The Use of Green, Yellow and Red Question Cards Strategy to Improve Students’ Reading Ability at the Second Grade Students of SMK National Makassar

M. Dahlan Bahang

Abstract

The objective of this research aimed at finding out whether or not the improvement of the students’ reading ability by using green, yellow and red question cards strategy at the second grade students of SMK National Makassar. This research used pre-experimental method which one class was given pre-test, treatment and post-test. The population of this research was the second grade students of SMK National Makassar. The sample was 19 students and it used total sampling. The instrument was reading comprehension text in order to measure the students reading ability in reading process by using green, yellow and red question cards strategy. In other words, the finding indicated that by using green, yellow and red question cards strategy in teaching reading comprehension was able to improve the reading ability of the SMK National students. Based on results of the data indicated there was a significant difference between the posttest and the pretest of the students’ mean score (8.48>4.53). The result of the data analysis showed green, yellow and red question cards strategy could improve the students’ reading ability 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 green yellow and red question cards strategy could improve the students’ reading comprehension at the second grade of SMK National Makassar.

Keywords

Green Yellow and Red Question Cards Strategy, improve students’ reading ability

1. Introduction

Language is a tool of communication which is used in expressing ideas by means of speech sounds combined into words. It helps to express our feelings, desires and queries to the world around us. Learning a language is also very important if we want to travel around the world, whether for business or for pleasure. English is one of the international language that is very important to learn for communication with other people from other country and also to learn other people culture.

English is a foreign language in Indonesia which is taught from elementary school up to university level. In learning English, there are four skills that should be mastered namely listening, speaking, reading and writing. Listening and reading are categorized as receptive skills while speaking and writing are categorized as productive skills. Those skills
should be given to the students in facilitating to master their communicative competence both oral and written.

Reading skill is very complex process for the students which involving decoding, making predictions and asking questions. Good readers know sight words, use context clues to understand unfamiliar vocabulary and reach into their background knowledge to make connections from what they know to what they want to learn. A major goal of reading comprehension instruction for the students is to help them in developing their knowledge, skills and experiences in order to become competent and enthusiastic readers.

The students who have difficulties in reading often memorize passages in their textbook. Once they look at picture they will know which passages to recite. It is common that the teachers in the classroom encourage their students to read after them or the students are encouraged to repeat passages orally over and over. This is a good way because there are some students who cannot read at all and the teachers should identify such students in the classroom. A good teacher must watch out for the students not following the book when they read orally. The teacher can do this by moving up and down the room to identify the students who looking around or outside the window when reading. Each student should open a page to be read before they start reading. There are some children able to read orally in such a way that what they say sounds meaningful to a listener even if it is not meaningful to them. The teachers could recognize students who read words but do not understand them.

The problems above are also found in SMK National Makassar when the researcher having a teaching process there. In finding the solution the researcher decide to conduct a research entitle “Green, Yellow and Red question cards to improve the reading ability is a target strategy in emphasizing the students’ ability to answer the questions after reading a text.

2. Problem Statement

Based on the background above, the researcher formulates a problem statement of this research is “Does the Green, yellow and red question cards improve the students’ ability at the second grade students of SMK National Makassar.

While the objective of this research was to find out whether or not Green, Yellow and Red question cards improves the students’ reading ability of the second grade student of SMK National Makassar.

Referring to the research problem, the result of the research is expected to be useful information and a reference for the English teacher of SMK National Makassar. Practically, the result of the research is expected to be useful contribution and designing learning strategy in reading subject that is based on the curriculum and to motivate the English teachers in using this strategy in teaching reading.

This research is restricted on the use of green, yellow and red reading cards to improve the reading ability of the SMK National Makassar. This research focuses on literal reading comprehension by using narrative text.

The scope of this study was related to the problem statement deals with the improvement of the students of SMK National Makassar in teaching reading through narrative text.


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

3.1 Previous Related Findings

There are many researchers have reported in exposing some previous finding related to this research as follows:

Lubis (2020) said that there is a significant improvement on students’ reading comprehension in reading descriptive text by using index card match strategy. It can be seen from the observation sheet and questionnaire sheet which indicate improvement in teaching and learning process.

Martanti (2019) stated that the use silent card shuffle strategy make the students easy to understand and comprehend the reading text and make the students more creative at SMK National Makassar in her research. This strategy was significantly improved the students reading comprehension at SMP N. 1 Sayegan. While Hidayanti (2014) in her research at UIN Syarif Hidayatullah Jakarta concluded that the questioning strategy influenced the students’ achievement in reading.

Lastly Yunarti (2021) said that Know Want Learn (KWL) technique could improve the students’ reading comprehension at the second students’ grade of SMA N I Sanden. The teaching and learning process could help the students in mastering the four skills namely listening, speaking, reading and writing.

From the definition above the researcher wanted to conduct a research that related to improve the reading of the students at senior high school.
3.2 Some Pertinent Ideas

Reading is one of the skills in learning English which is needed to understand the meaning in a text given. In other words, reading is a skill which needed complicated process that would become a bridge for the students in understanding a reading text. The students will get more information regarding the different aspect of knowledge, information and technology. According to Landmarks and Horizon (2002) said that reading creating or recreating but not originating a verbal construct that is graphically recorded. The fundamental goal for any reading activity are by knowing enough science concepts and knowing the language itself. The lack knowledge of English for the students often encounter them difficulties when reading their compulsory books written in that language.

Pang (2003) defined reading as an understanding the written text that consisted of two related process. Word recognition is defined as the process of getting how written symbols correspond to one’s spoken language while comprehension is the process of making meaning of words, sentences which connected to the text. While Mikulecky (2008) said that reading is conscious and unconscious thinking process which made the readers applying many strategies to reconstruct the meaning that the author is assumed to have intended. The reader did this by comparing in the text to his or her background knowledge and prior experiences.

Reading comprehension is the ability to process text, understand its meaning and to integrate with what the reader has known already. Fundamental skills is required in efficient reading comprehension to know the meaning of the words, the ability to understand the meaning of a word from any discourse context, the ability the follow the organization of passage and to identify antecedents and reference it.

The target of this strategy is emphasizing the students’ ability to answer questions after reading a text. Asking the students to answer a series of questions before, during and after reading increases the students cognitive involvement, focuses attention on important concepts and facilitates active engagement with the text. The child must be able to read the text in a question. If decoding is a concern, the perhaps a phonics or fluency intervention may be more appropriate (Hart, 2007). Green, Yellow and Red question card with the questions that have been written before. This strategy can be implemented individually, in small groups or whole groups. It can be facilitated by the teachers, professional or adult volunteers. This strategy can also be done at home by parents as well.

1) The teachers prepared the green, yellow and red cards according to the task. Separated questions can be generated for different types of texts.
2) The students read and answered the questions cards according to the reading text.
3) The yellow cards are used as prompt questions during the reading of a text.
4) The red cards are answered after the text has been read.

The teacher should scaffold the task as needed and provided feedback to the students to use the strategy. The students should be able to read/decode the text with the minimal help necessary. Schedule in implementing this strategy should be used ideally each time the students have a reading passage to read. Use the strategy so the students can use self monitoring to see how many questions they are able to answer (Hall, 2006).

The following narrative text questions are provided:

Green-Pre Reading
1) What does the title tell me about the story?
2) What do the pictures tell me?
3) What do I already know about?

YELLOW- During Reading
1) What is this about?
2) What is going on (state the problem)?
3) When is this happening?
4) Where is this happening?
5) Why did ……..happen? (describe why something happen)
6) How was the problem solved?
7) What will happen next? (predict)

RED- After-Reading
1) Tell about the characters
2) Tell about the setting
3) What was the problem?
4) How was the problem solved?

Additional content area text questions might be:
4. Method of the Research

In this research, the researcher applied a pre-experimental research which included pre-test, treatment and post-test. Pre-test was done at first to know the students’ prior knowledge in reading. Treatment is the use of green, yellow and red question card strategy in teaching and learning activities for four times. Post-test was used to know whether green, yellow and red question card strategy was able to influence the students’ reading ability.

The design of this research was presented below:

\[ O_1 \rightarrow X \rightarrow O_2 \]

Where:
- \( O_1 \) = Pre-test
- \( X \) = Treatment
- \( O_2 \) = Post-test (Gay L.R., 2006)

There are two variables of this research namely independent variable and dependent variable. Independent variable is the use of green, yellow and red card question strategy and dependent variable is the students’ reading development.

The population of this was the second grade students of SMK National Makassar. It consists of 4 classes and total population is 110 students.

The researcher uses purposive technique sampling. The researcher chooses accounting class as a sample which consists of 19 students because this class still has problem in reading comprehension. They have low ability in reading text.

In collecting the data, the researcher used comprehension test which consist of pre-test and post-test. The pre-test was given to find out the initial ability before presenting the green, yellow and red card question strategy and post-test was given to find out the students’ result in reading comprehension.

The researcher followed the procedures in collecting the data as follow:

1. Pre-test. The pre-test was given to the students about their reading ability before teaching by using green, yellow and red card question strategy.
2. Treatment was carried out for four meetings by using green, yellow and card question strategy in teaching reading. Each meeting took 90 minutes.
3. Post-test. After giving treatment the researcher provided post-test to find out the students’ result in reading.

5. Findings and Discussion

This chapter particularly covers the findings and the discussion of the research. The finding of the research consists of the description of the result from the data collection through reading test (pre-test and post-test). Then the discussion describes further explanation and interpretation of findings given.

The findings of the research deals with the students’ scores of the research activities such as pre-test and post-test, the frequency and the rate percentage of the students’ scores, the main score, standard deviation of pre-test and post-test, t-test value and hypothesis testing.

The result of the students’ was very low. It could be seen that there were 7 students got very poor score (37%), 3 students were categorized into poor score (16%), 6 students were categorized into fair score (26.31%), 3 students got fairly
good and were categorized into fairly good score (16%). From the result the researcher can conclude that the students’ reading before giving treatment by using green, yellow and red card strategy was very poor. In other words the students reading ability have to be increased.

After giving treatment the researcher found out the strategy was effective in improving the students’ reading ability by giving post-test. In the post-test the researcher found out that many of the students were able and easy to do the test in the text. They were great enthusiasm to do the test and it seemed of the expression on the students’ faces in finishing the task.

After the post-test the researcher found the result of the test was much better than when comparing before and after using the green, yellow and red card strategy. After tabulating the post-test the researcher found out that there were 4 students got fairly good score (21%), 6 students were classified into good category (31%), 5 students were classified into very good category (27%), 4 students were classified into excellent category (21%). From the result the researcher concluded that the green, yellow and red card strategy could be used to improve the students’ reading ability.

The data showed that the mean score of the students’ pre-test was 4.53 which was classified into very poor category while the mean score of the students’ post-test was 8.48 that was classified into very good category. The value of the t-table was smaller than the t-test value (1.729>9.88) which mean that there was a significant difference between the result of the students scores in pre-test and post-test. In other words the used of green, yellow and red card strategy could improve the students’ ability in reading text.

Based on the data result, the description on the data collected through reading comprehension that was already explained in the previous pages showed that the students’ reading ability was improved from pre-test to the post-test after doing treatment. It was supported by the result of the students’ frequency and the rate percentage of the students’ pre-test and post-test.

The students score after presenting materials by using green, yellow and red card strategy was better than before the treatment was given. Besides that the students’ improvement also can be seen from the result of their mean score. The following is the detail discussion of the students result both in post-test and pre-test. Before using the strategy, the students ability in reading were still low but after the students were given treatment by using green, yellow and red card strategy their mean score was improved. When the students gave the pre-test to the students, they seemed blank and did not know how to begin and answer the questions which has been given by the researcher. Besides that, the students were also not able to think clearly about the meaning of the text and did not know how to identify the information of the text because they were lack of vocabulary ability.

The researcher gave treatment to the students for four meeting. In doing the treatment the researcher taught different topics with the same procedure. The researcher used narrative text as a media to teach the students by using green, yellow and red card strategy.

After having the data of both pre-test and post-test, the researcher compared the students’ result of both pre-test and post-test. It aimed to find out whether there was a significant different between pre-test and post-test result. After doing the researcher found out that the result of post-test was higher than the pre-test. It can be seen that the mean score of pretest was 4.53 which was very low category and the post-test was 8.43 which was very good category.

From the discussion above, the researcher concluded that the second grade students of SMK National Makassar have a good ability on their reading skill by using the green, yellow and red card strategy. It means that that by using this strategy could help the students to improve their reading ability.

6. Conclusion and Suggestions

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

After doing the research the researcher got the result and made some conclusion as follows:

This strategy was successfully improving the students’ reading skill by using green, yellow and red cards strategy. This strategy provided the students opportunities in answering the questions, to dramatize and style of recitation materials given during the teaching and learning process of reading. It is expected that the teacher can use this strategy in their reading teaching since the students are happy in doing their tasks and comprehend the text well.

The result of the data analysis showed that the mean score of the students’ post-test was greater than the students’ pre-test (8.48>4.53). By comparing with the t-test value (9.88) and the t-table value (1.729) it means that t-test value was higher that t-table value.

From the analysis above, the researcher concludes that there is significance different between the score that the students got in pre-test and post-test. In other words, green, yellow and red cards strategy could improve the students’ ability in reading skills.

After looking at positive result of the research, the researcher suggests some suggestions as follows:
The researcher suggested for the English teachers to use the green, yellow and red card strategy in teaching and reading skills to make the students more active in the classroom. In other word this strategy are not made the students’ motivation in improving their reading ability but also their vocabulary mastery as well. That why it is wise to apply appropriate strategy in teaching the students to improve the students’ reading ability.

Finally the researcher suggested to other researcher to explore more about reading skill by using green, yellow and card strategy.

References

Anastasiou, D & Grive, E. (2009). Awareness of Reading Use and Reading Comprehension Among Poor And Good Readers.
Hidayanti, K. (2020). The Influence of Questioning Strategy on Students’ Achievement in Reading: Thesis Faculty Tarbiyah and Teachers Training Syarif Hidayullah: State Islamic University Jakarta
Martanti, (2019). Improving the Students the Teaching and Reading by Using Silent Card Shuffle Strategy to the Eight Grade Students of SMP 1 Sayegan. Thesis: Faculty of Language and Arts State University of Yogyakarta.
Yunarti, E. (2021). Improving The Student’ Reading Comprehension Through Know-Want-Learn Technique at The Eleventh Grade Students of SMA Negeri 1 Sanden. Department of English Education Faculty of Language and Arts: State University of Yogyakarta.