

THE USE OF READER'S DIGEST MAGAZINE IN READING COMPREHENSION

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ABSTRACT: This research aimed to improve students' reading comprehension using media reader's digest magazine at SMPN 7 Surakarta class VIII C. This method was Classroom Action Research. In this study, there were two cycles and ended by post tests. In each cycle there were four procedures, plan, act, observe and reflect. In collecting the data it, consists of tests and non-tests. The results of the implementation of Reader's Digest Magazine could be shown by the mean score of pre test, post test 1 and post test 2. The mean score of pre test was 56.42, in post test 1 was 78.03. and post test 2 was 81.29. In the use of Reader's Digest Magazine has made the students felt happy, active, relaxed, more confident, and increases students' learning motivation in the teaching and learning process.

Key Word: Classroom Action Research, Reading Comprehension, Reader's Digest Magazine.

ABSTRAK : Penelitian ini dilakukan untuk mengetahui apakah penggunaan Reader's Digest Magazine di SMPN 7 Surakarta SMA Kelas VIII C. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas. dalam penelitian ini ada dua siklus dan tes post. Di setiap siklus ada empat langkah, yaitu: merencanakan, bertindak, mengamati dan merefleksikan. Dalam mengumpulkan data terdiri dari tes dan non-tes. Tes itu tes tertulis, dan non-tes seperti; observasi, wawancara dan dokumentasi. Hasil dari penerapan Rosetta Stone Software sebagai media mengalami peningkatan dari nilai pre test, post test 1 dan post test 2. Nilai rata-rata pre test adalah 56.42, pada post test 1 adalah 78.03. dan post test 2 adalah 81.29. dalam siklus 2 penggunaan Reader's Digest Magazine membuat siswa merasa senang, aktif, rileks, lebih percaya diri, dan meningkatkan motivasi belajar siswa dalam proses belajar mengajar.

Kata Kunci: Penelitian Tindakan Kelas, Keterampilan Membaca, Reader's Digest Magazine.

INTRODUCTION

Language is very to communication, because with language people can interest with others. It can be used to understand relationship and the purpose of others people speak. According to Brown (2000:50) state that "Language is a system of communication by sound, speaking through the organ speech and hearing among members of a given community and using vocal symbols possessing arbitrary conventional meaning." It means that language is very important in human being's life Reader's Digest Magazine as a teaching and learning media, contains of story which has appealing pictures and can be enjoyed by students. They were full with the stories, and this could lead them in creating a narrative text by retelling the story. Moreover, it can also motivate them in learning English because Reader's Digest Magazine is an interesting learning media which is easy to be learnt by students.

Magazine is one of media wich could help students in reading activities. In teaching and learning process, teacher should serve different media to overcome the problems in reading comprehension. Creating an active here using Magazine is an option to reach the students' reading comprehension. Reading is a very important in human's life. This is due to the fact that people mostly get information through reading. It is also more than recognizing words within a sentence, but included whole activity of thinking process to evaluate the information. Williams (1996: 11), who states that reading is a process of obtaining meaning from written text. Readers carry out knowledge of the writing system, knowledge of the language, and the ability to interpret meaning from a text. It means that reading is written text of the writing system, knowledge of the language, and the ability to interpret meaning from a text. The activities with the implementation of Reader's Digest Magazine as a learning media. In this research, Reader's Digest Magazine could improve the students' reading comprehension in narrative text. It concerned on students' ability to generate their imagination into a narrative text based on the Reader's Digest Magazine they read. The barriers of the teaching learning process especially in reading comprehension came from many factors, they were from teacher's factors, student's factors, and also school's factors. The problems from the teacher's factors were the teacher only the teacher used monotonous method, the teacher usually used a text book or LKS (Lembar Kerja Siswa), and teacher only dominated the classroom activities that made students were passive during the teaching and learning process. While from the student's factors there were 32 students in class 8 C so that the class was too crowded, students' in the class were chatting, drawing, doing homework of the other lesson, students' became passive in teaching learning, and students did not pay attention to the teacher's

explanation. Moreover, from the school's factors there were school's facilities such as in the school library there were not interesting English book to be read, a language laboratory needed to be improved in order attract students to learn English, and the school did not provide a completed story books that motivated students.

RESEARCH METHODOLOGY

The research was conducted in SMP Negeri 7 Surakarta. It is located at Jl. Mr. Sartono No. 34 Surakarta. Meanwhile, the research was conducted on Januari until March 2019 in academic year 2018/2019. The subject of the research was the students of class 8 C in SMP Negeri 7 Surakarta. There were 31 students, 13 boys and 18 girls

The method of the study was Classroom Action Research. According to Ferrance (2000:1) Action Research is process in which participants examine their own educational practice systematically and carefully, using the techniques of research. There were four phases of Classroom Action Research according to Kemmis and Mc Taggart (in Burns 2010: 7-8), namely; planning, acting, observing, and reflecting. The study was conducted in two cycles. The data were collected through tests and non-tests. In pre test the students answer on the multiple choices.

RESULT AND DISCUSSION

In this chapter, the researcher discussed about research finding from cycle I and cycle II. From the observation, the students had a good progress in teaching reading process. The students did not pay attention to the teacher's explanation because the teacher used uninteresting strategy. It could be made the reason problems why the students got low scores. While, Reader's Digest Magazine was the effective strategy to help the students in teaching reading comprehension. By group discussed the students were more interested and actively to discuss with the other friends. This strategy could be change the situation in teaching and learning reading processed to be more fun by group discussed.

The researcher found the improved when Reader's Digest Magazin was implemented in the class. In cycle 1, the class condition was still passive in learning process, but in cycle II, the researcher found more improved. In cycle II, the class condition was more active and all of the students more enthusiastic in teaching reading process using Reader's Digest Magazine.

The students had a good cooperation with other students and they enjoyed work in a group discussion. The Reader's Digest Magazine is learning media was one of the alternatives that could be used to make the students more interested in teaching reading process.

Besides there were several improvements in class condition, there were improvements according to the indicators of reading that the researcher observed. The students could identify : the main idea, the word meaning, the reference of the text, and also explicit and implicit information.

The improved after the action was also supported by the score of the test. In pre test the score was low. The mean grade of pre test was 56.42. Compare with the student's score in post test I, it showed that the student's score was 78.03. It was higher than the student's score in pre test was 56.42. In pre test showed that most of them had lack of vocabulary. They mostly depended on the dictionary when they did the task. In post test I was 78.03, the students made some improvement and get the researcher meant when the researcher gave them assignments. In post test II, the students made some improvement and could be seen from their score, it was 81.29. It could be seen from the result of their tasks. The student's ability in understanding the text was also improved and the answers of the assignment were mostly correct. The comparison between mean score of pre-test, post-test 1, and post-test II, it can be saw in the following table :

Table 1. The Result Score

Pre Test	Post Test I	Post Test II	T-Value of Cycle 1	T-Value of Cycle 2
56.42	78.03	81.29	1,025	1,043

According to the result above, it can be concluded that Reader's Digest Magazine was implemented can motivated the students in reading comprehension especially in narrative text, and made the students more active in teaching and learning process by work in group. The result of the test also showed significant improved. In the table showed that the result of the mean score of pre-test was lower than post-test 1 was 78.03, from the pre-test was 56.42 and post-test 1 was 78.03. But the mean score of reading increase\nd in post-test 1 of cycle 1, although it was still under the KKM (*Kriteria Ketuntasan Minimal*), because there was the

implemnetation of Reading Comprehension in teaching learning process in the classroom. This mean score was more and more incresead when performed the post-test 2 and the result turned out above KKM (*Kriteria Kentutasan Minimal*). The score of post-test 2 incresead to 81.29. From the same table , the reasercher could analyze the computation of T-Test test or the test in cycle 1 and cycle 2. The result of T-Test between pre test and post test 1 was 1,025. Then this result of pre-testand post-test 1 could be compared with the $d.b=n-1= 31-1=30$, and based on the table values, the t-table in signifiacnce 5% and 1% ($21.61 < 21.68$). The conclusion is that the students' reading comprehension was significantly improved after used Reading Comprehension. Furthemore , the result of t-test post-test 1 and post-test 2 was 1,025. Then the result could be compared with $db=n-1=31-30=1$, and based on the table value , the t table in signifiacnce 5% was 1,043 , so it could be seen that $t_2 . t_1$, in signifiacnce 5% and 1% (1,043,1,025). The conclusion is that by using Reader's Digest Magazine , the students reading Comprehension was significantly improved again.

CONCLUSION

The research which aims to improve students' reading comprehension on narrative text using Reader's Digest Magazine, the researcher draws conclusions as follows: Reader's Digest Magazine can improve the students' reading comprehension at eight grade of SMP N 7 Surakarta 2018/2019 sacademic year. It could be seen from the improvement of the mean score of the test. The mean score of pre-test was 56.42, post-test 1 was 78.03 and post-test 2 was 81.29. The mean score of post-test 1 and 2 were higher than the minimum score KKM (Kriteria Ketuntasan Minimal) in that school is 75. It meant that there was a significant improvement in the students' ability in comprehending narrative text using Reader's Digest Magazine. The use of Reader's Digest Magazine can improve the students' motivation in teaching and learning process. It could be seen from the students' who got more active in joining class activities, for example like group discussion. They enjoyed working in a group, they could work cooperatively. They also could solve the difficulties in reading a text by a group discussion. Furthermore, the students also focused on how to apply Reader's Digest Magazine which helped them to comprehending on the narrative text. Furthermore, situation in the class during the teaching and learning process used Reader's Digest Magazine is more active and fun. The student's motivation also increased, they more enthusiasm in teaching reading process by work in group discussion. Reader's Digest Magazine helped them to cover that problems to get the detail information and difficult words using some tricks. When they

have known the meaning of the words, it will be easier for them to understand the content of the text.

Aknowlegement

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