMP Negeri 5 Kediri in academic year 2015/2016.

Related to the hypothesis and the data that had been analyzed above, the

researcher concludes that that scanning and skimming strategy give the impact to the eight grade students' reading comprehension of SMP Negeri 5 Kediri in academic year 2015/2016. It can be seen from the difference score of pre-test and post-test. Score of post-test is higher than score of pre-test. Total score of pre-test is 2210. While the total scores of post-test is 2740. It means that the students' score is increase. Based on the data on the table 5, the result of this research showed that t-score (6.369) > t-table on significance level 1% (2.750). It means that scanning and skimming strategy was very significant. So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. It can be concluded that there is a very significant impact of reading strategy (scanning and skimming) to the eighth grade students' reading comprehension writing of SMP Negeri 5 Kediri in academic year 2015/2016.

B. CONCLUSION

The conclusion deals briefly about the result of the research based on the formulation of the problem. Based on the chapter one, in formulation of the problem the researcher proposes is "How far is the effectiveness of using reading strategy to improve students' reading comprehension

at the second grade students of SMPN 5 Kediri in the academic year 2015/2016?”

Based on the data analysis during the research, the researcher concludes that before the students taught by using reading strategy (scanning and skimming), the students have problem in reading to comprehend the text, especially at the second grade students of SMPN 5 Kediri in academic year 2015/2016. They have difficulties to identify the general information of the text, identify the detail information, identify the specific information, finding the word meaning, and identify the implied meaning of a text.

The progress happens after the researcher gives the treatment twice. This can be seen from the students' reading mean score in reading English before they are taught using reading strategy (scanning and skimming) for finding general information, all students had total score 69. Then, identifying specific information 149, identifying the detailed information 74, finding implied information 66, and finding the word meaning 84. The researcher got the total score of pre-test was 2210, mean was 69.1. While, the students' mean score after they are taught reading strategy (scanning and skimming) for finding general information, all students had total score 73. Then, identifying specific information 172,

identifying the detailed information 120, finding implied information 82, and finding the word meaning 101. The researcher got the total score of pre-test was 2740, mean was 85.6. The t-score was 6.369, whereas t-table with significant level 5% was 2.042 and 1% was 2.750. So, t-score was higher than t-table. It means that H_a which states that there is the effect using reading strategy (scanning and skimming) to improve students' reading comprehension at the second grade students of SMPN 5 Kediri in the academic year 2015/ 2016 is accepted. Whereas, H_o which states that there is no effect using reading strategy (scanning and skimming) to improve students' reading comprehension at the second grade students of SMPN 5 Kediri in the academic year 2015/ 2016 is rejected.

It can be concluded that reading strategy (scanning and skimming) has very significance impact to the eight grade students' reading comprehension of SMP Negeri 5 Kediri in academic year 2015/2016. So, teachers can apply these strategies to teach reading. Furthermore, the students can answer the questions in the shortest period of time in reading without reading whole of the text.

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