IMPROVING READING COMPREHENSION OF CIVIL ENGINEERING STUDENTS OF SCIENCE AND TECHNOLOGY JAYAPURA UNIVERSITY

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ABSTRACT

English is one of the compulsory subjects that is taught to the students of University of Science and Technology Jayapura including Civil Engineering students. The aim of this study is to investigate whether or not the use of anecdote able to increase the reading comprehension of the Civil Engineering students of University of Science and Technology Jayapura. Method of this research is pre-experimental method. Researcher applied pre-test to measure their ability in Reading comprehension. After that, the researcher gave treatment to the students in ten meetings and used anecdotes as the learning materials and then gave them post-test in the last meeting. The result of this study shows that the mean score of the pre-test is 5.45 while the mean score of the post-test is 7.58, the value of t-test is 15.2 and the value of t-table is 1.684. From the result of the study, the researcher found that the mean score of post-tests is greater than pre-tests (7.58 > 5.45) and t-test value is greater than t-table value (15.2 > 1.684) so it can be concluded that the use of anecdote is effective in improving reading comprehension of the Civil Engineering students of University of Science and Technology Jayapura.

Keywords: Reading Comprehension, Anecdote, Reading Text

INTISARI

Bahasa Inggris merupakan salah satu mata kuliah wajib yang diajarkan pada Universitas Sains dan Teknologi Jayapura termasuk Program Studi Teknik Sipil. Tujuan dari penelitian ini adalah untuk mengetahui apakah menggunakan teks Anekdot mampu untuk meningkatkan kemampuan

pemahaman membaca oleh mahasiswa Teknik Sipil Universitas Sains dan Teknologi Jayapura. Metode yang digunakan dalam penelitian ini adalah metode *pre-experimental*, dimana peneliti memberikan *pre-test* kepada mahasiswa untuk mengukur kemampuan mereka dalam memahami teks bacaan. Setelah itu, peneliti memberikan perlakuan selama sepuluh kali pertemuan dengan menggunakan materi teks anekdot dan terakhir memberikan *post-test*. Hasil penelitian ini menunjukkan bahwa *mean score pre-test* yang diperoleh sebesar 5.45 sementara *mean score post-test* sebesar 7.85, nilai *t-test* sebesar 15.2 dan nilai *t-table* sebesar 1.684. Dari hasil penelitian tersebut dapat diketahui bahwa nilai *mean score post-test* lebih besar daripada nilai *mean score pre-test* (7.58 > 5.45) dan nilai *t-test* lebih besar dari *t-table* (15.2 > 1.684) sehingga dapat disimpulkan bahwa menggunakan teks anekdot sangat efektif dalam meningkatkan kemampuan membaca pada Mahasiswa Program Studi Teknik Sipil Universitas Sains dan Teknologi Jayapura.

Kata Kunci: Pemahaman Membaca, Anekdot, Teks Bacaan.

INTRODUCTION

Nowdays, English is taught as one of the complusory subjects at Elementary schools even to universities. The students are expected to be able to get skills in reading, speaking, listening, and writing. In order to understand the lessons well from the text book, the students are demand to read and comprehend what they read. Reading is an important part of English; this is a way of gaining information from written source. It is also one important way to get contact with how the native use their language. For the two reasons, it will be important to make the reading activity as effective as possible. In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. According Grellet (1988:12) reading can enrich the students' knowledge and experience because they do not only accept whether the text says but they understood what they have already read. Similar with Grellet, Nuttal (1982:10) states that reading is not just an active process, but an interactive one. It means reader will interact with the text to predict what they are about. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend what they read.

Learning English could be fun for the students. In this case, the Lecturers should have a good technique and good preparation in teaching. It is very essential for them to create a good classroom atmosphere and to avoid students from getting bored. Some students feel bored when they read an uninteresting material. Therefore, the researcher uses anecdotes as reading materials in conducting teaching process. It is expected to improve the students reading comprehension. A wide selection material will be interesting if the material is humorous. Humor and fun are intrinsically motivating and arouse and maintain interest during the lesson (Martin 2006, 354). Similar with Martin, Tamblyn (2003), introducing humor as a mnemonic device which is humor entertains learners and this entertainment able to develops intrinsic motivation that is called personal relevancy.

An anecdote is a kind of humorous story. It is a short narrative of interesting, amusing, or biographical incidents. It can motivate the students to read, because it is interesting, enjoyable, and funny for students. Anecdotes dramatize events, usually with scene, setting, characters description, and dialogues. The things that make anecdotes funny are that there is usually some unusual twist of turn of events as story goes. Many of the best anecdotes however come from real, life and example. Because some anecdotes express the real life, make them interesting to read. Wardani and Nuryatin (2017) in their research said that, anecdotal texts of research result worthy of being used as teaching material because anecdotes are aptly used in the delivery of character and local wisdom because of the humor that students love and are easily accepted by students, the values contained in the text, and the stories of famous personalities. There is some kind of power that encourge the reader's curiosity as the 'what next?' question as arisen another reason to read anecdotes is because of the plot. The plot is always easy to follow and touches reader's funny before they swallow each word to find the ideas.

METHODOLOGY

Research Design

This research employs pre-experimental method with one group pretest and post-tests. This research has two variables, they are dependent variable and independent variable. The independent variable is the use of anecdotes in teaching reading comprehension and the dependent variable is the students' reading comprehension achievement.

Population and Sample

The population of this research is the Civil Engineering students of University of Science and Technology Jayapura while the samples of this research is class A Civil Engineering students of 2018 that is consist of 40 students.

Procedure of Collecting Data

The steps that used in collecting data in this research are as follows:

1. Pretest

    Before giving treatment, the researcher gave pretest. It took in 90 minutes, with 2 x 45 minutes. The researcher was distributed the material test that consists of 30 items. The pretest used to know the prior knowledge of the students' reading comprehension.

2. Treatment

    The researcher was carried out the class in ten meetings. Each meeting run for 2 x 45 minutes, and the researcher used anecdotes to be discussed. In presenting anecdotes, the researcher explained about the anecdote. The procedures that are done during the treatment are as follows:

    a. The researcher distributed anecdotes

    b. The researcher introduced the topic of anecdotes

    c. The researcher asked the students to read the anecdotes. In this case, they are expected to understand the meaning of anecdotes by themselves.

    d. The researcher asked the students to underline the unknown or unfamiliar words.

    e. The researcher asked each student to read again and explain the meaning of anecdotes that they get while the researcher score it.

    f. The researcher asked the students to answer the question about the anecdotes correctly.

    g. The researcher asked the students to collect their answer.

3. Posttest

    Posttest was carried out in the last meeting. The researcher employed posttest to find out the value of treatment whether or not the result of the posttest will better than pretest. The content of the posttest is same with the pretest.

Procedure of Data Analyzing

The data were collected through the pretest and posttest, and they were analyzed by using descriptive and inferential statistic. The steps are:

1. Scoring the students' correct answer of pretest-posttest

   $$Score = \frac{total\ correct\ answer}{number\ of\ items} \times 100$$

2. Classifying the score of students into seven levels classification as follows:

   a. Score 9,6 - 10 is classified as excellent

   b. Score 8.6 - 9,5 is classified as very good

   c. Score 7,6 - 8,5 classified as good

   d. Score 6,6 - 7,5 classified as average

   e. Score 5,6 - 6,5 classified as fair

   f. Score 3,6 - 5,5 classified as poor

   g. Score 0 - 3,5 classified as very poor

3. Computing the frequency of the rate percentage of the students' score:

   $$P = \frac{F}{N} \times 100$$

   Where:

   P : Percentage

   F : frequency

   N : total number of students

4. Calculating the mean score of the students' answer by using formula from L.R Gay, et al (2006).

   $$\overline{X} = \frac{\sum \overline{X}}{N}$$

   Where: $\overline{X}$ = mean score

   $\sum X$ = total row score

   N = total number of students

5. Finding out whether the differences between the mean score of the pretest and the mean score of the post test was significantly by the value of the test. The following formula was employed:

   $$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{N-1}}$$

Where: SD : Standard deviation

ΣX : The total score of pretest -posttest

N : Number of students

6. Calculating the value of t-test to indicate the significance between the mean score of pretest-posttest, the researcher will use the following formula from L.R Gay, et al (2006)

$$t = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t : Test of significance

D : The mean of score differences

$\sum D$: The sum of the D (the difference between two pair of score)

$(\sum D)^2$: Square the sum of the D

N : The total number of students

1 : Test of significant

FINDINGS

The findings of this research deals with the students' classification of pretest, posttest, the students' mean score and hypothesis testing. These findings are described as follows:

Student's Reading Development

The use of anecdote in teaching reading is able to develope the reading comprehension of the students of Civil Engineering as indicated by the mean score of their pre-test and post-test as shown in the table 1 below;

Table 1. The Mean Score of Students' pre-test, post-test, and standard deviation

Type of test	Mean score	Standard deviation
Pretest	5.45	1.46
Posttest	7.58	1.08

Table 1 shows that the mean score of the students' pretest is 5.45 while the mean score of post-tests is 7.58. The standard deviation of the pretest is 1.46 while the standard deviation of post-test is 1.08. The mean score of the students' post-test is higher than the mean score of the students' pre-tests while standard deviation of the students' pre-test is closer together instead of pre-test score.

Hypothesis testing

Table 2. The t-test and t-table

t-test	t-table
15.2	1.684

The result of the statistical analysis at the level of significance 0.05 with degrees of freedom (df) = N-1, where 40 − 1 = 39, indicates that there is the significant difference between the mean score of the posttest (7.58) and the mean score of pre-tests (5.45). In addition, the t-test value is greater than the t-table value that is 15.2 > 1.684. Therefore, the null hypothesis (H_oH) is rejected, while the alternative hypothesis (H_1) is accepted.

Based on the statements above, the researcher concludes that the students' reading comprehension is increased after the treatment through using anecdote.

Table 3. The Rate Percentages and Frequency of the Score of Pre-test and Post-test.

No	Classification	Score	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	9,6 – 10	-	-	-	-
	Very good	8,6 – 9,5	-	-	7	17.5%
2.	Good	7,6 – 8,5	5	12.5%	15	37.5%
	Average	6,6 – 7,5	8	20%	11	27.5%
3.	Fair	5,6 – 6,5	4	10%	6	15%
4.	Poor	3,6 – 5,5	23	57.5%	1	2.5%
	Very poor	0 - 3,5	-	-	-	-
5.						
6.						
7.						
	Total		40	100	40	100

<u>T-test value</u>

In order to know whether or not there is a significant difference between the mean score of the students' pretest and posttest at the level of significance 0.05 with degrees of freedom (df) = N-1, where N = number of students' (40), t-test is applied. The following table showed the result of the calculation.

Table 4. T-test Student's Reading Comprehension

variable	t-test value	t-table value
X2 – X1	15.2	1.684

The table above shows that t-test value is higher than t-table value. It can be concluded that there is a significant difference between the result of the students' pre-test and post-test.

DISCUSSION

The description of data collected through the reading test as explained in finding section shows that the students' reading comprehension is increase. Before giving treatment, the reading comprehension of the students was categorized into good, average, fair, and poor score. It was proven by none of the students got excellent and very good score. There were 5 students (12.5%) got good score, 8 students (20%) got average score, 4 students (10%) got fair score and 23 students (57.5%) got poor score.

After giving treatment for ten times, the students' reading score is categorized into very good, good average, fair and poor score. It was proven by none students got excellent score. There were 7 students (17.5%) got very good score, 15 students (37.5 %) got good score, 11 students (27.5%) got average score, 6 students (15%) got fair score and only 1 student (2.5%) got poor score.

The research findings show that the category of the students in pre-test is poor to good; most students were difficult to answer the reading test. Then in the post-test, the category of the students improves to very good because their reading comprehension was improved in treatment so they can answer the reading test easily.

The researcher used observation checklist and questionnaire to know whether or not the students were interested in learning reading through anecdote. The observation checklist was given

to the students during the treatment and questionnaire was given to the students after they answer the questions of post-test. The questionnaire was based on the steps in that strategy. So, the researcher can know whether or not the students enjoy the treatment. It can be indicated by their answer about the questions in the observation checklist and questionnaire.

Based on the researcher's observation in treatment, the researcher found that most of the students were interested to read anecdote in improving their comprehension because more the content of the reading text is interesting. The students actively participated during the activity in class such as: retelling, finding the important event, finding difficult words, and answer the question about the anecdote.

The researcher's findings indicate that using anecdote is able to improve the reading comprehension of the Civil Engineering student of University of Science and Technology Jayapura. There are some

Test result of the data analysis also indicates that the t-test value is different between the result of the pre-test and post-test, at the level of significance ($\propto$) = 0.05 and degrees of freedom (df) = 39, then the t-table value = 1.684, and the t-test value = 1.52. The t-test value is greater than t-table value 15.2> 1.684. That means that Null hypothesis (H_0) is rejected while alternative hypothesis (H_*) is accepted. There is a significant difference between the result of the student's pre-test and post-test.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher came to the following conclusion, use anecdote is effective way in improving the reading comprehension of the student of Civil Engineering of University of Science and Technology Jayapura. In addition, the use of anecdote is the way that can be expected to motivate the students to study reading.

It can be seen from the significant differences between the students' score in pre-test and post-test after giving treatment. The result of the data analysis shows that the mean score of post-tests is greater than pretest (7.58 > 5.45). Besides that, t- test value that is 15.2 is greater than t-table value 1.684.

Suggestion for further, the researcher expects the Lecturer should be more creative in choosing the technique that will be used in teaching in order to attract the students' interest.

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