

USING ACTIVE TECHNIQUE TO IMPROVE READING COMPREHENSION ACHIEVEMENT ON NARRATIVE AND RECOUNT TEXTS OF TENTH GRADE STUDENTS OF SMA NEGERI 2 PRABUMULIH

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ABSTRACT: The purpose of the study was to improve reading comprehension achievement on narrative and recount texts of the tenth grade students of SMA Negeri 2 Prabumulih. In the experimental groups, students did their readings by using ACTIVE technique. This study used quasi experiment method. To investigate the improvement of students reading comprehension achievement in the class, the reading tests were given to them. The first thing which was done after designing the test was finding their validity and reliability. The total number of the population was 189 students consisting of 127 females and 62 males. The sample of this study was 83 students consisting of 56 females and 28 males. They were selected by using purposive sampling technique. There were three groups in this study: the experimental groups and control group. In collecting the data the instruments used were tests, namely pre test (at the beginning of the treatment) and post test (after the treatment). The statistical analysis were applied to analyze the collected data, that is One Way Anova (to asses the differences within the group) and linier regression (to find out the contribution of the independent variable to the dependent variables). The result of the study shows that (1) The ACTIVE technique is effective in improving the reading comprehension achievement on narrative and recount text of the tenth grade students of SMA Negeri 2 Prabumulih. (2) The ACTIVE technique contributes more on students reading comprehension achievement on recount text than the narrative one.

Keywords: *ACTIVE technique, reading comprehension achievement, narrative text, recount text*

Literacy has been described as the ability to read for knowledge and write coherently and think critically (Graft:1991) about the written word. Literacy can also include the ability to understand all forms of communication, be it body language, pictures, video or sound (reading, speaking, listening and writting). From the whole skills reading is the most dominant. Reading is one of the English skills which must be mastered by students of Indonesia in learning English as a foreign language. The world today demands a higher level of literacy achievement than at any other time in history, and it is reasonable to believe that the demand for a literate population will increase in the future. An employment market is increasingly demanding high school graduates as the minimum educational credential for employment. Reading as a field of teaching is considered as one of the important pillars upon in which teaching and learning process is built. According to UNDP (2009) Indonesian literacy was the 87th of 179 countries. According to PISA (2009) Indonesian students' ability was included below average in reading; Indonesian score was 371 and the 57th of 65 countries. Furthermore, Walisman (2003:2) finds that reading score of Indonesian students in East Asia is still low, as reported by the International Association for the evaluation of Education achievement in Asia. The reading ability of Indonesian students is the lowest in this region. Indonesian students are just capable of mastering 30 percent of the reading material which they read.

Alexander (2000) states that students who are good comprehenders use strategies in reading to learn new concepts, get deeply involved in what they are reading, critically

evaluate what they read and apply their knowledge to overcome practical as well as intellectual matter. But a lot of students fail to do that.

English at senior high school is one of the compulsory subjects. The process of studying must be based on the curriculum which has the guidelines of competence namely standard competence and basic competence. And related with the process and the purpose of teaching and learning English in senior high school there are some kinds of text must be as the sources in designing the class process. Narrative and recount texts are the kinds of text which are presented for the tenth grade. In the national examination, the students have to face a test which consists of fifty questions. Fifteen of them are listening items and thirty five of them are reading test items.

Based on the result of the entrance test of SMA Negeri 2 Prabumulih on English part in the academic Year 2011/2012, it shows that the average score of students in reading comprehension was only 6.0 where the minimum passing score for the tenth grade students was 7.5.

Related to the above explanation, the writer believes that it is necessary to improve the process of teaching and learning reading comprehension by trying appropriate techniques of teaching and learning. One of them is ACTIVE technique.

The Importance of ACTIVE Technique

Nunan (2003:79) organizes a teaching system for reading around the word ACTIVE:

- A : Activate prior knowledge
- C : Cultivate vocabulary
- T : Teach for comprehension
- I : Increase reading rate
- V : Verify reading strategies
- E : Evaluate progress

ACTIVE Technique stands for Activate prior knowledge, Cultivate vocabulary, Teach for comprehension, Increase reading rate, Verify reading strategies, Evaluate progress. Activate prior knowledge is prior to each reading passage. It is beneficial to engage the readers in an activity that make them think about what they already know about the topic of the reading. Cultivate the vocabulary, it is very important to successful reading. There are some ways to cultivate the vocabulary. One of them is word web. Word webs are very good activity for building the students' vocabulary skill. Teach for Comprehension, in this activity, Instead of asking the students comprehension question after reading a passage, teacher can model the class how the comprehension is reached during the process of reading. Increase reading rate, in this activity, there are some strategies that can be applied. One of them is repeated reading. This activity helps empower the readers and strengthen their meta-cognitive awareness of the value of reading rate. Verify reading strategy means that the students need to learn how to use reading strategies which match their purpose for reading. Thinking aloud protocols in a guided format is one way that can make learner identify the strategies that they use while reading. Evaluate

progress is the last part of this technique. Here, the students make a journal entry each day. Reading it is an effective way to evaluate their reading progress. Nunan (2003) claims that ACTIVE technique is a successful technique for remembering, retrieving, and thoroughly learning material for a quiz, test or for simply understanding a body of information. It will make the students have a habit of practicing intense and effective studying of reading.

The Nature of Narrative and Recount Text

Narrative and recount in some ways are similar. Both are telling something in the past so narrative and recount usually applies PAST TENSE; whether Simple Past tense; Simple Past Continuous Tense, or Past Perfect Tense. The ways narrative and recount told are in chronological order using time or place. Commonly narrative text is found in story book; myth, fable, folklore, etc while recount text is found in biography. The thing that makes narrative and recount different is the structure in which they are constructed. Narrative uses conflicts among the participants whether natural conflict, social conflict or psychological conflict. In some ways narrative text combines all these conflicts. In the contrary, we do not find these conflicts inside recount text. Recount applies series of event as the basic structure. In this research the writer would like to focus on these two kinds of text.

Previous Related Study

There are some study have been done in relation with the technique which was applied in this study. Crishten (1991) found that Creating an opportunity to challenge our students to call on their collective experiences (prior knowledge) is essential. Through this process students are moved from memorizing information to meaningful learning and begin the journey of connecting learning events rather than remembering bits and pieces. Prior knowledge is an essential element in this quest for making meaning.

Biemiller (1999) in his research claims that knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading comprehension and Providing vocabulary instruction is one of the most significant ways in which teachers can improve students' reading comprehension.

In their researches, several investigators (Chomsky, 1978; Lauritzen, 1982; Moyer, 1979; Neill,1980; Samuels, 1979 in Engelmann, 2001) have reported that simple practice of repeatedly reading entire passages can be an effective supplementary technique for increasing reading fluency and comprehension.

In short we can conclude that the students can achieve their desirable reading comprehension achievement on narrative and recount texts by applying ACTIVE technique.

METHOD OF THE RESEARCH

In this study the writer used quasi experimental method. Hatch and Farhady (1982) state that the ultimate goal of any investigation is to conduct research which allow us to show the relationship between the variables we have selected.

The form of the research used was based on Cohen and Manion (1995) it will be shown in this table.

Table 1 Research Design

EG1	01	X1	02
EG2	03	X2	04
CG	05	---	06

Where :

- EG1 = Experiment group uses active technique with narrative text material
- EG2 = Experiment group uses active technique with recount text material
- CG = Control Group
- X₁ = Treatment using ACTIVE technique
- X₂ = Treatment using ACTIVE technique
- = No treatment
- 01 = Pre-test of experimental group 1
- 02 = Post-test of experimental group 1
- 03 = Pre-test of experimental group 2
- 04 = Post-test of experimental group 2
- 05 = Pre-test of control group
- 06 = Post-test of control group

The treatment was done in about two months for twenty two meetings and each meeting took 90 minutes. In the Experimental groups the writer taught the students by using active technique with narrative and recount texts as the material. Meanwhile In control group the writer didn't give the treatment.

Population and Sample

1. Population

In this study, all of the 10th grade students of SMA Negeri 2 Prabumulih in academic year of 2011/2012 were the population of this research. There were seven classes of the 10th grade students with the total number of 189 students. The detail of the total number of the population was shown in the following table.

Table 2. Sum of the Tenth Grade Students

No	Class	Female	Male	Number
1	X1	19	8	27
2	X2	19	7	26
3	X3	19	9	28
4	X4	19	9	28
5	X5	19	7	28
6	X6	18	10	28
7	X7	16	10	26
Total		127	62	189

Taken from : Administration of SMA Negeri 2 Prabumulih

This table is presented only to show all the population of the tenth grade students of SMA Negeri 2 Prabumulih.

2. Sample

The sample of this study were three classes (X1,X2,X5) of the 10th grade students of SMA Negeri 2 Prabumulih which were taken from seven classes by using the Purposive sampling technique with the following criteria: (1) The class must consist of fast, average and slow students, (2) The schedule of the classes were not the same with the writer teaching schedule. The writer took two classes as experimental groups and one class as control group.

Table 3. Sampling

No	Class	Female	Male	Number
1	X1 (EG1)	19	8	27
2	X2 (EG2)	19	7	26
3	X5 (CG)	19	7	28
Total		57	22	71

Teaching Procedure for Experiment classes

1. Pre -Activities

- a. Teacher activate the prior knowledge of the students' by eliciting some information related to the text will be given.
- b. The teacher conveys the lesson.

2. Whilst -Activities

- a. The teacher cultivates some vocabularies by making the word webs to find out the difficult words
- b. The teacher models a way to comprehend the text by explaining some inferences
- c. The teacher asks the students to do a repeated reading activity in order to gain the increasing of students reading rate.
- d. The teacher gives a model of reading strategy.

3. Post Activities

The students are asked to make journal of today activities. By doing this the students will be able to see their own progress.

Technique for Collecting the Data

In order to measure and evaluate the implementation of experiment, this study required a reading comprehension test. The procedures were as follows :

1. Pre-test. The writer gave pre-test to measure reading comprehension achievement on narrative and recount text of the sample before the experiment. The tests were in the form of multiple choices reading comprehension test and were given to the two groups.
2. Post-test. The writer gave post-test to measure reading comprehension achievement of the sample after the treatment and give the test to experimental group and control group as well. The tests were also in the form of multiple choices reading comprehension. The form of the test were in the form of criterion reference test and the texts that were given were narrative and recount text.

Technique for Analyzing the Data

The data were analyzed as follows:

The data of the samples' pre-test and post-test were scored then the writer compared them. The writer analyzed the data by using One-way Anova to find out the significant difference of the groups through the Statistical Package for Social Sciences (SPSS) version 16. The mean of pre-test and post-test from experimental groups were compared, so the significant difference in terms of reading comprehension within and between the experiment groups were known. To find out the gain score the writer used Zimmerman's (Zimmerman,1982) formula, namely :

$$GS = \frac{\text{post test} - \text{pre test}}{100\% - \text{pre test}}$$

In order to find out how much the contribution of the Active technique on the two kinds of text the data were analyzed by using linear regression formula.

FINDINGS

1. Pre Test and Post Test Result obtained by Experiment Group I which use ACTIVE Technique on Narrative text

The result of the pre test and post test were presented in the form of correct item. It was zero to twenty five items. The highest correct item in the pre test of the experimental group I was 20, and the lowest was 7 and the mean was 14.96.

Meanwhile the highest correct item in the post test of experiment group 1 was 22 and the lowest score was 10. The mean was 18,93

2. Pre Test and Post Test Result Obtained by Experiment Group 2 which use ACTIVE Technique on Recount Text

The highest correct item in the pre test of the experimental group 2 was 18, and the lowest was 8 and the mean was 11.59. Meanwhile the highest correct item in the post test of experiment group 2 was 22 and the lowest score was 8. The mean was 15,48.

Table 4
The Score Distribution of the Student's Reading Comprehension Achievement on Narrative Text

No	Scores						Mean Gain
	Pre-Test			Post-Test			
	Highest	Lowest	Mean	Highest	Lowest	Mean	
Experimental	20	7	14.96	13	22	18.93	3.36
Control	7	18	11.61	8	23	12.93	0.86

Table 5
The Score Distribution of the Student's Reading Comprehension Achievement on Recount Text

No	Scores						Mean Gain
	Pre-Test			Post-Test			
	Highest	Lowest	Mean	Highest	Lowest	Mean	
Experimental	8	18	11.59	8	22	15.48	3.43
Control	6	15	11.07	7	17	12.18	0.66

The Result of One Way Anova Analysis of Experiment Group 1 (Using ACTIVE Technique on Narrative Text) for Hypothesis 1

Based on the result of one way anova test to the students' score in experiment group 1 (using active technique on narrative text), it was found that the score of F-count is 30,221 > F- table (on df 1:52 = 4,02) and the score of p- value is 0,000 < 0,05. So Ho₁ is rejected and Ha₁ is accepted.

The Result of One-way Anova Analysis of Experiment Group 2 (Using ACTIVE Technique on Recount text) for Hypothesis 2

Based on the result of one way Anova test on the students' score in experiment group 2 (using ACTIVE Technique on Recount Text), it was found that the score of F-count is 22,152 > F- table (on df 1:52 = 4,02) and the score ρ -value or sig, is 0.000 < 0.05. So Ho₁ is rejected and Ha₁ is accepted.

The Result Regression Analysis for Hypothesis 3 (Using ACTIVE Technique Toward Narrative Text)

Since the active technique (Independent variables)has no score, the score was taken from the amount of total score of narrative text plus total score recount text. Based on the linear regression test result with SPSS program, it was found that R score (coefficient correlation on R column summary model table in regression was 0.592 and score R-square (coefficient determinant on R square colum summary model was 0.350. On Anova^b table at regression it was found that F-count score was 13,460 > F-table 4.24 (df 1:25) and sig. 0.001 < Alpha 0.05. So Ho₃ was rejected and Ha₃ was accepted which mean there was a significance relation between ACTIVE Technique toward reading comprehension achievement on Narrative Text and the score was 0.592 or 59,55%. The positive contribution was 0,350 or 35,0%.

The Result of Regression Analysis for Hypothesis 4 (Using ACTIVE Technique toward Recount Text)

Based on the linear regression test result with SPSS program, it was found that R score (coefficient correlation on R column summary model table in regression was 0.699 and score R-square (coefficient determinant on R square colum summary model was 0.489. On Anova^b table at regression it was found that F-count score was 23,919 > F-table 4.24 (df 1:25) and sig. 0.000 < Alpha 0.05. So Ho₄ was rejected and Ha₄ was accepted which mean there was a significance relation between ACTIVE Technique toward reading comprehension achievement on Recount Text and the score was 0.699 or 69.9%. The positive contribution was 0,489 or 48,9%.

Table 6
Summary Statistics of Linier Regression Analysis of ACTIVE Technique toward Reading Comprehension Achievement on Narrative and Recount Text

Model	Reading Comprehension Achievement	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1	Narrative Text	.592	.350	.324	2.291
Model	Reading Comprehension Achievement	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1	Recount Text	.699	.489	.469	2.291

INTERPRETATIONS OF THE STUDY

Based on the findings in the previous part we could take some interpretation. In experiment group 1 we could see that there was significant progress made by the students,

it means the ACTIVE Technique is effective to improve the reading comprehension achievement on narrative text.

In other words we could conclude that the ACTIVE Technique is a factor that give a positive influence to the students' comprehension achievement on narrative text.

The students in experiment group 2 also showed progress in term reading comprehension achievement. It could be seen from the significant differences between the result of pre test and post test. It means the ACTIVE Technique is effective to improve the reading comprehension achievement on recount text.

This result is in line with Nunan's (2003) statements which claim that ACTIVE Technique is an essential factor which determine the student reading comprehension achievement, and also with Crishten (1991) who found that Creating an opportunity to challenge our students to call on their collective experiences (prior knowledge) is essential. Prior knowledge (which is one aspect in ACTIVE Technique) is an essential element in this quest for making meaning, and also with Biemiller (1999) which in his research claims that Knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading comprehension and providing vocabulary instruction is one of the most significant ways in which teachers can improve students' reading comprehension. In another aspect it is also connected with several investigator research result (Chomsky, 1978; Lauritzen, 1982; Mayor, 1979; Neill, 1980; Samuels, 1979) who had reported that simple practice of repeatedly reading entire passages can be an effective supplementary technique for increasing reading fluency and comprehension.

After analyzing the result of the test both experimental group 1 and experimental group 2 by using linear regression it can be concluded that the bigger contribution of ACTIVE Technique was on recount text. It means the contribution was more dominant on students' reading comprehension achievement on recount text. It might be because the text organization of recount text is simpler than narrative text and also from the vocabulary aspect which is in the recount text the words are not as complicated as in narrative.

CONCLUSIONS

From the finding and Interpretations in the previous chapter, some conclusion could be drawn. First, there was significant progress of the students' reading comprehension achievement on narrative text after the treatment. Second, there was significant progress of the students' reading comprehension achievement recount text after the treatment. In other words we can conclude that the ACTIVE technique is the factor which increase students' reading comprehension achievement to the both groups namely on narrative and recount text. Third, there was a significant difference between the students' reading comprehension achievement on narrative text and recount text. The students' reading comprehension achievement on recount text after the treatment using ACTIVE Technique was higher than narrative text.

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