

IMPROVING READING COMPREHENSION OF THE GRADE X STUDENTS OF SMK NEGERI 1 RANTEPAO BY USING READING NEWSPAPER

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Abstrak

Penelitian ini dilakukan untuk membuktikan apakah penggunaan koran dapat meningkatkan pemahaman membaca dalam bahasa Inggris pada siswa siswi kelas X SMK Negeri 1 Rantepao. Di dalam penelitian ini, peneliti menggunakan quasi experimental design non-equivalent group yang terdiri dari kelas eksperimental dan kelas kontrol. Peneliti menggunakan purposive sampling dalam pengambilan sampel yang diambil dari populasi kelas X SMK Negeri 1 Rantepao. Instrumen yang digunakan pada penelitian ini adalah angket dan test. Data analisa dilakukan secara statistik dan deskriptif. Berdasarkan hasil data yang telah dianalisis, ditemukan bahwa 3.52 untuk nilai t_{hitung} dengan menggunakan $dk\ 37+37-2 = 72$ pada taraf signifikansi 0.05. Sedangkan nilai t_{table} adalah 1.995 Berdasarkan hasil dari data yang telah di analisis tersebut, hal ini menunjukkan bahwa t_{hitung} lebih besar dari pada t_{table} . Sehingga, hipotesis dalam penitian ini diterima atau dengan kata lain menggunakan koran memberikan pengaruh penting dalam kemampuan siswa-siswi dalam membaca bahasa Inggris.

Kata Kunci: *meningkatkan, Pemahaman membaca; Koran*

In Indonesia, English is taught as a foreign language. It focuses on mastering four skills; listening, speaking, reading and writing. Listening and reading are receptive skills, while speaking and writing are productive skills. All of the skills are to be improved in the process of teaching and learning English. Reading is perhaps the most difficult language skill to teach, for it involves so many different elements: grammar, vocabulary, phonetics, spelling, and intellectual comprehension.

Reading is one of language skills that should be mastered well by the students because reading is an essential factor that influences one's activity in communication. Reading is regarded as a receptive skill that is, interpreting codes into ideas. People consider reading as an important activity, so that people usually say that reading is the window of the world.

Being able to read in English is very important because there are many books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. This idea is supported by

the fact that reading has become a part of our daily life. We read many kinds of materials from newspaper to academic books written in English.

In teaching reading, a teacher sometimes finds a problem in selecting or choosing appropriate reading materials for students. According to the researcher experience in observing the teaching of English especially reading skill, we still lack good English textbooks. Most of them are design only for teaching English as a foreign language. The materials are intended to train in mastering grammar points. This can be one of the reasons why students feel bored and unenthusiastic when they get reading lesson.

Curriculum used by SMK N 1 Rantepao uses the curriculum 2013 for teaching and learning processes. The Basic Competence (KD) in the curriculum 2013, some of those texts is descriptive and narrative text. Based on the *Permendikbud No. 64, 2013*, Related to English subjects as one of the important components in the spectrum of the 2013 curriculum, it has a goal to develop the ability of students to

communicate in that language, with communication skills that include the ability to listen, speak, read, and write. In the curriculum, English subject for SMK is an adaptive subject, which is aimed to prepare students to master the knowledge and skills of Basic English that will support skills competence achievement in the program of study, and to apply the mastery of English skills in oral and written communication on advanced level.

In Vocational high school students who are advanced learners are not satisfied with just any reading material. They want it to be more interesting and realistic. Probably they do not enjoy reading about imaginary characters or actions that created in the English textbooks. There are some facts the problem in reading class based on researcher's preliminary research. First, students' interest of reading was still low. Second, students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson. Finally, the students had difficulties in doing exercises. Those all made their achievement became low and caused failure in teaching and learning process.

Newspaper is the imperative media which play a vital role in disseminating and spreading information concerning the latest trends and happenings on the national and the international events. Newspapers not only update us; they even coach us and facilitate us, persuade us to figure our attitude on significant matters.

Newspaper according to Cheyney (1992) is the textbook that provides up-to-date information on local, state/provincial national and world affairs. Academic American Encyclopedia (1989: 171) also describes newspaper in a broad sense as "an

unbound publication issued at regular intervals that seeks to inform, analyze, influence and entertain".

Joy Pemagby (1995) stated that "Newspaper can be used to teach many aspects of language and communication skills. Editorials and gossip columns can be used to teach formal and informal varieties of English; editorials and feature articles can provide passage form summary and comprehension; letters to editor can demonstrate good features of letter writing. A newspaper may contain material for teaching various types of writing: description, analysis and synthesis, comparison and contrast and process description; and they provide models of good written form: paragraphing, topic sentence, introductions, conclusions, and etc."

In connection with the background above, most of the students lack of reading comprehension. The researcher formulates the research questions as follows:

1. Does applying reading newspaper improve reading comprehension of the grade-ten students of SMK Negeri 1 Rantepao?
2. Does using newspaper motivate students to read of the grade-ten students of SMK Negeri 1 Rantepao?

The objectives of this research are:

1. To find out whether using newspaper improves students reading comprehension of the grade-ten students of SMK Negeri1 Rantepao.
2. To find out whether using newspaper motivates students to read of the grade-ten students of SMK Negeri 1 Rantepao

METHODOLOGY

In conducting this research, the researcher used quasi-experimental design by applying non-equivalent control group design. This design is one of the quantitative researches where it uses to measure the relation between independent and dependent variables by giving the treatment. The design of this research is as follows (McMillan and Schumacher, 2006):

Pre-Test	Treatment	Post-Test
O1		O2
	X	
O3		O4

where:

- O1 & O3** : Pre-test
- X** : Treatment
- O2 & O4** : Post-test

It is chosen without randomization because the researcher takes the sample based on where the problem is faced. Before and after the experiment, both of these groups achieved pretest and post-test of reading comprehension knowledge, but only in experimental group got the treatment or intervention by using newspaper while in control group did not get it. In addition, before and after the experiment, a questionnaire is carried out to measure the two groups' attitude towards.

This research conducted at SMK Negeri 1 Rantepao. The school is located in Jl.Tagari No.8 Rantepao,Toraja Utara, South of Sulawesi. The student of the grade-ten of Computer Engineering and Network Program was the subject of the research.

Population is all data that concerns us in a scope and time that we specify. A population is “a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the result of the research” (McMillan and Schumacher, 2006:119).

According to Best (1981:8) “A sample is a small proportion of a population selected for observation and analysis”. In determining the sample, the researcher employed purposive sampling as one of non-probability sampling technique because there is no random assignment of subjects.

The reason researcher used purposive sampling because it is based on the students' need. This argument is supported by

Cohen,Manion and Marrison. (2007) that the sample is selected based on the student specific needs. In this research, the researcher took X TKJ 1 and X TKJ 3 classes as the sample of her research.

In this research, the research was conducted in the first grade of SMK Negeri 1 Rantepao involved in the process of the teaching and learning reading comprehension that are using conventional teaching and learning approach. The population of the grade-ten of SMK Negeri 1 Rantepao consists of 14 classes and 340 students in academic year 2016/2017.

The researcher took two classes from the population as the sample. They are experimental and control classes. In selecting the sample, the researcher applied one of non probability sampling techniques, which is purposive sampling. According to Sugiono (2013) purposive sampling is a technique of selecting sampling with certain considerations.. The sample of this research are X TKJ-1 class as experimental class and X TKJ-3 as control class.

Latief (2013) states “independent and dependent variables are used in causal design which measure the effect of independent variables to the dependent variables”. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. An independent variable of this research is the use of newspaper. A dependent variable is an attribute or characteristic that is dependent on or influenced by independent variable.

Questionnaire is used to collect data relating to students' point of views, opinion or attitudes about the strength and weaknesses of techniques applied in teaching process. The instrument is also used to figure out whether there are any changes on students' knowledge and experience, especially Reading Comprehension after they have joined the teaching process.

The other advantage of questionnaire is providing written feedback, suggestions,

recommendation that warrants further investigation. Furthermore, it also used to know the students motivation after got the treatment. so, the result of questionnaire will give additional information to the researcher.

The tests consist of pre-test and post-test. The pretest intended to know the students' prior knowledge in reading comprehension. The posttest intended to prove whether the result of application of newspaper media improve the students' Reading Comprehension.

Pretest is used to test the students' Reading Comprehension. There are two kind of the test in this research. Namely, pretest and posttest. In this research, the pretest is used to find out the students' prior English Reading Comprehension achievement. It is conducted to all grade-ten students to selecting the same or similar mean of students' reading comprehension achievement in each class. According to selecting test or pretest, X TKJ-1 and X TKJ-3 class chosen as the sample of the research.

The pre-test of this research is Reading Comprehension test which consists of ten True-False questions and 10 WH questions of Reading Comprehension test.

Afterward, the post-test is conducted to measure the effect of newspaper used after the application of treatment in experimental group. The use of post-test also determines whether the test is effective or not by comparing the achievements of post-test scores in both classes those experimental and control. In the post-test, the researcher still used reading comprehension test which is same with the Pre-test and level of difficulties is the same.

This test used to know the use of treatment (newspaper) whether in can improve the students' reading comprehension in Experimental class of the grade-ten of SMK Negeri 1 Rantepao or not.

The scoring of the items is analyzed by using the scoring system and rubric score as follows:

Table The Scoring System

No	Kinds of Test	Number of Items	Score of Items	Total Score
1	True-False Question	10	1	10
2	WH Questions	10	4	40
	Total	20	5	50

After giving pretest to the students, the researcher gave the treatment for five times, it started on July 10th, 2017. In the treatment, the researcher applied newspaper in the teaching. The procedures of the media, first the researcher gave an example of newspaper. Then, they read the newspaper text and then answer these following questions.

After getting the result of pre-test and conducting a sequence of treatment, the researcher applied the same as the post-test to both experimental and control groups. The aimed of posttest was to measure and known the students' Reading Comprehension after newspaper was apply.

When the data is collected, the researcher started to analyze the data by using several formulas that have been proposed by some experts. Simple statistic was used for investigating the pre-test and the post-test for both of groups. The mean scores of the post-test of the two experimental groups were compared with those of the pre-test.

Before the researcher calculated students' score by using t-test formula, the researcher found students' individual scores and determined Mean score, Standard deviation, variants then the researcher examined the normality and homogeneity of the data.

Table Scoring Classification System

Individual Score	Qualification	Criteria
90-100 (A)	Excellent	Successful
75-89 (B)	Very Good	Successful

65-74 (C)	Good	Successful
50-64 (D)	Poor	Failed
0-49 (E)	Very Poor	Failed

After getting the test result, the researcher computed the mean score and mean deviation. In analyzing the data, the researcher used statistical analysis for the test. After getting the mean deviation of both experimental and control group, the researcher computed the sum of squares from pre-test and post-test. After obtaining the square deviation, furthermore, the researcher analyzed the data in order to know the significant difference or testing hypothesis by using t-counted formula.

Testing Hypothesis

To find out whether the application of concept newspaper improved the students' reading comprehension by constructing the text, the researcher tested whether the hypothesis is accepted or rejected or there is significant influence in teaching Reading Comprehension by using reading newspaper can improve student's reading comprehension or not. If the t-counted is greater than t-table, it means that the hypothesis is accepted or there is significant influence.

RESEARCH FINDINGS AND DISSCUSION

This research was a quasi-experimental; the research was done at experiment class through newspaper and control class without newspaper of the grade-ten students at SMK Negeri 1 Rantepao. The data analyzed in this research were the result of observation, questionnaire and the result of pretest and posttest from both experiment class and control class. The pretest was given before the treatment began and the posttest was given after the treatment had been finished in the last meeting.

Result of Observation

From the observation sheet above, it can be seen that there are three activities that the English teacher did in the classroom. The first is about pre-activities. In this activity, the English teacher greet the students "Good morning students", the students responded to the greeting" good morning mis, the teacher asked the students' condition "How are you today?, and the student told their condition to the teacher " Fine, Mis" or very good and the student tell who is absent. The second is while activities In this activity, the teacher presented the material"Through Slide and blackboard", the students were active in asking questions related to the topic to the teacher "What kinds of part of speech", then the teacher stimulated them to provide examples of newspaper then the teacher asked them to read and answer the question bases on the nespaper text

The last is about post-activities. In this activity, the students make a conclusion about what they have learnt and the teacher motivates them to keep learning and the response for the all pre-activities, while activities and post-activities is yes.

Result of Questionnaire

There are six statements of questionnaire the first is about when I read a story or other information I understand it. for the response of always (A) 72.97%, usually (u) 18.92%, sometime (S) 8.11%, often (O) 0% and never 0% so total 100 %.The second is I use illustrations or titles to help me figure out what a story is about and for the response of always (A) 67.56%, usually (u) 16.21%, sometime (S) 10.81%, often (O) 5.40% and never 0% so total 100 % .The third is When I don't understand a word I use the information I have already read to guess its meaning and for the response of always (A) 54.05%, usually (u) 27.02%, sometime (S) 13.51%, often (O) 2.70% and never 2.70% so total 100 % . The fourth is When you find a story or written information

difficult to understand, do you give up or do you use strategies to help you understand? for the response of always (A) 75.68%, usually (U) 18.92%, sometime (S) 5.40%, often (O) 0% and never 0% so total 100 %. The fifth is I use a dictionary when I can't understand words. for the response of always (A) 81.08%, usually (U) 18.92%, sometime (S) 0%, often (O) 0% and never 0% so total 100 %. and the last is when you read do you try to see the pictures in your head? And for the response of always (A) 48.64%, usually (U) 27.02%, sometime (S) 13.51%, often (O) 8.10% and never 2.70% so total 100 %.

Result of Pre-test

The researcher conducted pre-test for experimental class (X TKJ 1) on July 17th, 2017 and for control class (X TKJ 3) also on July 17th, 2017, but it was conducted in different time because both classes had English subject.

In experimental group, the score they got did not achieve the criteria of minimum achievement, which had to get 70 or more. Based on the data also showed that the highest score was 76 and the lowest score was 38. The mean score of experimental class was 49.9. regarding to the result of the achievement percentage above, it could be concluded that the result of the test no successfulness in English minimum standard of achievement that is 70. It means needed to be increased.

In control group, the data in the table showed that some of the students in control class were "failed" category. Only five students of thirty seven were successful or achieve the criteria of minimum achievement, which had to get 70 or more. In the control class, the highest score was 80 while the lowest score was 40. After got the individual score, the researcher accumulated the mean score of control class was 50.5

After giving the treatment, the researcher gave post-test to see the students' achievement.

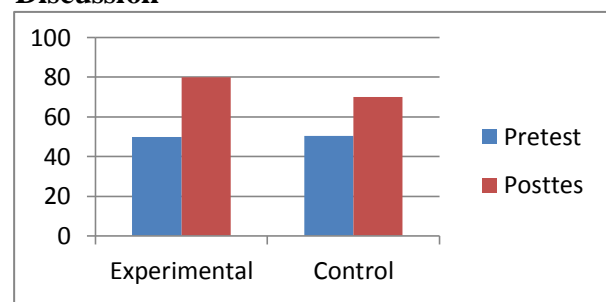
In experimental group, it indicated that there were 35 students in category of successful. The highest score is 90 and the lowest one is 62. It means that, after implementing the treatment, the students became more active in the learning because the strategy used in this research can help them to increase their vocabulary mastery and lead the students in meaningful learning. The result of posttest score was significantly different from the pre-test. The mean score of posttest experimental class is 80.1. It shows that this class has significant progress of mean score from 49.9 in the pretest to 80.1 in the post-test.

In control group, showed that there were twelve students did not pass the test while thirteen students were successful. The mean score of control class in posttest was 71.06. It means that the mean score of control class was also increased from 50.5 in the pretest to 70.1 in the posttest.

The deviation of the students' in both of the test can be seen in the following chart:

Deviation of the Students' Score

Discussion



After conducting the research, the researcher then concluded that there were some processes that the researcher did to improve the students' reading comprehension. The first was the researcher observed what theme the students like to read then correlate it with their major. After that the researcher then tests one topic from a newspaper to them in the experiment time in experimental class. The result showed that they enjoy

reading the article and they looked active in discussing it with their friends and they also asked the difficult words they found to the English teacher. Then when the researcher gave them the questionnaire to see the interesting of the topic they read, the result showed a positive thing.

To know the students score improvement achieved, the researcher saw the result of data analysis of pretest and posttest in experimental and control classes. There was a difference between mean score of pretest and posttest of the students' achievement in reading English text that was conducted to the sample of this research. The improvement mean score of experimental class is from 49.9 in pretest to 80.1 in posttest after the implementation of treatment. It is increased 30.2. Meanwhile, the students' mean score in control class is from 50.5 in pretest to 70.1 in posttest. Shortly, both of these groups have improvement in reading comprehension but in this case the experimental group has higher improvement than the control one after applying the treatment using newspaper. Even though the control group did not have improvement of the students' reading comprehension as much as in the control group, but it implies that the conventional teaching method can be used to improve the students' ability in reading English text.

The next is the researcher found it by seeing the result of observation. Almost all the students show their interest in learning English especially when the researcher uses the newspaper to teach them. For example, only 3% students are not active in asking question to the teacher, 4% students are not active in sharing their ideas and discussing the task with the teacher and 4% students are not ask the teacher and friends about the difficult word they found in the text and the other students are actively involved in all activity. It means that, newspaper give the positive effect for the students.

Then, the researcher found it by seeing the result of questionnaire. By the result of the questionnaire, it can be concluded that the students always understand when they read a story or information. It was found because there were 72.97% students that always understand when they read a story or other information, and 81.08 students use a dictionary when they cannot understand words. It means that, applying the newspaper can improve the students reading comprehension.

Therefore, based on the data analysis, the researcher found that the t_{counted} result is (4.89) and (1.995) is for the result of t_{table} . It means that the value of t_{counted} is higher than t_{table} . In another word, the hypothesis of this research is accepted or by using newspaper, the researcher can improve the students' ability in reading comprehension by using newspaper.

CONCLUSIONS AND SUGGESTIONS

Having discussed and analyzed the data in the previous chapter, the researcher drew the conclusion as finding of the research. The researcher found that the implementation of reading newspaper could give influence to the students in teaching reading. Shortly, based on data analysis, the result of pretest was 49.9 while the result of the posttest increased to be 80.1. Obviously, it defines that the reading comprehension of the grade-ten students of SMK Negeri 1 Rantepao can improve after conducting the treatment. There is also significant difference between the main score value of pretest and posttest. It is proved since t_{counted} value 4.89 is higher than t_{table} value 1.995. This result defines that the hypothesis of this research is accepted.

From the conclusion above, there are some suggestions that are proposed by the researcher:

- a. During the teaching reading skill in classroom, the teacher should apply reading newspaper to inure the students.
- b. Teacher also should be creative in choosing appropriate technique, method or strategy in teaching reading.
- c. The researcher hope to the next researchers who want to use newspaper in their research.

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ACKNOWLEDGEMENT

The researcher would like to express her deep appreciation to her supervisors, for their intellectual assistance, opinions, Prof. Konder Manurung, DEA., Ph.D and Dr. Hj. Sriati Usman for his corrections, kindness, and suggestions in the exam for the improvement of this thesis.

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