

THE EFFECTIVENESS OF USING RANDOM TEXT STRATEGY IN TEACHING READING

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Abstract

The objective of this research to find out whether or not the use of Random Text Strategy is effective in teaching. This research used quasi-experimental research design. Purposive sampling technique was employed to draw the sample of this research which consisted of 20 students of VIII A as the experimental group and 19 students of VIII Bas the control group. The data were collected by using pre-test and post-test. The pre-test was administered to measure the students' reading Comprehension before the treatment, while the post-test was administered to measure the the improvement of the students' reading comprehension after the treatment. The mean score of pre-test of the experimental group was 34.965 while the control group was 39.98. The mean score of the post-test of the experimental group was 66,96 while the control group was 32.9. In analyzing the data, the researcher used 0.05 as level of significance and the 37 (20+19-2) degree of freedom (df). The t_{counted} was 5.1 and t_{table} was 1.687. The t_{counted} was higher than t_{table} , it means that the hypothesis was accepted. In other words, the students who are taught with Random Text Strategy more able to read English than those who are not taught with Random Text Strategy.

Keywords : *Improving, Random Text Strategy, Reading Comprehension*

Abstrak

Tujuan penelitian ini untuk membuktikan efektivitas Metode Pembelajaran Berbasis Acak dalam meningkatkan kemampuan siswa dalam membaca tentang siswa kelas delapan di SMP Negeri 1 PosoPesisir Utara. Penelitian ini menggunakan desain penelitian kuasi eksperimental. Teknik purposive sampling digunakan untuk menarik sampel penelitian ini yang terdiri dari 20 siswa VIII A sebagai kelompok eksperimen dan 19 siswa VIII B sebagai kelompok kontrol. Data dikumpulkan dengan menggunakan pra-test dan pasca-test. Pra-test diberikan untuk mengukur kemampuan membaca siswa sebelum perlakuan, sementara pasca-test diberikan untuk mengukur peningkatan kemampuan membaca siswa setelah perlakuan. Nilai rata-rata pra-test dari kelompok eksperimen adalah 34.965 sedangkan kelompok kontrol adalah 39.98. Dalam menganalisis data, peneliti menggunakan 0.05 sebagai tingkat signifikansi dan 37 (20 + 19-2) derajat kebebasan (df). Nilai hitung t adalah 5.1 dan nilai tabel t adalah 1.687. Nilai hitung t lebih tinggi dari nilai tabel t , itu berarti hipotesis diterima. Dengan kata lain, siswa yang diajar dengan metode Pembelajaran Berbasis acak lebih mampu membaca bahasa Inggris daripada mereka yang tidak diajarkan dengan Metode Pembelajaran Berbasis acak.

Kata kunci: *Meningkatkan, Metode pembelajaran berbasis acak, Pemahaman membaca*

INTRODUCTION

Reading is one of the four main skills which is very important to learn for junior high school students to get information. The reading comprehension skill can help the students to understand some English words that may be found in the texts. Reading becomes an important skill in language teaching and learning because there are many books written in English. Reading becomes essentials for the students to increase their knowledge.

Based on the latest curriculum implemented at high school in Indonesia. The specific objective of the language teaching and learning process is to understand the written text. The students should be able to comprehend the generic structure of narrative text and identify the narrative text. Therefore, the teacher should provide an appropriate method, technique or strategy to the students' interest in learning English. Based on the researcher preliminary observation, students did not have sufficient reading skill. There are several problems that make the learning process of reading comprehension are not easy for students of Junior high school. First, the students were not identify specific information. And the second the students were not motivated in reading the text. Understanding reading material is an ability which has to be developed and grown to the students, and need a hard effort and more attention because they have to learn about sentences construction, short story, and poem. In this case, we need a strategy. Additionally, In this research, the researcher focused on specific information.

According to Rustan (2010) A strategy has an important role in teaching and learning process which is used by the teachers to achieve teaching learning goals, especially English teacher in teaching English as a foreign language. The effective strategy creates a good result in the teaching and learning process and absolutely we can improve the students' motivation. Additionally according to Manurung (2012) Effective teaching strategies help learners to apply, analyze, and synthesize, to create new knowledge, and solve new problem.

The researcher is interested in improving students' reading comprehension skill by using random text strategy. "It can make the students of Junior High School more interested in reading English text." Watcyn and Jones (2000) "This strategy can attract students learning motivation then they can be more active in learning the reading process and it can be effective to affect students reading skill" (Hisyam Zaini (2002)

Isabelle (2016:2) stated, Random text strategy is a strategy in the teaching process where the text functions as the main tool. In this case, the text is given to students disorderly and then they will arrange it on the correct form. Random text strategy is one of the active learning strategies. This strategy is appropriate to the language learning because it can help the students to think logically and chronologically. Based on the statements above, the researcher conducted research to find out the effectiveness of using random text strategy in teaching reading at the eighth grade students of SMPN 1 Poso Pesisir Utara in the Academic year of 2019/2020. Therefore, the research question of this research is; Is the use of Random text strategy effective in teaching reading at the eighth grade students of SMP N 1 Poso Pesisir Utara?

METHODS

In this research, the researcher conducted a quasi-experimental design. According to Cresswell (2012), the quasi-experimental design introduces considerably more threats to internal validity than the true experiment. The researcher will apply “non-equivalent control group design”. Muhsin and Latief (2016) explain that the non-equivalent control group design is a bit similar to the pre-test and post-test control group design, experimental and control groups are not chosen randomly and both groups compared to each other. The researcher applies research design as proposed by Cohen, Manion, and Morrison (2007) as follows:

Experimental Group	<u>O₁XO₂</u>
Control Group	<u>O₃O₄</u>

Where :

O₁O₃: Pre-test

O₂O₄: Post-test

X: Treatment

A Population is really important in conducting the research. Creswell (2005) states that "a population is a group of individuals who have the same Characteristics."The researcher chose Grade VIII of SMPN 1 Poso Pesisir Utara as the population of the

research. It consists of two parallel classes (VIII A, VIII B,) with the total number of the population is 39 students.

Samples are subsets of people used to represent populations. In this research, the researcher used the total sampling technique. In the total sampling, samples are the element to be typical or representative, are chosen from the population (Ary, Jacobs, & Razavieth, 2010). Based on the preliminary observation, the teacher in that school recommends VIIIA and VIII B as the samples to conduct the research because these two classes have problems in learning reading comprehension. There are two types of variable in educational research, it is categorized into an independent variable and dependent variable. The independent variable on this research is the use of Random Text Strategy and the dependent variable is the students' reading comprehension.

To collect the data, the researcher used the test as an instrument of the research. The test consists of pre-test and post-test. The pre-test was given before the treatment in order to assess the students reading skill. The post-test was given after the treatment in order to measure the students' progress after the treatment.

The instrument is the way that was used by the researcher to get the data. The kind of instrument that use by the researcher is testing. In relation to this, Arikunto (2006) points out that the purpose of the test is to measure knowledge, intelligence, ability or attitude of group or individual. The tests given were pre-test and post-test. The pre-test was given before treatment while the post-test was given after the treatment. The scoring system in table 3.2. :

Table 3.2 Scoring System

No	Types of the Test	Number of Items	Score of each item	Total Score
1	Multiple choices	10	1	10
2	Reading Comprehension Question	5	4	20
	Total			30

Table 3.3 Scoring Rubric for Essay Test

No.	Criteria	Score	Score range	Category
1	Correct content, Grammar	4	90-100	Very good
2	Correct content, Incorrect grammar	3	80-89	Good
3	Correct grammar, Incorrect content	2	70-79	Fair
4	Incorrect content and grammar	1	40-69	Poor
5	No answer	0	0-39	Very poor

Adapted from 2013 curriculum kemendikbud.

The pre-test was given to measure the students' reading skill in the narrative text before the treatment. They were asked to read about five multiple choice and five reading comprehension questions. The aim of pre-test is to recognize the students' prior knowledge before conducting the treatment. After the treatment, the students were given post-test. Post-test was used to measure the students' reading skill of Random Text Strategy in narrative text. As same as the pre-test, they were asked to read about five multiple choice and five essay questions.

Treatment was conducted to the experimental group for six meetings. Plus pre-test and post-test. There are eight meetings was conducted in this research. The treatment was done twice a week. The researcher teaches reading comprehension of narrative text by using the Random Text strategy to the experimental group. teaching reading comprehension of narrative text without using Random Text strategy to the control group.

FINDINGS

In this part, the researcher analyzed and presented the data obtained from the results of test of the experimental and the control group by using Random text strategy. The test consisted of pre-test and post-test. The result significant impact or not. The following was the students' individual score of the experimental group on the pre-test.

The pre-test was administered on July 29th, 2019. It was aim data determining the students' ability with and without treatment. The result of the pre-test showed whether the medium applied brought significant impact or not. The result of the pre-test and post-test of control group is presented on table below

No.	Initials	Students Score	
		Pre-test	Post-test
1	AD	33.3	30
2	ANA	60	23.3
3	AP	40	50
4	AA	50	63.3
5	DND	26.6	26.6
6	EL	60	46.6
7	EHS	23.3	40
8	FS	30	33.3
9	IN	60	20
10	IP	50	33.3
11	IS	26.6	36.6
12	MGR	20	30
13	NR	70	20
14	NAP	13.3	33.3
15	NI	30	30
16	SM	60	20
17	S	33.3	30
18	YOM	50	40
19	AD	23.3	20
	Total	759.7	626.3

Based on the students' score in the pre-test above, it shows that the highest score of pre-test is 70 and the lowest score is 13.3. The mean score of pretest was 39.98 which is indicated that the score was still relatively low. The highest score of post-test is 63.3 and the lowest score is 20. Furthermore, the mean score of the post-test of control group is 32.9. It is decreased from 39.98 to 32.9.

Furthermore, the result of the pre-test and post-test of experimental group is presented on table below

No.	Initials	Students Score	
		Pre-test	Post-test
1	AW	30	70
2	AS	30	66.6
3	AM	23.3	70
4	CAP	26.6	80
5	DF	33.3	53.3
6	DWK	70	63.3
7	M	23.3	56.6
8	ME	13.3	76.6
9	MU	33.3	70

10	MIS	46.6	76.6
11	N	26.6	63.3
12	PK	43.3	60
13	RM	26.6	63.3
14	RP	30	60
15	RR	26.6	66.6
16	SR	26.6	63.3
17	SK	30	76.6
18	V	46.6	66.6
19	RR	53.3	60
20.	RHD	60	76.6
Total		699.3	1,339.3

In calculating the students' individual score of the experimental group, the researcher employed the same formula used in experimental group. As a result, the researcher

find that the mean score of pre-test of experimental group is 34.97. The highest score is 70 and the lowest score is 13.3. The highest score of the post-test of experimental group is 80 and the lowest score is 53.3 . Furthermore, the researcher finds that the mean score of post-test of experimental group is 66,96. There is an improvement of the result of the experimental group. The improvement of the control group is 31.99. It rises up from 34.97 to 66.96.

Testing Hypothesis aims at finding out whether the application of Random Text strategy is effective or not. It was used to prove whether the hypothesis was accepted or rejected, the researcher needed to test it based on the result of the data analysis. The criteria of testing hypothesis if t-counted was greater than t-table ($t\text{-Counted} > t\text{-table}$), it means that the hypothesis was accepted, but if t-counted is lower than t-table ($t\text{-counted} < t\text{-table}$), it indicates that the hypothesis is rejected.

After analyzing the data of the test, the result of the data analysis showed that t-counted was 9.83. The results of the data analysis showed that there was a significant difference between the pre-test and post-test mean score. By applying 0.05 level of significant with 37 degree of freedom (df) or $20+19-2=37$, the researcher found that t-counted (5.1) was higher than t-table (1.687).

In short, the researcher hypothesis was accepted. In other word. The used of Random Text Strategy in teaching reading Comprehension is effective.

DISCUSSION

Before conducting the treatment, the researcher firstly gave pretest to the students in order to know their prior knowledge in reading narrative text. The pretest is conducted in July 29th, 2019. According to the result of pretest, it showed that the students got problem to identify specific information. And the students were not motivated in reading the text. In this research, the researcher focused on using random Text strategy to help students to identify specific information from the narrative text.

In the process of treatment, the researcher used Random Text Strategy to overcome the students' problem. In conducting this research, at the first meeting, the researcher introduced about what narrative text which is in it contained of generic structure . To find out the specific information trough 5W+1H questions in the passage. There are what is for things, event, action, or idea, who is for person, where is for place, when is for time, how is for manner and why is for reason of. Its help the students to understand the passage. For the students felt difficult to identify the narrative text. The students were not interested to read the text because the text is too long. The researcher implemented the strategy by giving them several cards contained the text in random form. Next, the researcher asked the students to read it carefully and then rearrange the text to become a good paragraph. The students were asked to answer some questions based on the text given. In doing the text at the first meeting, the researcher found that the students take along time to do the text, to solve the problem in the second meeting the researcher divided the students into group. At the end of the meeting, the researcher asked the students about the content of the text that have been learnt. The groups result was presented in front of class. Then, the researcher gave feedback what they have learnt. The reseracher conducted treatment in six meeting. In the last meeting, the students' respons more better than before. It showed that the students comfortable to learn reading through Random Text Strategy. To confirm the students progress due to the treatment given, the researcher administered a posttest to the experimental group on August 26th, 2019. The result showed that the students reading comprehension was more improved.

In line with the previous paragraph, Random Text Strategy could make the students active during the teaching and learning process of reading. The students read the text with their partners and tried to understand the text collaboratively. When they found difficulties, they discussed with their partner first, and if they could not solve their difficulties related to the text, they asked the researcher to help them. Moreover, this strategy made the students

learning while playing, during the learning process, the students did not feel difficult as they were helped with this benefit of this strategy, and the students could learn and think in a fun way, in which the students were not stressed or depressed.

In conclusion by using Random Text Strategy to improve students reading comprehension, can make the students were motivated to learn reading. Random Text Strategy is a suitable Strategy to teach reading comprehension since it provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges. For those reasons, the researcher found that Random Text Strategy is good because this strategy help the students comprehend the content of the text very well rather than they read it individually since the students can share, 'complain, discuss, and compare their ideas with other members' in-pair.

The researcher then correlated the findings to the previous studies conducted by Susanti (2015) entitled "*Improving students reading comprehension skill using Random Text Strategy on the X Grade students of SMK Bina Karya 2 Karanganyar*" While Kristofani (2017) entitled "*The effectiveness of Using Random Text Strategy In Teaching Reading Narrative Text at the Tenth-grade Students of SMK Batik Perbaik Purworejo*".

CONCLUSION

The using Random Text Strategy is a strategy Use Card as a Media in process of learning. The use of Random Text Strategy as a teaching stratgey in teaching reading comprehension is much supported by Isabelle (2016:2),

Based on the data analysis, the testing of the hypothesis and the discussion in the previous chapter, the researcher can draw the conclusion that the use of random text strategy is effective in teaching reading narrative text at the eighth grade students of SMP Negeri 1 PosoPesisir Utara in the academic year of 2019/2020. It can be seen from the result of both classes. The mean score of experimental group is higher than the mean score of control group ($66.96 > 32.9$). The result of t-counted is 5.1 then, the researcher consults to the critical counted on the t-table us the 5% (0,05) level significance is 1.687. It shows that the t-counted is higher than t-table ($5.1 > 1.687$). Furthermore, random text strategy is effective to improve students' reading narrative text.

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