

THE EFFECT OF CLOSE READING STRATEGY ON STUDENTS' READING COMPREHENSION

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Abstract

Many students in Indonesia does not like to read a book or paragraph. Teachers must have a good strategy in teaching reading. One of strategy that can be used by teacher in teaching reading was close reading strategy. Close reading was a strategy that guide students to comprehend the paragraph esier. This strategy requires the students to rereading a paragraph and it helped students becomes active readers. This research aimed to knew wheter or not there was a significant effect of close reading strategy on students' reading comprehension. This kind of this reasearch was quasi-experimental with using non-randomized control group pretest-posttest design. To knew the ability of students, researcher gave them pretest and posttets. Pretest gave to students in the begining activity of this research. Whereas, posttest gave to students in the last activity of this research. The researcher used SPSS program to calculated the data with level of signigance was 0.05. The data in SPSS program showed that the value of significant two-tailed was 0.03. It means that there was significant effect of close reading strategy on students' reading comprehension. In other words, close reading strategy helped students to increase their ability in reading skill especially in reading comprehension.

Key Words : Close reading strategy, reading comprehension

Introduction

Reading was one of the required skill that should be developed in learning English. According to Stuart and Stainthorp (2016:23), reading was the activity of human being that have complex difficulty and it was difficult to comprehend. Reading without comprehension was nothing. Readers or students should understand the meaning of the text or passage that they read to knew what the purpose which author wrote in that text. According to van Dijk and Kintsch (1983 in Gilakjani and

Souburi 2016 : 230) reading comprehension was a process to create the meaning of text which had purpose to understanding the content of whole text.

In fact, in the classroom there were some students who passive in english class because they did not know the language. And most of students feels difficult when they tried to understand the meaning of the text. Therefore, as a teacher we must had a good strategy to teach English, especially in teaching reading

comprehension. One of the strategy that can be used in teaching and learning reading was close reading.

According to Saccomano and College (2014) close reading was a strategy that can be used when read the difficult text or paragraph. This strategy need a teacher to guided the students to comprehend a text. In close reading, students can find the purpose of what they read and why they have to understand the text. Because in this strategy students have to understand the text deeply. And also, they can made some question for themselves “what is the meaning of this quote? How is the event happening?.” From this questions they will get a deeper meaning and understanding.

Method

This research used experimental research. In experimental research usually use by the researcher to found out the effect between two variables that researcher given to the respondent. According to Ary et.al (2010 : 26), experimental research was study that discussed about effect of the systematic manipulation between one variable(s) on another variable. It means that experimental research devided the students into two groups, control and experimental groups. Usually the researcher will gave a treatment to students who selected as an experimental group by the researcher.

According to Arinkunto (2010 : 9), experimental research was a way to found out the relationship of causes and effect between two variables that it was made deliberately by researcher with eliminating the other factors that can made a problem. Experimental research always do by researcher to knew an effect of the treatment. In this research, the reseacher gave a

treatment to experimental group with close reading strategy. But the researcher did not give any treatment to control group. It did by researcher to knew the effect of close reading startegy on students’ reading comprehension.

The design of the research was quasi experimental. According to Ary, et al (2010 : 316), quasi experimental designs were similiar with randomized experimental design. The researcher used some steps when did this design. 1) the researher gave a pretest to two groups (control and experimental group). 2) the researcher applied a treatment X (close reading strategy) to experimental group. 3) the researcher gave post–test to both groups to measuring the independen variable. The diagram of this research was described as follows :

Table 1 Non-randomized Control Group pretest-posttest design

Group	Pretest	Independent Variable	Posttest
E	Y_1	X	Y_2
c	Y_1	—	Y_2

(Ary,

Jacobs, Sorensen & Razavieh, 2010 : 316)

Notes :

E : experimental group

C : control group

Y_1 : Pretest for experimental and control group

X : Treatment for experimental group

Y_2 : Posttest for experimental and control group

Arikunto (2010 : 203) notes that instrument of the research was a tool that used by the researcher in collecting data. It means that to collect the data researcher should has instrument to measure the device of the research. To knew there was a significant effect of close reading strategy on students’ reading comprehension ability or not, the

researcher needed to use a certain method. It is determined by validity of the test, analyzing the reliability of test items, analyzing of discriminating power of test items.

1. Validity of the test

Validity of test was a measurement that showed the level of validity (Arikunto, 2010 : 211) A test can be valid if it can be measured what the researcher wants. To know the validity of test, the researcher used content validity. According to Purwanto (1986 : 177), a test can be called has a contents validity if the scope and the content appropriate with the curriculum that have taught.

2. Reliability of the Test

According to Arikunto (2010 : 221), an instrument can be trusted to used as a tool to collecting data if the instruments were good. Instruments that have been trusted will make the data was trusted. Ary, Jacobs, Sorensen and Razavieh (2010 : 236) notes that reliability was a tool to measuring the degree of consistency which measured whatever it was measuring. The reliability was used in this research was split-half reliability method, with divide the test item into two parts those were odd and even number. To analyzed the reliability of the test, researcher used product moment correlation formula as follows :

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

Arikunto (2010:213)

Notes :

r_{xy} : Correlation index between X and Y variable

N : The total number of students

$\sum X$: The total scores of odd number

$\sum Y$: The total score of even number

$\sum X^2$: The total score of X square

$\sum Y^2$: The total score of Y square

$\sum XY$: The total scores of odd and even number

The result of this formula was 0,55. To know the index of reliability, the research use spearman brown formula as follows :

$$r_{11} = \frac{2X(r_{1/2 \cdot 1/2})}{1 + (r_{1/2 \cdot 1/2})}$$

Notes:

r_{11} = The reliability of instrument

$r_{1/2 \cdot 1/2} = r_{xy}$ as correlation index between odd and even number items

(Arikunto, 2010:223-224)

Table 3 The Criteria of coefficient correlation

0.00–0.20	very low
0.21–0.40	low
0.41–0.70	Medium
0.71–0.90	High
0.91–1.00	very high

(Purwanto, 1986:178)

The result of spearman brown was 0.70. it mean that the result of this formula has medium correlation and the test is reliable.

The last step of collecting data was analyzed the data. The researcher used statistical analyzes to calculated the result of collecting data. To know the result of reading comprehension, the researcher used SPSS version 20 to analyzed the data that have been collected and also use t-test formula to finding wheter or not there is

significant effect of close reading strategy on students' reading comprehension at SMAN 1 Kapongan in 2017/2018 academic years.

Result and Discussion

After give pre-test for experimental and control group, the researcher gave a treatment which was using close reading strategy for experimental group, but for control group the researcher gave them nothing. Then, the researcher gave post-test for both experimental and control group. After that the researcher must count the result of pre-test and post-test both groups. The mean result of pre-test for experimental group was 46,33 and the mean result of post-test was 70,00. The difference was 23,67. Meanwhile the mean result of pre-test for control group was 42,54 and the mean result of post-test was 66,83. The difference was 24.29. The number test of pre-test and post-test that give to both groups are same. There were 25 number of pre-test and post-test.

In this analysis, the researcher used independent sample t-test to calculated the data to knew the H_0 was rejected or accepted. If the significance of data was $> 0,05$ the null hypothesis (H_0) was accepted.

Meanwhile if the significance of data was $\leq 0,05$ the null hypothesis

(H_0) was rejected. If the null hypothesis (H_0) was accepted, it means that the alternative hypothesis (H_a) is rejected.

In t-test formula the sig (2-tailed) was 0.03. it means that the alternative hypothesis was accepted. From the data of t-test, it can be seen that the experimental group got better understanding by using close reading as strategy in teaching reading. The students absolutely like the close reading strategy because it helped students to understand the paragraph easily. The previous research that conduct by Caitlin (2015 : 37) said that close reading can increased students on comprehension and helped them understand a paragraph deeply.

Conclusion

Based on the result of this reasearch, the data analysis of significant (two-tailed) was 0,03. It means that there was significant effect of close reading strategy on students' reading comprehension ability of tenth grade students' at SMAN 1 Kapongan in academic years 2017/2018. It can be concluded that close reading strategy can helped students to understanding the paragraph deeply.

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