TEACHING READING RECOUNT TEXTS THROUGH TRI FOCUS STEVE SNYDER TECHNIQUE

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Abstract : The main problem of this study was "Was there any significant difference between the students who were taught reading recount texts through tri focus Steve Snyder to the tenth grade students of State Senior High School 12 Palembang and those who were not?". This study applied a Quasi-Experimental design. The population in this study was all the tenth grade students and the sample consisted of 36 students which were taken by using purposive sampling. To analyze the data, the writer used independent sample t-test by using SPSS 23. The result of this study showed that the experimental group students' average score in pre-test was 60.69, and in post-test it was 78.19 while the control group students' average score in pre-test was 60.14 and in post-test was 68.68. From the t-test calculation, it was found that t-obtained value was 4.099 and the value of t-table was 1.994 with significance level 0.05 with *df* 70 for two tailed test. Since the t-obtained was higher than t-table, 4.099 > 1.994, it meant that the Null hypothesis (Ho) was rejected and Alternative hypothesis was accepted. It could be interpreted that there was a significant difference between the students who were taught reading recount texts through tri focus Steve Snyder to the tenth grade students of State Senior High School 12 Palembang and those who were not.

Keywords: *teaching reading, recount texts, and Tri Focus Steve Snyder technique*

Reading is one of the language skills which should be learnt by the students. According to Mart (2012, p.92), "Reading is the understanding of the written text. It meant that reading is an activity in learning English where we use our mind to understand what the text about is." Meanwhile, Simaibang (2017, p.63) states that "Reading is categorized under receptive skill that is concerned with the ability to apprehend the meanings of the written or printed materials." It means that, reading is an important skill to be learnt because the students are able to develop other skills when they read a text.

Lems (2010, p.33) states that "Reading is an interactive process that takes between the text and the reader's processing strategies and background knowledge." Based on the theory, the researcher concludes that reading is the way how the reader understands the written text and to get some information or knowledge from the text that has been read. According to Mikulecky (2007, p.1), "Reading is a consciously and unconsciously thinking process." By reading, the students are able to develop their mind for comprehending the knowledge. They will get information when they read the written text. Reading could help the students understand about some events such as in this era, past event or even what will plan in the future.

There are many kinds of text that can be used to develop the students' reading ability. Those are descriptive, report, narrative, recount, procedure, analytical exposition, hortatory exposition, discussion, argumentation, and so on. The researcher applied the recount text to

teach reading comprehension. According to Andersons in Syifa (2009, p.24), "A recount is a piece of text that retells past events, usually in the order in which they happened." Meanwhile, Widiati et al. (2016, p.138) state that "Recounts are used to tell about past events**."**

Recount text is a kind of text that is used to retell about past events which has a purpose to give the reader an explanation about what happened and when it happened. In addition there are several types of recounts such as diaries, letters/postcards, journals, autobiographies and biographies, or anything related to histories (historical recounts).Widiati et al. (2016, p.138) claim that "A recount text has a generic structure that consists of orientation (opening), a series of events, and reorientation (closing)." The researcher found out that most of the students got difficulties in learning reading recount text, such as understanding the meaning of the text, having limited vocabulary, getting confused about how to identify the word and also to determine the generic structure and language feature of recount texts.

To solve the problem, the researcher applied a technique that could be used to develop reading skill of the students. This technique is Tri Focus Steve Snyder. According to Deporter and Hernacki (2009, p.272), "Tri-Focus Steve Snyder is a technique that is a relatively new technique in reading. This technique is known by Tri Focus Steve Snyder because the students can develop their peripherals with exercise training Tri Focus, the point of view of the concentration of the three central eyes focus on three parts of each line. It centers on the left, middle, and right text."

In other words, Tri Focus Steve Snyder technique is a technique that is used to develop the students' concentration in reading process. In addition, this technique involves three parts central eyes which are in the left, in the middle and in the right to see every part of the word in the text. The researcher believed that through Tri Focus Steve Snyder technique the students were able to develop the reading ability in learning process especially reading recount texts.

This study focused on teaching reading recount texts through tri focus Steve Snyder technique to the tenth grade students of state senior high school 12 of Palembang. The problem of this study dealt with the students' difficulties in learning reading, such as understanding the meaning of the text, having limited vocabulary, getting confused about how to identify words and also determine the generic structure and language features of recount texts.

Therefore, This study limited the problem on teaching reading recount texts entitled,"B. J. Habibie, Soekarno, R. A. Kartini, Ki Hajar Dewantara "through tri focus Steve Snyder technique to the tenth grade students of State Senior High School 12 of Palembang. The

researcher expects that this study would be useful for the teachers, students, other researchers and for the reseacher himself.

LITERATURE REVIEW

Concept of Teaching

According to Harmer (2007, p.107), "Teaching is often helpful to use metaphors to describe what teachers do." Brown (2007:8) claims that "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning." Meanwhile, Gage (2009, p.3) states that "Teaching is the term used more in formal educational settings, namely, in elementary schools, secondary schools, colleges, and graduate schools." Chambers and Marshall (2006, p.40) claim that "Teaching is a complex of activities, strategies, mechanisms, invitations, stimuli and rhetorical ploys designed to help students learn and to become better learners.

Concept of Reading

Reading is one of the basic skills in learning English. Richards and Schmidt (2010, p.483) states that "Reading is written text that can be understood by the reader. Everybody usually knows that reading is one of skills that need process for extracting the message or main idea of one text." According to Lems (2010, p.33),"Reading is an interactive process that takes between the text and the reader's processing strategies and background knowledge." Moreover, Johnson (2008, p.3) claims that "Reading is the practice of using text to create meaning." The two key words here are creating and meaning. Linse (2005, p.69) states that "Reading is a set of skills that involve making sense and deriving meaning from the printed words. If there is no meaning being created, there is no readingtalkingplace."

According to Patel and Jain (2008, p.117), there are four types of reading. Those types are common faced by students. Here are four types of reading: (1) intensive reading, (2) extensive reading, (3) aloud reading, (4) silent reading.

Concept of Recount Texts

According to Hyland in Azhar (2013, p.12)," Recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining." Meanwhile, Widiati et al (2016, p.138) stated that recounts are used to tell about past events. Remember that a recount consist of orientation (opening), a series of events, and reorientation (closing). According to Andersons in Syifa (2009, p.24), "A recount 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."

According to Hyland in Azhar (2013, p.16), there are three generic structures of recount text. Here are the common generic structures of recount text:

1. Orientation provides the setting and produces participants. It provides information about whom, where, and when

2. Record of Events tells what happened present event in temporal sequence. It is usually recounted in chronological order.

3. Re-orientation is optional-closure of events. It is rounds off the sequence of events.

Here is example of recount text will be shown below:

KI HAJAR DEWANTARA

Raden Mas SoewardiSoeryaningrat was born in Yogyakarta on May 2nd 1889. He came from Pakualaman family, the son of GPH Soerjaningrat, grandson of Pakualam III and grew up in a family of Yogyakarta Kingdom.

In 1922, Raden Mas Soewardi Soeryaningrat changed his name to Ki HadjarDewantara. Ki Hajar Dewantara ever studied at Europeesche Lagere School (ELS) at the Dutch colonial era it is an elementary school in Indonesia. After graduating from ELS, then he went to STOVIA (Bumiputera Medical School). Although he did not could not complete his education because of illness.

Ki Hajar Dewantara worked as a writer and journalist in various newspapers, such as: Tjahaja Timoer, Midden Java, De Expres, Sediotomo, Kaoem Moeda, Poesara, and Oetoesan Indies. Besides work as a writer, he is also active in social and political organizations. Since 1908, the beginning of the BoediUtomo (BO), he was active in the propaganda section to socialize and Indonesian public awareness about the importance of a sense of unity in the nation. Not only that, it turns Ki Hajar Dewantara also known as a prominent pioneer of education for the natives of Indonesia from the Dutch colonial era.

Ki Hajar Dewantara's been appointed as Minister of Teaching Indonesia referred to as the Minister of Education, Teaching and Culture in the cabinet of the first Republic of Indonesia. For his service pioneered education in Indonesia, in 1957 he received an honorary doctorate (doctor honoris causa, Dr.H.C.) of the University of Gadjah Mada (UGM).

Finally, he was declared as Father of National Education of Indonesia, as well as his birth day serves as National Education Day. Ki Hajar Dewantara died on 26th April 1959 in Yogyakarta. He was buried at the Taman Wijaya Brata, tombs for Taman Siswa's family.

Concept of Tri Focus Steve Snyder Technique

Deporter and Hernacki (2009) stated that Tri-Focus Steve Snyder is a technique that a relatively new technique in reading. This technique is known by Tri Focus Steve Snyder

because the students can develop their peripherals with exercise training Tri Focus, the point of view of the concentration of the three central eyes focus on three parts of each line. It centers on the left, middle, and right text."

According Deporter and Hernacki (2009, p.272), "Steve Snyder ever teaches Supercamp students in the United States to develop peripherals to exercise Tri Focus technique. This technique also eliminates the habit of focusing on a word separately and repairs the habit to read one by one word separately. In practice Tri Focus, students are divided each line into three parts. When reading, the eyes centered on a third part of the left, then a third of the middle, and the last third to see each group of words through peripheral vision rather than looking at each word."

According to Rahayu (2017, p.36), there are few characteristics of Tri Focus Steve Snyder Technique are as follows:

1. This technique divided the eyes focus into three part, there are left, center and right.
2. This technique has a "magic book" to change the part of left, center and right focus become the numeric item. Left becomes number 1, center becomes number 2 and right becomes number 3.
3. This reading technique helps students manage their nervous and can break the habit.
4. This technique can help students improve their speed reading.
5. This technique aims to build students comprehension

In addition, Steve in Deporter & Hernacki (2009, p.272) claimed that he has magic book to help students practice reading by this technique. The first thing that students do, there is no words in that book." That page is only composed by symbols.

Benefits of Tri Focus Steve Snyder Technique

Snyder in Rahayu (2017, p.37) stated that there are few benefits of Tri Focus Steve Snyder Technique are as follows:

1. This technique can improve vocabulary building in reading
2. This technique changes the movement pattern of the eyes as the powerful habit.
3. This technique can change the other sub-habits such as can build the comfort, posture, breathing, concentration, retention and the level of interest and attention span.
4. This technique Change the behavior, break the habit, and past performance no longer determines the present or the future, start fresh with a new habit and can fulfill reading potential.

5. This technique Change the altering behaviors such as nervous habits, fears, phobias, procrastination, as well as the lack of confidence, initiative, or motivation.

6. This technique can change the reading ability (one word at a time) become reading in a "new way" (more than one word at a time) ensure can improve reading comprehension.

Procedure of Teaching Reading Recount Texts through Tri Focus Steve Snyder Technique

The procedures using tri focus Steve Snyder technique according to Steve Snyder in Waryani (2016, p.7),

1. The teacher includes the provision of motivation related to the reading comprehension as well as the introduction of Tri Focus Steve Snyder technique.

2. The teacher includes the practice of reading with Tri Focus Steve Snyder technique.

3. The students are introduced and practiced inperipheral development which is the core of Tri Focus technique.

   The simple exercise test:

   - Look at an object directly.

   - Extend both arms with index finger pointing up.

   - Movement of your arms into slowly to see the fingers earlier.

   - Attention the scope vision eye when looking straight ahead.

4. The teacher gives the student a reading sheet which each phrase is mark as reading focus. For example: the colors of blue shows focus one, the colors of purple show focus two, and the colors of green show focus three.

5. The students only read the text that concerns with three focus circle. This is done over again a few minutes.

6. The students answers the questions related to topics that have been read.

According to Saleh (1997, p.58), there are three activities in the process of teaching; pre-activity, whilst-activity, and post-activity.

RESEARCH METHODS

In this study, the researcher used an experimental research, specifically the quasi-experimental design. The researcher selected two classes. One class was the control group which used conventional technique, and the other one was the experimental group which was given the treatment in learning and teaching process. The population of the study was all of the tenth grade students of State Senior High School 12 of Palembang in academic year of 2019-

2020. There were nine classes consisting of 324 students. The researcher used purposive sampling. The samples of this study were X Science 5 as control group and X Science 1 as experimental group. There were 72 students which were divided into two groups; they were control group and experimental group. In addition, the researcher gave a test in multiple choice questions to the students. In this study, there were two kinds of test that were used, they were pre-test and post-test. The pre-test was given before giving the treatment. While the post-test was given after giving the treatment to know the students' ability in reading recount text through tri focus Steve Snyder technique. In this test, there were four recount texts with total 40 multiple choice items given to the control group and experimental group.

RESEARCH FINDINGS

The research was done at Senior High School 12 of Palembang on July 2019. The researcher used quasi-experimental design in pretest-posttest nonequivalent group. There were two classes that had been given test, control group and experimental group. The researcher chose class X Science as the sample of the study. X Science 1 was the experimental group and X Science 5 was the control group, both groups consisted of 36 students. In experimental group, the researcher gave the treatment by applying tri focus Steve Snyder technique for several meetings. While, control group was not given the treatment. The researcher presented the data of students' scores in control and experimental groups by using data statistic. The data were described as follows.

It was found out that the highest score was 85 which was gotten by 1 student and the lowest score was 35 which was gotten by 2 students and then the average score was 60.14 in pre-test of control group. In pre-test of experimental, the researcher found that the highest score was 85 which was gotten by 1 student and the lowest score was 37.5 which was gotten by 2 students and then the average score was 60.69. Furthermore, the researcher found that the highest score was 85 which was gotten by 3 students and the lowest score was 45 which was gotten by 1 student and then the average score was 68.68 in post-test of control group. In post-test of experimental, the researcher found that the highest score was 90 which was gotten by 2 students and the lowest score was 65 which was gotten by 1 student and then the average score was 78.19.

DISCUSSION OF FINDINGS

Based on the findings, it was clearly seen that tri focus Steve Snyder technique is a technique that was used to develop the students' concentration in reading process. After getting the treatment, the students got the improvement in reading ability such as, they could understand the meaning of the text, they had much vocabulary, they could understand about how to identify the word and also they could determine the generic structure and language feature of recount texts.

Based on this research, it was interpreted that both groups gained progress of scores before and after treatment but experimental group's score was higher than control group's score. It was found that the average of pre-test in the experimental group was 60.69 and the average of post-test in the experimental group was 78.19. Furthermore, the average of pre-test in the control group was 60.14 and the average of post-test in the control group was 68.68. From the explanation above, it could be interpreted that there was a significance difference between the students who were taught reading recount texts through tri focus Steve Snyder to the tenth grade of State Senior High School 12 Palembang and those who were not.

CONCLUSIONS

Based on the result of this study, the researcher used tri focus Steve Snyder technique to improve students' achievement in reading recount text. It was gained from the students' post-test scores in the experimental group which were higher than the control group where the average of students' post test in experimental group was 78.19 and post test in control group was 68.68. From the calculation of the data, it was found out that score of t-obtained was 4.099 and score of t-table was 1.994. With significance level (0.05) for two tailed. It meant that t-obtained was higher than t-table, 4.099> 1.994. Since t-obtained was higher than t-table, the Null hypothesis (Ho) was rejected and Alternative hypothesis (Ha) was accepted. It could be concluded that there was a significance difference between the students who were taught reading recount texts through tri focus Steve Snyder to the tenth grade of State Senior High School 12 Palembang and those who were not.

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