

Using Short Functional Text to Improves Students' Reading Comprehension at Second Grade of SMPN 1 Gadingrejo

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Abstract: The research was aimed at investigating i) the students' improvement on reading comprehension after the students were taught through short functional texts and ii) the students' responses of the application of short functional texts. The data were obtained from the pre-test, the post-test, and the questionnaire. The data were analyzed by using repeated T-Test through SPSS. The result showed that there was a statistically significant improvement of the students' reading comprehension with the significant level of 0.00 (<0.05). Before using short functional texts in teaching reading, the mean score was 53.5, but after using short functional texts, in teaching reading, the mean score was 72.0. Furthermore, the results of the questionnaire showed that the students' responses at the application of short functional text were positive. The majority of the students agree that they were well-motivated. This suggests that short functional texts enable the students to improve their reading achievement.

Key words: *reading, reading comprehension, short functional test technique, response*

Abstrak: Penelitian ini bertujuan untuk meneliti: i) peningkatan kemampuan pemahaman membaca siswa melalui penerapan teks fungsional pendek dan ii) respon siswa terhadap penerapan teks fungsional pendek. Data diperoleh dari pre-test, post-test dan kuesioner. Teknik analisis data menggunakan Repeated T-Test. Hasil menunjukkan bahwa terdapat peningkatan signifikan secara statistik pada pencapaian pemahaman membaca siswa dengan tingkat signifikan 0.00 (<0.05). sebelum menggunakan teks fungsional pendek nilai rata-rata adalah 53,5, tetapi setelah menggunakan teks fungsional pendek, nilai rata-ratanya adalah 72,0. Hasil dari kuesioner menunjukkan bahwa respons siswa dalam penerapan teks fungsional pendek sangat baik. Kebanyakan dari siswa tersebut sangat setuju bahwa mereka mendapatkan motivasi. Dan Bagaimanapun, penelitian ini menunjukkan bahwa teknik teks fungsional pendek dapat diterapkan untuk meningkatkan kemampuan membaca siswa.

Kata kunci: *membaca, pemahaman membaca, teks fungsional pendek, respon*

INTRODUCTION

In learning foreign language, especially English, students are required to learn four kinds of skills; those are listening, speaking, reading, and writing. The two skills, listening and reading, are called receptive skill while the others, speaking and writing skill, are called productive skill. Reading as the receptive skill takes an important role to the learners in learning the language. According to Franciscoise Grellet (2010) reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If the students are poor in reading, they are likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

While according to Lindsay and Knight (2006:70), reading is also an important way for the learners to access new language and practice language they have already met. That means we can learn the language when we read. Besides, we get informations about the content of the reading text, we can also find how the way the writers write such as style, the mechanic or the vocabularies that is used. In addition, from reading, we will be helpful to acquire the language we learn.

In Junior High School level, before the students mastering the other skills such as writing, listening, and speaking, the students are emphasized to mastering reading comprehension.

Based on the observation which was conducted in SMPN 1 Gadingrejo, most of the students got the difficulties in reading. They felt bored in reading a long text. Because they had bad perception about reading, they felt reading was difficult so they got the low score.

Because of that problem, it seems important to find an interesting text to find an interesting text to make the students understand the text easily. So, they can increase their reading skill especially their skill in reading comprehension. In teaching reading there are some text which are good for improving students, reading comprehension. One of the text is short functional text. According to Prasetyarini (2013) short functional text are intended to make the readers understand the texts quickly, they are usually characterized by using clear simple and concise sentence, picture or symbols, concise sentence, picture or symbols and using particular words or letter.

Based on the explanation above we know that short functional text is good text which can be used by the teacher to help the students be more creative during teaching and learning process. Short functional text help the student to be more interest in reading, be motivated to learn reading and teaching reading could be more easily and fun. Considering the statement above, the researcher expect that short functional text can improve the students' reading achievement.

Short functional text as an effective way to improve students' reading comprehension has been previously studied conducted by Anjani (2014). The target population of this study is the second year students of SMP Al-Hasra Bojongsari, which cover 35 students. This research used a quantitative method

and the design used in this study was a quasi-experimental design. In collecting the data, the writer conducted pre-test and post-test. In analyzing the data, the writer used t-test. By comparing the value t_o is bigger than t_t . The result showed that t-test (t_o) > t-table (t_t) ($2.29 > 1.66$). The alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Therefore, it can be interpreted that teaching reading by using authentic materials can enhance the students' comprehension of short functional text. It can be said that, using short functional text in students' reading comprehension is effective.

Addition, conducted by Yulianto (2012) This graduating paper is intended to answer the problem to investigate how through team-pair-solo technique improves students' comprehension used short functional text. writer applied classroom action research to solve the problems that occurred in the class, which was students' difficulty in comprehending a functional text involving main idea, supporting details, vocabulary and reference. This classroom action research was conducted in two cycles. To collect the data, the writer used written test, observation checklist tables, and field note. The result was the comprehension of students at second grade of SMP Negeri 14 Pontianak has improved.

According to the background above, those previous researches prove that short functional text could be implemented in teaching reading for junior high school. Therefore, this present research was conducted at SMPN 1 Gadingrejo. The research was aimed at investigating significant improvement on students' reading comprehension achievement after they are taught through DRTA technique and students' responses on the process of teaching by using short functional text.

METHOD

This research was a combination of quantitative and qualitative study. This research was conducted at the second grade of SMPN 1 Gadingrejo academic year 2017/2018; also, the samples of this research were VIII 1 as the The data were collected through a pre-test, post-test, and questionnaire. One group pretest posttest design was used by this research. It means that the students were given pretest (T1) before the treatments and in the end, a posttest (T2) was conducted. This research was conducted in eight meetings: try out test, pretest, first treatment, second treatment, third treatment, posttest, and questionnaire.

In order to meet the content validity, the researcher used a short functional text which was based on the School Based Curriculum. Moreover, after the researcher analyzed the data, it was showed that the reliability of half test (r_{xy}) was 0.68 and the reliability of the whole test (r_k) was 0.68. It could be stated that the test had a very high reliability since the criteria range of the moderate reliability was (0.50 – 0.89) (Hatch and Farhady, 1982:247).

RESULT

According to the score of pretest and posttest, it can be seen that the students' got the different score after treatment. The mean score of post-test was 72 improved

from the pre-test score was 53.5. All the students got the better score after getting the treatment. The lowest gain was 10 and the highest gain was 35. The table of data analysis bellow shows the significant different.

Table 1 The Data Analysis

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest-posttest	18.5000	6.65012	1.21414	20.98320	16.01680	15.237	29	.000

t-table: 2.160

The hypothesis testing is the last step in this research to prove whether the hypothesis proposed by the researcher was accepted or not. The hypothesis are:

H_0 : There is no significant difference of students' reading comprehension before and after being taught by using short functional text..

H_1 : There is a significant difference of students' reading comprehension before and after being taught by using short functional text.

Table 1 shows that t value is 15.237. Therefore, t-value > t-table (15.237 > 2.160). It can be concluded there is difference between score of pretest and posttest. The mean of posttest was higher than pretest.

The increase enabled the researcher to test the hypothesis of the research by using Repeated Measures T-test computed through SPSS version 17.0 as well. Therefore, for the first hypothesis, the null hypothesis was rejected and the research hypothesis was accepted. Before using short functional text. in teaching reading, the mean score was 53.5, but after using short functional text, in teaching reading, the mean score was 72.0. Then, from the output we can see that the significance value (2 tailed) showed that $p < 0.05$ ($p = .000$). It means that there is a significant difference of students' reading comprehension before and after being taught by using short functional text.

Furthermore, based on the data obtained from the questionnaire, it was found that most students like English subject and their interest increased after being taught by short functional text. it can be seen the average score of questionnaire is 64, 4%. It could be concluded that the response of the majority students in the use of short functional text was high positive response. It assumed

that the response towards the use of short functional text in teaching reading is positive.

We can see that every student has their own opinion about the implementation of short functional text in reading comprehension. The average of their score is 27,266 out of 40 score. So, the researcher did not only find the increase of students' reading comprehension, but the researcher also compared the students' gain score of the test with their score of questionnaire.

The data showed that students who got high gain score also had big interest and motivate with short functional text. contrary, the students who gave a low score of interest and motivation in the questionnaire of short functional text got low improvement in reading comprehension.

DISCUSSION

In the first meeting, the researcher gave pretest for class. The result of pretest showed that students of experimental class had the low basic ability in reading comprehension. The highest score was 70 and the lowest score was 42.5. Then, it was found that the increase of the students' ability after the treatment showed a difference that was the students' mean increased from 53.50 to 72 points with the gain score was 18.7.

The score of students' posttest showed that short functional text increased the students' reading comprehension achievement. That condition happened because the students got their motivation and enjoyed the learning process. The increase could be seen from the students' score of pretest and posttest. It proved that after getting the treatment the students' scores were higher. There was an increase on the students' achievement after the treatments.

After conducting the pretest, the next activity was giving the treatments to the class. The writer applied three treatments; in each treatment the researcher did the same step and using short functional text. The researcher took different topics in each treatment.

Based on the analysis, short functional text increased the students' reading comprehension. The researcher did the pretest and posttest. Before giving the posttest, the researcher gave treatment. Pretest and posttest were done in order to find out the previous score before being given the treatment and to find out how far the gain was achieved. In the pretest result, the data showed that score of 70 was the highest, score of 42.5 was the lowest and score of 53.5 was the mean score. In the posttest result, the data showed that score 82.5 was the highest, score 62.5 was the lowest, and 72 was the mean score.

Before delivering the material and applying the technique, the researcher began with brainstorming the students about the reading material.

In the first treatment, most of the students said that they did not like reading. Because they did not know the meaning of the text and could not answer the question below the text. In the first treatment, after asking some questions regarding short functional text, the researcher gave a picture and asked the students to predict the topic of the text. After that the teacher introduced the material which was going to learn. The researcher gave an advertisement text, after that the students were asked to go to their group.

There were 30 students who were divided into 5 groups. Each of group got different advertisement and one of the member must read the text. The next activity was putting the main ideas and details in their own words by paraphrasing. So, the teacher asked students to make a new sentence to describe the meaning of that advertisement. Actually they understood about the outline of that advertisement, but they felt so confused when they do not know about the meaning of the word, so that to overcome this trouble, the researcher asked them to open the dictionary. They also can finish this section clearly by discussing together.

The students did not only find the main idea of the text, but they also found the structure of the text. Each group should tell the part of the text; name of products, the selling point/ attentive point, how to get the product and the interesting design. The last activity is that that students asked to make the questions. The researcher asked students to make questions about what they have read to make sure that the students really understood the structure of the text and got the main idea of it.

In the closure, the researcher asked to the students whether there was any difficulty on the lesson or not. In fact, they generally understood the lesson but they seemed still confused. So the researcher gave little review about advertisement text and they got the conclusion from the researcher. Finally, the researcher closed the meeting.

In the second treatment, the researcher did almost the same activity to begin the class as what the researcher did in the first activity. But the kind of the text was different, it was announcement. There was an improvement in the running of students' activity in doing the technique.

In the second and last treatment, the researcher held the activity as usual from beginning until closing. The text was also different. It used announcement and invitation. In this meeting, the students showed the better ability in comprehending the text. They could do the steps well and they are more enthusiastic. Almost all questions about the text could be answered by themselves.

The difference of the students' achievement could be seen from their activity during the implementation of short functional text. From the three treatments, the researcher could see the difference of the students in learning process. At the first time when the researcher met the students they did not interested in reading activity. They also got difficulty in finding the structure of the text. But after getting the explanation about how to understand the structure, the student felt easier in answering the reading question.

After the three time conducting treatments, the posttest was administered to know whether there was a difference in the students' reading comprehension score before and after being taught by short functional text. The result of posttest was administered to the students showed that the highest score was 82.5 and the lowest score was 60.

Beside that, the researcher found that there were the different portions of score in students' questionnaire. One of the student (number 17) who got high gain in reading, also got high score in the questionnaire which shows the student liked the teaching learning process. On the other hand, the students (number 22) who got low gain score in the test didn't have high interest in short functional text.

That condition proves that the students who felt enjoy in learning process got the better improvement.

Then, by comparing the finding of this research with the finding of previous research done by Anjani (2014), it was found that short functional text had positive affect in reading comprehension, not only for the student at SMPP Al-Hasra Bojongsari but also for the student in others Junior High School. this research had proved that teaching reading comprehension, the teacher should find a better strategy that is more interesting. Then, based on the results of data analysis, hypothesis test and questionnaire test it can be claimed that teaching by using short functional text had a significant effect on the students' reading comprehension achievement and also the response of the students on the process of reading was high positive. This is supported by theory from Anjani (2014), short functional text is an affective text for teaching reading easily and more fun. Verhoven and Snow (2011: 170) state that to make sure that the student are motivated, the teacher allows students to take a part in choosing of the text, they will automatically be more interest in reading and working with it.

Overall, it was found that there was a difference between the result of pretest and posttest. Therefore, it could be stated that the short functional text had increased the students' reading comprehension achievement.

The writer concludes that short functional text is one excellent text to make students be active in reading comprehension and give students opportunities to use English appropriately inside and outside the classroom. In which the students have different information and they need to obtain information from each other in order to finish a task. Short functional text hoped as one of the text that can be used by the teacher as a way in teaching reading.

CONCLUSION AND SUGGESTIONS

Referring to the discussion of the research findings, the use of short functional teks could improve students' reading comprehension achievement. It can be seen from the gain of the students' mean scores in the pretest and the posttest (53,5 to 72). In addition, the students' response on the process of teaching reading were positive. Almost the students agree that they had more motivation and interest to read the whole the texts because short functional text are intended to make them understand the texts quickly

Referring to the conclusions above, the researcher would like to recommend some suggestions as follows:

Suggestions for English Teachers

1. English teachers are suggested to use short functional text technique as an alternative technique in teaching reading since it can help students in comprehending the text more easily.
2. English teachers should be able to manage the condition of the class in order to create a good atmosphere of teaching learning process. When the teachers decide to use this, they should have a good way to make the situation of learning process well.

Suggestions for Further Researchers

1. Further researchers can apply this technique for different levels of students; i.e. elementary school.

In this research, the researcher administered questionnaires in order to know the responses of students through the using short functional text. Thus, for further research it is suggested to add another method of data collection, for example, observation sheet in order to find out students' constraints during the using short functional text.

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