

IMPROVING THE EIGHTH GRADE STUDENTS' READING COMPREHENSION IN RECOUNT TEXT THROUGH PAIRED READING METHOD AT SMP NEGERI 1 KERAMBITAN

Ni Putu Wiwid Yunita Priyanti ¹, Ni Putu Meri Dewi Pendit ², Ni Putu Wulantari ³

English Education Departmen
Faculty of Language and Arts Education IKIP Saraswati
wiwidyunita14@gmail.com

ABSTRAK

Peneliti bertujuan untuk meningkatkan pemahaman membaca siswa di teks recount melalui metode membaca berpasangan. Subjek dari penelitian ini adalah siswa kelas delapan E SMP Negeri 1 Kerambitan pada tahun ajaran 2020/2021 yang terdiri dari 33 siswa, 18 siswa laki-laki dan 15 siswa perempuan. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Teknik analisis data adalah menggunakan data kualitatif dan kuantitatif dengan observasi, dokumentasi, tes, dan angket. Metode membaca berpasangan digunakan sebagai cara yang menarik untuk meningkatkan pemahaman siswa membaca pada materi teks recount. Dengan menggunakan metode membaca berpasangan berbasis teks recount berdasarkan proses pembelajaran, diharapkan siswa mampu memahami pembelajaran, dan siswa dapat belajar secara mandiri, mudah, menyenangkan dan mencapai tujuan pembelajaran. Penelitian ini dilaksanakan dalam dua siklus. Setiap siklus terdiri dari empat langkah. Yaitu perencanaan, tindakan, observasi, dan evaluasi. Sebelum menggunakan metode membaca berpasangan pemahaman siswa dalam membaca teks recount masih rendah. Itu bisa dilihat dari nilainya. Nilai rata-rata pre-test adalah 61.9, nilai rata-rata post-test I meningkat menjadi 76.3, nilai rata-rata post-test II mencapai 80.1. Berdasarkan hasil penelitian dapat disimpulkan bahwa pengajaran membaca recount text menggunakan metode membaca berpasangan dapat meningkatkan pemahaman siswa pada recount text.

Kata kunci: Pemahaman membaca, Teks recount, dan Metode Membaca Berpasangan.

ABSTRACT

The researcher aimed at improving students' reading comprehension of recount text through Paired Reading Method. The research subject were the eighth E grade students of SMP Negeri 1 Kerambitan in the academic year 2020/2021 consisting of 33 students, 18 students are male and 15 students are female. This research was conducted by using Classroom Action Research (CAR). The technique of data analysis was qualitative and quantitative data using observation, documentation, tests, and questionnaire. Paired Reading Method used as a interested way to improve students' reading comprehension on the material of recount text. By using recount-based paired reading method based on learning process, is expected students are able to understand the learning, and students can learn independently, easily, fun and achieve learning goals. This research was accomplished in two cycles. Each cycle consisted in four steps. They are planning, action, observation, and evaluation. Before using Paired Reading Method, the students' comprehension in reading recount text was low. It can be seen from the result of the score. The mean score of pre-test was 61.9, the mean score of post-test I increased to 76.3, and the mean score of post-test II increased until 80.1. Based on the result of the research, it could be concluded that teaching reading recount text using Paired Reading Method could improve the students' reading comprehension on recount text.

Keywords : Reading Comprehension, Recount Text, and Paired Reading Method

1. Introduction

Reading is one of the English language skills that should be mastered by students. According to Mickulecy (2014:75) comprehension is part of life, the brain is busy making sense of the word. Reading comprehension in recount text is the activity to get the main idea of the text. The students or the readers need to be able to comprehend what is being discussed,

critically evaluate what they read, and apply their new knowledge to solve the problem practically as well as the intellectual problems. On this research the researcher focused on recount text. Coogan (2006:3) states that, "Recount text is written to retell event with the purpose of informing or entertaining their audience or reader". In other words, it can be concluded that recount is a text that contains of retelling events that happened in the past.

Now days, the students still expecting that reading is boring, from the observation they get bad score and have low vocabulary mastery. They are impatient and lazy to open the dictionary so they do not get the point, they lost their focus, and forget what they have read. They read the text just because the teacher asked them to read. Many students can read the words in a passage perfectly, but are unable to answer questions for identifying the main idea or finding references. Some of the students are not able to answer even the simplest questions even though the answers were directly contained in the words they pronounced. Knowing the fact above, it is seen that there must be one way to solve the problem. It also needs the best strategy to improve their skill in reading. One of the methods that used is Paired Reading Method. According to Topping (2014:59) Paired Reading Method is a straightforward and enjoyable way for more able readers to help less able readers develop better reading skills. They help each other, it does encourage students to share the idea and knowledge and they can help each other to explore the meaning of a text.

In this research the researcher used the Paired Reading Method to improve students reading skill in recount text at SMP Negeri 1 Kerambitan. Because from the class observation the researcher found that the students have problems in reading and had low vocabulary mastery. The students were not really interested in reading lesson, even in English. The researcher emphasize the research in implementing Paired Reading Method by conducting Classroom Action Research (CAR).

2. Research Method

The research method that used in this study is a Classroom Action Research (CAR). This classroom action research was concluded by the teacher in order to get a solution to the problem until it can be solved. Koshy (2005:3) stated that research was about generating new knowledge. Action research creates new knowledge based on enquiries conducted within specific and often practical contexts. This research also supported by qualitative and quantitative data. In qualitative data the researcher used observation and documentation. In quantitative data the researcher used test and questionnaire. The subjects of this research were the eighth grade students of SMP Negeri 1 Kerambitan. The populations were all eighth grade student and the sample taken in class VIII E consists of 33 students with 18 are male students and 15 female students. The data collecting technique were using observation, documentation, test, and questionnaire. The procedure of data analysis was conducted in two cycles. Post-test I and post-test II. There are four step in these cycles, namely, planning, action, observation, and evaluation.

3. Research finding

After conducting Paired Reading Method in teaching reading recount text the researcher found that the students' ability have been improved from pre-test until post test. It can be seen on the table below:

Tabel 1
Pre-test

No	Score	Quantification	Number of Students
1	100 – 91	Excellent	-
2	90 – 81	Very Good	-
3	80 – 71	Good	-

4	70	Average	11
5	69 – 60	Poor	14
6	59 – 0	Very Poor	8

The mean score of pre-test

$$M = \sum x / N = 2.045 / 33 = 61.9$$

The result of pre-test shown that the students' reading comprehension was low. It means that their average was under 70. The students that got score 70 were 11 students, the students that got score 65 were 6 students, and 16 students were unsuccessful. In addition, the total score of the students score was 2.045 the mean score pre-test was 61.9. That quantitative data proved that the students' reading comprehension was low.

Tabel 2
Post-test I

No	Score	Quantification	Number of Students
1	100 – 91	Excellent	-
2	90 – 81	Very Good	-
3	80 – 71	Good	23
4	70	Average	5
5	69 – 60	Poor	5
6	59 – 0	Very Poor	-

The mean score of post-test I

$$M = \sum x / N = 2.520 / 33 = 76.3$$

The result of the post-test of the first cycle, it showed that the total score of the students was 2.520 and the mean score of the student was 76.3 and the number of the students' who did the test was 33 students. the students who got score 80 were 10 students. the students who got score 75 were 13 students. the students who got score 70 were 5 students and 5 students' unsuccessful. It shown that the students' score was still low, the researcher decided to continue to the next cycle, namely post test II.

Tabel 3
Post test II

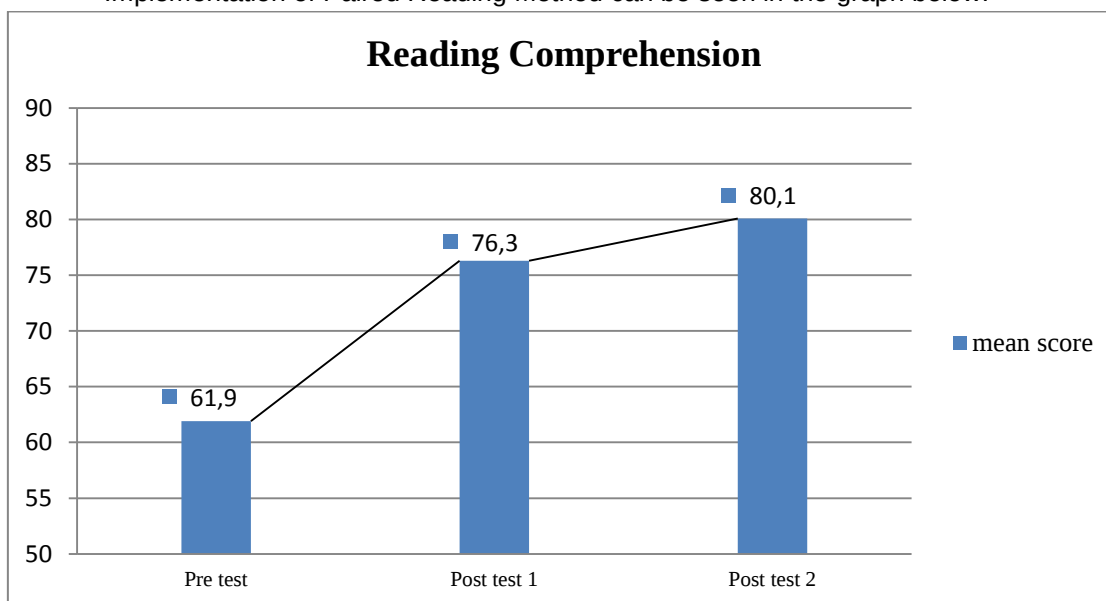
No	Score	Qualification	Number of Students
1	100 – 91	Excellent	-
2	90 – 81	Very Good	13
3	80 – 71	Good	14
4	70 – 61	Average	6
5	60 – 51	Poor	-
6	50 – 41	Very Poor	-

The mean of post test II

$$M = \sum x / N = 2.645 / 33 = 80.1$$

The result of post-test in the second cycle showed that the total score of the students was 2.645 and the students' mean score was 80.1. The students that got success the test were 33, and the students did not get success were 0 and the number of students' who took the test was 33. It means that the second cycle was categorized successful. The result of analysis data showed that there was an improvement on the students' achievement in comprehending recount text. It was showed from the mean score of pre-test was 61.9. The mean score of post-test I was 76.3. the mean score of post-test II was 80.1. From the data, it indicated that using paired reading method in reading recount text was effective. There were several finding that found in the test that given to the students from pre test until post test were, the students are able to find the main idea from the text, finding the topic from the text, finding the specific information from the text and finding reference from the text.

3.1 The Improvement of Students' Mean Score on Reading Comprehension After the Implementation of Paired Reading Method can be seen in the graph below:



According to the data above, the researcher could be concluded that the students' reading comprehension on recount text was improved by using Paired Reading Method. Based on the data generated in the last cycle was increase and show this research was achieved indicators success. It can be seen from the students' score, there was improvement from pre-test to the post-test. In cycle I, the students' score was improved. The student stated that Paired Reading Method can help them to understanding the text and know how to read the text well with friends, it was more interesting than reading alone.

4. Conclusion

The researcher got the information from the cycles that had been done. There were two cycle, they were cycle 1 and cycle 2. The score of students' reading comprehension in recount text before the implementation of Paired Reading Method was low. The mean score of pre-test was 61.9. Which mean their average was under 72 and the students' reading comprehension is very poor and need to be improved. Then, researcher applied the Paired Reading Method on the cycle I and it was proven can help students to improve their reading comprehension. In post-test of cycle I, the students' score were improving but still categorized unsuccessful because only 23 students passed the minimal mastery level criterion (KKM) and 10 students' unsuccessful. They mean score was 76.3.

The students got higher score in cycle II after the implementation of Paired Reading Method. There were 33 students were categorized successful and passed the minimal mastery level criterion (KKM). The students reading comprehension of recount text became well in the first meeting to the next meeting. It was showed from the mean score of pre-test was 61.9. the mean score of post-test I was 76.8. And in the post test II the mean score was 80.1. The data of questionnaire showed that the students were more interested in teaching and learning process during the implementation of Paired Reading Method. Based on the result of the research, it can be concluded that teaching reading using Paired Reading Method could improve the students' achievement in comprehending the recount text.

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