ANALYSIS OF STUDENTS' READING COMPREHENSION IN IMPLEMENTING CONCEPTUAL LEARNING AT THE ELEVENTH GRADE OF SMA NEGERI 5 BANDAR LAMPUNG

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Abstract

Penelitian ini bertujuan untuk mengetahui perbedaan antara pengajaran bahasa Inggris menggunakan pembelajaran kovensional dengan pembelajaran konseptual. Ada dua kelas yang dilibatkan dalam penelitian ini yaitu kelas control dan kelas eksperimen yang masing-masing kelas terdiri dari 36 siswa SMA Negeri 5 Bandar Lampung kelas XI. Tes uji coba, tes awal dan tes akhir dilakukan untuk melihat skor pemahaman membaca siswa. Sedangkan untuk melihat persepsi siswa terhadap pembelajaran konseptual, peneliti memberikan 40 butir soal kuesioner. Hasil penelitian menunjukkan bahwa 1) ada peningkatan signifikan pada skor pemahaman membaca siswa yang diajar menggunakan pembelajaran konseptual, terutama dalam aspek menyimpulkan, 23, 29%.; 2) Persepsi siswa terhadap pembelajaran konseptual menunjukkan bahwa 61,1% siswa setuju bahwa pembelajaran konseptual memberikan persepsi yang bagus. Dapat disimpulkan bahwa pembelajaran konseptual dapat diterapkan dalam meningkatkan pemahaman membaca siswa.

The research was aimed at finding out the difference between teaching reading comprehension taught through conventional learning and conceptual learning. Involving two classes, control and experimental classes consisting of each 36 students of the 11th grade of SMAN 5 Bandar Lampung, try-out test, pre-test, and post test were conducted to find out the students' score of reading comprehension. Meanwhile, in order to find out the students' perception on conceptual learning, a set of 40 items in questionnaire was also administered. The result shows that 1) There is a significant increase in students' score of reading comprehension taught through conceptual learning, particularly in making inference aspect, 23.29%.; 2) Students' perception on conceptual learning shows 61.1% students agree that conceptual learning has given good perception. It can be concluded that conceptual learning can be applied to increase the students' reading comprehension.

Key words: *conceptual learning, reading comprehension, students' perception*

INTRODUCTION

Reading is an active process involving perception and thought in getting meaning of a written text. It is an activity in which the cognitive domain finds out the main ideas, and all of the specific information. Through reading activity, the readers might widen their knowledge on a certain matter.

The core of a reading process is comprehension. Comprehension enables readers to draw inferences from words and expressions stated in a text. The readers' prior knowledge contributes much on one's comprehension in reading a text. The success in reading comprehension might also greatly be determined by the readers' skill in reading. Pang et al (2003, p. 6) state that reading is about understanding written texts. It is a complex activity that involves both perception and thought. It consists of two related processes: word recognition and comprehension. Furthermore, Serravallo (2010, p. 43) states that comprehension is at the heart of what it means to really read. Without comprehension, reading can be frustrating and at times even painful. Therefore, a major goal of reading comprehension instruction is to help students develop the knowledge, skills, and experiences they need to become independent readers and lifelong learners. Comprehension is enhanced when trained teachers use a combination of strategies to help readers relate and connect what they are reading to their own experiences and knowledge (Coe, 2009, p. 2).

Comprehension is central to reading. It occupies the central place on the continuum where input from the print and input from the reader are in relative balance. The print is important here in gaining the particulars of the message, but the reader's inferential interpretation of the print is equally important (Sadoski, 2004, p. 76).

According to Duffy (2009, p. 107), comprehension is an active cycle of mental activity. It starts when readers anticipate meaning by predicting ahead of time what they will find in a passage. But predicting is only the beginning of the process of seeking meaning. As readers move into the text, they monitor, they question, and, when necessary, they abandon the prediction they made earlier and make a new prediction. In sum, monitoring, questioning, and re-predicting are the strategic heart of the comprehension process.

In the case of comprehending an English text, English teachers should apply a suitable approach to make students have adequate skills. Moreover, in Indonesia, English that is taught at school mostly concerns on reading skill. It can be proven in the test items given to the students both in school and national examination. The items on reading comprehension dominantly appeared in the test.

Through the revised 2013 curriculum, the government states that teachers must not apply only a certain approach as ordered before, that is scientific approach, but teachers are possible to

develop their creativities to use other approaches in the class. This surely provides teachers worthy chances to be more creative and innovative in teaching by applying the most suitable approach in the classroom. Therefore, conceptual learning can be an alternative to be conducted.

Limited articles on conceptual learning published in the internet reveal that conceptual learning has not been widely applied. But, the concept offered in the learning process becomes an interesting part to be discussed. Moreover, the characteristics of this approach have a fit linkage on the characteristics of the 21st century students' demand. It is Lynn Erickson, a private consultant assisting schools and district around the world living in Montana who works intensively in developing concept-based curriculum and instruction as guidance in applying conceptual learning in the classroom.

In line with the background above, the researcher conducted a research on implementing conceptual learning in reading comprehension class. The aims of the research are to find out the differences on the students' reading comprehension in both control and experimental classes after being taught through conceptual learning; and describe the students' perceptions on conceptual learning in reading comprehension class.

METHOD

This research employs *control group pre-test – post-test* design. There were two classes as the subject of the research chosen randomly. The first class, XI MIPA 4, was the control class and the second, XI MIPA 5, was the experimental class. Each class consisted of 36 students. In the experimental class, the researcher intended to find out the students' perception on the conceptual learning applied in their reading comprehension class. The students had a try-out test, a pre-test and a post-test before and after the treatment. Then, they answered some close-ended questions on the questionnaire.

The populations of this research were the eleventh grade students of SMAN 5 Bandar Lampung. The students of SMAN 5 Bandar Lampung are representative because SMAN 5 Bandar Lampung is a school in which the students studying here have various abilities from low to the high abilities.

The researcher applied two types of instruments for this research: test items and questionnaires. Giving a test to the students was aimed at answering the first research question. Meanwhile, the second research question was answered by analyzing the result of administering questionnaires.

The data was collected through some steps. Firstly, the researcher designed a reading test items. The researcher selected some analytical exposition texts and prepared 40 multiple-choice questions. Students got some *analytical exposition* texts. Secondly, the researcher prepared some lesson plans to teach reading comprehension through conceptual learning. The reading materials were *analytical exposition* taught at the second grade of senior high school. Thirdly, the try-out test was conducted on the first meeting. The materials of the tests were reading problems on analytical exposition. Students had to answer some questions in form of 50 multiple-choice questions. Fourthly, the pre-test was

held on the second meeting. The text and the questions were sorted from the try-out test items. The purpose of the pre-test was to find out the students' reading comprehension skill before having reading comprehension class through conceptual learning. Fifthly, the researcher gave the students some treatments in experimental class by teaching reading comprehension using conceptual learning. There were three meetings. The students had three topics for three meetings on analytical exposition. Last, the students had a post-test. The post-test items contained reading problems that had been given in the pre-test. So, the students had the same reading problems on the pre-test and post-test. The result of the post-test was compared with the result of the pre-test to analyze the improvement of the students' reading comprehension through conceptual learning.

Meanwhile, the questionnaire items contain 40 close-ended questions. The questions were about the students' perception on the conceptual learning applied in their reading class

RESULTS AND DISCUSSION

To get an improvement on the students' reading comprehension, the researcher conducted 8 meetings on teaching reading through conceptual learning. The first meeting was held to give a pre-test. The treatment was on the second to the seventh meeting. Then, on the last meeting, the researcher conducted a post-test.

The pre-test was done twice, in control class and experimental class. The control class was given a pre-test on August 7th, 2017 and experimental class was given a pre-test on August 8th, 2017. They were asked to answer multiple-choice test that were given to them. After the students were tested in reading test, the result of pre-test in reading can be seen in the table below:

Table 1. Descriptive Pre-test of Control Class and Experimental Class

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Control Class	36	59,083	7,176	1,310	56,404	61,763	45,00	72,50
Experimental Class	36	59,083	6,994	1,277	56,472	61,695	45,00	72,50
Total	72	59,083	7,025	,907	57,268	60,898	45,00	72,50

From the table 1 above, control class consisted of 36 students, had mean score 59.083 with minimum score 45.00 and maximum score 72.50. Mean score 59.083 meant that the average of the first students' ability before given treatment.

Experimental class also consisted of 36 students, had mean score 59,083 with minimum score 45.00 and maximum score 72.50. Mean score 59.083 meant that the average of the students' ability before given treatment was equal. Both of classes had the same minimum and maximum score. The scores got in pre-test with minimum score 45.00 and maximum score 72.50 Minimum score 45.00 meant that it was the lowest of students' score in pre-test and maximum score 72.50, it meant that it was the highest score in pre-test.

After the treatment of teaching reading skills through conceptual learning, the post-test was administrated on October 2nd, 2017 in XI MIPA 4 and in XI MIPA 5 on October 3rd, 2017 in SMAN 5 Bandar Lampung. XI MIPA 4 was as control class and XI MIPA 5 was experimental class. The implementation of post-test was same as the pre-test. The researcher gave 90 minutes for the students to administer

the post-test. The result of the post-test can be seen on table below:

Table 2. Descriptive Post-test of Control Class and Experimental Class

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Control Class	73,167	8,329	1,521	70,057	76,277	52,50	87,50	73,167
Experimental Class	78,750	6,751	1,233	76,229	81,271	70,00	97,50	78,750
Total	75,958	8,027	1,036	73,885	78,023	52,50	97,50	75,958

On the table 2, mean score of control class was 73.167 that was the result of reading test in post-test with minimum and maximum scores were 52.50 and 87.50. It is different from pre-test, the mean score 59.083, 73.167 was more than 59.083 after being taught using conventional technique.

The highest and the lowest score which the students got in post-test were 97.50 and 52.50. It means that the minimum score and maximum scores also increase after the treatment. Mean score of experimental class was 78.750 that was the result of reading test in post-test with minimum score 70.00 and maximum score 97.50. It was the same as control class, the mean score of post test was more than the mean score of pre-test. The scores of minimum and maximum were also increase from the scores in pre-test. The highest and the lowest scores that the students got in post-test were 52.50 and 97.50.

Normality test was used to measure whether the data of the test have normal distribution or not. In this research, the significant level was used in determining the normality of the data. Besides, in order to find out the normality data, the researcher used SPSS program (One Sample Kolmogorow-Smirnov Test).

The normality test value of pre-test in control class was 0.544, from the value of sig. (2-tailed). It means that the data have normal distribution because Sign > α, 0.544 > 0.05, so hypothesis H_0 is accepted. Then, normality test value of post-test in control class was 0.824. Therefore, it can be concluded that the data of post-test of control class have normal distribution because Sign > α, 0.824 > 0.05.

On the other hand, in experimental class the data of pre-test and post-test have normal distribution. It can be seen by the normality test value of pre-test is 0.491 in experimental class. Then, Sign > α, 0.491 > 0.05 so that the hypothesis is accepted in experimental class. Then, it is also same with the post-test in experimental class, the normality test value of pot-test is 0.302 It means, that Sign > α 0.302 > 0.05, so the data have normal distribution. From all explanations above, it can be concluded that the hypothesis of both classes is accepted and the distribution data are normal in both classes, because Sign > α.

Besides the normality test, the homogeneity testing was also used to know the variance of the data in two classes or to know the classes are equal or not. The data were statistically computed by using SPSS. The data can be said homogeneous if the significant (sign) of both classes is higher than 0.05.

The test of homogeneity from control class and experimental class show homogeny. t_{ratio} was 0.187 with df1 = 1 and df 2 = 58 in significant 0.667. If the significance above was 0.05, the data was homogeny. The data of both control and experimental classes are homogenous since significance value of pre-test is 0.187. It can be

concluded that the data of control class and experimental class are homogenous.

The next step, the researcher analyzed the gain of each and identified how the gain of the five aspects of reading skill i.e. determining main idea, finding supporting detail/specific information, making inference, pointing reference, and using vocabulary context. In order to know which aspect of reading mostly influenced by the implementation of conceptual learning and conventional learning.

The result of the analysis on the reading aspects showed that the total score of experimental class was higher than control class. The total score of control class was 73.167% and experimental class was 78.750%. It showed that experimental class was higher than control class. All of each aspect at experimental class was higher than control class, particularly making inference aspect, 23,29%.

To find out the students' perception on conceptual learning applied in their reading class, the questionnaire is administered to the students. Questionnaire items contain five close-ended questions.

Table 3. Percentage of the Students' Perceptions on Conceptual Learning

Interval Score	Category	Conceptual Learning	
		f	%
6	Strongly Agree	8	22.2
5	Agree	22	61.1
4	Slightly Agree	6	16.7
3	Slightly Disagree	0	0
2	Disagree	0	0
1	Strongly Disagree	0	0
Total		**36**	**100**

Based on the table 3 above, the students are satisfied with the learning process. It is known from their answer by 22.2% of them strongly agree and 61.1% agree. This means that conceptual learning has given good perception towards the students.

CONCLUSIONS

The research concerns on comparing between teaching reading comprehension through conceptual learning and conventional learning. To conclude, several points can be elaborated.

First of all, in relation to the students' reading comprehension before and after having a reading comprehension class through conceptual learning, there was a significant difference on students' reading comprehension between teaching reading through conventional learning and conceptual learning, particularly in making inference. The students taught through conceptual learning in experimental class have higher score than were taught by conventional method. This seemingly means that the purpose of teaching reading through conceptual learning to optimize the development of reading engagement is fulfilled.

Secondly, the students' perception on conceptual learning seems to be positive. They assume that conceptual learning may emphasize them on the understanding concepts as timeless big ideas that will produce a deeper intellectual and emotional engagement in learning. It apparently shows that conceptual learning can help students

to link different subjects as they are able to integrate topics and problems.

In short, those are several points concluded from comparing between teaching reading comprehension through conceptual learning and conventional learning.

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