

The Effect of Reading Strategies on the Students' Reading Comprehension in Recount Text

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Abstract

Recount Text is a text which retells events or experiences in the past with the purpose to either inform or entertain the audience. Reading strategy Summarizing helps students become purposeful, active readers who are in control of their own reading comprehension of the student in the recount text. Quantitative research used in this study. Eighth grade students of SMP Negeri 16 Bogor were the population of the research. The sample of the research was 60 students; it was divided into experiment class consisting of 30 students was taught about the reading comprehension in recount text used summarizing strategies and control class consist of 30 students too was taught about the reading comprehension in recount text used predicting strategies. The data were gained from the post after the students were taught English procedure text. The result of the research shows that there were effects of reading strategies to improving students' reading comprehension in recount text. It can be seen by the mean of the average of score (mean) of t -test of the experiment class was 82, median was 80, and mode was 80. The average score of reading-test of the control class was 74. It had the difference of 8 point with experiment class. So, the score of the experiment class was higher than the score of control class. The median of control class was 75 and mode was 75. Based on analysis t -observed was 3.50 and t -table was 2.66. The result of t -observed was higher than t -table, H_0 was rejected because $3.50 > 2.66$. This result shows that the use of Reading comprehension in recount text of the students who are taught by reading strategies summarizing is better than Reading comprehension in recount text of the students who are taught by reading strategies predicting, therefore, the writers' hypothesis (H_a) is accepted.

Keywords: Reading comprehension, Recount text, Reading strategies.

INTRODUCTION

Reading strategies is one of the problems that have to be solved in learning English reading comprehension. Many students say that studying reading strategies in English reading comprehension is boring because teacher usually teaches English comprehension using text included in lesson book. Because of that, a teacher should find the good way to teach using reading strategies in English reading comprehension. In educational context, the problem can be solved by using types of reading strategies summarizing, according to Duke & Person (2002), "...Research suggest instruction and practice in summarizing not only

improves students' ability to summarize text, but also their overall comprehension of text content." The writer uses recount text as a material to improve the student reading comprehension

The teacher needs to use types of reading strategies read the same content and discuss its meaning to make students who study English reading comprehension interested in teaching learning process. This study is intended to find the effect after the junior high school students' reading strategies and their reading comprehension. Hopefully, the study will be valuable for teachers and students, for improving the teaching learning process. By knowing the students' reading strategies and their

reading comprehension, the teachers could also select and design the appropriate teaching materials and techniques. Besides, by identifying reading and its strategies, it could be expected that some valuable findings could be implemented in the process of reading in order to make reading course better. Moreover, this study could also become an empirical study.

The problem is limited on the effect of reading strategies to improve students' reading comprehension in recount text to the eighth grade students of Junior High School. The writer focuses on reading strategies summarizing because many students find more difficulties to learn than Predicting.

By researching the analysis students reading strategies and their reading comprehension, the writer hopes to answer the following those questions. How is the reading comprehension in recount text of the students who are taught by reading strategies summarizing, predicting and are there differences reading comprehension in recount text between the students who are taught by both method.

The hypothesis of this research was reading comprehension in recount text of the students who are taught by reading strategies summarizing is better than Reading comprehension in recount text of the students who are taught by reading strategies predicting. The Purposes of the Study are: To know the student's reading comprehension in mastering recount text who are taught by summarizing strategy and predicting strategy and to know whether there were differences towards students taught by both of methods.

The research is aimed to give suggestion for English teacher in how teach reading effectively. Also for the students who were taught by this method so they will be able to master English easily. Also for the next researchers are supposed to discuss the reading strategies further to be applied on their research.

THEORETICAL FRAMEWORK

Definitions of Reading

Smith (2004, p.10), "Reading is the processing of visual information and the process of getting information through the eye to the brain". There are certainly different reading processes between people who read in a well lightened place and those who read partial, blurred, miss some within the text, or even mutilated text, and between those who suffer from eye sore those who do not. Smith (2004, p.22) also defined reading as a psycholinguistic process.

Type of Reading

Reading Aloud

The first type is reading aloud. Reading aloud involves speech Kailani (1998, p.281), explained that reading aloud effectiveness is "characterized by the clear articulation of words, flexibility in rate, volume and tone, adequate and effective use of pauses". This brief quotation tells us that reading aloud involves articulation organs and speech skill. Besides, reading aloud enables students to rill their fluency in reading. As it is stated by Kailani (1998, p.285), "Reading aloud was recognized as an important language skill that should be practiced intensively to produce fluent readers".

The Silent Reading

The second type is silent reading this type of reading is done by talking the student in the class and they are supposed to read the passage silently. The main purpose of this kind of reading is how the students can obtain the information from the printed message efficiently, rapidly and with full understanding. Silent reading gives student time to train their own reading skill. According to Hasbrouck (2008, p.1), "Silent reading seems like a good idea since it gives students additional practice."

The Kinds of Reading Comprehension Skill

The Intensive Reading

Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic.

The Extensive Reading

Extensive reading is always done for the comprehension of main ideas, not for specific details. Brown (2006) explains that extensive reading is carried out "to achieve a general understanding of a text." Extensive reading usually allow students to take books and magazine home to read, and hold students accountable for at home reading in some simple way, make interesting, attractive, and level appropriate reading material available.

Skimming

Reading for gist, the reader has framework to accommodate the whole text. Skimming is used for quickly gather the most important information. Use skimming to quickly get up speed on a current business situation; it is not essential to understand each word when skimming. This reading technique is used if one wants to get a general impression of a book, essay and article. Moreover, Yorkey (1999, p.134), stated "there are two purposes of skimming, to locate a specific word, fact or idea quickly, and to get a rapid general impression of the material".

Scanning

Scanning is quick reading to find the specific information, Brown (2001, p.308) said "scanning is quickly searching for some particular piece or pieces of information in a text". When scanning the reader lets students eyes wander over the text until students is looking for whether it is a place, a kind of verb, or specific information. To enable the students to scan effectively, students should know what kinds of information needed from the text.

From the above definition it can be concluded that Scanning is a way of using speed reading. In reading the scanning technique is not required accuracy, but reading things that are important only. In reading scanning, and basic discussion of important words should come first. Thus, reading the scanning can be done smoothly.

Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is the either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. Corbett (2011, p.49), states that "Recount text should be a retelling of events that have actually happened." It means that recount text is a text that is retelling of the event in last time. In addition Erick Hook (2008, p.8) also stated that "a recount recalls and reconstructs events, experience and achievement from the past in a logical sequence. There are 4 types of recount text as a follow:

- a. Personal re-count: retelling of an activity that the writer/speaker has been personally involve in, such as: biography, autobiography.
- b. Factual recount: recording the particular of an accident, such as report of a scientific experiment, police report, news report, historical account.
- c. Imaginative recount: talking on an imaginary role and giving detail of events.
- d. Procedural recount: talking about procedural such as a science experiment or a cooking experience.

In this research, the writer used a procedural recount, because a procedural recount records events such as a science experiment or a cooking experience, It presents the events chronologically (in the order in which happened) and the

purpose of procedural recounts is to inform listeners or readers.

Reading Strategies

Summarizing Strategies

A summary what is defined by Dorothy (2005, p.13) “Briefly restates, in your own words, the main point of a work is a way that does not misrepresent or distort the original”, Meanwhile, the term of summarizing what is defined by Gilbert (2006, p.9) that “Summarizing is the short, cohesive paragraph or paragraph’s that are faithful to the structure and meaning of the original essay you’ve read, but developed in your own words and including only the most essential elements of the original.”

The principles of summarizing, what is defined by Langan(2003) is “The principles of summarizing is a summary may consist of a single words, a phrase, several sentences, or one or more paragraphs. Langan(2003) explained that:

The length of stay summary you prepare will depend on your instructor’s expectations and the length of the original work. Most often, you will be asked to write summary consisting of one or more paragraphs. Writing a summary brings together a number of important reading, study, and writing skill. To condense the original assigned material, you must preview, read, evaluate, organize, and perhaps outline it. Summarizing then can be a real aid to understanding: you must get inside the material and realize fully what is being said before you can reduce its meaning to a few words.

From the theoretical above, the researchers found, there are some aspects that reading skill should be taught in an effective way. An effective method is needful to help student’s comprehension in reading a text. The students are asked to be concentrated to the reading text while they are reading. So that, a method should be accepted by the students so they can enjoy the reading class.

RESEARCH METHODOLOGY

Quantative research was used in this research. Gay et al (2006, p.9) states “define quantitative research is the collection and analysis of numerical data in order to explain, predict, and/or control phenomena of interest.”

True Experimental method has been applied n this research. The writer collected numerical data from the experimental class and control class, the method is used in research to know the different improvement the ability in reading comprehension in recount text of the students who are taught by reading strategies summarizing and the ability in reading comprehension in recount text of the students who are taught by reading strategies predicting. Then the both groups will be given English written test at the end learning and teaching process

1. The student’s reading comprehension who are taught by using summarizing strategy (X_1).
2. The students’s reading comprehension who are taught by reading predicting strategy (X_2).

The populations were students of SMP Negeri 16 Kota Bogor. Two classes at 8th grade in SMP 16 BOGOR were taken as the sample.

The sample of this research were students in VIII-8 and VIII-9 that consist of 60 students. This sample divided into 2 groups. Group 1 is students of class VIII-9 that consist of 30 students. This group treated as the Experimental group where English reading comprehension in recount text was taught using summarizing strategies. Group 2 is students of class VIII-8 that consist of 30 students. This group is treated as the control group where English reading comprehension in recount text was taught using predicting strategy. The sample in this reseacrh consist of 60 students from VIII grade junior high school. From the two classes at the sample, the writer dividid into two groups. Both of the

groups did the some reading text and the test consist 20 multiple choice each group.

The data was collected by written test or post test. In completing the data, the writer the following procedures. First, the teaching of Reading comprehension in recount text by using reading strategies is conducted in two group, they are the experiment group and control group. Both groups are taught reading comprehension in recount text by using reading strategies during three days based on the schedules. In the experiment group the student's are taught reading comprehension in recount text by using reading strategies for summarizing. In control group student's are taught reading comprehension in recount text by using reading strategies for predicting. After the all material were

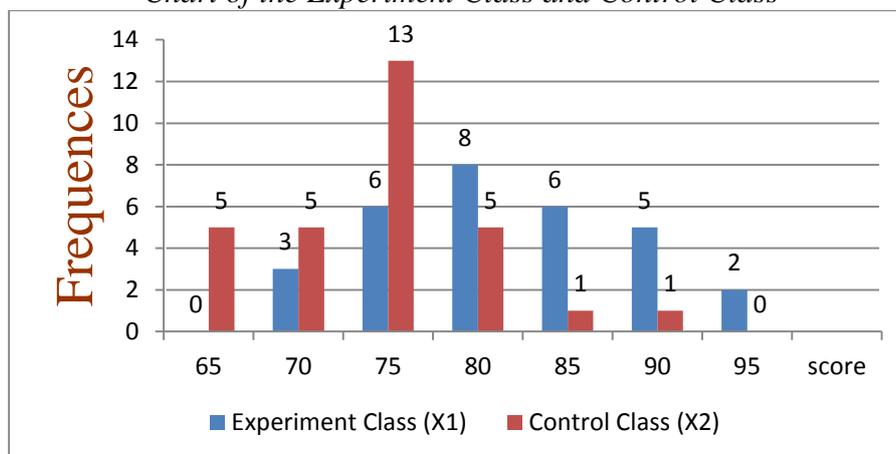
given the research, the students of both groups are given the test.

FINDINGS AND DISCUSSIONS

There are two group in this research. They are group X₁ and group X₂. Reading Comprehension in recount text of students that were taught by using Summarizing strategies is group X₁ and Reading Comprehension in recount text of students that were taught with using Predicting strategies is group X₂. In this research, the writer conducted three meetings. It was conducted on May 09th until May 23st 2014. The research was conducted in SMP Negeri 16 Bogor. This school is located on Jln Jalan Baru Kayu Manis Kec. Tanah Sereal , Kota Bogor.

In collecting data, the writer gave the written test to the students after they were taught about Reading Strategies.

Chart of the Experiment Class and Control Class



From the chart above, it can be seen that there were different students' abilities in reading comprehension scores between the Experiment Class (The highest score was 95; the lowest score was 70) and the Control Class (The highest score was 90; the lowest score was 65).

The data analysis of group X₁ and X₂ show that the mean of group X₁ (**82**) is higher than the mean of group X₂ (**74**). The mode of group X₁ (**80**) is higher than the mode of group X₂ (**75**). And, the

median of group X₁ (**80**) is higher than the median of group X₂ (**75**). It can be seen that there is a difference between groups X₁ and X₂.

The range in group X₁ is **20**. And, the range of group X₂ is **25**. The range of group X₁ is 5 points lower than group X₂. The standard deviation of group X₁ is **14.0** and the standard deviation of group X₂ is **11,3**. The calculation of the t-observed, it is found that the value of the t-observed is **3.50**. Whereas the t-table in

the degree of freedom (df) of **58** with level of significance of 1% is **2.66**. The t-observed (**3.50**) is higher than the t-table (**2.66**).

Therefore, the hypothesis that “Reading comprehension in recount text of the students who are taught by reading strategies summarizing is better than Reading comprehension in recount text of the students who are taught by reading strategies predicting”. It was clear that H_0 was rejected. It means that the writer’s hypothesis (H_a) was accepted since t-test was higher than t-table.

CONCLUSION AND SUGGESTION

After having analyzed the data, the writer made some conclusions as follows:

The student’s reading comprehension who are taught by summarizing were effective in reading recount text than the students who taught by predicting strategy. It could be seen from the average score of the experiment class (**82**) and the average score of the control class (**74**). It was also proved by t-test where the value of t-observed (**3.50**) was higher than the value of t-table in the level significant of 1% (**2.66**).

According to the finding of the research, summarizing is a method that can be applied in the class while teaching English. It improved student’s ability in reading comprehension. In addition, the teacher should truly encourage his or her students to respond to the content of reading text, not just to the language. And for the next researcher should be constantly give reference to the development of teaching English.

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