


USING DIRECTIONAL TRACKING STRATEGY IN IMPROVE STUDENT'S READING COMPREHENSION

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: 06 July 2023 Revised: 15 July 2023 Accepted: 20 August 2023 Published: 30 August 2023</p> <p>Keywords: <i>Directional Tracking Strategy, Reading Comprehension, Literal Comprehension.</i></p>	<p>This study sought to determine whether using a directional tracking strategy, which concentrated on level reading comprehension and included literal reading comprehension in terms of the primary idea and supporting notion, improved students' reading comprehension. The study was applicable pre-experimental research using pre- and post-text for one group. The researcher employed the entire sampling approach. 29 students from class XI of IPS Sma Al Jameah Pattuku served as the research sample. In both the pre-test and post-test, the researcher employed reading test practise as an instrument. The research findings indicated that directional tracking strategies can enhance students' comprehension of what they read. It was demonstrated by the fact that the pre-mean test's score, which was 65.36 and was rated as fair, improved by 21.05% to 79.12 and was rated as good. As a result, the student's reading comprehension in terms of the primary idea and supporting idea improved. Literal comprehension is the end result of improvement. The study discovered that (20.34%) had a higher value than (21.77%). This figure indicates that there was an improvement between the student's pre-test and post-test results. The application of the directional tracking strategy to enhance students' reading comprehension in the SMA Eleventh Grade was found to be effective. The Al Jameah Pattuku.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

Reading is one of the English abilities that some pupils dislike and are uninterested in. When pupils are given reading material-related tasks, they struggle. This is due to a deficiency in reading comprehension. One key element that can help students examine their reading comprehension is the capacity to arrange the reading content, its components, and comprehend the connections between them. Through reading, they can increase their

vocabulary and, of course, learn new things. Understanding reading material is a skill that must be developed and grown in youngsters, and it requires a lot of effort and focus since they must learn about sentence structure, short stories, and poems.

Leong & Ahmadi, (2017) if the If learners cannot comprehend critical information without consulting a dictionary or receiving additional information from another source, the activity may help them increase their vocabulary and general knowledge. As the Teacher of the teaching and learning process in the classroom, the English teacher has responsibility for improving students' reading comprehension and encouraging them to participate more actively in the learning process.

Shyamlee & Phil (2012) The Teacher can make the technique one of the aspects or factors that should be considered by the teacher to boost the students' outcome or make them successful in their English by using appropriate method in the teaching process. The English teacher should master many strategies in teaching a language. The teacher who is creative in teaching and learning process will motivate the students to learn a language. (Wirawan et al., 2020), there must be a technique that may assist them in reading efficiently and interestingly. The explicit teaching of comprehension skills was seen as a feasible solution to the pupils' concerns. In this case, the author attempted to find an engaging and successful method for students and teachers to complete their reading assignments.

Therefore, use a researcher providing a Directional Tracking Strategy to help pupils enhance their reading comprehension The researcher attempts to do study on the basis of the previously provided rationale "Using Directional Tracking To Improve The Students' Reading Comprehension (A Pre Experimental Research Design at the XI grade Students of SMA Al Jameah Pattuku, Kab. Bone)

However, the study discovered that many students in various schools still had poor reading comprehension. When the researcher saw a learning process at Sma Al Jameah Pattuku, it was proved. They had some reading issues, which made it difficult for the students to absorb the information offered text books.

RESEARCH METHOD

In this study used a pre-experimental design with a pre- and post-test for a single group. In this design, there was only one pre-test (o1), treatment (x), and post-test group, according to Setyadi (2006). (o2).

The population of this research the IX grade students of SMA Al Jameah Pattuku Kab. Bone that consists of one class, namely class IX that consists 29 students. The sample for this study will be the total sampling in which the researcher chose 29 students' are class that met the criteria for this study and was taught by Directional Tracking to Improve the Students' Reading Comprehension. As for the used period, it is applied in odd and even semesters in grade eleven. The researcher taken 29 students in the class will be selected. The reason I took total sampling is because according to (Sugiyono: 2007), the total population is less than 100,

the entire population is used as a research sample.

There were two variable involved in this research namely, Independent Variable and Dependent Variable: Independent Variable: Teaching Reading Comprehension by using Directional Tracking Strategy. Dependent Variable: Literal Comprehension in term main idea and supporting idea. The indicator of the research was conducted to Directional Tracking Strategy to improve reading comprehension covers to main idea and supporting idea.

The researcher be use reading test with narrative text to asses and examine the students' reading ability pre-text and pro-text. In general there are one objective text that is multiple choice. In this research, Instrument used was test of multiple choice 10 numbers.

RESULTS AND DISCUSSION

According to the supplied problem statement, the researcher provided a description in this area. According to data findings, students' performance can be raised when reading comprehension in narrative texts is taught using the Directional Tracking Strategy. Literal comprehension, particularly in terms of the primary idea, can raise students' achievement. At SMA AL JAMEAH PATTUKU's Second Grade, Literal Comprehension, particularly in terms of supporting ideas, could be seen. The following was the outcome of the data analysis:

So there ware several treatments that carried out by research or while conducting research at one of the SMA Al Jameh Pattuku high school by increasing student's reading comprehension through Directional Tracking Strategy.

The steps in applied the Directional Tracking Strategy:

a. Observation

The researcher first conducted observations at the school and brought a research letter to the principal.

b. Provides a pre-test

After the researchers had made observations, the researchers distributed pre- test to students.

c. Provide material about reading, reading comprehension, and directional tracking strategy.

After the researcher finished distributing the pre-test, the researcher saw the results of the students work and the result was that there were still many students whose scores were poor. So I provide material about Reading, Reading Comprehension, and Directional Tracking Strategy.

d. Provide post-test

After the researcher finished giving the material, the researcher distributed the post-test.

So the research has carried out several treatments and the results are that there are some students who improve after receiving the Directional Tracking Strategy.

The researcher settings are finished using the steps above then the results are below:

1. Students' Literal Comprehension in Terms of Main Ideas and Supporting Idea.

The results of the students' reading tests were compiled using literal comprehension in terms of the primary ideas and supplementary thoughts. The following score of literal comprehension was noted in order to determine the pupils' reading comprehension:

Table 1. Rate Percentage and Frequency of the Students' Literal Comprehension in Term of Main Ideas

Classification	Score	Pretest		Posttest	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very Good	86-95	0	0	8	27.59%
Good	76-85	2	6.90%	110	34.48%
Fair Good	66-75	14	48.28%	9	31.03%
Fair	56-65	6	20.69%	1	3.45%
Poor	46-55	7	24.13%	1	3.45%
Very poor	0-45	0	0	0	0
Total		29	100%	29	100%

So looking at the main idea table that there are some students whose pre-test scores are still poor and post-test student scores have increased.

According to Table 1's rate percentages, no students scored exceptional or very good on the pretest, however there were two students who scored well, 14 students who scored fairly well, six students who scored fairly, seven students who scored poorly, and no students who scored very poorly. The results of the posttest revealed that no students received an exceptional grade, eight (27.59%) received a very good grade, ten (34.48%) received a good grade, nine (31.03%) received a fair grade, one (3.45%) received a poor grade, and no students received a very poor grade.

Based on Table 1, the researcher came to the conclusion that most students' reading comprehension in literal understanding of main ideas improved with 2 students (6.90%) in the pretest and 10 students (34.48%) in the posttest.

Table 2. Rate Percentage and Frequency of the Students' literal Comprehension in Term of Supporting Idea

Classification	Score	Pretest		Posttest	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	6	20.69%
Good	76-85	2	6.90%	14	48.28%

Fair good	66-75	13	44.83%	9	31.03%
Fair	56-65	9	31.03%	0	0
Poor	46-55	5	17.24%	0	0
Very poor	0-45	0	0	0	0
Total		29	100%	29	100%

So looking at the supporting idea table that there are some students whose pre-test scores are still poor and post-test student scores have increased. According to Table 2's rate percentages, no students scored exceptional or very good on the pretest, however there were two students who scored well, thirteen students who scored fairly well, nine students who scored fairly, five students who scored poorly, and no students who scored very poorly. Then, it was discovered that there were no students who scored excellent, 6 (20.69%) students who scored very good, 14 (48.28%) students who scored good, 9 (31.03%) students who scored fair good, 0 (0%), students who scored fair, 0 (0%), students who scored poor, and no students who scored very poor.

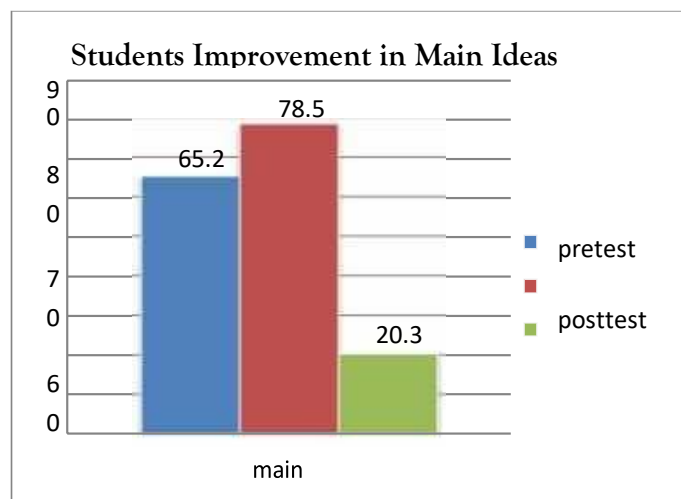
The study's conclusion that students' reading comprehension in literal understanding in terms of supporting details is supported by Table 2 information generally improved with 2 students (6.90%) in the pretest and 14 students (48.28%) in the posttest.

2. The Improvement of Students' Literal Comprehension

The following table shows the pupils' reading comprehension on a literal level:

Table 3. The Mean Score of Students' Literal Comprehension in Term of Main Ideas.

Indicator	Pretest	Posttest	Improvement%
Main ideas	65.27	78.55	20.34%



Graphic 3. The Mean Score of Students' Literal Comprehension in Term of Main Ideas.

So looking at the graphic main idea that the results from pre-test to post-test are improvement.

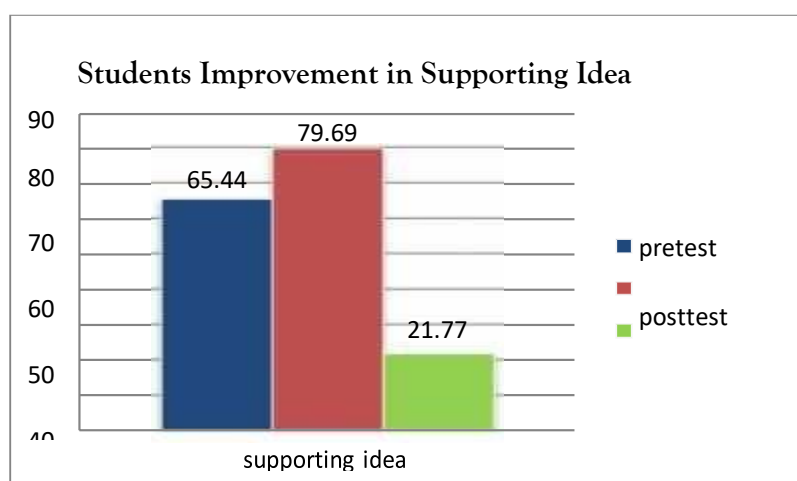
Based on Table 3 and Graphic 3, it can be shown that the mean major concept score improved (20.34%) between the pretest and posttest, from 65.27 to 78.55. It showed that each indicator's literal comprehension score in the posttest was greater than in the pretest.

3. The Improvement of Students' Literal Comprehension (Supporting Idea)

The following table shows the pupils' reading comprehension on a literal level:

Table 4. The Mean Score of Students' Literal Comprehension in Term of Supporting Idea.

Indicator	Pretest	Posttest	Improvement%
Supporting idea	65.44	79.69	21.77%



Graphic 4. The Mean Score of Students' Literal Comprehension in Term of Supporting Idea.

So looking at the graphic supporting idea that the results from pre-test to post-test are improvement.

According to Table 4 and Graphic 4, the mean score for supporting information in the pretest and posttest improved by 21.77% and 79.69, respectively. It showed that the posttest scores for each indicator of literal comprehension (supporting idea) were greater than the pretest scores.

These findings led to the conclusion that the students' reading comprehension, particularly their literal comprehension, may be improved by employing the Directional Tracking Strategy (supporting idea).

Table 5. The Students' Improvement in Reading Comprehension

Indicator	Pre-Test	Post-Test	Improvement%
Literal Comprehension	65.36	79.12	21.05%

Look at the reading comprehension table above that students literal comprehension is improving from pre-test to post-test.

According to Table 5, the pretest's mean score was 65.36, and the posttest's mean score

was 79.12. Between the pretest and posttest, there was a 21.05% improvement. Based on the findings, it was stated that teaching and learning reading comprehension could benefit more from the use of the Directional Tracking Strategy.

4. Hypothesis Testing (t-test of Significant)

The null hypothesis (H₀) was accepted if the t-test result was lower than the t-table' value and rejected if the t-test result was greater than the t-table' values. The outcome of a statistical analysis using a t-test with 0.05 level of significance and degree of freedom (df) = n - 1 with 29 students as the sample size. It might be understood as follows:

$$\begin{aligned} df &= n-1, \\ df &= 29-1, \\ df &= 28 \end{aligned}$$

The value of the t-table is 2.048 based on the significance level and degree of freedom (df) = 28(p) = 0.05 mentioned before. The following table shows the outcome of a t-test on reading comprehension that was focused on the main themes and supporting evidence:

Table 6. The value of student's Reading comprehension

Level Of Literal Reading	Pre-test	Post-test	Mean score	Classification
Main Idea	65.27	78.55	20.34%	Improvement
Supporting Idea	65.44	79.69	21.77%	Improvement

Look at the reading comprehension table above that students main idea and supporting idea is improving from pre-test to post-test.

According to Table 6, the t-test result for reading comprehension with an emphasis on key ideas and supporting concepts for literal comprehension was 20.34% > 21.77%.

Based on these findings, it was determined that students' reading comprehension, namely their ability to understand key ideas and supporting ideas, had improved both before and after adopting the Directional Tracking Strategy.

DISCUSSION

This part will examine the findings of the testing-related data that were gathered and analyzed, which revealed that students' reading comprehension of a text in terms of literal comprehension had improved (main idea and supporting idea). The researcher discovered that the Directional Tracking Strategy was highly effective after using it. This premise was supported by evidence. The study demonstrated that the pupils were extremely interested in the information offered during the application phase of the treatment.

The researcher wants to compare the findings in light of the prior finding. Azizah (2014), who wrote a paper titled "The study's findings were summarized in a paper titled "Effect of Using Directional Tracking Strategy towards the Students' Reading Achievement." results, particularly in terms of Literal Comprehension's main idea, showed a mean pre-test

score of 5.20 and a mean post-test score of 6.75. The students' improvement rate was 28.80% when comparing the mean pre- and post-test scores, and the level of significance for the content t-test was 0.05, which was higher than the t-table ($5.38 > 2.0452$). The mean score for supporting details in the Literal Comprehension section pre-test was 4.84 and post-test was 6.94. Looking at the mean score pre-test and post-test, the students' improvement rate was 43.38%, and the level of significance for the content t-test was 0.05, which was higher than the t-table ($5.38 > 2.0452$). It may be said that the students' literal understanding of reading (primary idea and supporting notion) improved as a result of utilizing the Directional Tracking Strategy.

The researcher also carried out a separate, multi-stage investigation in the meantime. The researcher employed a reading exam and a total number of multiple-choice questions to administer the pre-test to the students when they first met.

After using the Directional Tracking approach and the students' reading test results, the researcher conducted a post-test to determine the students' reading comprehension. Following was indicated:

1. The Students' Reading Comprehension in literal Comprehension (Main Ideas).

How does the adoption of directional tracking approach at SMA Al Jameah Pattuku in Kab. Bone help students' reading comprehension? is one of this researcher's main research objectives. So, based on the problem, researcher did research by applying this method. After the researcher finished using the method in improving the results of students reading comprehension, it showed that directional tracking strategy and as for the results of main idea improved (20.34%) from the pre-test mean score of 65.27 to the post-test mean score of 78.55.

Literal comprehension is a measure of a student's capacity to comprehend the text's substance. A key idea was more than merely making assumptions about what will happen next. Students were more engaged in their reading and maintained a high level of attention thanks to the main topics. The students' comprehension of what they had read and their ability to remember it for longer periods of time might both be improved by focusing on the main topics.

Aguilera 2018 theory of directional tracking strategy can be used to improve students' reading comprehension was supported this result. On the pretest, the pupils' literal grasp of the main topics was graded as fair, but was rated as good in the main ideas on the posttest based on the results discovered prior to the application of the treatment. From the mean score in the pretest of 65.27 to the mean score in the posttest of 78.55, the primary ideas increased by 20.34%. It showed that the post-test main idea score (which measures literal comprehension) was greater than the pretest.

2. The Students' Reading Comprehension in Literal Comprehension (Supporting idea).

How does the adoption of directional tracking approach at SMA Al Jameah Pattuku in Kab. Bone help students' reading comprehension? is one of this researcher's main research objectives.

So, based on the problem, researcher did research by applying this method. After the researcher finished using the method in improving the results of students' reading comprehension, it showed that directional tracking strategy and as for the results of supporting idea improved (21.77%) from the pre-test mean score of 65.44 to the post-test mean score of 79.69.

Supporting the proposition involved more than just making assumptions about what would happen next. Students who were actively engaged in their reading and who had their attention maintained by supporting details. Level additionally, supporting facts may aid children in comprehending complex ideas or sentences.

Aguilera 2018 theory of directional tracking strategy can be used to improve students' reading comprehension was supported this result.

The results showed that when responding to questions on the pretest before therapy, students' Literal Comprehension (supporting idea) was rated as fair, but when responding to questions on the posttest after therapy, it was rated as good. From the mean score in the pretest and posttest, which were 65.44 and 79.69 respectively, the supporting details score increased (21.77%). It revealed that the Literal Comprehension post-test score was higher than the pre-test score.

a. The Improvement of the Students' Reading Comprehension

According to the information in Table 4.5, the students' reading comprehension increased (21.05%) from their mean pre-test score of 65.36 to their post-test score of 79.12. This was demonstrated by the fact that the mean posttest score was higher than the pretest. The Directional Tracking Strategy enabled the Second Grade students at SMA AL JAMEAH PATTUKU to read with higher understanding as a result.

b. The Test of the Students' Significant.

According to the pre- and post-test results, a significant difference was found when the t-test value was more than the t-table value, which was $13.09 > 2.048$, with a threshold of significance of 0.05 and a degree of freedom (df) of 28. The statistical hypothesis of (H₀) was therefore rejected, whereas the statistical hypothesis of (H₁) was accepted. This suggests that employing the Directional Tracking Strategy may help students' comprehension of literal text.

Based on the discussion above, it was determined that one strategy for enhancing students' reading comprehension, particularly in the Second Grade of SMA Al Jameah Pattuku, was the use of the Directional Tracking Strategy.

CONCLUSION

Based on discussion proposed in previous chapter, the following conclusions were presented. This method is good because it can improve students' reading ability and the results are was successful in raising students' literal reading comprehension in the Second Grade of SMA Al Jameah Pattuku in terms of key ideas. The mean score for literal understanding increased from 65.27 on the pretest to 78.55 on the post-test, a change of 20.34 percent. It showed that each indicator's literal comprehension score in the post-test was greater than in the pretest. The mean score of inferential understanding increased from 65.44 on the pretest to 79.69 on the post-test, a change of 21.77%. It showed that each indicator's literal comprehension score was greater on the post-test than it was on the pre-test. Directional Tracking Strategy can also be used literal comprehension by incre asing students through main ideas and supporting ideas.

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