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USING DECODING SKILLS FOR STUDENTS AUTOMATICITY IN READING COMPREHENSION AT SMA NEGERI 10 MAROS

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ABSTRACT

This study aims to determine whether there is a significant effect of using decoding skills on students' reading comprehension in grade X students of SMA Negeri 10 Maros in the academic year 2021-2022. The researcher applied a quasi-experimental design. In this study, the population was class X SMA Negeri 10 Maros with a total of 104 students from 4 classes, and the sample in this study was selected using a purposive sampling technique with a total of 52 students and divided into two classes: X MIA 1 as a control class that was treated without using decoding skills, and X MIA 2 as an experimental class that was treated using decoding skills. In this study, the method used was a quantitative one. The research instrument in this study used two reading tests that were administered twice: at the first meeting in learning, a pre-test was carried out, and at the last meeting in learning, a post-test was carried out after using decoding skills. The data was analysed using the t-test. The result obtained from this study showed the heterogeneity of student performance in reading comprehension after applying decoding skills and without applying the strategy. The result showed a post-test score p-value of 0,001 with a meaning rate of 0,05 (5%). In other words, the p-value (0,001) sig a = 0,05 (5%) was provided. Therefore, the outcome of the effect size was 1,58. It provided that using decoding skills was effective to use a strong level on students' reading comprehension of descriptive text at the tenth-grade students of SMA Negeri 10 Maros at a strong level.

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INTRODUCTION

Reading is an ongoing process that requires a lot of practice and competence when learning English. According to Teixeira (2012), reading is a critical language skill that plays an important role in foreign language teaching and learning. To access ideas that enable students' ability to transmit from different regions and eras so as to broaden their knowledge and perspectives. In a foreign language reading is not only for the cognitive and psychological growth of students, but also for their professional and academic prospects as a

local culture. Reading is very important because the main goal in language teaching is to equip students with the facilities they need to work on texts.

According to Healy (2002) Reading is active process. Readers read to learn, remember what they've learned, and put what they've learned into practice. The text can be used to educate, inform, or entertain readers. According to Barth (2012) Reading is directly or indirectly associated to future educational successes, so it is essential to the growth of pupils in all subjects. In the English curriculum, Reading is one of the skills that must be mastered by students. From teaching experience, many students have difficulty in reading. Students when reading do not understand the meaning of the reading, thus making students feel bored and not interested in reading, especially when getting long texts. In the learning process, reading can not only be done in the classroom but can also be done outside the classroom because reading is one of the common ways to get information. In addition, reading is an activity carried out to find answers to specific questions or problems by a reader. Reading is one of the best ways to learn, according to De Boer. In this case, many students do not realize that reading can indirectly increase vocabulary and increase knowledge, so that they can be successful in learning.

Decoding is a very important basic reading strategy. If the code word cannot be solved by students, then they cannot use reading skills because they do not understand the content of the text they read. To see the success of reading, decoding technique is used which aims to provide a strong teaching basis. Learning from literary works, understanding, contemplating is defined as understanding. Students' decoding skills are the solution to their biggest reading problems.

Decoding is an activity in communication carried out by the recipient of the message (Audience / Student) where the recipient tries to capture the meaning of the message conveyed through symbols by the communicator. In order for the delivery of learning messages to achieve the desired “sharing” the delivery is carried out more concretely and clearly. Decoding skills can help students find words they already know and pronounce new words. Readers also use decoding to "sound" unfamiliar words. Decoding skills help students learn to read and develop reading fluency.

Based on the explanation above, using decoding skills for students’ automaticity can increase students' reading comprehension levels. Decoding explains how students can decode foreign words. This will help each student to improve their own ability to understand what he reads. This approach will teach struggling readers and make students better able to understand the reading.

This approach will make students better able to understand reading and more active in class. This happens because their reading comprehension is low, which is influenced by their difficulties in the learning and teaching process. Therefore, researchers are interested in using decoding skills for students’ automaticity in reading comprehension. This strategy supports students in improving their reading comprehension.

RESEARCH METHOD

The design of this study used a quasi-experimental research design to determine the impact of using decoding skills for students' automaticity in Reading Comprehension. In conducting quasi-experimental research, the researcher assigned the experimental and control treatments to groups, using pre-test and post-test to both groups, performing experimental treatment activities only with the experimental class. In this research, the researcher used two classes. The first class was used as an experimental class which was taught by Decoding Skills and another one was used as a control class which was taught by regular technique.

RESULT AND DISCUSSION

After providing the data in the experimental and control class about the descriptive text, the test is conducted to evaluate the reading understanding of descriptive text by the students. Research data were drawn from the SMA Negeri 10 Maros by pre-test and post-test scores of tenth-grade students. The description below shows the research outcomes based on pre-test and post-test scores provided to research participants.

Table 1. Descriptive Statistic of Pre-Test and Post-Test Score

		Test of Descriptive Text				Average
VIalue	Class	N	Ideal Score	Min Score	Max Score	
Pre-Test	Experimental	26	100	35	80	57,9
	Control	26	100	35	80	61
Post-test	Experimental	26	100	65	90	79
	Control	26	100	40	85	65

Table 1 data display the distinctions between the pre-test score and the post-test score. The pre-test highest score is 80, with the lowest score being 35. Meanwhile, the highest post-test score is 90, with the lowest score being 65. The pre-test's mean score is 57,9, whereas the post-test score is 79. The data stated that the post-test mean score was improved compared to the pre-test mean score. It stated after implementing Decoding Skills for Students Automaticity in Reading Comprehension, students accomplished a better output in reading understanding of descriptive text.

The data in Table. 1 showed the variety of the outcome of the pre-test and post-test scores of the control class that not taught by Decoding Skills. The pre-test has a maximum score of 80 and a minimum score of 35. The pre-test mean score is 61, and the post-test mean score is 65. In conclusion, the controlled class's pre- and post-test scores show no significant change.

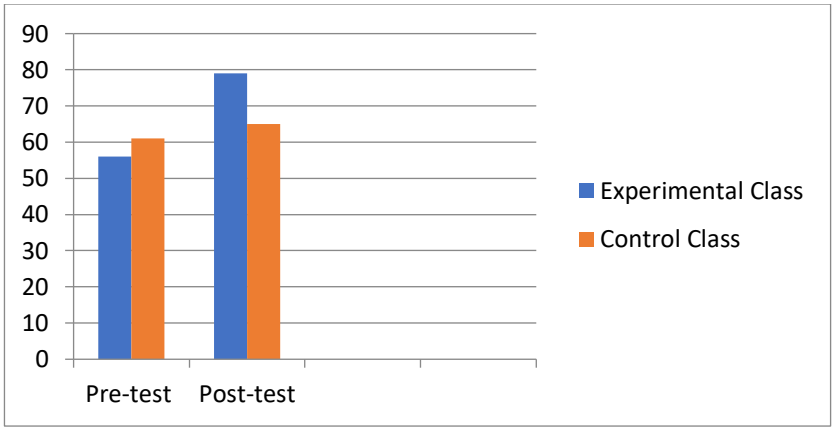

Figure 1. The Difference between Students' Score of Experimental Class and Controlled Class

Based on the data in Figure 1, students in the experimental class achieved greater ratings in understanding descriptive text. It happened after the experimental class was taught using Decoding Skills and the control class students were instructed using conventional learning methods. In conclusion, using Decoding Skills is efficient in reading comprehension of descriptive text for students.

Table 2. Normality test of Pre-test and Post-test of Experimental Class and Controlled Class

Test of Normality

Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test Experimental	.104	26	.200*	.978	26	.838
Post-test Experimental	.157	26	.097	.929	26	.075
Pre-test Control	.141	26	.199	.959	26	.379
Post-test Control	.149	26	.140	.960	26	.383

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

It can be seen the Kolmogorov-Smirnov rows of the two classes from Table Significance (Sign.) was 0,05. The experimental class was 0,097 and the controlled class was 0,140. The writer found on the basis of the consequence that the importance of the data in the experimental class and the controlled class is above 0,05. This implies that study information is normally distributed and that using Decoding Skills is effective for learning reading comprehension.

Table 3. Homogeneity Test of Pre-test and Post-test of Experimental Class

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Pre-Test	.171	1	50	.681
Post-Test	1,477	1	50	.230

As mentoned in Table 3, the results of the data showed that the significance of the experimental and controller class pre-test was 0,681. It implies 0,681 above 0,05. The information from both classes was therefore homogeneous. The findings of the data showed that sign in Table 3. The post-test score value was 0,230. Since the data is greater than the meaning point (0,230 > 0,05), it was found that the post-test data was homogeneous.

Table 4. The Result of T-test Calculation

Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Pre-test Experimental Class	26		11,158	2,188
Control Class	26		12,274	2,407
Post-test Experimental Class	26		7,306	1,433
Control Class	26		10,486	2,056

Table 4 information showed a significant distinction between the experimental class standard deviation pre-test and post-test score. The standard deviation in the experimental class decreased from 11,158 to 7,306 based on both tables. Furthermore, both classes' pre and post-test score increases considerably. In other words, the comprehension of teaching reading through decoding skills is implemented successfully in the classroom and all students have shown together their progression.

The calculated outcome of this research showed that using decoding skills for students automaticity in reading comprehension is efficient for tenth-grade students' reading comprehension of descriptive text in SMA Negeri 10 Maros. The researcher discovered that the autonomous t-test stated that using decoding skills was statistically efficient. From post-test data analysis, this can be seen as the p-value or sig (2-tailed) = 0,000< sig a= 0,005. It found from outcomes that the alternative hypothesis (Ha) was approved and that the null hypothesis (Ho) was dismissed. It is also confirmed, the effect size test outcome is 1,58.

Also by comparing the results of this research between the experimental class were treated by using decoding skills and the control class were not treated equally. Then reading tests between both classes produces contrasting achievements. By the data in Table 4.1 showed the growing mean score from the experimental class in the descriptive statistics following the implementation decoding skills from 57,9 to 79. Meanwhile, the control class

rating also enhanced significantly, although the strategy that emerged 4.2 was not applied. It's 61 has grown 65. Only a slight difference of 4 points was reported in the control class.

It shows, however that the experimental class did not perform as well as the control class in the pre-test. The experimental class that received the treatment was noted to create interesting changes in their ability to understanding reading comprehension of descriptive text. This is indicated by a significant change in the average post-test scores of those who gained 21,7 points, compared to the control class who only gained 4,61 points from the pre-test average score. This generally means through this finding, it s proven that after the treatment of using decoding skills, students in the experimental class make improvements, unlike the control class who are not trained with the same treatment.

CONCLUSION

Based on the findings, it can be stated that teaching reading comprehension of descriptive text to SMA Negeri 10 Maros tenth grade students using decoding skills was a success. In addition, the Cohen's d's effect size test yielded a result of 1,58. It suggested that the scope of this study had a significant impact. Furthermore, the test result as well as the variations in pre-test and post-test scores between the two ways of score can be used to support this claim. The average pre-test score was 57.9, and the average post-test score was 79. In other words, incorporating decoding skills into the teaching of reading descriptive text would improve students' ability to read descriptive text as well as their score in reading descriptive text.

It was found the outcome of the standard deviation from pre-test of both classes is lower than the post-test; there were 11,158 and 12,274 became 7,306 and 10,486. This means that using decoding skills for students' automaticity in reading comprehension was implemented effectively in the classroom and all students demonstrated together their progress. The null hypothesis (Ho) has therefore been dismissed and the alternative hypothesis (Ha) has been accepted. In other words, the implementation of using decoding skills for students automaticity in reading comprehension to the tenth-grade students of SMA Negeri 10 Maros was successful in teaching reading descriptive text.

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