

Improving Students' Reading Comprehension by Using SRYPHOMAT at the Second Grade Students of SMP, Nur Karya Makassar

M. Dahlan Bahang

English Education of STKIP-YUP Makassar, South Celebes, Indonesia.

How to cite this paper: M. Dahlan Bahang. (2022). Improving Students' Reading Comprehension by Using SRYPHOMAT at the Second Grade Students of SMP, Nur Karya Makassar. *The Educational Review, USA*, 6(3), 86-91. DOI: 10.26855/er.2022.03.004

Received: January 13, 2022
Accepted: February 10, 2022
Published: March 17, 2022

Corresponding author: M. Dahlan Bahang, English Education of STKIP-YUP Makassar, South Celebes, Indonesia.
Email: mdahlan.hbahang@gmail.com

Abstract

The objective of the research is to find out whether or not the use of SRYPHOMAT reading strategy can improve the reading comprehension at the second grade students of SMP Cipta Karya, Makassar. This research applied pre-experiment method which one class was given pre-test, treatment and post-test. The population of this research was the second grade students of SMP Cipta Karya Makassar. The total sample consisted of 32 students and it used purpose sampling technique. The instrument was reading comprehension text in order to measure the students reading skill in learning process by using SRYPHOMAT reading strategy. In other words, the finding indicated that by using SYPHOMAT reading strategy in teaching reading comprehension was able to improve the students' reading skill. Based on the results of the data showed that there was a significant difference of the students' achievement in reading, where the mean score of post-test was higher than the pre-test ($67.18 > 35.78$). The result of the data analysis, SYPHOMAT reading strategy can improve the students' reading skill and it is an affective activity to make the students active in learning reading comprehension. Based on the finding of the research it could be concluded that the use of SRYPHOMAT reading strategy improved the students' reading comprehension at the second grade of SMP Cipta Karya Makassar.

Keywords

Reading Comprehension, SRYPHOMAT

1. Introduction

English language is an international language which is spoken in almost all over the world. It becomes an important role as a communication language that is used in many sectors of life such as trading, bilateral relationship, politic, science, technology and many others. People use a language to express their feelings, ideas and desires. In other words, we cannot do anything without a language. Therefore, people should understand and master English language in other to gain broader knowledge, information and technology.

People need to communicate in doing their daily activities and making an attraction with other people in daily life. English is used as a medium of communication in all aspects of international relationship with other countries such as diplomatic, social, cultural, international commerce and also in education. In other words, English becomes an important role in communication.

In Indonesia, English is considered as a first foreign language that becomes a compulsory subject to be taught in sec-

ondary schools. Currently, English is taught at elementary school and even until university level in order to create the human resources in terms of teaching English, the government has added English language in a basic curriculum.

The objective of teaching English is to enable the students to communicate English orally and in written form. According to Nuttal in Sekarini (2017), stated that there are five aspects of reading to make the students understand in comprehending a text well. They are determining the main idea, finding specific information, reference, inference and vocabulary. Therefore, in order to make the students able to understand about the text, they should master the five aspects of reading comprehension.

There are four skills in English namely listening, speaking, reading and writing. The students are expected to have ability in those skills that covers receptive and productive language use. Teaching English is not easy, therefore the English teachers should not only master the English language but they also should be able to make their students learning the language especially reading comprehension. Reading is one of language skills that should be mastered well by the students because it is an essential factor that influences the students' activities in communication. Reading is also regarded as a decoding skill that is interpreting codes into ideas. People consider reading as an important activity that or reading is the window of the world. From reading, people can get information widely without going anywhere.

Based on the researcher observation of the second grade students at SMP Cipta Karya Makassar, generally the students have difficulties in comprehending and getting information from the text. They think that reading is the most difficult skill in learning English. Besides that they still get difficulties to determine the main idea and answering the questions based from the text. In other words, the students are difficult to remember what they have read.

In order to make the students mastering reading skill the researcher have to use a good method in teaching and learning process. In this case the researcher would like to conduct a research entitled "Improving Students' Reading Comprehension By Using SRYPHOMAT at The Second Grade Students of SMP Cipta Karya Makassar".

The problem statement of this research is "Does SRYPHOMAT strategy improve the students' reading comprehension at second grade students of SMP Cipta Karya Makassar"?

While the objective of the research was to find out whether or not the use SRYPHOMAT Strategy improves the students' reading comprehension at the second grade of SMP Cipta Karya Makassar.

Referring to the research problem, it is expected that a new method to be considered by the teachers or researchers who handle reading classes in improving the students' reading comprehension through SRYTHOMAT strategy.

The scope of this research was focused on teaching through SRYTHOMAT Strategy at the second grade students of SMP Cipta Karya Makassar, the researcher focused on literal comprehension and teaching material limit on descriptive text.

2. Review of Related Literature

This part deals with the previous related studies, theories, or concept related to the thesis topic, resume, conceptual framework and hypothesis of the research.

2.1. Previous Related Findings.

S. Musrafidin et al. (2018) said in his research that by applying prediction technique in teaching reading comprehension was a good way to improve the students' reading ability. They were enjoyed in learning because they could work and discuss the reading comprehension with their friends without feeling afraid and shy. In other words, the students reading ability to comprehend the materials was improved.

Mutayam (2015) in her research said that SRYTHOMAT was effective in teaching vocabulary. The students were active in learning process and they felt happy because their vocabulary was improved. While Hasbaini (2017) conducted a research entitled "Improving Students' Reading Comprehension by using short story" which showed that the students who were taught by using short stories had a better achievement in reading comprehension than those who taught by using conventional study.

Nurpahmi (2017) in her research entitled "Using Make a Match To Improve the students' Reading Comprehension". It showed that by using a make a match method was effective to improve the reading comprehension. While Wonge (2018) in her research with the title "Improving Students' Reading Ability by Using Picture" showed that the result the students' reading ability was improvement.

According to the statements above, the researcher concluded that in teaching reading comprehension the teacher must use a good strategy or method to help the students in learning English particularly in reading comprehension. Through SRITHOMAT as a teaching technique is intended to improve reading comprehension.

2.2. Some Pertinent Ideas

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading which consist of two related process, they are word recognition and comprehension. Words recognition refers to the process of perceiving how written symbols correspond to one's spoken language according to Benhard and Kami (2003).

According to Hammer (2007), there are many reasons why the students have to read English text which is an important part of the teachers' job. Firstly the students want to be able to read text in English because of their careers, for study purposes or simply for pleasure. We can do anything to make easier for the students to read. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Reading a text will also provide good model for English writing. At difference situation, we can also encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and the whole texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded fascinating lessons. Reading is one of the language skills which has a function to know or get the information about something from the written. That is why in reading activity the reader should have intention to acquire knowledge from the reading.

U.S Department of Education (2015) stated that the components of reading are composed into four parts namely, alphabetic, fluency, vocabulary and reading comprehension.

- 1) Alphabetic (which includes phonemic awareness, phonics and decoding) is the process of readers to identify words. Readers must rely on alphabetic knowledge and decoding skills to read unfamiliar words.
- 2) Fluency is the ability to read with efficiency and ease (speed and accuracy). Without fluency, readers attend more to decoding than to understand the meaning of what they are reading. When a word and a sentence reading are automatic and fluent, readers can concentrate more fully on understanding and connecting sentences and paragraphs which enable them to create meaning from the text.
- 3) Vocabulary is the body of words whose meanings a person knows and understands. Vocabulary knowledge specially, the depth, breadth, and flexibility of a person's knowledge about words, is a primary predictor of reading success.
- 4) Reading comprehension is the process and product of understanding text, and requires a high level of meta-cognitive engagement with text.

Davis (2016) stated that there are 11 importance of reading namely: 1. Reading is fundamental to functioning in today's society, 2. Reading is a vital in finding a good job, 3. Reading is important because it develops the mind. 4. Reading is important because someone can discover new things, 5. Reading develops the imagination, 6. Reading develops the creative side of people, 7. Reading is fundamental in developing a good self image, 8. Good reading skills especially in a phonic reading program will improve spelling, 9. By reading people can be armed in this never ending, life and death struggle, 10. The fact of power of written ideas communicated through reading is a fundamental reason why some governments appose free and honest communication and 11. Reading is important because words-spoken and written-are the building blocks of life. According to Grabe and Stoller (2013) reading purposes are:

- 1) Reading to search for simple information
- 2) Reading to skim quickly
- 3) Reading to learn from text
- 4) Reading to integrate information
- 5) Reading to write (or search for information needed for writing)
- 6) Reading to critique texts
- 7) Reading for general comprehension

Husein and Pulungan (2017) said that a descriptive text is kind of text that gives description about an object (living or non living things) such person, place, or thing. There are three things, they are communicative purposes, generic structure and language features.

According to Mutayam (2015) stated that SRITHOMAT derives from story, photograph, and matching game. It is a technique that may attract the students' interest, create interesting activities in the classroom. SRYTHOMAT is a prospective technique figure out the descriptive text and understand the meaning of the text, therefore SRYTHOMAT focus on students comprehension to understand and describe a particular person, things or place the text.

The teaching and learning process by using a SRYTHOMAT technique is managed by a story and group work. The process used direct method, where the story led by the teachers that is how a teacher tells story about animal, place, person and thing then the students reread the story shows the photograph, gives instruction to the students to make a

which was categorized as poor category, there were 3 students got 55 scores which was categorized as poor category, there were 6 students achieved 60 scores which was categorized as fair category, 5 students got 65 scores which was categorized as fair score, there were 4 students got 70 scores which was categorized as fair category, there were 7 students obtained 75 scores which was categorized as good score, there was 1 student got 80 scores which was categorized as good category, one student got 85 scores which was categorized as good category and there 2 students obtained 90 scores which was categorized as very good category. It means that the students' post-test better than the score of pre-test.

There were 2 students got 90 scores which was categorized into very good category. The students have high score that showed they could understand the text and easy to identify the aspect of the reading text. In other words, the students were easy to finish answering the questions from the text given and doing the text only in 70 minutes from the given time 1 hour.

After concluding the result between the pre-test and post-test, it showed that there was a significant difference between the total score of pre-test and post-test.

Based on the data elaborated above, it was considered that there was a significant difference of the students' reading comprehension improvement before and after doing treatment. It means that the use of SRYTHOMAT technique in learning reading comprehension was suitable because it could improve the students' reading comprehension of the second grade students of SMP Kondo Sapata Maakassar.

The data showed that the mean score of the students' pre-test was 35.71 with the result of standard variation was 10.24769 while the mean the sore of the students' post-test was 67.18 with the result of standard variation was 10.54464. In other words, the mean score of the students' mean score of post-test was higher than the mean score of the students' pre-test. The score of the t-test value of post-test was higher than the score of pre-test t-test ($27.284 > 1.696$). After implementation of the SRYTHOMAT the students' reading comprehension was improved.

Finally, it is clear enough the mean score and the t-test value analysis drew some conclusion that is there is significant difference between the result of pre-test and post-test. In other words, by using srythomat is effective in improving the students' reading comprehension.

5. Conclusion and Suggestion

This chapter deals with the conclusion and suggestions of the research.

This method was successfully in improving the students' reading comprehension by using SRITHOMAT technique. The implementation of SRYTHOMAT reading strategy provided the students opportunities to answer the questions, to dramatize and style of recitation materials given during the teaching and learning process of reading comprehension. It is expected that the teachers can apply this method in their reading comprehension subject since the students are happy in doing their tasks and answering the questions.

Based on the result of the data analysis, research findings and discussion in the previous chapter the researcher formulated a conclusion as follows:

The researcher concluded that the result of this research that has been done to the second grade students of SMP Cipta Karya Makassar was successful because it could improve the students' reading comprehension. In other words, the use of SRYTHOMAT technique could develop the reading comprehension of the second grade students of SMP Cipta Karya Makassar. There were significant differences between the result of pre-test and post-test which indicated that the using of SRITHOMAT technique in teaching reading comprehension could help the students to develop and improve their reading comprehension. The use of SRYTHOMAT technique at the second grade students of Cipta Karya Makassar can improve their reading comprehension.

In relation to the conclusion above, the researcher formulates some suggestions below:

- 1) It is suggested to English teachers to use SRYTHOMAT reading technique in teaching and learning process particularly in teaching reading comprehension.
- 2) It is suggested that the English teachers should be creative in encouraging the students' motivation and interest through active learning to increase the students' reading comprehension.
- 3) The teachers should be creative to manage the materials and methods for teaching reading comprehension to the students for example by using SRYTHOMAT technique.
- 4) The English teachers should pay more attention to the students who had not participated in learning activity and always encourage them to take part in learning.
- 5) The teachers are expected to increase the intensity of using strategies or method in teaching and learning process.
- 6) It is suggested that the English teachers should create exciting atmosphere in order to motivate the students in the

classroom activities and get fun.

References

- Davis, Glenn. (2016). Why is reading is important? (<http://www.learn-to-read-prince-geaoge.com/why-is-reading-important.html>) accessed on September 17th. 2019.
- Gay, L. R. (2012). Educational Research: Competencies For Analysis And Education Application twelve Southern Oregon University.
- Harmer, Jeremy. (2004). The practice of English language teaching (4th. Ed.). London: Longman.
- Hasbaini. (2017). Teaching Reading Comprehension By Using Short Stories. A Journal of Syiah Kuala University. Accessed and Download on July 2nd. 2019.
- Hasibuan, Ronadus. (2018). Teaching Reading Comprehension Through Frames and Process Reading Technique To Improve Students' Reading Comprehension at Eleventh Grade Students of SMK Kartika XX1 Makassar. A thesis of English Department of STKIP-YPUP MAKASSAR.
- H. Rahmat and Pulungan Anni Holila. (2017). Bab VII Description Text. (<https://www.usd.ac.id>). Accessed and Download on September 15th. 2019.
- Marthin, Philip. (2011). What is A Story. (<https://JanetFriedman.com/What-is-a-story>). Accessed September 15th. 2019.
- Mutayam. (2015). SRYTHOMAT For Teaching Vocabulary. A Journal of Tanjungpura University of Pontianak. (<https://www.neliti.com/id/publications/214304/srythomat-for-teaching-vocabulary>). Accessed and Download on May, 15th. 2019.
- Nurpahmi, Sitti. (2017). Using Make A match To Improve The Students' Reading Comprehension. A Journal of English and Literature Department, Adab and Humanities Faculty, Alauddin State Islamic University.
- S. Musrafidin, M. Hum, and Goal, Elida Susi Lumbun. (2018). Improving Students' Reading Comprehension Of Descriptive Text By Applying Prediction Strategy at Eight Grade Students of SMP N. 1 Pollung.
- Saxby, Karen. (2019). (<https://www.cambridgeenglish.org/learning-english/parents-and-children/Information-for-parents/tips-and-advice/008-learning-english-through-stories/copyright>) 2019. Accessed on September 27th. 2019.
- Sekarini, Anindya. (2017). An Analysis Of Students Reading Comprehension Constraints at the Fifth Year Students of SMAN 1 Bandar Lampung. A script of English Education study Program Language and Arts Education Department Teacher Training Faculty University of Lampung. (digilib.unila.ac.id) Accessed and Download on November 15th, 2019.
- Snow, Catherine E. (2002). Reading for Understanding Toward an R&D Program in Reading Compre. Accessed and Download on September 15th. 2019.
- Tyson, Kimberly. (2015). 9 Definitions of Reading Comprehension. (<https://www.learningunlimitedllc.com/2014/05/9-definitions-reading-comprehension/>). Accessed and Download on November 14th. 2019.
- Wong, Srivena. (2018). Improving Students Reading Ability By Using Picture. A Journal of Manado State University.