THE EFFECTIVENESS OF START WITH SIMPLE STORIES TOWARDTHE STUDENTS' READING COMPREHENSION OF TENTH GRADE AT SMAN 1 OGODEIDE

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ABSTRACT

This research was pre-experimental research design that aims to find out whether the use of SSS (Start Simple Stories) in teaching reading can motivate students reading comprehension of the Tenth Grade at Sma Negeri 1 Ogodeide. The subject of this research was the students of the Tenth Grade at Sma Negeri 1 Ogodeide 2016/2017 academic year which consists of 26 students. The researcher analized the data statically, the result of the test showed that the students' mean score in post-test 75,65 is high than pre-test 50,3., To know the significant difference between pre-test and post-test, the researcher compared the value of t-counted and t-table by applying 0,05 level of significant for one – tailed test with 25 degree of freedom (26-1 = 25), the researcher found that the t-table 2,060, it means that the t-counted (24,395) was high than t-table (2.060) and the hypothesis of this research was accepted. The researcher concluded that applying SSS (Start Simple Stories) toward the students' reading comprehension of the Tenth grade at SmaNegeri 1 Ogodeide was effective.

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Key Word : Effectiveness, Simple Stories, Reading Comprehesion.

ABSTRAK

Penelitian ini adalah penelitian pre-experimental desain yang bertujuan untuk menemukan apakah penerapan SSS (Start Simple Stories) dalam pengajaran membaca dapat memotivasi pemahaman membaca siswa pada kelas sepuluh di Sma Negeri 1 Ogodeide. Subjek pada penelitian ini adalah siswa kelas sepuluh di Sma Negeri 1 Ogodeide tahun ajaran 2016/2017 yang mana terdiri dari 26 siswa. Peneliti menganalisis data secara statistik, hasil dari tes menunjukkan bahwa rata-rata skor siswa di post-test 75,65 lebih tinggi dibanding pre-test 50,35. Untuk mengetahui perbedaan signifikan antara pre-test dan post-test, peneliti membandingkan nilai dari t-counted dan t-table dengan menggunakan level 0,05 signifikan untuk satu tes dengan 25 degree of freedom (26-1 = 25), peneliti menemukan bahwa t-table 2,060,itu berarti bahwa t-counted (24,395) lebih tinggi dibanding t-table (2.060) dan hipotesis pada penelitian ini diterima. Peneliti menyimulkan bahwa penerapan SSS (Start Simple Stories) terhadap pemeahaman membaca siswa pada kalas X di Sma Negeri 1 Ogodeide efektif.

Kata kunci: Keefektifan, cerita mudah, pemahaman membaca.

1. Introduction

Reading is a process in which done by reader to get message or information from writer through printed media. It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of the reader (Tarigan, H. G. 2008). It can be said that is very difficult.

Reading is an active process. Rahmatullah (2013) stated that reading is the meaningful interpretation of printed or written verbal symbols. This activity is not simply

looking. It is involves deriving meaning from printed words. It requires a high level of muscular coordination. The readers is not only seeing and identifying the symbols, but also understanding the meaning.

Dealing of it, states that reading is decoding and understanding written texts(Cline et.al, 2006: 2). Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Further, Cline et.al (2006: 2) in their second definition states that reading is the process of deriving meaning from the text. For the majority of readers, this process involves decoding written text. Some individuals require adaptation such as Braille or auditorization to support the decoding process. Understanding is determined by the purposes for reading, the context, the nature of the text, and the reader's strategies and knowledge.

There are some principles in accordance to Harmer (2001:70), behindthe teaching of reading: The first, Reading is not a passive skill. Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean. The second, Students need to be engaged with what they are reading. As with everythingelse in lessons, students who are not engaged with the reading text, not actively interested in what they are doing, a re less likely to benefit. The third, Students should be encouraged to respond to the content of a readingtext, not just to the language. It is important to study reading texts for 28the way they use language, the number of paragraphs they contain and how many times they use relative clauses. The fourth, Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually read. The fifth, Good teachers exploit reading texts to the full.They integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

Reading is very important for our daily life. There are four reasons for reading according to Harmer (1987). The first reason, reading is an exercise dominated by the eyes and the brain. The eyes receive   message and the brain then has to work out the significance of these message. The reading to confirm expectation technique is highly motivation and successful since it interest students, creates expected, and gives them a purpose for reading. The second reason, In real life people generally read something because they want to and they have a purpose, which is more fundamental than involved in some language learning tasks seem only to be asking about details at language. People read to language because they have a desire to do so and a purpose to achieve. The third reason, In most cases, reading for information is relevant to current study of the reader they read to find out information,to reduce their uncertainties. The last reason, reading for pleasure is done without other people's order but according to an individual reader's wish, and taste.

Besides is reading very important for our life, the students should be mastery reading skill expecially reading comprehension.Comprehension is a process understanding meaning from the passages. Cooper(2006) stated that Comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage.

In additionComprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one's way through smaller idea segments, and ability to grasp the meaning of a largerunitary idea.Dechant (1982:311).

There are some levels of reading comprehension,(Mahmoud, 1992:102-103).these are:Literal Reading, Aesthetic Reading, Critical Reading. Literal Reading is the ability to follow directions and understand exact words, meanings, and characters.Aesthetic Reading is the ability to appreciate artistically the style and overall quality of what is being read.Critical Reading consists of making factual distinctions between common ideas, facts, and opinion. This capability is needed for valid interpretation and analysis.

To improve the students reading comprehension at SMA Negeri 1 Ogodeide, the researcher uses Start Simple Stories as a strategies. Start Simple Stories is start with simple stories method to created fun learning in mastering English as second language, (Furukawa: 2006). It was started in japan. Many Japanese teachers, including NatsumeSoseki, Matsumoto Toru and Maruyama Masao, used extensive reading as their method in teaching English.Start Simple Stories is a type of method of teaching readingmethod to introduce students to the English language text reading using a variety of picture short stories. Learner starts studying picture books with a few words on a page. Then, it should be increased with many words on page(Furukawa: 2006). There are three features of SSS method in the classroom; The first, This method is started with simple stories and gradually increase the level. The second Learners should not read book not only at home, but also in the classroom. The third, Teachers must record the titles students read. It means total the number ofthe books that are read by students must be recorded.

On the other hand,most of tenth grade at SMA Negeri 1 Ogodeidemost students still has reading problems such as difficulty to understood the texts low speed of reading text, difficult for analyze the sentence of text story and the teacher usually give longer reading materials such as stories which cannot give entertainment for the reader and then asking them to translate the story which make students bored.

2. Method of the Research

The researcher employed pre-experimental research design that involved one group pre-test and post-test. The pre-test was conduct before giving treatment. Then the researcher treated the students for several meeting through start simple stories strategies. After conducting several meetings, the students were tested again in post-test to measure the students' reading comprehension achievement after conducting the treatment. The sample of this research was grade X^A students of SMA N 1Ogodeide, in academic year 2016/2017. It was determined by applying purposive sampling. The total numbers of sample were 26 students.

The result of students' score both pre-test and post-test analyze statistically. To determine the individual standard score of the students, the researcher applied the formula proposed by Sugiyono (2013) as follows:

$$\Sigma = \frac{x}{N} \times 100$$

3. Findings and Discussion

3.1 The Result of Pretest

Pretest was given to know the students' readingcomprehension beforetreatment.Pretestwas conducted on March, 13th2017. To know the result of the students score in reading comprehension, it could be seen on the table below:

Table 1. The Result of Pretest

NO.	STUDENTS NAME	TEST ITEMS		MAXIMUM SCORE	TOTAL SCORE	CLASSIFICATION	RATE
		MULTIPLE COICE	ESSAY				
1	ABH	5	15	40	50	Poor	Unsuccess
2	AKS	1	15	40	40	Very poor	Unsuccess
3	ADL	6	13	40	48	Very poor	Unsuccess
4	AZW	6	15	40	53	Poor	Unsuccess
5	AZS	5	15	40	50	Poor	Unsuccess
6	BLD	6	13	40	48	Very poor	Unsuccess
7	FRN	4	15	40	48	Very poor	Unsuccess
8	ISK	1	16	40	43	Very poor	Unsuccess
9	JMI	6	14	40	50	Poor	Unsuccess
10	JSN	5	15	40	50	Poor	Unsuccess
11	RDH	8	16	40	60	Fail	Unsuccess
12	ASR	5	16	40	53	Poor	Unsuccess
13	ADR	7	15	40	55	Poor	Unsuccess
14	ADRI	8	15	40	58	Poor	Unsuccess
15	DWI	6	16	40	55	Poor	Unsuccess
16	FSH	5	15	40	50	Poor	Unsuccess
17	NNK	5	16	40	53	Poor	Unsuccess
18	NHT	8	21	40	73	Fair	Successful
19	PTR	6	10	40	40	Very poor	Unsuccess
20	TRA	6	13	40	48	Very poor	Unsuccess
21	RHM	6	12	40	45	Very poor	Unsuccess
22	NRL	7	16	40	58	Poor	Unsuccess
23	IDR	6	10	40	40	Very poor	Unsuccess
24	ANS	6	15	40	53	Poor	Unsuccess
25	FTR	5	12	40	43	Very poor	Unsuccess
26	SPN	6	12	40	45	Very poor	Unsuccess
SUM		145	376		1309		

Based on the table above, the researcher found that the most of the students got very poor score. There was out of 1 students (4%) got fair score, 1 out of 26 students (4%) got fail score, 13 out of 26 students (50%) got poor score and 11 out of 26 students (42%) got very poor score. The researcher concluded that students of grade VIII of SMA N 1 Ogodeide still had less of reading comprehension in narrative text.

3.2 The Result of Posttest

Posttest was given to know the effect of the treatment, whether the treatment was successful or not. Posttest was conducted on April, 31th 2017. To know the result of the students score in reading comprehension, it can be seen on the table below:

Table 2. The Result of Posttest

NO.	STUDENTS NAME	TEST ITEMS		MAXIMUM SCORE	TOTAL SCORE	CLASSIFICATION	RATE
		MULTIPLE COICE	ESSAY				

1	ABH	10	20	40	75	Fair	Success
2	AKS	10	19	40	73	Fair	Success
3	ADL	8	20	40	70	Fair	Success
4	AZW	8	23	40	75	Fair	Success
5	AZS	10	22	40	80	Good	Success
6	BLD	9	20	40	73	Fair	Success
7	FRN	10	20	40	75	Fair	Success
8	ISK	10	20	40	75	Fair	Success
9	JMI	10	20	40	75	Fair	Success
10	JSN	10	22	40	80	Good	Success
11	RDH	10	23	40	83	Good	Success
12	ASR	9	18	40	68	Fail	Unsuccess
13	ADR	10	23	40	83	Good	Success
14	ADRI	10	23	40	83	Good	Success
15	DWI	9	19	40	70	Fair	Success
16	FSH	10	20	40	78	Fair	Success
17	NNK	10	21	40	78	Fair	Success
18	NHT	10	25	40	88	Good	Success
19	PTR	10	17	40	68	Fail	Unsuccess
20	TRA	10	19	40	73	Fair	Success
21	RHM	10	23	40	83	Good	Success
22	NRL	10	24	40	85	Good	Success
23	IDR	9	16	40	63	Fail	Unsuccess
24	ANS	10	20	40	78	Fair	Success
25	FTR	9	17	40	65	Fail	Unsuccess
26	SPN	9	19	40	70	Fair	Success
SUM		250	533		1967		

Based on the table above, the researcher found that the most of the student got success scorethere was out of 8 students (31%) got good score, 14 out of 26 students (54%) got fair score, and 4 out of 26 students (15%) got fail score.The researcher concluded that students' reading comprehension in narrative text of tenth gredeat SMA N 1 Ogodeide could be effective through start simple stories strategies.

4.Discussion

In this part, the researcher discussed the result of the data analysis of the pre-test and post-test in accodance with the scope of this research. The discussion is intended to know whether applying SSS (Start Simple Stories) canbe effective toward the students' reading comprehension of the X grade at SmaNegeri 1 Ogodeide or not.

After establishing the data analysis, it shows the mean score of the students on pre test is 50,34. It indicates that the ability of the subject under the study is relatively low. It is under 70 of the standart of minimum score for senior high school. It means the learning achievement is not achieved.

After knowing the students' ability in reading coomprehension was low. in the socond step of this research, researcher conducted the treatment. It was done four times of treatments. Researcher taught the students by using start simple stories. This strategies was applied in order to train the students to comprehend well the reading text. At the beginning of the meeting the researcher explained to the student about what is reading comprehension and the meaning about start simple stories as strategies in teaching reading. The researcher gave narrative text about simple stories to the student and told the students how to answer the questions on the text.

In the future meating, researcher explained and reviewed again about start simple stories to the students. After that the researcher gave to the students narrative text about simple stories which was familiar with students, and guided them while they did the exercises.

During the treatments the researcher observed the students' progress in every meetings to know their enthusiasm while learning reading reading exercises throuh start simple stories as a strategies. In the first meeting of the treatment, the students looked interested to know simple stories about legend and fairy tale of story with picture. In the second meeting up to the last meeting students looked understand about how to answer the text. It can be seen from their enthusiasm when the researcher asked them to find out the answer from the narrative text. They looked interested to do the exercises.

At the end of the meeting the researcher gave the students post-test in order to know the improvement of their comprehension. They could answer the questions because they here known the way to did so. After conducted pos-test, the researcher calculated their scores. Based on the result was presented previosly the mean score of post-test was 75,7. The students score in post-test was better than pre-test. It proved that the treatment though simple stories and had picture as strategies was efeective to improve the students' reading comprehension.

5.Conclusion and Suggestion

After analyzing the data in chapter IV, the researcher applied 0,05 level of significant and 25 degree of freedom (26-1 = 25). It was found that the t-counted (24,395) was high than t-table (2,060) and the hypothesis of this research was accepted. The researcher drew the conclusion as follows ; the students' reading comprehension could be improved through a simple stories. It was proved by testing the hypothesis. It can be said that there was a significant difference before and after applying a simple stories in teaching reading. The use of start with simple stories toward the students' reading comprehension of the tenth grade at SMA Negeri 1 Ogodeide.

Based on the conclusion above. The researcher would like to provide some suggestion as follows :For the teachers, The teachers have great influence for students to be successful teaching they must use many kinds of method or strategies and medium to support their teaching reading comprehension.For the Students, the students must their own dictionaries in order not to interfere with other students when the learning process begins. Besides that they also have to memorize more vocabulary in English. For other researcher, It is suggested to another researcher in order to carry out the research about English reading to use this strategies, and always follow the development of technology or teaching methods that are more interesting in the future so that the students in the class do not feel bored in learning English.

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