

The Use of Frame Routine Strategies in Reading Comprehension.

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ABSTRACT

The objectives of this research are: (1) to find out whether Frame Routine Strategy can improve students' reading comprehension in class VIII B of SMP Negeri 16 Surakarta in 2018/2019 Academic year, and (2) to describe the class condition when Frame Routine Strategy is implemented in teaching learning process in class VIII B of SMP Negeri 16 Surakarta in 2018/2019 Academic Year.

This research used a Classroom Action Research which was implemented in two cycles by using Frame Routine Strategy. The research was conducted in class VIII B of SMP Negeri 16 Surakarta. The object of this research was students on class VIII B, the total number of the students was 32 students which consisted of 14 males and 18 females. Each cycle consisted of two meetings which contained of some activities: identifying the problem, planning the action, implementing the action, observing, reflecting and revising the plan. In collecting the data, the researcher used interview, observation, documentation, and test. In analyzing the data, the researcher used qualitative and quantitative data analyses.

Based on the result of this research, the mean score of the students in pre-test was 49,63, meanwhile in the post- test 1 of cycle , it increased to 61,18. In the post-test 2 of cycle 2, it increased to the average value 77,69. It showed that the mean score of post-test 1 was still lower than the minimum score (73). Meanwhile, the mean score of post-test 2 was higher than the minimum score (73). Besides, in class condition, the students were motivated and fun in reading comprehension using Frame Routine Strategy.

Based on the research finding, it could be concluded that the Frame Routine Strategy can improve students' reading comprehension. Further, this strategy is suggested to be used by the teachers in teaching and learning reading in order to be more creative and innovative. The students are suggested to apply it, so that it can help them to be more confidence and fun in learning English. The other resercher who will conduct the same strategy can learn and explore more creative on how this strategy improves students' reading comprehension.

Keywords : Reading Comprehension, Frame Routine Strategy, Classroom Action Research

INTRODUCTION

Language is a means of communication that must be possessed by any person to communicate with other people, society and the environment. In the daily life, language is very important to support the social life of the community and make people to be easy to communicate each other.

English is the international language that is used by everyone from different countries all over the world. In a globalization era, English is not only used in one aspect of life, but it is used in almost of all aspects in human life, such as law, trade, education, business, entertainment, economic, and social culture with other people from different countries. English has an important role to change the world in communication. In Indonesia, English becomes the second important language. English is learnt by students started from kindergarten until university. English is used as the language of instruction in the learning process to support students' foreign language skills.

In teaching and learning English, there are four language skills which are taught in the school program. They are speaking, listening, reading, and writing. Reading is one of the most important skill in learning language which should be mastered by the students because every aspect of life involves reading. According to Harmer (2007: 99), "Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it means that". Alderson (2000:1) states that "reading is bound to be somewhat pretentious, and this introductory chapter will inevitably be selective, rather than exhaustive". In learning reading, the students should pay attention to spelling, vocabulary mastery, grammar, comprehension, and fluency. It means

that in teaching and learning process, the students are expected to understand what they read. They also should comprehend the text fluently.

In SMP N 16 Surakarta, the minimum score or KKM (*Kriteria Ketuntasan Minimal*) for English is 73 but, many of the students were difficult to reach the minimum score, especially the students of VIII B. The students of VIII B face difficulties in pronouncing and spelling words in English when they read a text in front of the class. The students have difficulties in understanding the content of the text. Besides that, the students do not know many unfamiliar words; get difficulties in finding the main idea, and face difficulties in determining kind of reading texts. There were many problems during the process of teaching and learning reading. It can be seen from three factors. They were from the students, the teacher, and the school. First, from the students' factors were 1) the students lack of motivation in learning reading; 2) the students lack of interest in reading text; 3) they get the difficulties in finding the meaning of English text; 4) they cannot understand the meaning of the text exactly. Second, from the teacher's factors, they were 1) the teacher uses monotonous strategy in teaching and learning reading; 2) the teacher does not give clear explanation about learning material to the students; 3) the teacher does not use a good media in teaching and learning process; 4) the teacher only uses white board and LKS (*Lembar Kerja Siswa*) to teach students; 5) It is still Teaching Centered Learning. Third, from the school's factors were 1) The English books was still limited in the school library; 2) The facilities in English laboratory is unsupportable in teaching and learning English; 3) There are not good facilities in the classroom such as LCD projectors could not be used maximal in teaching and learning process.

The use of learning strategy became one way to solve these problems. Nickols (2016:3) states that “strategy is a general plan of achieving one’s goals and objectives”. Meanwhile, Brown (2000:13) “Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designed for controlling and manipulation certain information”. It meant that strategy is used to gain the purpose of plan. The best strategy which could be used is Frame Routine Strategies. According to Joseph (2006:67), “Frame Routine is a way to help students understand and learn key information and also focus on the relationships between main ideas and details”. Ellis (1998:06) said that “Frame Routine is an visual device designed in order to enhance the students’ succession second language. It is also used to promote understanding (and recall) of the key topic and its important part”. Frame Routine Strategy had many advantages for the students. Such as it could help students to search main idea on paragraph, and the students could be easy to understand the text and answer the questions in reading comprehension. The aim of Frame Routine Strategy could help the teacher and the students especially the students of class VIII B in SMP Negeri 16 Surakarta in achieving the meaning of text, and could make them active in teaching and learning reading process.

This article would like to explain about Frame Routine Strategy which can improve the reading comprehension of the eight grade students of SMP Negeri 16 Surakarta 2018/2019 Academic Year especially class VIII B, and how far Frame Routine Strategy improve the reading comprehension of the eight grade students of SMP Negeri 16 Surakarta 2018/2019 Academic Year especially class VIII B.

METHOD

The research was conducted at SMP N 16 Surakarta. The School was located at Jl. Kolonel Sutarto No. 188, Jebres, Surakarta. This research was conducted from August 2018 until September 2018 in the 2018/2019 academic year. The subject of this research was the eighth grade students of SMP N 16 Surakarta in 2018/2019 Academic year especially class VIII B. The total number of the students in this class were 32 students. It consisted of 14 boys and 18 girls.

The Method of this study was a Classroom Action Research. According to Hopkins (2008:1), "Classroom Action Research is an act undertaken by teachers, to enhance their own or college's teaching, to test the assumption of educational theory in practice, or as means of evaluate and implanting whole priorities". Based on Ferrance (2000:1), "Action Research is a 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: Identifying, Planning, Implementing, Observing, Reflecting, and Revising. The study was conducted in two cycles. The data were collected through test and non-test. In collecting the data, it used test in pre- test, post- test 1, and post- test 2. Besides that to collect the non-test data, were used observation, interview, and documentation. While, the result of the tests analyzed by using non-independent t-test. It answered the problem whether there was a significant difference between the students' achievement before and after the action.

In this Classroom Action Research, the researcher used the Action Research Spiral based on Kemmis and Mc. Taggart (in Burn, 2009: 9) the model of Action Research could be illustrated as follows:

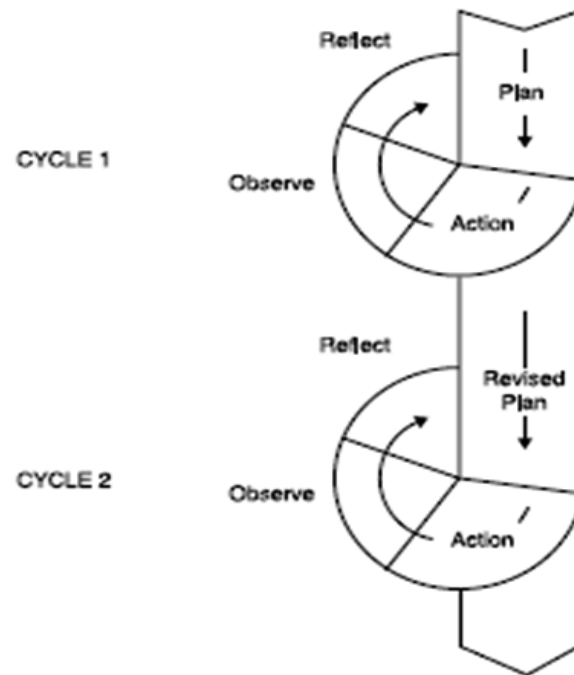


Figure 1. The cyclical Action Research model based on Kemmis and Mc.Taggart (in Burn, 2010:9)

In the technique of Analyzing Data, the researcher used qualitative data and quantitative data. In Qualitative Data Analysis, the researcher used interactive model by Miles and Huberman. The model could be illustrated as follow:



Figure 2. Component of data by Miles and Huberman (in Sugiyono, 2015:247)

Quantitative Data Analysis the score analyzed using Pre-test and Post-test.

The formula of pre-test and post-test was:

a. The mean of the pre-test and the post test could be calculated with

Formula as follows:

$$\bar{X} = \frac{\Sigma X}{N} \qquad \bar{Y} = \frac{\Sigma Y}{N}$$

In which:

\bar{X} = mean of pretest scores

\bar{Y} = mean of posttest scores

N= the number of sample

b. The t-value could be calculated with the formula as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N - (N - 1)}}$$

In which:

t = the t-value for non independent (correlated) means

D = the differences between the paired scores

\bar{D} = the mean of the differences

$\sum D^2$ = the sum of the squared differences

N = the number of pairs

(Ary, Jacobs, and Sorensen, 2010: 177)

RESULT AND DISCUSSION

In this study, the researcher presented the result of the research on the use of Frame Routine Strategies in reading comprehension of VIII B students in SMP Negeri 16 Surakarta in 2018/2019 academic year. Before implementing the action the researcher held a pre-test. The mean score of pre-test was 49,63. It was too low, from the minimum score of English in SMP Negeri 16 Surakarta was (73). In implementing the action, the researcher conducted pre-test. Each cycles consisted of a series of steps consisting of identifying the problem, planning the action, implementing the action, observing the action, reflecting, and revising the plan. Every meeting was 80 minutes. Each cycle was ended by doing post-test 1 and post-test 2 to know the students' achievement.

In cycle 1, there were two meetings. The first meeting was conducted on Wednesday, August 08 2018. The second meeting was conducted on Monday, August 13 2018 the cycles ended by post-test 1. The score was (61,18). After

doing post-test 1, it could be strengths and weaknesses. The strengths were: 1) The students were happy to learn a new strategy to improve their reading comprehension. 2) The students paid attention to researcher's explanation. 3) The students were able to work together in a group. This made them wereable to find the answers when they did the exercises or the tests. 4) The students' motivation was improved in learning English with Frame Routine Strategy. The students' motivation could grow up than before in the meeting one and the meeting two. The weakness were: 1) Some of students were still passive in teaching and learning process. 2) Some students had lack of vocabulary. They mostly depended on the dictionary when they did the task. 3) Some students were still confused on reading comprehension such as the general idea of the text, identifying main idea of a paragraph, finding the information in the text, and synonym or antonym. 4) Some students were still crowded. 5) Although the mean score of Post Test 1 (61,18) was higher than the Pre Test (49,63), but it was still under the KKM (*Kriteria Ketuntasan Minimum*) (73,00). The research had given them the warning but they did not pay attention with it.

From the reflection of cycle 1, it could be seen that post-test 1 has not reached the KKM. So, the researcher held cycle 2 to get the best result. The first meeting held on on Monday, August 20 2018 and the second meeting held on Wednesday, August 27 2018. The cycles ended by post-post 2. The score was (77,69). After doing post-test 2, the researcher found several strengths and weaknesses. The strengths were: 1) The students were enthusiastic and enjoyable with the Frame Routine strategy by the researcher. So, the classroom condition became more alive and fun. 2) The students enjoyed work in a group and they

were more active in the class. 3) The students were able to understand the reading comprehension which identifying the main idea, finding the information of the text, and guessing the meaning of the word. 4) The mean score of the post test 1 was (61,18) while the mean score of post test 2 was (77,69). It meant that the students mean score in reading comprehension was improved and could reach the KKM (*Kriteria Ketuntasan Minimum*) of English. The weaknesses were: 1) The students were sometimes noisy because of the group discussion session. 2) They need a long time to finish the process of discussion. After get the results of the best in cycle 2 that can reach the value of KKM (*Kriteria Ketuntasan Minimum*), then the research stopped

In cycle 1, the activities did not run smoothly. There were some problems in teaching and learning reading. The students were still passive in teaching and learning process. In cycle 1, the goal of learning did not achieve as expected by the researcher. The mean score of post-test 1 only was 61,18. And it was under the KKM (*Kriteria Ketuntasan Minimum*).

Then, the researcher held cycle two to improve the minimum score of post-test 1 the result in the cycle 1. In this cycle, the students enjoyed working in a group and they were more active in the class. The students were very exciting in learning by using Frame Routine Strategy. The students were able to understand the reading comprehension which identifying the main idea, finding the information of the text, and guessing the meaning of the word.

The result of improvement of the students could be seen on the result table as follows:

The mean score of Pre-Test	The mean score of Post-Test 1	The mean score of Post-Test 2	T-Value of Cycle 1	T-Value of Cycle 2
49,63	61,18	77,69	14,65	5,27

Table 8. The Result of Mean Score and T-Value

The result of pre-test was 49,63 and the result of post-test 1 was 61,18, It meant that there were the improvement of reading comprehension by using Frame Routine Strategy. There was also improvement of reading comprehension in cycle 2 it was shown the mean score of by students which were increased into 77,69. It might be concluded that there were the improvement of students' reading comprehension by using Frame Routine Strategy.

Based on the analysis by using t-test, the result among pre-test and post-test 1 was 14,65 and the result of test among post-test 1 and post-test 2 was 5,27. So, the result in cycle 1 was $2,645 < 14,65 > 2,756$ meanwhile, cycle 2 was $2,045 < 5,27 > 2,756$. So, It could be concluded that there was a significant improvement of the students' reading comprehension in narrative text using Frame Routine Strategy.

CONCLUSION

There was an improvement in the students' reading comprehension in each cycle using Frame Routine Strategy. Before implementing the action, the mean score of pre-test was 49,63. While in the post-test 1, the mean score was 61,18. After comparing the mean score, the mean score of post-test 1 was higher than the mean score of pre-test. It shows that there was significant difference between the

score in pre-test and post- test 1. Then, the mean score of post-test 1 was 61,18. While in the post-test 2, the mean score was 77,69. It meant that there was a significance improvement between the score of post-test 1 and post-test 2 because mean score of post-test 2 was higher than post-test 1.

It could be concluded that, Frame Routine Strategy improved students' reading comprehension at the eight grade students of SMP Negeri 16 Surakarta in 2018/2019 academic year. It could be seen from the result of the research. There was improvements in the students motivation and the students who got more fun and enjoyed in joining working in group task. Moreover, there were also improvements during teaching and learning process using Frame Routine Strategy. the students were more active and enthusiastic in teaching and learning process.

ACKNOWLEDGEMENT

The article is the result of Classroom Action Research in SMP Negeri 16 Surakarta as the final lecture in Slamet Riyadi University Surakarta.

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