

PRINTED MASS MEDIA TO IMPROVE READING COMPREHENSION OF VOCATIONAL HIGH SCHOOL STUDENTS

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ABSTRACT

Reading is one of the language skills needed to be taught in the classroom. Reading is also needed to be mastered by the students, in order to get some information from English text to increase their knowledge. The purpose of reading process is understanding what has been read. Therefore, it cannot be separated from comprehension. The aims of this research were to know whether the use of printed mass media can improve the reading comprehension and to describe the class condition when printed mass media were implemented at the eleventh grade of SMK Plus Bhakti Oetama Gondangrejo in Academic Year of 2017/2018. This research was conducted at the Eleventh grade of SMK Plus Bhakti Oetama Gondangrejo. The method of the study was classroom action research which was conducted from August until October 2017. The data were collected through test and non-test. The tests consisted of pre-test and post-tests. While, non-tests consisted of observation, interview, field notes and documentation. Furthermore, the researcher used qualitative and quantitative data analysis to analyze the data. The results of the research showed that printed mass media improved the students' reading comprehension. The mean score of pre-test was 51.46, post-test 1 was 69.96 and post-test 2 was 79.96. T-test was used to compare the significance of teaching reading comprehension with $df = n-1 = 25$. In t-table values, significance 5% was 2.060 and significance 1% was 2.787. The result of pre-test and post-test 1 was significance which $2.060 < 17.452 > 2.787$. Then t-test between post-test 1 and post-test 2 the result was higher which $2.060 < 16.025 > 2.787$. It can be concluded that using of printed mass media especially C' n S Magazine improved students' reading comprehension. Moreover, the class condition was more conducive after they used texts from C' n S Magazine. A lot of students were excited and motivated during teaching learning process.

Keywords: Reading Comprehension; Printed Mass Media; Classroom Action Research

ABSTRAK

Membaca adalah salah satu keterampilan bahasa yang perlu diajarkan di kelas. Membaca juga perlu dikuasai oleh siswa, untuk mendapatkan beberapa informasi dari teks bahasa Inggris untuk menambah pengetahuan mereka. Tujuan dari proses membaca adalah memahami apa yang telah dibaca. Karena itu, tidak dapat dipisahkan dari pemahaman. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan media massa cetak dapat meningkatkan pemahaman membaca dan untuk menggambarkan kondisi kelas ketika media massa cetak dilaksanakan di kelas sebelas SMK Plus Bhakti Oetama Gondangrejo di Tahun Akademik 2017/2018. Penelitian ini dilakukan di kelas XI SMK Plus Bhakti Oetama Gondangrejo. Metode penelitian ini adalah penelitian tindakan kelas yang dilakukan dari Agustus hingga Oktober 2017. Data dikumpulkan melalui tes dan non-tes. Tes terdiri dari pre-test dan post-test. Sedangkan non-tes terdiri dari observasi, wawancara, catatan lapangan dan dokumentasi. Selanjutnya, peneliti menggunakan analisis data kualitatif dan kuantitatif untuk menganalisis data. Hasil penelitian menunjukkan bahwa media massa cetak meningkatkan pemahaman membaca siswa. Nilai rata-rata pre-test adalah 51,46, post-test 1 adalah 69,96 dan post-test 2 adalah 79,96. Uji-t digunakan untuk membandingkan pentingnya membaca pemahaman mengajar dengan $df = n-1 = 25$. Dalam nilai t-tabel, signifikansi 5% adalah 2.060 dan signifikansi 1% adalah 2.787. Hasil pre-test dan post-test 1 adalah signifikansi yaitu $2,060 < 17,452 > 2,787$. Kemudian uji-t antara post-test 1 dan post-test 2 hasilnya lebih tinggi yaitu

2.060 <16.025> 2.787. Dapat disimpulkan bahwa menggunakan media cetak, terutama Majalah C 'n S meningkatkan pemahaman membaca siswa. Selain itu, kondisi kelas lebih kondusif setelah mereka menggunakan teks dari Majalah C 'n S. Banyak siswa yang bersemangat dan termotivasi selama proses belajar mengajar.

Kata kunci: Pemahaman Membaca; Media Massa Cetak; Penelitian Tindakan Kelas

INTRODUCTION

There are many problems that are faced by the students dealing with reading comprehension. Some students have difficulties because they were lack of interest and motivation in English. In order to successfully comprehend, students have to understanding and interpreting what has been read (the written or printed material) in order to required information that needed. According to Scott (2000: 1) states that reading is used to refer to a transforming process where the reader does more than simply decipher the symbols on the page but actively engages with the text, and as a result creates meanings and understandings for themselves. Therefore, the students can get more information from what they read.

Based on the preliminary study at SMK Plus Bhakti Oetama Gondangrejo, most of the students still got difficulties in reading English texts. It concerned with the lack of vocabularies that the students had. Students had difficulties regarding reading comprehension dealing with finding out the main idea, word meaning, reference and finding detail information. Another problem is the material that usually used by students was only students' exercises book (LKS). The condition of class XI also was not conducive in learning process. Creating conducive learning process is needed to be done by both of the teacher and the students. They have to work together to achieve the goal. Furthermore, Patel and Jain (2008: 113) state that reading is the most important activity in any language class. It means that reading is really needed to be mastered by the students.

As a result, the students could not achieve the KKM (Minimum Criteria Score) for English which is 75. To resolve the problems by using printed mass media, especially magazine. As part of media, printed mass media can be used in

educational field. Moore (1999: 151) states that the use of instructional media can contribute to understanding, can motivate, can encourage participation and help maintain interest in a lesson. Mass media are can be used as aid while teaching English. Furthermore, Gambel (1989: 15) states about advantage of using mass media. The advantages are described as follows; Firstly, they serve an information or surveillance function. Then, they serve an agenda-setting and interpretation function. They help us to create and maintain connections with various group in society. They help to socialize and educate us. They persuade us to practice certain items or accept certain ideas and entertain us.

As part of printed mass media, magazine can be a suitable media in teaching English for vocational high school students. Magazines contain several kinds of information which are related to the students' real life. Magazines also provided with information about hobbies, gossip and music which appearance in full color and picture. It makes students easier to get the meaning, main idea and detail information of the text. Teacher can create an interesting teaching and learning activities by using magazine. The students may work by themselves in pairs or in groups. A group can consist of 4-5 students to discuss about a topic from the article of the magazine.

Therefore the focus of this article is to find out whether or not the use of printed mass media can improve the reading comprehension and to describe the class condition when printed mass media were implemented at the eleventh grade of SMK Plus Bhakti Oetama Gondangrejo in Academic Year of 2017/2018.

RESEARCH METHOD

This research was conducted at SMK Plus Bhakti Oetama Gondangrejo. This school is

located at Jalan Solo-Purwodadi Km 11 Gondangrejo Karanganyar. This research was used XI class which consisted of 27 students. This research was conducted from August until October 2017. The method of the study was Classroom Action Research.

According to Carr and Kemmis (1986: 162), action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out. There were four phases of Classroom Action Research: planning, action, observation, and reflection. The study was conducted in two cycles. The data were collected through test and non-test. In collecting the data, it used test with 30 multiple choices in pre-test, post-test 1, and post-test 2. Besides that to collect the non-test data, it used observation, interview, field note and documentation. While, to analyze the data t-test was used.

RESULTS

The students did pre-test before the implementation of printed mass media especially magazine to measure the students reading comprehension. The mean score was 51.46 far under the KKM (*Kriteria Ketuntasan Minimal*). Before implementing the research, lesson plans, students' activity, students' worksheet, and blue print of post-test 1 were created.

After the plan completed, the first meeting was held on Friday, August 11th, 2017. The lesson started at 10.00 a.m. until 11.20 a.m. In the opening activity, the students answered and described orally some questions regarding the material, about their parents' job. The students learnt about common expressions to ask someone's job and describing someone's job. After that the students made groups that consisted of 5 - 6 students. The students got a copy of the text (taken from C' n S magazine) for each group. The students focused to find the main idea, understand the detail information, understand the reference, and understand meaning of vocabularies from the text. In the closing activity, the students told that they

understood the text from C' n S magazine easily.

In the second meeting was held on Friday, August 18th, 2017. The lesson started at 10.00 a.m. until 11.20 a.m. In the opening activity, the students work in pair and describe about the pictures orally. After that the students made groups that consisted of 5 - 6 students. The students got a copy of the text, "Phelps The Fish (taken from C' n S magazine) for each group and answered the activities. In the closing activity, the students told that they understood the text from C' n S magazine easily and could answer the question as well.

After did meeting 2 in the cycle 1, the students did post-test 1 to answer 30 multiple choices. It was conducted on Friday, August 25th, 2017. The test started at 10.00 a.m. until 11.20 a.m. The results of the post-test 1 were still lower than minimal score was 75. The problems faced by the students were understood in identifying main idea and finding the implicit information. After the action was done, it can be concluded that in the first meeting, the students told that they understood the meaning of the texts from C' n S magazine, but some of students did not understand yet about it and could not answer the question. In the second meeting the students were more understood the text from C' n S magazine easily and could answer the question as well.

There were several strengths in the cycle 1 were the students showed their interest in learning using magazine and enjoyed work in a pair or group most of the students cooperated with the other friends. The improvement was also supported by the score of the test, the mean score of post-test 1 higher than pre- test. Besides that, the weaknesses from cycle 1 were some students made noisy with their friends during the lesson, the students still difficult to understand in identifying main idea and finding the implicit information.

When cycle 1 completed, revising the plan was completed to improve the result of cycle 1, in this cycle added a competition the group which finished the task quickly and correctly would be the winner and get a gift. The materials of cycle 2 like lesson plans,

students' activity, students' worksheet and blue print of post-test 2 were created. It helped to improve the reading comprehension. After revised the plan was completed, the first meeting was held on Friday, September 8th, 2017. The lesson started at 10.00 a.m. until 11.20 a.m. The students learnt about the main idea of the descriptive texts and the use of present tense. After that the students made groups that consisted of 4 students and the name of the groups taken from famous cartoon. Each group got a copy of the text, "Jazz Hayat" taken from C' n S Magazine, the students discussed the content of the text and wrote with their own words the fact about Jazz Hayat. After that the students presented their discussion in front of the class. After that, the student got a copy of the text, "GAC & TIA AFI" taken from C' n S Magazine, then answered the task. The winner of the best group announced and got the prizes.

The second meeting was held on Friday, September 15th, 2017. The lesson started at 10.00 a.m. until 11.20 a.m. The students learnt about how to tell about people's educational background. After that, the students made groups that consisted of 4 students and the name of the groups taken from famous cartoon. Each students got a copy of the text, "Marie Thomas Our First Female Doctor" taken from C' n S magazine. The students discussed the content of the text and identified difficult words, then answered the activities. The winner of the best group announced and got the prizes.

Post-test 2 was conducted on Friday, September 22nd, 2017 at 10.00 a.m. until 11.20 a.m. The students were answered 30 multiple choices. The results of the post-test 2 were higher than post-test 1. This research was completed. In the first meeting, the implementation of giving rewards was successful in improving the students' motivation during the teaching and learning process. In the second meeting, the student's ability in understanding the text was also improved.

In learning process the students were enthusiastic and enjoyed working in groups. To reflect the action, it concluded that the students were able to find main idea correctly,

understand the detail information from the text, and understand meaning of vocabularies from the text. Beside that the weaknesses were few students still make some noises during learning process.

DISCUSSION

There are several improvements when printed mass media, C' n S magazine implemented in the class. In cycle 1, the class condition was still passive in learning process, but in cycle II the class condition was more active and more enthusiastic in teaching reading process. Using C' n S magazine in teaching learning reading, students became more active and interested. The improvement was also supported by the score of the test.

The comparison between mean score of pre-test, post-test I and post-test

II, it can be seen in the following table:

Table 1. The Improvement of Students Mean Score

Pre Test	Post Test I	Post Test II
51,46	69,96	79,96

Table 2. t-test Result

T-Value of Cycle 1	T-Value of Cycle 2
17.452	16.025

The table shows that the students reading comprehension improves gradually by using printed mass media, especially magazine. From the results of students mean score, it can be calculated t-test was used to compare the significance of teaching reading skill with $df = n-1 = 25$. In t-table values, significance 5% was 2.060 and significance 1% was 2.787. The result from pre- test and post-test 1 was significance which $2.060 < 17.452 > 2.787$. It can be concluded that there is significant difference from pre-test score and post-test 1. The result of the analysis by

using t-test between post-test 1 and post-test 2 is 16.025. Then based on t-test between post-test 1 and post-test 2 the result was higher which $2.060 < 16.025 > 2.787$. A significant improvement between post-test 1 and post-test 2 can be seen clearly.

Besides the improvement of the students' score, there were several improvements in class condition. C' n S magazine created interesting atmosphere in the classroom. The class condition was more conducive, the students were enthusiastic working in groups and in pairs to discuss about the texts from magazine. The students gave more attention and showed their interest in learning process.

CONCLUSION

The use of printed mass media especially C' n S magazine can be used to improve students reading comprehension. Magazines also can give authentic information and inspire a wide range of activities. Furthermore, Richards (2006: 20) states some arguments that suitable in using magazine. It provides cultural information about the target language, exposure to real language, more closely to learners' needs and support a more creative approach in teaching. Furthermore, Richards proposes that the classroom activities should as far as possible mirror the real world and use real world or authentic sources as the basis for classroom learning.

Choosing the appropriate sources of the material is needed in order to make teaching and learning process more effective and interesting. In addition, Griffin and Morrison (in Kamil et al 2010: 730) say that the role of magazine subscriptions on learning, the activity supported the development of receptive, vocabulary skills and word recognition skills. The topic that is found in magazine is usually closely related to students' real life. It makes students easier to get the meaning, main idea and detail information of the text. Although students do not have a clue, they still can infer the meaning of the context by the use of magazine. The condition class in learning process reading comprehension by using printed mass media, C' n S magazine can

make more enjoyable, enthusiast, and conducive.

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