The Implementation Of Competitive Learning Strategy To Improve Students' Achievement In Reading Comprehension

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Abstrak. Penelitian ini bertujuan untuk meneliti: i) peningkatan kemampuan pemahaman membaca teks naratif siswa melalui penerapan strategi Competitive Learning. Penelitian ini adalah kuantitatif dengan *one-group pretest - posttest design*. Subjek penelitian ini adalah 30 siswa SMP Muhammadiyah 3 Bandar Lampung. Data penelitian ini diperoleh melalui *pre test* dan *post test*. Kemudian, data tersebut dianalisis dengan menggunakan *Repeated Measures Sample T-test*. Hasil menunjukkan bahwa pencapaian murid dalam pemahaman membaca naratif text meningkat dengan signifikan level sebesar 0.05. Ini menunjukkan bahwa strategi Competitive Learning membantu siswa dalam meningkatkan kemampuan menulis siswa.

Abstract. This research was aimed at investigating: i) the improvement of students' reading comprehension achievement in narrative texts after the students were taught through Competitive Learning Strategy. This study was quantitative research with one-group pretest - posttest design of pre-experimental design. The subjects of this research were 30 students of SMP Muhammadiyah 3 Bandar Lampung. The data were obtained from the pre test and the post test. The data were analyzed by using *Repeated Measures Sample T-test*. The results showed that the students' reading comprehension achievement in narrative texts increased with the significance level 0.05. This suggests that Competitive Learning strategy facilitates the students to improve their reading comprehension achievement.

INTRODUCTION

English is one of international languages which plays an important role in the world. Four basic skills in English that should be mastered by the sudents are listening, speaking, reading, and writing. Based on the four language skills, listening and reading are regarded as receptive skills while speaking and writing skills are considered as productive skills. However, reading skill becomes very important in the education field because it helps the students learn to thinking English, build English vocabulary, encourage students to focus on grammar and punctuation.

Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategy store construct the meaning that the authoris assumed to have been intended, based on data from the text and from the reader' sprior knowledge (Mikulecky,2011 : 5). Reading is considered as an important aspect for students because it provides many useful informations. Reading is also the most important skill for EFL learner especially in academic context because students need to comprehend and deal with all reading aspects and difficulties. Reading is not a simple skill in learning English, it is difficult to master. This stand store as on for reading involves determining main idea, identifying specific informatios, reference, inference and vocabulary. Learners should understand the overall meaning of the text instead of (or at least before) the fitner points of detail. It means that reading is not just need words recognition, but also strategy in comprehension and bringing meaning to them.

Along with the description above, the writer beliefs that reading is not just the words recognition activity only ; but also it is more concerning in the meaning. In order to get the sense of the text , the language learners should know that the result of reading process is comprehension. So, they need some strategy in order to find the answer of the questions and bring their comprehension along reading activity.

Regarding to the reseacher's experience in Teachers Training Program (PPL) in SMK Negeri 1 Pagar Dewa, it was found that the students' reading achievement was still low. This can be seen from the results of students' reading that often get low score because of they did not excited to read the text.

In addition, there are previous research that use competitive learning. The first research was conducted by Okereke and Ugwuebulam (2014) Okereke and Ugwuegbulam (2014) showed that competitive learning strategies enhanced students' learning outcome in chemistry. Based on the findings it was recommended that chemistry teachers should inculcate competitive learning strategies in the classrooms. The second research was conducted by Kolawole (2008) the findings revealed that cooperative learning strategy is more effective than competitive learning strategy and that boys performed significantly better than girls in both learning strategies. Based on the findings, cooperative learning strategy should be introduced in our secondary schools in Nigeria. The last research was conducted by Fekri (2016) the results revealed that cooperative and

competitive strategies were effective in English vocabulary development by Iranian EFL intermediate students. Furthermore, the findings indicated that the performance of the experimental group via cooperative strategy was better than their counterpart in the experimental group whom was taught via competitive strategy.

In summary, those previous studies prove that *Competitive Learning strategy*have not been implemented in teaching learning process especially in reading. Thereby, this research applied *Competitive Learning strategy* technique in teaching reading for junior high school. The research was primarily aimed to find out there is improvement on students' achievement in reading comprehension after being taught through *Competitive Learning strategy* and the aspects improve significantly.

METHODS
The approach of the research was quantitative. The design was one group pre-test and post-test design. The population ofthe research was students of the second grade of SMP Muhammadiyah 3 Bandar Lampung and the sample of the research was class VIII C consisting of 30 students. The activities were started from administering pre-test, doing treatment, and administering post-test. The instruments used were reading comprehension tests. The reading test was administered twice: the first was pre-test and the second was post-test. Pre-test was conducted to know the students' reading comprehension ability before the treatment and post-test was given to know the students' reading comprehension ability after the treatment. The reading test consisted of 30 items in multiple choice. In analyzing the data, repeated measure t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test. In this research, the students had to answer the multiple choice based on narrative text to measure the students' comprehension in reading and this fulfill the construct of reading test and therefore valid in term of construct validity. In this research showed that the reliability of the test is 0.99 or high.

RESULTS AND DISCUSSION

Results
Based on the result of the students' scores in pre-test, it was found that the total score was 1788. The mean of the data was 59.60. The highest score was 73 and the lowest score was 40. The English's minimal mastery criterion (KKM) of SMP is 70. It can be seen from the result, there are 11 students who get score > 70.After the treatment, the researcher distributed post-test. Based on the result of post test, it was found that the total was 2274. The mean was 75.80. The highest score was 87 and the lowest score was 57. From the data of the post-test score, there were 24 students who got score > 70. The table below shows the students' mean score of the pre-test and the post-test.

Table 1. Descriptive Statistics of Pre-test and Post-test
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean
Pretest	30	40	73	1788	59.60
Posttest	30	57	87	2274	75.80
Valid N (listwise)	30				

From the Table 1, it could be seen that the students' mean score of the pre-test and the post-test was improved 16.2 point after the treatment of teaching reading comprehension through competitive learning strategy. Besides that, the highest score of the pre-test was 73 and the highest score of the post-test was improved to 87, in which the highest score gain was 14. The lowest score of the pre-test was 40 and the lowest score of the post-test was 57, in which the lowest score gain was 17. Then, the scores from the pre-test and the post-test were analyzed by using repeated measure t-test. The result of repeated measure t-test showed that t-value was 10.085 and t-table was 2.036 because the value of t-value was higher than t-table ($10.085>2.036$) and the significant level is lower than 0.05 ($0.000<0.05$), it means that H_1 is accepted. It can be concluded that there was a significant difference of students' reading comprehension achievement after being taught by using competitive learning strategy.

Beside that, there were five aspects of reading comprehension measured by using the tests. Table 2.provides the students' mean in the pre-test and the post-test which covered five aspects of reading comprehension.

Table 2. Comparison of Aspects of Reading Comprehension Means

Aspects	Mean Difference
Main Idea	0.500
Specific Information	2.200
Reference	1.467
Inference	0.467
Vocabulary	0.500

Based on Table 2.,competitive learning strategy improved the students' reading comprehension in all aspects of reading comprehension. Moreover, the students' reading comprehension in finding specific information is the most improved aspect after being taught by using competitive learning strategy and the students' reading comprehension aspect in inference is the least improved aspect after being taught by using competitive learning strategy.

Discussion

The result of the research showed that competitive learning strategy significantly improved students' reading comprehension achievement in narrative text. The students' mean score after being taught through competitive learning strategy improved significantly. The students' mean score of the pre-test was 59.60. Meanwhile, their mean score of the post-test after being taught through competitive learning strategy was 75.80, in which students' gain score was 16.2. In accordance with the finding, it could be stated from the students' mean score of the pre-test and the post-test that there was a significant difference before and after being taught through competitive learning strategy.

Based on the result above, it can be concluded that competitive learning strategy was successful to improve students' reading comprehension achievement. In addition, there are previous research that use competitive learning. The first research was conducted by Okereke and Ugwuebulam (2014) Okereke and Ugwuegbulam (2014) showed that competitive learning strategies enhanced students' learning outcome in chemistry. Based on the findings it was recommended that chemistry teachers should inculcate competitive learning strategies in the classrooms. The second research was conducted by Kolawole (2008) the findings revealed that cooperative learning strategy is more effective than competitive learning strategy and that boys performed significantly better than girls in both learning strategies. Based on the findings, cooperative learning strategy should be introduced in our secondary schools in Nigeria. The last research was conducted by Fekri (2016) the results revealed that cooperative and competitive strategies were effective in English vocabulary development by Iranian EFL intermediate students. Furthermore, the findings indicated that the performance of the experimental group via cooperative strategy was better than their counter part in the experimental group whom was taught via competitive strategy.

Based on the explanation above, it can be said that competitive learning strategy have not been tried in teaching learning proccess especially in reading. But, from the result above competitive learning strategy could be applied in teaching reading and gave motivation for the students' in reading comprehension.

Furthermore, in order to answer the second research question the researcher also analyzed the improvement of reading aspects in the pre-test and post-test. Based on the analysis, identifying specific information became the most improved aspect after the students were being taught by using competitive learning strategy. The improvement of the students' score was caused by competitive learning strategy because it made the students have to find out the specific information in the video in order to help them arrange the text correctly before doing the competion activity. Competitive learning is most appropriate when student need to view learned materials. It can be interpersonal (between individuals) or inter-group (between groups), (Johnson etal.,1986).

From the explanation above, it can be concluded that the implementation of competitive learning strategy can significantly improve students' reading comprehension especially in terms of specific information.

CONCLUSIONS AND SUGGESTIONS

Conclusions
In line with the data analysis and discussion, the conclusions can be drawn as follows : 1) *Competitive Learning* strategy gives positive impact towards students' motivation in reading comprehension achievement. There is a significant difference of students' reading comprehension after being taught through Competitive Learning strategy. 2) Specific information is the aspect that improves the most among the other aspects since the three basic steps of *Competitive Learning* strategy provided the students to gain the specific information of the text.

Suggestions
Based on the conclusions above, the suggestions are as follows: 1) English teachers are recommended to apply Competitive learning strategy as an alternative of the appropriate strategy in teaching reading comprehension of narrative text. It is because this strategy can built up students' confidences and also activate students' background knowledge which is related to the text. 2) English teachers should be consider the time allocation for the treatments. There must be well preparation of the material and time allocation from the researcher, because the material should be delivered and explained to the students completely and clearly. 3) It is suggested for further researchers to apply *Competitive Learning Strategy* in teaching learning process and using by other kinds of text and also different skills.

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