RUNNING RECORD AS METHOD TO IMPROVE THE STUDENTS' READING ABILITY

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ARTICLE INFO	ABSTRACT
	This study aims to determine the improvement of students' reading ability by used running records as a method of student learning at Mts Muhammadiyah Likuboddong. This research used a quantitative research method with a pre-experimental class research design as the research design. with one group pre-test and post-test design. Researchers obtained data by gave pre-test and post-test. Instrument of data collection for this research used reading test. The population of this research was the second grade students of Mts Muhammadiyah Likuboddong. This research used a total sampling technique with a sample of 18 students. The results of the research findings in this study indicate an increased in students' reading ability after the used of running records as a method. This was evidenced by the average value in the main idea in the pre-test was 44.9, and has increased in the post-test to 65.2 with an increase of 45%. While the average value in supporting ideas in the pre-test was 40.6, and increased in the post-test to 58.8, with an increase of 44%. This means that there was an increased in students' reading ability, especially in literal comprehension related to main ideas and supporting ideas and it was concluded that running records as method can improved students' reading ability at Mts Muhammadiyah Likuboddong. Thus, it was stated that the Null Hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. *This is an open access article under the <u>CC BY-SA</u> license.*

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INTRODUCTION

Teaching and learning English has long been an integral part of life in several ways within the Indonesian education system (Mappiasse, 2014). According to Permendiknas number 26 of 2006, English began to be taught at the junior high school level. According to

Maduwu (2016) English is one of the lessons taught to students from elementary to university levels.

During the last decade, the population learning English as a second language or foreign language (ESL) has increased rapidly (philipson in Liyanage, 2003). As you know in English, there are four basic skills, namely: speaking, reading, writing, and listening. One of the skills that students must learn in getting to know English learning and mastering English is reading skills.

Reading skill is one of the skills that must be mastered by students to understand the context of the learning material being studied. Reading is one type of receptive written language ability, called receptive because by reading someone will get information. New knowledge and experiences.

In terms of providing learning to read, teachers can use various methods or learning strategies, so that students can easily catch the lessons conveyed by the teacher. But in some cases the learning methods or strategies used are not effective to be applied. Sometimes it depends on how the teacher uses the method.

Running record is a complex measurement process that involves the students, the teacher, the text, and the scoring and interpretation processes. (Agostino, 2021). Running records are used as a tool to assist teachers in seeing the progress of the students they teach. Teachers usually make running records to assess students' reading ability by looking at errors during students' oral reading and understanding that students have after reading. Running records become a tool that supports teachers to identify students' knowledge and identify students' behaviour in oral reading, as well as their understanding in reading. Running records work to analyze and collect data related to students' reading abilities such as: level of errors in reading, self-correction, students' reading comprehension, errors in pronouncing words or sentences, or frequently repeating words. This is what strengthens the reason for the researchers to apply running records as a method in improving students' reading skills because with the teacher having records about students, the teacher can know where the student's weaknesses must be improved to improve students' reading skills.

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RESEARCH METHOD

This research used a quantitative research method with a pre-experimental class research design as the research design. with one group pre-test and post-test design. The subject of this research was the was the second-grade students of Mts Muhammadiyah Likuboddong. This research used a total sampling technique with a sample of 18 students. Instrument of data collection for this research used reading test.

RESULT AND DISCUSSION

The result the used running record as method to improve the students' ability can be seen in the table below:

1. Data analysis of reading

The data of reading test of the students' consisted of reading ability. The analytical data that has been obtained to determined students' reading ability score can be observed as follows:

Table 1. Rate Percentage and Frequency of The Students' reading ability In Term of Main Idea.

Classification	Score	Pre test		Post test	
		F	%	F	%
Excellent	96-100	-	-		-
Very good	86-95	-	-	4	22.22%
Good	76-85	-	-	2	11.11%
Fair good	66-75	1	5.55%	4	22.22%
Fair	56-65	1	5.55%	-	-
Poor	46-55	4	22.22%	5	27.78%
Very poor	0-45	12	66.66%	3	16.67%
Total		18	100 %	18	100%

Based on table 1 above, the findings from the researchers for the scores obtained by students after took the pre-test are: the researcher found that there were 0 students who got excellent, 0 students who got very good, 0 students who got good, and there was 1 (5.56%) student who got fair good, 1 (5.56%) student who got fair, 4 (22.22%) students who got poor, and 12 (66.67%) students who get very poor. From the research findings, it turns out that there are still many students who got scores on the very poor classification. This illustrated that students were still have trouble finding the main idea in a reading text.

While on the results of the post test, the researchers found an increased in scores than during the pre-test. Where the researchers found there were 0 students who got excellent, 4 (22.22%) students who got very good, 2 (11.11%) students who got good, 4 (22.22%) students who got fair good, and 5 (27.78%) students who got poor, and only 3 (16.67%) students got very poor. Researchers concluded that there was an increased after gave treatment where students were able to found the main ideas contained in a reading text.

Table 2. Rate Percentage and Frequency of The Students' reading ability In Terms of Supporting Idea.

Classification	Score	Pre test		Post test	
		F	%	F	%
Excellent	96-100	-	-	-	-
Very good	86-95	-	-	-	-
Good	76-85	-	-	6	33.33%
Fair good	66-75	-	-	1	5.56 %
Fair	56-65	3	16.67%	3	16.67%
Poor	46-55	2	11.11 %	4	22.22%
Very poor	0-45	13	72.22%	4	22.22%
Total		18	100 %	18	100%

Based on table 2 above, the researcher found that in the pre-test implementation, 0 student got excellent, 0 student got very good, 0 students got good, 0 student got fair good, 3 (16.67%) students got fair, 2 (11.11%) students got poor, and as many as 13 (72.22%) students got very poor, from these findings, the researcher concluded that students were still lacked in answered questions related to supporting ideas in a reading text.

Meanwhile, in the post test results, there was an increased in the scores obtained by students where there were 6 (33.33%) students who got good, and 1 (5.56%) students who got fair good, 3 (16.67%) students who got fair, 4 (22.22 %) students who get poor, and as many as 4 (22.22%) students who got very poor. Thus, the researchers concluded that there was an increased in scores after the treatment and some students were able to develop their understood in answered questions related to supporting ideas.

1. The improvement of students' reading ability.

The improvement students' reading ability especially in literal comprehension in reading can be seen in the table:

Table 3. The mean score of students' reading ability in term main idea and supporting idea.

Indicator	Pretest	Posttest	Improvement
Main idea	44.9	65.2	45 %
Supporting idea	40.6	58.8	44

The table above showed the improvement obtained from the implementation of the pretest and posttest. The table above showed that there was an increased (45%) in the average score of the pretest and posttest where from a score of 44.9 to 65.2 in the post test related to the main idea, while there was an increased (44%) from the average score in the pretest was 40.6 to 58.8 in posttest related to supporting ideas. The score was quitted good, thus after gave a treatment used running records as a learning medium, it can actually improve students' reading skills, especially in students' reading comprehension.

2. T-test value

The T-test was conducted to determined and test the research hypothesis on the effect of each independent variable partially on the dependent variable. Thus, the T test value was used to determine whether or not there was a statistically significant difference between the mean pretest and posttest scores. In hypothesis tested, it was said that it is significant if the T-statistic value was greater than 1.96 and was considered insignificant if the T-statistic value was less than 1.96 (Ghozali, 2016). According to Ghozali (2016) the criteria for the t statistical test were:

1. If the significance value of the T test was more than 0.05 then Ho was accepted and Ha was rejected. In the sense that there was no influence that occurs between the independent variable on the dependent variable.

2. If the significance value of the T test was less than 0.05 then Ho was rejected and Ha was accepted. In other words, there was an influence that occurs between the independent variable and the dependent variable.

Table 4. The T-test analysis of students' improvement.

Variable	T-test	T-table	Explanation	
Literal comprehension (main idea)	6.645	1.740	T test > T table	Effective
Literal comprehension (supporting idea)	7.955	1.740	T test > T table	Effective

The researcher made a comparison between the T test and T table values to found out whether there was a significant effect and difference between the results of the pretest and posttest before and after the treatment. In finding the T table value or degrees of freedom (df) the researcher used the formula df = n – 1, where:

n -1 in this study there were 18 samples, so n = 18.

df = n-1

df = 18 -1

df = 17

for the significant level (p) = 0.05 and df = 17, then the T table obtained a score of 1.740. After calculated the literal comprehension (main idea), the T-test value is 6,645, so the T-test value was greater than the T-table value (6,645 > 1.740). For calculated performed on literal comprehension (supporting idea, the researcher found the T test score was 7,955, so the T test value was greater than the T table value (7,955 > 1,740).

CONCLUSION

Based on the findings, it can be concluded that the running records as method can be improved the students' reading ability. This was evidenced by the calculated of the improvement of the students' scores of pre-test and post-test where reading abilities in literal in terms of main ideas from 44.9 in pretest grew to 65.2 in posttest with improvement 45%, while supporting ideas from 40.6 in pretest grew to 58.8 in posttest with improvement 44%. In hypothesis testing, it was also proven that the value of T-test > T-table (main idea = 6,645 > 1,740) (supporting idea = 7,955 > 1,740) based on the hypothesis test, it was stated that the alternative hypothesis (H1) was accepted and the hypothesis (H0) was rejected. In other words, the used of running records as a method can improve the students' reading ability at second grade of MTS Muhammadiyah Likuboddong.

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