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THE IMPACT OF FVR (FREE VOLUNTARY READING) STRATEGY TOWARD THE TENTH GRADE STUDENTS' READING COMPREHENSION AT SMK NEGERI 1 NGASEM KEDIRI IN THE ACADEMIC YEAR 2015/2016

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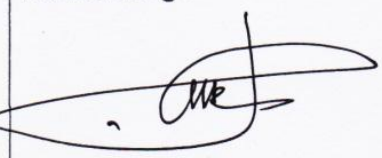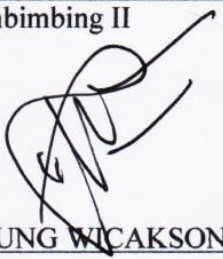
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THE IMPACT OF FVR (FREE VOLUNTARY READING) STRATEGY TOWARD THE TENTH GRADE STUDENTS' READING COMPREHENSION AT SMK NEGERI 1 NGASEM KEDIRI IN THE ACADEMIC YEAR 2015/2016

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Abstract

The present research aims at investigating the effect of Free Voluntary Reading (FVR) toward the tenth grade students' reading comprehension. The method used in this research was quantitative research. Experiment design was carried out in the implementation of the method. This research took place at SMK Negeri 1 Ngasem Kediri. The subject of this research was the tenth grade students of SMK Negeri 1 Ngasem Kediri especially at X *Teknik Komputer Jaringan* (Computer Network Engineering) 2 class which consists of 34 students. For proposing the effect of FVR on the tenth grade students, the study adopted pre and post-test design to measure students' reading comprehension. The technique of data analysis which used was using T-test. The findings show that students' reading comprehension statistically significant increase 41.2%. In addition, the students enjoyed when they were reading using FVR strategy. On the basis of the results obtained, it is recommended that FVR can be used in improving students' reading comprehension.

Keywords: Reading Comprehension, FVR (Free Voluntary Reading)

A. Background

Reading is a crucial way to develop knowledge. This activity adds the new knowledge when person is reading. Someone will clutch the new knowledge from the written text when reading a text. Ducher (1990: 1) said that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. The knowledge that the reader get maybe is new and different from the reader's background, but it can add the reader's knowledge so that it will raise reader's personal knowledge.

Reading is the process of looking at a series of written symbols and catching meaning from them. When the readers read, they use their eyes to receive written symbols then send them into their brain and they use their brain to convert them into words, sentences and paragraphs that

communicate something to us. Besides, there are also many definitions of reading by several experts. According to S. Pang et al. (2003:6) reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Whereas, Akyol in Sahin (2013: 57-67) states that reading is a dynamic inferring process that makes communication between writer and reader essential. From the explanation above the writer elaborates that reading is not just an activity to read what is printed and written. But reading is the process of understanding the contents from the writer by seeing the words and symbols and the readers get information from the text.

Reading must always relate to a process of getting meaning called reading comprehension. Comprehension is a process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Reading comprehension is the act of understanding what you are reading. Odwan (2012: 140)

says that reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It represents how well readers understand literal comprehension which concentrates on explicit meaning and inferential comprehension which concentrates on implicit meaning in the reading text.

Moreover, Grabe (2009: 14) says that comprehension occurs when the reader extracts and integrates kinds of information from the text and combines it with what is already known. In conclude, reading comprehension is a process of extracting, integrating and decoding kinds of information to understand the meaning of reading texts.

But, not all the students are good readers. Every student has different ability in comprehending text and some students get difficulty in understanding a piece of reading text. There is several factors affecting an individual's ability to read. Meneghetti (2007: 292) explains that poor comprehenders differ from good comprehenders in their ability to integrate text information, understand story structure and monitor their own understanding. According to Alderson

(2000: 33), the nature of the knowledge that readers have will influence not only what they remember of text, but the product of their understanding of the text and the way they process it. Besides, Alderson (2000: 34) states that if the readers do not know the language of the text, then they will have great difficulty in processing the text. From the statements above, it can be concluded that the problem of reading is not only remembering the text but also understanding the meaning, structure and content of the text.

Based on the writer's perception when having teaching practice, many students still found difficulties in understanding reading text. It caused students' achievement in reading is poor and students' interest becomes low. The writer assumes that the difficulties came from some factors such as inappropriate teaching techniques, teaching material, teaching media, students' motivation and ability of students of grammar and less vocabulary.

Other factors that made reading difficult to students are the low mastery of grammar and vocabulary is. The students could not understand the reading text because of the vocabulary and grammatical items. The structure of the sentence and the vocabulary in the reading text are mostly hard for the student to understand the text.

Considering the problems above, the effective strategy needed to help student cope their problems. One of strategies in teaching reading is FVR (Free Voluntary Reading). FVR (Free Voluntary Reading) is reading for pleasure at your level, pace and time that support to increase reading comprehension, writing, grammar, spelling and vocabulary development.

The concept of Free Voluntary Reading (FVR) is used by Krashen (l993: x) to refer simply to reading because you want to: no book reports, no questions at the end of the chapter. In FVR, you don't have to finish the book if you don't like it. In addition he concerned (1993: 1) Free voluntary reading (FVR) is the foundation of language education". It means, FVR is one of the most powerful tools available in language education and is the most effective way of achieving proficiency in a second language.

FVR is one of effective strategy in increasing reading comprehension, vocabulary, grammar, and writing. Krashen (2003: 15) states that FVR (Free Voluntary Reading) is an effective way of increasing literacy and language development, with a strong impact on reading comprehension, vocabulary, grammar, and writing.

Dealing with the problem above, the researcher concerned in formulation of the research: "is there any significant impact of Free Voluntary Reading (FVR) strategy on reading comprehension of tenth grade students of SMK Negeri 1 Ngasem Kediri in academic year 2015/2016?"

B. Research Method

The method used in this research was quantitative research. Experiment design was carried out in the implementation of the method. Experiment was an approach to conduct quantitative research. Ary (2010: 265) defines an experiment as a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). While the technique of the research, the research used one-group pre-test–post-test design that involves three steps. According to Ary (2010:303) one-group pre-test–post-test design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment to the subjects; and (3) administering a post-test. In the one-group pre-test and post-test design, a single group was observed not only after being exposed by a treatment, but also before. The pre-test and post-test were given to take the score of the student's achievement before and after being taught by using FRV strategy. There are two kinds of sample random sample and non-random sample. According to Vanderstoep and Johnston (2009: 27) a random sample, sometimes called a probabilistic sample, is a sample in which each member of the sampling frame has an equal chance of being selected as a study participant. A non-random sample is a sample in which each member of the sampling frame does not have an equal chance of being selected as a participant in the study. Based on those explanations, the writer decided to use a random sampling to choose the sample of the study. In this research the sample that used was X Teknik Komputer Jaringan (Computer Network Engineering) 2 class which consists of 34 students of SMK Negeri 1 Ngasem Kediri.

The technique of collecting the data used by the researcher was reading comprehension test about narrative. The researcher gave the narrative text consist of 30 questions and the researcher take score from it. The multiple choices used by the researcher because it recovered the macro and micro skill. Here, the researcher just took macro skill in applying the number of questions in pre-

test and post-test because the teacher in SMK Negeri 1 Ngasem Kediri applied macro skill as an indicator in teaching reading comprehension by using narrative text. The classifications are:

Table 1

Macro skill	Total Ques-tions
To infer the context that is not explicit by using background knowledge.	4
To describe events, ideas, etc., infer links and connection between events, deduce, causes and effect, detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.	16
To develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of texts.	10

The teaching material that used in treatment was in teaching reading using FVR came from many sources such as website, newspaper, magazine, novel, narrative books, comic. The material that used in this research was narrative books because it related with the material in

English subject. The researcher organized 37 narrative books and provided it to the students when teaching reading in class.

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 FRV strategy.

C. Finding and Discussion

1. Finding

The findings show that students' reading comprehension statistically significant increase 41.2%. It can be seen by comparing the result of pre-test and post-test. The total score of pre-test is 2316 and the mean of it was 68. The students who passed the test were just 8 students and the others failed. It means 23.5 % from the total of the students. It is less than 50% of the total students. So, it can be known that reading comprehension at the tenth grade students of SMK Negeri 1 Ngasem before being taught by using FVR (Free Voluntary Reading) strategy is low. While the result of post-test was the total score was 2585. The mean of post-test was 76. There were 22 students passed the test and the others failed. It is 64.7% from the total of students. It is higher than 50% of the

total students. The researcher takes conclusion that the process of treatment is successful. So, reading comprehension at the tenth grade students of SMK Negeri 1 Ngasem Kediri after being taught using FVR (Free Voluntary Reading) strategy is higher than before giving the treatment.

Based on the scores of pre-test and post-test above, it means that the students' score is increase after they were taught by using FVR (Free Voluntary Reading) strategy. There are some students who 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 349. While the total scores of D^2 is 5193. It can be concluded that the result of post-test is higher than the result of pre-test. After comparing the result of pre-test and post-test, the researcher analyzed the data to know the level of significance of the score by using t-test formula. It is used to measure how far FVR (Free Voluntary Reading) can impact the students' reading comprehension of SMK Negeri 1 Ngasem in Teknik Komputer Jaringan (Computer Network Engineering) 2 class who had unsatisfying score before. The scores above had 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. From the result of the data analysis, the researcher found that t-score was 8.596 at the degree of freedom of 33, t-table was 2.750 at the level of significance 5% and 2.423 at the level of significance 1%.

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

DF(N-1)	t-score	t-table	
		5%	1%
33	8.596	2,704	2.423

Based on the data on the table above, it means that t-score (8.596) > 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 FVR has very significance impact to the tenth grade students' reading

comprehension of SMK Negeri 1 Ngasem Kediri in academic year 2015/2016.

2. Discussion

The purpose of the researcher conducting this research was to find out the significant impact of FVR (Free Voluntary Reading) to the students' reading comprehension to the tenth grade of SMK Negeri 1 Ngasem. Based on the research finding as explained before, the result shows that there is very significant impact of FVR (Free Voluntary Reading) to the tenth grade students' reading comprehension.

Krashen, (2004: 17) says in school FVR results in better reading comprehension, writing style, vocabulary, spelling and grammatical development. Based on the finding of the research, it is in line with the theory that the result is the students' having improvement in their reading comprehension, spelling and vocabulary.

Krashen (2004: 28), proposed that FVR (Free Voluntary Reading) as the pleasure hypothesis: Pedagogical activities that promote language acquisition are enjoyable. However, interesting that FVR (free Voluntary Reading) is very enjoyable. In addition, the researcher found the finding of the

research when did the research. The students enjoyed when they were reading using FVR strategy. The students became more active in the reading activity. Besides, the students felt free when they were reading because they were not in under pressure in the reading activity. However, it is interesting that there is strong evidence that FVR (Free Voluntary Reading) is enjoyable. In the other words, FVR (Free Voluntary Reading) is effective to be used in teaching reading. It is proved by the difference score of pre-test and post-test. The total score of pre-test is 2316 and the mean is 68.11, while the total score of post-test is 2585 and the mean is 76.02. Moreover, the result of t-score (8.596) is higher than t-table in the level of significance 1% (2.423). The difference means that there is very significant impact of FVR (Free Voluntary Reading) to the students' reading comprehension.

In summary, FVR gave contribution to the students' reading comprehension because they can enjoy the process of reading class. It affects the students' reading comprehension. It can be said that there is very significant impact of FVR to the tenth students'

reading comprehension of SMK Negeri 1 Ngasem in academic year 2015/2016.

D. Conclusion and Suggestion

1. Conclusion

Based on the explanation in the previous chapter, the researcher takes some conclusion of this research. It shows that reading is one of product skills that must be mastered by the students because by reading they get information and automatically their knowledge add. FVR (Free Voluntary Reading) is really appropriate in teaching reading because this strategy is enjoyable strategy to stimulate their reading activity so that students easily get the point of the text when they are reading.

From research finding, the researcher concludes that FVR is effective to be used in teaching reading especially in the tenth grade students of SMK Negeri 1 Ngasem in academic year 2015/2016. It is proved by the result of t-score (8.596) that is higher than t-table in the level of significance 1% (2.423). Besides, the students' reading comprehension after being taught using FVR (Free Voluntary Reading was increase. It is proved by the mean of post-test (76) that is higher than the mean of pre-test (68). It means

that there is any impact of FVR to the students' reading comprehension. Thus, this strategy should be applied in teaching reading.

The students' behavior is also better than before. The response of the students is good. It can be detected from their participation in the class. Mostly the students more spirit in reading activity because they are not in under pressure to read the text. Because it was enjoying activity, the student could comprehend of the text which they read.

2. Suggestion

Based on the conclusion above, the researcher offers some suggestions for the teachers and students, they are as follows:

a. For the English teacher

Based on the experience of the researcher when conducted the research, the researcher faced some obstacles when applied FVR (Free Voluntary Reading). It's described as follows; the first obstacle was less amount and genre of the books that given to students. For better result in teaching the researcher suggest to provide more reading books and genre, so that the students can really be free in choosing the book which the students

want to be read. In addition the obstacle was conditioning students when they were reading. Means made some students who had not good reading habit to have good reading habit in other words was made some students like reading. For this obstacle, the researcher suggests the teacher to be able to make good condition and encourage the students' motivation in class when students are reading. To make it work, disparate the students who often make crowded in the class and better ask the students have a seat in front desk. FVR (Free voluntary Reading) can give maximum result of teaching reading when the condition of the class are conducive and enjoyable and the book reading more varieties in genre and amount.

b. For the students

FVR is strategy that gives students independency to choose the level and kinds of book which students want to read. So, the researcher suggests the students should be able to measure their own reading ability. When the students know their own reading ability, the students will be able to choose the book that suitable with them and make it feel easy and enjoy when they are reading. In addition, the students have to choose the topic based on their like. When the topic agreeable with their like, it make the students interest and enjoy when they are reading. So, the students can comprehend the text which they read

c. Other researchers

Based on the result of the research that conducted in the level of Senior high school or vocation school, the strategy namely FVR (Free Voluntary Reading) was effective in improving the students' reading comprehension. By concerning the result, the researcher suggests for the next research to be done in the lower and higher education level such in the junior high school and in the university. It is to know the whether the FVR strategy can give impact in improving reading comprehension in lower and higher education level.

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