

# **THE USE OF BIG6 STRATEGY IN TEACHING READING COMPREHENSION OF RECOUNT TEXT**

**AN ARTICLE**

**By:**

**VITA DWI ANDINI**

**NIM F1022131004**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
TANJUNGPURA UNIVERSITY  
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**THE USE OF BIG6 STRATEGY IN TEACHING READING  
COMPREHENSION OF RECOUNT TEXT**  
(Pre-Experimental Research at the Eighth Grade Students of SMP Negeri 11  
Pontianak in Academic Year 2017/2018)

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Jurisdiction Responsibility by:

**VITA DWI ANDINI**  
F1022131004

Approved by:

**Supervisor I**



**Urai Salam, M.CALL, Ph.D**  
NIP. 1970111 199803 1 001

**Supervisor II**



**Dr. Yanti Sri Rezeki, M. Ed. Wals**  
NIP. 19770619 200212 2 009

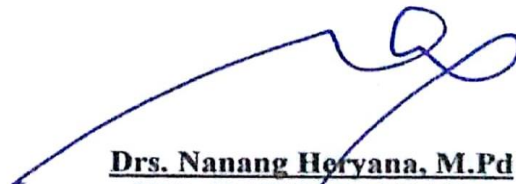
Legalized by:

**Dean of Teacher Training and  
Education Faculty**



**Dr. H. Martono, M.Pd**  
NIP. 196803161994031014

**Head of Language and Art  
Department**



**Drs. Nanang Heryana, M.Pd**  
NIP. 19610751988010001

# THE USE OF BIG6 STRATEGY IN TEACHING READING COMPREHENSION OF RECOUNT TEXT

Vita Dwi Andini, Urai Salam, Yanti Sri Rezeki

English Education Study Program Language and Arts Education Department Teacher  
Training And Education Faculty Tanjungpura University Pontianak

Email: [vitaadwiandini95@yahoo.com](mailto:vitaadwiandini95@yahoo.com)

## Abstract

*This pre experimental research was conducted to know how significant Big6 strategy is in teaching reading comprehension of recount text at the eighth grade students of SMP Negeri 11 Pontianak in academic year 2017/2018. Big6 is strategy used by students to solve puzzle of information problem. The sample of this research was 34 students in class VIII E. The data of study was derived from pre test and post test. The data revealed that the Big6 strategy is an effective strategy that can be used by English teacher as an alternative way to teach reading comprehension in the classroom. The result of the research showed that Big6 strategy affected the students reading comprehension. The student's pre test score was 64.44 and the post test was 72.85. Furthermore, the effect size of the significant improvement of the treatment was 2.05. It is categorized as highly effective since it is higher than 0.5. The teacher might put some appropriate variations in applying the strategy considering the situation and condition found in the classroom.*

**Keywords:** *Big6 Strategy, Teaching Reading Comprehension, Recount Text, Pre Experimental Research*

## INTRODUCTION

Teaching is an activity that the teacher gives a lesson to help the students learn something. According to Brown (2007) teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the student of something, providing with knowledge, causing to know or understand. Teaching cannot be defined apart from learning. The main role in this activity is the teacher, because the teacher must guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning the language.

Language skills are divided into receptive and productive skill. The receptive skills include reading and listening while the productive skills are speaking and writing. Reading as one of

the receptive skills is an activity in which there is interaction between reader and the author of the text. In this research, the researcher focused on reading comprehension.

Reading comprehension is the process of constructing the meaning in order to understand what is read and to get any information, ideas and message that the readers want to find with. According to Pardo (2004) comprehension is complex process that has been understood and explained in number of ways. According to Wooley (2011) reading comprehension is process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. So that

is a process the students need to develop their understanding to reading text given. Readers also read in particular ways depending on the purpose for reading.

Teaching Reading comprehension is the process how the teacher can help the students to develop their knowledge about identifying words, finding main ideas, identifying supporting details and the events of the story in the text, which is the ability to understand the text that has been read. Teaching reading comprehension is not easy because the reading text is not their first language. According to Nuttal (1982) in Malasari (2016, p. 8) states that “the aims of teaching reading comprehension are to develop the students ability to extract the message from the content. In teaching reading comprehension the teacher are trying to put something in the students mind to take the information by them”. In junior high school the teacher’s role is really important because he/she has a task to develop the material and strategy in teaching in the classroom in order the students can master English very well.

SMP 11 Pontianak still uses KTSP as the curriculum in which reading is taught to the students since they are in seventh grade of junior high school. In teaching reading, the teacher at junior high school has to teach some types of texts such as descriptive, narrative and recount. This research would only focus on how to help the student’s comprehension in recount text.

According to Anderson (1997) recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred. Recount text can be factual information, such as news about procedural information, giving someone our personal

information, and telling someone about your experiences in the past. The tenses that mostly used are simple past tense.

In learning English, there are various ways how to learn English such as reading aloud, retelling stories, listening to music or watching movie. The students of SMP Negeri 11 Pontianak need strategy that can make them interested and easily understand the text in reading process. The researcher focused in reading strategy that can be used effectively to help the students reading comprehension in recount text and the strategy that can be used in reading comprehension is Big6. Big6 has six stages they are; task definitions, information seeking strategies, Location and access, use of information, synthesis, and evaluation. Big6 strategy is a process model of how peoples of all ages solve an information problem. Berkowitz and Eisenberg (2000) developed this process which guides students through information problem-solving as well as provides a basic framework for teaching and promoting information literacy.

Based on the explanation above, the researcher would conduct a pre-experimental research with the eighth grade students of SMP Negeri 11 Pontianak in academic year 2017/2018 in order to find the effectiveness of Big6 strategy to teach reading comprehension of recount text.

## **RESEARCH METHODOLOGY**

This research wants to know the effectiveness of using the Big6 strategy in teaching reading comprehension of recount text. In order to achieve the aim of the research, the researcher used pre-experimental method and used quantitative research. The researcher wants to know the effectiveness of using

big6 strategy in teaching reading comprehension.

This research has been done by observation, pre test and post test to the students.

### **Pre test**

Pre test has been given to check students' ability in reading recount text before the researcher gives the treatment. The teacher gave students test in the form of multiple choices that consist of 30 multiple choices. The content of the pre test is about supporting details and the information of the text.

### **Treatment**

First the researcher explained about what is recount text in specific. After that the researcher gave the treatment to all students in the class teaching by using Big6 strategy for certain period time. In the second meeting the teacher taught recount text using Big6 and the students divided into five groups and the teacher did the treatment.

The teacher gave a paper and the students answered it with big6 strategy. In Big6 strategy there are six stages. First is task definition, the students determine exactly what the information problem is and the specific information related problem. They need to list the information problem about the character, the events, the time, the place and the reason. Then, they must link the information to the right paragraph section.

Second is information seeking strategies, in this stage the students would selected and make decisions to choose the possible sources to the define task. Third is location and access, in this stage the students can go the library, using their books or asking their teacher to find the sources. They must locate the information that they found or they just need to write

the resources. Fourth is use of information, after the students get the information about recount text they must engage the information from other books in the library that relevant with the information. The fifth is synthesis, the students gave the result of their job. The last stage is evaluation, in this stage the teacher gave the evaluation from students discussion.

### **Post Test**

After the researcher gave the treatments for several of times, in the end of the program the students were given post test in order to find out the result of the treatment. The content of the post test was about supporting details and the information of the text.

The subject of this research is the eighth grade students of SMP Negeri 11 Pontianak. The researcher uses measurement techniques. It is intended to measure the students' knowledge before and after treatment in order to know the effectiveness of Big6 strategy in teaching reading comprehension of recount text.

The researcher used written test in the form of multiple choices in order to measure the students' understanding. Total of the test are 30 multiple choices. The objectives of the test consist of identifying the main idea, supporting details, reference of the text and generic structure of recount text. Before it used to collect the data, the test is written based on the table of item specification to measure the test validity. The test also is tried out before used to measure its item analysis and test reliability.

An instrument should be good one if it is valid and reliable. Before the instruments are used, they have to be tried out. It is intended to find out the validity and reliability of the instrument. According to Weir (2005, p. 12), "validity

is defined as the extent to which a test can be shown to produce data which is accurate representation of a candidate's level of language knowledge or skill". A test is said to be valid when it shows the match among the test items with the material that was taught and appropriate skill. Validity of the test items could be seen from the result of the instrument and the researcher used the class with the same level of ability.

In the item analysis, would be known the level of the test, whether it is easy, moderate or difficult. So, it is really important to know the level of difficulty and discriminating power the test item. The level of difficulty is to know how easy or difficult the test item from the student's perspective.

The level of difficulty (LD) can be calculated using the following formula:

$$LD = \frac{HG+LH}{N} \dots\dots(1)$$

Where:

- LD* : level of difficulty
- HG* :the total number of higher group's correct answer
- LG* :the total number of lower group's correct answer
- N* : the total number of students scoring table.

The interpretation of Level of Difficulty (LD) of each item was based on the following criteria:

**Table 1 : The Criteria of The Item's Level of Difficulty**

Level of Difficulty	Item Qualification
00,0 – 0,29	Revised/Discarded (R)
0,30 – 0,49	Difficult (D)
0,50 – 0,79	Moderate (M)

Discriminating power wants to know the item differentiates between high and low level of students on the test.

The formula to determine the discriminating power of each item can be using the following formula:

$$DP = \frac{HG-LG}{\frac{1}{2}N} \dots\dots(2)$$

Where:

- DP* : Discriminating power
- HG* :The total of higher group correct answer
- LG* : The total of lower group correct answer
- N* : Total number of students in upper and lower group

The interpretation of Discriminating Power (DP) of each item is based on the following criteria:

**Table 2: The Criteria of The Item's Discriminating Power**

Discriminating Power	Qualification
$DP \leq 0,00$	Very bad
$0,00 < DP \leq 0,20$	Bad
$0,20 < DP \leq 0,40$	Enough
$0,40 < DP \leq 0,70$	Good

Reliability is the extent for a test procedure consistent result when administered under similar condition. To know a test reliable or not, it can be seen in value KR21.

To measure the reliability coefficient of the test scores can be calculated by using Kuder-Richardson 20 formula Arikunto (2013, p. 231).

$$KR\ 21 = 1 - \frac{M(K-M)}{K(S^2)} \dots\dots(3)$$

Where:

- $KR\ 21$  : reliability coefficient
- $K$  : total of question
- $M$  : the mean of the score
- $S$  : standard deviation of the test score

$K$  is total question that is obtained from the sum of all the questions. To get  $M$  (mean of score), total score is divided to number of students.

The reliability coefficient can be judge by applying the criteria:

**Table 3 : The Criteria of Test's Reliability Coefficient**

Coefficient	Relation
0,00 – 0,19	Negligible
0,20 – 0,39	Low
0,40 – 0,59	Moderate
0,60 – 0,79	Substantial
0,80 – 1,00	High – very high

In order to answer the research problem and the test hypothesis, the researcher calculated the students' mean score of pre test and post test. After calculating the mean score of pre test and post test and also analyze the data by t-test formula and Effect size Formula.

1. The formula of students' mean score of pre test and post test

$$\bar{X}_1 = \frac{\sum \bar{x}_1}{n} \quad \bar{X}_2 = \frac{\sum \bar{x}_2}{n} \dots\dots\dots (4)$$

Siregar (2015, p. 152)

Where:

- $\bar{X}_1$  : the students' mean score of pre test
- $\bar{X}_2$  : the students' mean score of post test

2. The formula to analyze the students' different score of pre test and post test

$$MD = \bar{X}_2 - \bar{X}_1 \dots\dots\dots (5)$$

Arikunto (2006, p. 307)

Where:

- $MD$  : the different students' mean score of pre test and post test
- $\bar{X}_1$  : the students' mean score of pre test
- $\bar{X}_2$  : the students' mean score of post test

3. The formula to analyze the standard deviation value of pre test and post test

$$S_{x1} = \sqrt{\frac{\sum (X_1 - \bar{X}_1)^2}{n-1}}$$

$$S_{x2} = \sqrt{\frac{\sum (X_2 - \bar{X}_2)^2}{n-1}} \dots\dots\dots (6)$$

Where:

- $S_{x1}$  : the students' standard deviation score of pre test
- $S_{x2}$  : the students' standard deviation score of post test

4. The test significance of the students' score

$$t = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \dots\dots\dots (7)$$

Where:

- $t$  : *t-test*
- $\bar{x}_1$  : *mean score of pre test*
- $\bar{x}_2$  : *mean score of post test*
- $S_1^2$  : *variance of pre test*
- $S_2^2$  : *variance of post test*
- $n_1$  : *number of the students in pre test*
- $n_2$  : *number of the students in post test*

5. The formula to analyze the effect size

$$ES = t \sqrt{\frac{1}{n}} \dots\dots\dots (8)$$

Where:

- $ES$  : *Effect size*
- $t$  : *the result of t-test*
- $n$  : *the number of students*

**Table 4 : The Criteria of Effect Size Indicators Categorized**

Indicators	Categorized
$Es \leq 0,2$	Low
$0,2 < Es \leq 0,8$	Moderate
$Es > 0,8$	High

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

Research findings cover the answer of the previous research problem. This is to find out the significant improvement of the treatment to the students' reading comprehension. Since the treatment affected significantly students' reading comprehension, the further question is what the size of the effect is. Therefore, below are the finding answers of those two questions.

#### 1. The students' mean score of pre test and post test

The result of pre test showed that the result of the students score before

treatment is being conducted, and the post test shows the result of the students' score after the treatment. The pre test given in recommended as the first test before treatment. The pre test would be done to know the pre-condition of students before treatment process. Therefore, from the result of the pre test, students score was considered poor to average. Which the students' average score was 64.44 (sixty four point fourthly four). The post test was administrated after giving some treatments and pre test. The post test is also considered as the final evaluation of students' reading comprehension of recount text by applying Big6 strategy. From the result of post test, the students' score was 72.85 (seventy two point eighty five) and categorized average to good.

#### 2. The students' different score of pre test and post test

The result of students' different score in pre test and post test was 440. It was the result from the total pre test score minus total post test score. This is used to find out how big difference between pre test and post test.

#### 3. The standard deviation value of pre test and post test

The result of standard deviation is to indicate the extent of deviation for a group as a whole. Standard deviation is calculated based on the mean. The standard deviation score in pre test was 8.30 and standard deviation score in post test was 8.86.

#### 4. The test significance of the students' score

By obtaining the mean score and standard deviation score of pre test and post test, the t test applied to find whether there is a significant



difference between pre test and post test. The result of the t test was 11.84.

##### **5. The formula to analyze the effect size**

The effect size calculates the magnitude of mean differences of the treatment and the result was 2.05. The effect size aimed to give a concrete sense of whether a difference between pre test and post test is meaningfully large, independent of whether the difference is statistically significant.

##### **6. Hypothesis Testing**

Based on the result of data computation, it was obtained that effect size of the treatment ( $ES=2.05$ ) was higher than 0.5. It proved that the use of Big6 strategy in teaching reading comprehension of recount text to eight grade students of SMP 11 Pontianak affect significantly and it was contribute toward students understanding in reading comprehension. Therefore, the alternative hypothesis stating “The use of Big6 strategy in teaching reading comprehension of recount text to the eight grade students at SMP Negeri 11 Pontianak in academic year 2017/2018 is high if the effect size value is  $> 0.5$ ” was accepted.

##### **Discussion**

From the data analysis the researcher found out that the students of eighth grade, especially class VIII E at SMP Negeri 11 Pontianak was influenced by the process of the treatment given.

In conducting this research, the pre test was administrated before the treatment. The result of the pre test which had been computed by the researcher had the mean score that was 64.44. After conducting the pre test, the researcher conducted three times treatments to the research sample. In the treatments, the

researcher taught reading comprehension in recount text by using Big6 strategy.

In the first treatment, the students have been seen a little bit difficult to understand the material because they were never taught about recount text before. The researcher gave them example of recount text and some questions in the paper. Teacher explained how to use the stages in Big6 strategy to help them answered the questions that related to the text.

In the second treatment, the researcher divided class into six groups. Every group was given the paper with recount text; they must do the six stages that the researcher gave in the paper. In this process the students must find the information by themselves from the reading material and linked it to the right paragraph section. It means that Big6 strategy facilitated students to be active learners in understanding the reading. It is in line with a national research Rini (2014) state that “It facilitated students to be active learners to do inquiry and constructor of understanding the reading through teacher directed task and activities. Students did not only find information and engage their own interest and knowledge from the reading but also they constructed their understanding by linking their current knowledge with their background knowledge.”After finished, each group was given a chance to present their work as the last stage in Big6. In the third treatment, the students do the same activity and present their work in front of class.

Before the treatment was given, the mean score of pre test was 64.44. After finished conducting the treatment, the researcher conducted the post test. Based on the computation result, the mean score of the post test was 72.85. It showed that scores of students’ performance in post

test were improved than in pre test. It found out that the interval mean score of pre test and post test was 8.41. It means Big6 steps are able to affect students' understanding in reading comprehension. This result is in line with Berkowitz (2000) statement that students are able to work through steps at their own pace allowing differentiation based on interest, reading level, and learning style. In conclusion, it proved that the treatment (Big6 Strategy) affect significantly to the students' in reading comprehension.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on the result of data analysis, the researcher made some conclusions as follow: (1) The use of Big6 strategy in teaching reading comprehension contributed increasingly to the students' achievement shown by the evidence from mean score of the students' result of post test (72.85) which was higher than the result of pre test (64.44). It proved that the students' achievement was increased with the interval score of pre test and post test is 8.41, (2) the effect size of the use of Big6 strategy in teaching reading comprehension to the eighth grade students, especially to the VIII E of SMP Negeri 11 Pontianak is 2.05 (ES>0.5) which is categorized as high effect. It means that the use of Big6 strategy is helpful and affect significantly to teaching reading comprehension, (3) the alternative hypothesis which stated "The use of Big6 strategy to teaching reading comprehension of recount text to the eight grade students at SMP Negeri 11 Pontianak in academic year 2017/2018 is high if the effect size value is > 0.5" is accepted, while the null hypothesis is rejected.

### **Suggestions**

Referring to the result of the research, the researcher would like to give some suggestions as follows: (1) The English teachers are recommended to use Big6 strategy as an alternative strategy in teaching reading comprehension in the classroom since the result showed that the strategy was high effect (affect significantly). Moreover, this strategy can be used in variety texts to engage the students in reading the text, so that the students will enjoy and not feel reluctance to face the reading text, (2) the English teachers are suggested to explain more and give an example about Big6 strategy and recount text to the students, so the students are not burdened and confused about the goal of teaching and learning itself, (3) the English teacher while implementing Big6 Strategy, the teacher should give more control in managing the time and preparing the reading materials well, (4) the other teacher or researcher are recommended to develop further research using different variations of Big6 to different kind of text in order to conduct better research in the future, (5) since this research was conducted in junior high school students especially at eighth grade students, it is suggested for other researcher to implement this research in higher level students, (6) the teacher should be selective in choosing the material which is appropriate with student's academic level.

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