TITLE IMPROVING STUDENTS' READING COMPREHENSION BY USING LITERARY WORK

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ARTICLE INFO	ABSTRACT
	This research aimed at finding out students' literal reading comprehension by using literary work as a Media. The researcher employed a pre-experimental design, in which pre-test and post-test comparison was used to find out whether the used literary work Media enhance the students' reading skill, the population of the research was all students of the eleventh grade students of SMA Negeri 1 Gowa which consisted of three classes. The sample was class XI Bahasa which consisted of 28 students' by using cluster sampling technique. The instruments of this research was reading test. To analyze the score of the students' achievement in pre-test and post-test the researcher used t-test analyzes. The result of the data showed that there was a significant difference between pre-test and post-test. The value of t-test in terms of main idea was 12.1 and supporting detail was 12.5. There figure was greater than the t-table (1.729) at the level of significant (p) = 0.05 degree of freedom (df) = 18. Therefore, it can be said that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. It means that there was a significant difference between the students' reading skill before and after using literary work as a media or it can be stated that the use of literari work as a media was effective in improving students' reading skill at eleventh grade students of SMA Negeri 1 Gowa. *This is an open access article under the license.*
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INTRODUCTION

Language learning is a process to understanding vocabulary and meaning. In the process of teaching and English learning, there are four skills which are then defined as basic skills that are very important namely listening, speaking, writing and reading.

Reading is one of the skills in English learning that is important for students so they can get more information they need. Reading is one of receptive skills, to expand students' knowledge

about the meaning of language, culture, and the world. That is the basis so it is very important for students to know reading comprehension.

Understanding is an effective and efficient ability. John Kruidenier elaborated that "comprehension is an active process and the reader must interact and be engaged with the text for it to work well". Definition of reading comprehension in detailed definition, Peter Westwood stated, "reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for example, as literal, inferential and critical." This means that reading comprehension is an active process, capable of reading many materials different and can understand it.

Reading comprehension texts is needed to learn more about English, especially English texts and culture. It takes a process that is not fast and not easy. They must have a good understanding of all aspects of reading such as main ideas, conclusions, details, and vocabulary comprehension to reach the graduation level for reading comprehension. So to improve the ability to understand reading, students must be able to identify the writer's ideas.

There are many methods and approaches available for teaching and learning to develop students' reading skills. Teachers need to consider methods, strategies and teaching materials that are appropriate for teaching reading comprehension for the reasons mentioned above. Reading comprehension can be improved with various materials, one of which is a literary work.

Literary works are works of art in the form of written works. A write work full of beauty and meaning in life. The ability of literary works to convey messages (ideas) puts literature as a means in many ways. As said by many experts, "if done correctly, literary teaching functions to help education in its entirety, namely helping with language skills (listening, speaking, reading, writing), increasing cultural knowledge, developing creativity and taste, and support the formation of character and personality. This means that literary teaching (education) does not only carry out cultural and ideological functions, but also practical functions. "(Candra Magazine [disdikpora DIY], edition 3, 2017).

The use of literary work materials helps bridge the gap between class knowledge and student capacity to participate in the real world. In other words, combining literary teaching materials helps students obtain effective communicative competence in reading comprehension.

Referring to the English competency requirements, students are expected to develop their ability to understand short functional texts and essays such as narration, explanation and discussion in the context of daily life to access knowledge. Researchers use literary works as active teaching material to improve students' reading comprehension, improve communication between students, and give individual students an active role in the learning process of reading comprehension. Literary work is expected as a text to learn new knowledge, ideas and concepts so that it can become teaching material to improve students' reading comprehension.

From the above considerations, the researcher decides to investigate improving students reading comprehension by using literary works. This research limited to improve literal reading comprehension of students. Literal reading comprehension was the lowest level of comprehension. The term literal comprehension refers to the ability to understand and to recall information that has been explicitly stated in a text. The text may be written or spoken. The literal comprehension is the most fundamental in reading comprehension kinds because the readers must first understand what author expresses before drawing an inference, making an evaluating or gaining an appreciation.

According to Smith and Robinson in Karman (2011:13) that literal reading comprehension is getting the meaning of a text only on its surface. They stated that there is no depth in this kind of reading. Some specific reading skill at the literal level of comprehension are identifying specific information or nothing details, sequencing event when explicitly signal are given, finding the main idea and the content of the reading text. The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying state conclusion, and identifying explicitly state relationships and organizational patterns.

RESEARCH METHOD

The research design in this research used pre-experimental design, with pre-test and post-test design. In this research, t-test was used to test the significant of students' reading achievement before and after conducting treatment. the student given the pre-test in the preliminary to find out where their prior knowledge and to know the score of the students who would eventually find out the results of whether there is an increase or not in the post-test. In this case, the researcher gave the test to determine the literal element after reading a narrative text before giving treatment.

Treatment was used in teaching and learning process. The treatment was carried out two meetings and using film for each meeting as a teaching material. The last process was giving post-test is a test that gived after the treatment had been done to know the achievement and students' development after learned process in students reading comprehension by used literary work through a film which the results was compare from the difference between the pre-test and post-test.

The population of this research is the grade students of SMA Negeri 1 Gowa using cluster sampling consisted of 410 students. The researcher took one class as a sample that is XI MIA consisted of 19 students. The sampling technique was choosen by compared some aspects so, they are; the first the researcher know well students conditions and second is based on observation steps.

This research used two variables, those are dependent and independent variable.

The independent variable of this research is literary work in teaching reading comprehension. It is very important process to which allow the students to shared and develop

ideas/opinion to improve their reading skill. The dependent variable of this research is the students' reading comprehension. The researcher used reading test for pre-test and post-test to assess students' reading comprehension.

RESULT AND DISCUSSION

The findings of this studied related to the effectiveness of improving students' reading comprehension by using literary works (A Pre-Experiment Research at the eleventh of SMA Negeri 1 Gowa).

The Improvement Reading Comprehension Students use literary works in terms of determining the main idea and supporting details

Table 1. The Improvement Reading Comprehension Students use literary works

| No | Indicator | Mean Score | | Improvement |
		Pre-Test	Post-Test	
1.	Main Idea	3.55	6.84	92%
2.	Supporting Details	4.18	7.23	72%

Based on the table above, it showed that there was increased in the students score post-test in literal reading comprehension. The data analysis shows that the students mean score improved from pre-test to post-test. Before applying the treatment in pre-test, the students 'mean score in reading narrative text in term of main idea was 3.55, and the students' mean score in reading narrative text in terms of supporting details was 4.18. It was caused that they did not know understand how to manage every part of the text. After that, the researcher gave treatment by using narrative text equipped with literary works of short movie type. Learning Approach and the score of the students' had improved. It showed in post-test which the students 'mean score find out the literal form in term of main idea was 6.84, and the students' mean score in reading narrative text in term of supporting details was 7.23. there was improvement of the students' achievement in literal comprehension in term of main idea was 92% and 72% in term of supporting details. It meant that the use of literary works was good to improve the students' reading comprehension in terms of main idea and supporting details.

Hypothesis Testing (T-Test of Significant)

The hypothesis was tested by using t-test in order to verify whether students' ability using literary works narrative text and short movie was improved. Hypothesis was a temporary answer to the problem that must be formulated as stated in Chapter II. (H0): There is no significant students' reading comprehension through literary work and (H1): There is significant students' reading comprehension through literary work. In this research the researcher uses t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = N-1 (19-1=18) and the t-table was 1.729. The table shows the result of the t test

calculation Based on the level of significance 0.05 and the degree of freedom (df) = 18 above, the value of the t-table = 1.729. The result of t-test can be seen in the following table:

Table 2. Components of literal reading

Components of literal reading	t-test value	t-table value
Main Idea	12.1	1.729
Supporting Details	12.5	1.729
Reading Comprehension	**12.3**	1.729

Table 4.2 The Significant of Students' Reading Comprehension

Table 4.6 showed that t-test value was greater than t-table value and in the t-table for α = 0.05 and degree of freedom (df) = t ratio was 1.729. Based on the calculation, the value of t-test was greater than the ratio on t-table 12.3>1.729. According to this result, it could be concluded that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

Discussion

This research concerned to the implementation literary work as a media to improving students' reading comprehension, focused on the students' literal reading comprehension in terms of main idea and supporting details at the eleventh grade students of SMA Negeri 1 Gowa.

Literary work is the art of creating written works with beautiful language, essays in the form literary works, knowledge of everything related to literary art. Defining literature or certain limits as something referred to as literature are very dependent on certain perspectives. "Literary work is a unique phenomenon. In it is full of a series of meanings and functions and conditions with imagination" (Endraswara, 2013: 7). However, it does not mean that as a study of literature it has no specificity to be a differentiating marker with other studies.

Wallek and Austin Warren (1989) provides several limitations on literature, namely first, literature as everything written or printed. Second, leave on masterpieces (great books), which are books that are considered prominent because of their literary form and expression (aesthetic judgments on language style, composition, and delivery power). Third, literary art is an imaginative work. Fourth, identify by detailing the use of language that is typical of literature. The division of imaginative literary genres can be summarized in the form of poetry, prose fiction, drama, and along with the development of literary times there are also films.

The researcher found that applying literary work as a media in learning was an creative and effective approach to improve the students' achievement in teaching and learning process.(Yemima Alberty Language and Arts Department Teachers' Training and Education Faculty Bengkulu University 2006; Detty Varita, Syiah Kuala University, Banda Aceh 2017;

Nofitarina, UIN Raden Fatah Palembang 2017). Confirmed that literary work is learning that creative workings of the learning. The focus likes and loves the learning process rather than focusing on the regularity. The results of the some studies above showed that using literary work as a media in learning are always success when conducted in the learning process. Such as the increased result of academic achievements, the retention and the students motivations.

Based on the explanation above, the researcher conducted the study which consisted of several stages with used cluster sampling with the one group classes to find out whether or not the use of literary work improved the students' literal reading comprehension in identified main idea and supporting details.

This research findings that the students' reading comprehension by using literary work showed the improvement of the students' reading comprehension in teaching and learning process especially on the students' literal reading comprehension in terms of main idea and supporting details. From the improvement was supported by mean score and percentage of the students' pre-test and post-test result. It was indicated as follows:

a.   The Improvement of the Students' Reading Comprehension by using literary work as a learning media in Terms of Main Idea and Supporting Details.

b.   The researcher gave a treatment used literary work to sample class and so that the students could show an improvement in the post-test. The students were given a pre-test consisted of essay test to measured the students' reading comprehension before the learning teaching process or before treatment is done.

At the beginning, the result of the students pre-test were low, especially in founded the main idea and supporting details. Almost of the students when their readed a reading text, they spent much time to think about the meaning of the word in the reading text and they tended to know or focused on the other words rather than the meaning of the reading text itself. Their only read the reading text, but they did not understand about how to found out the main idea and supporting details of the text. It showed that the students could not express their ideas and their understandable.

After the pre-test, the researcher gave the treatment for four meetings. In each of the meetings in researcher gave the literary work (short movie) to make a spirit in learning process. As the result stated that a new approach helps to maintain good worked relationship with teachers and the students, make learned meaningful and a joyful experience, and it helped the students to reduce their depression level.

In the first meeting when the researcher gave pre-test, researcher looked the most of students did not know literal reading comprehension. It could be seen on the table 4.1 that the mean score of the students' literal reading comprehension on understanding the main idea in pre-test was very poor, it was 3.55 and the students' literal reading comprehension in term of supporting details is 4.18

After the pre-test, the researcher gave the treatment for two meetings. In the online learning process, the researcher provided several learned videos on how to determined the main idea and supporting details, this was done because their saw the enthusiasm of students

were very enthusiastic about learning contextually, even though it was limited to the teaching and learning process directly in the classroom.

Then, the researcher also provided treatment for literary media in the form of short movie that tell local stories that was closely related to the students' environment. The students were very enthusiastic in responded to the films their watched.

In the treatment, the researcher used a short movie "sama dengan" (https://www.youtube.com/watch?v=yXJUojj7e4o) with Indonesian language and English subtitles. This short movie has a comedy tragedy with an interested storyline so that students become very enthusiastic in the learned.

The mean score of the students in post-test had improved was higher than the mean score of the pre-test from 3.55 increased to 6.84. There was improvement of the students' achievement in literal comprehension in term of main idea was 92% and the score of supporting details improved from 4.18 in pre-test's mean score to 7.23 in post-test's mean score. After calculating of the mean score between pre-test and post-test, the researcher found that the improvement of the students' achievement in literal reading comprehension in term of supporting details to became 72%.

By this media, the researcher gave the materials in a fun way. Therefore, short movie could help students organized information of the text, making it easier for them to pull information together or a better understanding of the main idea and supporting details of the reading text. Seeing the result above, the use of literary work at the twelfth grade students of SMA Negeri 1 Gowa had improved student's literal reading comprehension.

CONCLUSION

The use of literary work is one of the creative media in teaching and learning process to improve the students' reading comprehension in literal reading comprehension at the eleventh grade students of SMA Negeri 1 Gowa.

Based on the result of data analysis and the result of the discussion in the previous chapter, the researcher concluded that the improvement of the eleventh grade students of SMA Negeri 1 Gowa in reading comprehension used literary work was good, it is proved by t-test value that is 12.3 greater than the value of t-table 1.729. In the other words, literary work as a media was effective the students' reading comprehension in terms of main idea and supporting details, and the students usually enjoy teaching and learning creative process by applying literary works.

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