ARTICLE

TEACHING READING USING "SUPER SIX" COMPREHENSION STRATEGIES TO THE NINTH GRADE STUDENTS AT SMP PGRI 2 KEDIRI IN THE ACADEMIC YEAR 2016/2017

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Abstract

This research was aim to find out the effect of "Super Six" comprehension strategies to the students' literal comprehension which refers to the contextual text and intepretive comprehension which refers to the meaning of the text in the ninth grade. This research used quantitative research pre-experiment design particularly one-group pretest-pottest. This research took place in SMP PGRI 2 Kediri on July 2017. The subject of this research was the nine grade students of SMP PGRI 2 Kediri. The researcher chose IX- A consist of 23 students as the sample. The result showed that the total score from post-test was higher than pre-test. The total score from post-test was 542.08 while pre-test was 374.9. It was found that t-test (13,543 > 2.074) . Furthermore, students reading comprehension increased in indicator determining the main idea, sequence of detail and conclusion. It can be concluded that "Super Six" comprehension strategies is effective to increase students' reading comprehension at ninth grade gstudents of SMP PGRI 2 Kediri in the academic year 2016/2017.

Keyword: "Super Six" Comprehension Strategies, Literal, Intepretive, Reading Comprehension.

A. Introduction

There are four main skills that are used in the process of learning English: those are listening, speaking, reading and writing. One of important skill in English is reading. By reading, it can enable the students to learn many aspects such as: vocabulary, writing, speaking and listening. Reading can't be separated from comprehension because comprehension is the reason for reading, if the readers can read the words, but not understand the meaning of what they are reading, they are not really reading. Reading comprehension means understanding what have been read. The NRP (2000), defines that reading comprehension as the process of simultaneously *extracting* and *constructing* meaning. Translating print to sounds and words while simultaneously making meaning is a highly complex act that is often overwhelming for a struggling

reader. The goal of reading is to comprehend or understand what we read.

In junior high school, to find out the students ability in comprehending reading materials is very difficult because of some factors. One of them is the students lack of vocabulary. Seeing that problem above, it makes the students difficult in comprehension the content of the text that dealing with the levels of comprehension namely, literal and intepretive comprehension. Literal comprehension is reading comprehension level which refer to the main idea and sequence of detail while interpretive comprehension is based on literal comprehension which refer to conclusion, it means that the reader have to identify the ideas and meaning that are not stated explicit in the text. Furthermore, the teachers should work hard to make reading as a habit because without reading and practice they won't know the vocabularies in English words. The best strategies and motivation are needed to help the students like reading any kind of English text for increase their vocabulary, so that they will be familiar with English word then they will comprehend the text. In this case, "Super Six" comprehension strategies is believed as strategies which can help students in comprehending a text.

Super six comprehension strategies are a reading comprehension practice that use a number of comprehension strategies. Oczkus (2004:9), explained that Super Six comprehension strategies include six strategies that the students or readers apply when they are reading in pair using reciprocal teaching based on the instructional elements. These reading strategies are: making connection, predicting, questioning, monitoring, visualizing, and summarizing. Making connections is a strategy to activate the students' prior knowledge and to generate interest that the students apply before reading. Predicting is a strategy to facilitate their predictions about what they will read before reading. Students use information from graphics, text and experiences to anticipate what will be read. After reading a text, students are able to recall important points and details from what they have read. Knowledge of text and story structure will help students develop good summaries. In this way, the students work in pairs by applying six comprehension strategies such as making connection which is the strategy to activate the students' prior knowledge and to generate interest that the students apply before reading, predicting which is the strategy to facilitate their prediction about what they will read before reading,

questioning is the strategy that helps the students to identify the main ideas of the text during reading, monitoring is a strategy that teaches the students to monitor their understanding during reading and to fix-up strategy when they relize their failure in understanding the text, visualising is the strategy that helps the students to improve their understanding by using imaginations after reading, and summarising is the strategy that teaches the students to review sme important ideas in the text that they have read after reading.

Based on the phenomenon of problem above, there were three questions which should be investigated in this research, namely:

1. How are the students' Literal and Intepretive comprehension which refers to the contextual and the meaning of the text before being taught by using "Super Six" Comprehension Strategies at the ninth grade students of SMP PGRI 2 Kediri?

2. How are the students' Literal and Intepretive comprehension which refers to the contextual and the meaning of the text after being taught by using "Super Six" Comprehension Strategies at the ninth grade students of SMP PGRI 2 Kediri?

3. Is there any effect of using "Super Six" Comprehension Strategies in students'

Reading comprehension at the ninth grade students of SMP PGRI 2 Kediri?

B. Research Method

The method of this research was quantitative research and the design that being used by the researcher was experimental research particularly pre-experimental research with one-group pretest-posttest design. This research took place in SMP PGRI 2 Kediri.

This school is located in located in Brigjen.Pol.Imam Bachri street, Pesantren Kediri number 88 which has 154 students in three classes, they are from VII A, VII B, VIII A, VIII B, IX A, IX B. Therefore, the writer chose IX-A as the sample of the research. This class consisted of 23 students.

In order to collect the data for the research, the researcher used reading test in pre-test and post-test to measure the students' reading comprehension when teaching and learning using "Super Six" comprehension strategies. There are some processes for collecting the data. The first was pre-test. Pre-test was given by the teacher before the students were taught using "Super Six" comprehension strategies with purpose to know students' reading comprehension before taught using "Super Six" comprehension strategies. The second was treatment process after the series of treatment, the last process was

post-test. After got treatment with "Super Six" comprehension strategies, the researcher gave post-test in a form essay test of reading comprehension to know students' reading comprehension in literal and intepretive comprehension ability after taught using "Super Six" comprehension strategies.

To know the result of the reading comprehension test that has been given to the students, the writer used scoring rubric scale for reading to calculated students' reading comprehension score in literal and intepretive comprehension. Then analyze the data using

1. Rating Scale for Reading

2. To score the students' answer the researcher used the following formula:

$$Scoring = \frac{Correct\ answer\ score}{Maximum\ score} \times 100$$

3. The classification of the students score:
   a. 96 – 100 classified as excellent
   b. 86 – 95 classified as v ery good
   c. 76 – 85 classified as good
   d. 66 – 75 classified as fairly good
   e. 56 – 65 classified as fair
   f. 36 – 55 classified as poor
   g. 0 - 35 classified as very poor.

(Depdikbud, 1985:6)

4. Finding out the mean score of the students' answer from pre-test score will be compared with the post test by using the formula:

$$\overline{X} = \frac{\Sigma X}{N}$$

where: $\overline{X}$ = Mean score

ΣX = Total score

N = Total sample

(Gay, 1981:298)

5. Finding out the significant differences between pretest and posttest by calculating the value of the test.

$$t = \frac{\overline{D}}{\sqrt{\frac{\Sigma_D 2\ \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Where:

t = text of significance

$\overline{D}$ = the mean score

ΣD = The sum of differences

N = The total number of the students

C. Result and Discussion

The aims of this research were to find out the effect of "Super Six" comprehension strategies in students' reading comprehension. After analyzing the data, the writer found the data of students' literal comprehension before being and after taught using "Super Six" comprehension strategies.

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Table 1

The Improvement of the Students' Reading in Literal Comprehension

Indicators	Pre – test	Post – test	Improvement
Main Idea	54.34	75	20.66
Sequence of details	42.17	67.04	24.87
ΣX	96.51	142.04	45.53
$\overline{X}$	4.19	6.17	1.98

Table 2

The Improvement of the Students' Reading in Intepretive Comprehension

Indicators	Pre – test	Post – test	Improvement
Conclusion	52.17	70.65	18.48
ΣX	52.17	70.65	18.48
$\overline{X}$	2.26	3.07	0.81

Based on the result of pre-test, the total score of students' pre-test was 374.09 while the total score of post-test was 542.08. It can be classified that most of students (2 from 23) were very poor, (18 from 23 students) were classified as poor, (2 from 23) were classified as fair, (1 from 23) were classified as fairly good. It means that rate percentage of students' pre-test was poor. While in post-test most of the students (3 of 23) were classified as good, (15 of 23) were classified as fairly good, (4 of 25 students) were classified as fair and (1 of 23) were classified as poor. It means that rate percentage of students score in post-test was fairly good. In other words, it

can be said that the rate percentage in post-test was greater than the rate percentage in pre-test. From the result improvement on their reading by implementing Super Six Comprehension Strategies. They were able to answer the essay questions which were given by the researcher well. In short, through Super Six Comprehension Strategies, it can improve students' reading comprehension.

Table 3

df	t-test	t-table 1%	t-table 5%
23	13.543	2.819	2.074

Based on the data report on the table of t-test above, the result of this research showed that t-test (13.543) > t-table 5% (2.074). It means that Ha is accepted and Ho is rejected. In other words, there was significant effect of "Super Six" comprehension strategies in teaching reading comprehension to the ninth grade students of SMP PGRI 2 Kediri in academic year 2016/2017.

D. CONCLUSION

1. Conclusion

a. The students' Literal and Intepretive comprehension which refers to the con-textual and the meaning of the text before being taught by using "Super Six" Comprehension Strategies. It found that the students had some difficulties in answering the question provided by

the researcher. It is proved by the students' score in pre-test, it shows that the students' mean score of literal comprehension which refers to the main idea was 54.34 and the mean score of sequence of detail was 42.17 while the mean score of intepretive comprehension that refers to the meaning of the passage was 52.17. From the data above, it can be concluded that before the students being taught by using "Super Six" comprehension strategies, most of the students 2 from 23 were classified as very poor (0-35) classification, 18 from 23 students were classified as poor (36-55) classification, 2 from 23 were classified as fair (56-65) classification and 1 of 23 were classified as a fairly good (66-75) classification). Based on the students classification above, it can be concluded that there was 1 students who got good score in pre-test . It means that the students' comprehension in literal and intepretive comprehension before being taught by using "Super Six" comprehension strategies were very poor.

b. The students' Literal and Intepretive comprehension which refers to the contextual and the meaning of the text after being taught by using "Super Six" Comprehension Strategies. It found

that the students could answer the questions provided by the researcher by applying "Super Six" comprehension strategies before, during and after reading the text. It is proved by the students' score in post-test, it shows that the students' mean score of literal comprehension which focused on the indicator the main idea was 75. The improvement of mean score in this indicator from pre-test and post-test was 20.66 and the mean score of indicator sequence of detail was 67.04. The improvement of mean score in this indicator was 24.87 while the mean score of intepretive comprehension that focused on the indicator meaning of the passage was 70.65. The improvement of mean score in this indicator was 18.48. From the data above, it can be concluded that after the students being taught by using "Super Six" comprehension strategies, most of the students 3 from 23 were classified as good (76-85) classification, 15 from 23 students were classified as fairly good (66-75) classification, 4 from 23 were classified as fair (56-65) classification and 1 of 23 were classified as a poor (36-55) classification). Based on the students classification above, it can be concluded that there was 1 students who got bad score in pre-test that classified in

poor classification . In other words, it can be said that the data in post-test was greater than the data in pre-test.

c. "Super Six" comprehension strategies was effective to make the students comprehend in reading. This is proved by t-score was higher than t-test (13,543 > 2.074). It is also proved by the students' score after being taught by "Super Six" comprehension strate-gies significantly had good effect on students' reading comprehension.

2. Suggestion

Based on the result of the research that was done in SMP PGRI 2 Kediri especially at nine grade students in academic year 2016/2017, it is hoped that the result of this research can be useful to everyone who relates. It is expected to give practical contribution to English teachers, the students and the next researcher.

a. For English teachers, the teacher should leave the conventional strategies where the teacher more active than the students, beacuse this strategy just allows the students to receive what the teacher said without feedback from the students in teaching.

b. For the Students, trough "super six" comprehension strategies, the students are expected to improve their reading comprehension while reading process because it allows the students to work

and discuss together with their friends. It can be media to solve their problem when they do not understand the passage.

c. For the Researcher, For further researchers, it is suggested to conduct further research of "Super Six" comprehenson strategies that applied six strategies in control pair to find out the effectiveness of this model. Hopefully, the following researcher can take the strength and add the weaknesses to make this research better.

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