


USING RANDOM TEXT STRATEGY IN IMPROVING READING COMPREHENSION ABILITY TO THE SECOND YEAR STUDENTS AT SMPN 1 PARIGI

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: 16-10-2021 Revised: 18-10-2021 Accepted: 6-12-2021 Published: 16-12-2021</p> <p>Keywords: Reading Test Random text</p>	<p>The research aimed to find out the improvement of the students literal reading comprehension by using random text strategy at the second year student of SMPN 1 Parigi.</p> <p>Pre Experimental research with pre-test and post-test was used in the research. This study sample was class VII.B at SMPN 1 Parigi in academic year 2020/2021 which consist of 22 students.</p> <p>The research findings indicated that at SMPN 1 Parigi, random text strategy will enhance learner's literal reading comprehension. It was proven by the mean score of pre-test was 46.36 and post-test was 77.77. The improvement of pre-test to be post-test was 67.75%. The result of improvement is also proved with t-test value. The researcher found that the value of t-test was 8.75 was greater than t-table 2.07. It was concluded that the use of the Random Text strategy at SMPN 1 Parigi was effective to improve the literal reading understanding of the students.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Reading is a one of the abilities to increase the knowledge of students to understand the ideas, main ideas, and goals in the reading. According to Alyousef (2005: 144), “reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency.”

Reading is the ability many other languages consist of four skills, listening, speaking, reading, and writing. Among the four skills, reading is one of the skills that possessed by human being to produce ideas and feelings.

Reading comprehension is a learner’s ability to understand text or provider literature, besides they were also able to manage the text. The ability of the individual to understand the text depends on how much information it knows and their ability to process. Reading greatly effects student’s ability to learn English, information can be obtained by reading but the reading interest of students today is greatly decreased, therefore the writer tries to use new method to build student enthusiasm for learning.

Based on this, the writer uses random text strategy in teaching reading, the reading capacity is expected to increase. The tittle of study is “Using random text strategy in improving reading comprehension ability to the second year students at SMPN 1 PARIGI”

RESEARCH METHOD

The research used a pre experimental design, with pre-test and post-test.

Table 1. pre-test and post-test

O ₁	X	O ₂
Pre test	Treatments	Post test

RESULT AND DISCUSSION

The result of the research that use random text strategy to improve students literal reading comprehension at SMPN 1 Parigi. Literal reading comprehension consist of two indicators those are: main idea and sequences details. After conducting the treatment in four meeting and giving the pre-test and post-test, the students had improvement in literal reading comprehension. It could be seen in the following table below:

1. The student's literal reading comprehension

The mean score of student's literal reading comprehension with the pre-test and post-test score could be seen in the following table:

Table 2. Mean score of student's literal reading comprehension

Indicator	Pre-test	Post-test	Improvement
Main idea	54.54	79.72	46.17%
Sequence detail	46.36	77.77	67.75%

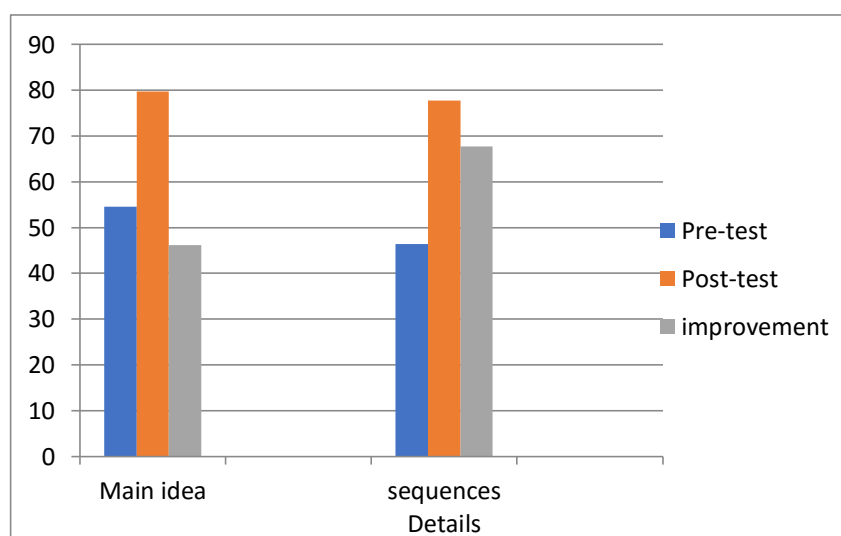


Figure 1. Students literal in reading comprehension

In the graphic shows that from 22 students who followed the mean score of pre-test in term main idea got 54.54, post-test got 79.72 and the improvement was 46.17%. The mean score of pre-test in term sequence detail got 46.36, post-test got 77.77 and the improvement was 67.75%. The result is that the post test score of the students is higher than the pretest score. The implies the students can enhance

literal reading comprehension at SMPN 1 Parigi after using the random text strategy.

2. The student's literal reading comprehension in term main idea

The findings result of classification score of students in literal reading comprehension in term main idea with the comparing the score classification between pre-test and post-test.

TABLE 3. The rate percentage of the pre-test and post-test students

No.	Range of Score	Frequency		Categories
		Pre-test	Post-test	
1.	96-100	0	1	Excellent
2.	86-95	5	9	Very Good
3.	76-85	3	5	Good
4.	66-75	2	1	Fairly Good
5.	51-65	0	5	Fair
6.	31-50	3	1	Poor
7.	0-30	9	0	Very poor

The table above explain the students reading comprehension ability before and after treatment. The table describe that from 22 students, in the pre-test there were 9 students got the very poor score, 3 students got the poor score, no student got the fair score, 2 students got the fairly good, 3 students got the good score, 5 students got the very good score, no student got the excellent score. The implies that the mean pre-test score showed that the standard ability of students to read was very poor. Than the post-test there is no student got the very poor score, 1 student got the poor score, 5 students got the fair score, 1 student got the fairly good, 5 students got the good score, 9 students got the very good score, 1 students got the excellent score. This means that the mean score of the posttest shows that the standard skill of the students was really good at understanding reading.

3. The student's literal reading comprehension in term sequence detail

The findings result of classification score of students in literal reading comprehension in sequence detail with the comparing the score classification between pre-test and post-test.

TABLE 4. The rate percentage of the pre-test and post-test students

No.	Range of Score	Frequency		Categories
		Pre test	Post test	
1.	96-100	2	9	Excellent
2.	86-95	3	1	Very good
3.	76-85	3	0	Good
4.	65-75	2	5	Fairly god
5.	51-65	0	1	Fair
6.	31-50	2	6	Poor
7.	0-30	10	0	Very poor

The table 3 explain the student reading comprehension ability before and after treatment. The table describe that from 22 students, in the pre-test there were 10 students got the very poor score, 2 students got the poor score, no student got the fair score, 2 students got the fairly good, 3 students got the good score, 3 students got the very good score, 2 students got the excellent score. The implies that the mean pre-test score showed that the standard ability of students to read was very poor. than the post-test there were no student got the very poor score, 6 students got the poor score, 1 student got the fair score, 5 students got the fairly good score, no student got the good score, 1 student got the very good score and 9 students got the excellent score This means that the mean score of the posttest shows that the standard skill of the students was excellent at understanding reading.

CONCLUSION

Using random text strategy is effective in teaching learning process to the second year student at SMPN 1 Parigi. Findings in this study explain that the ability to comprehend reading is still poor until the random text strategy was used. The mean score of the literal reading in term of main idea in pre-test score is 54.54 is higher than applying random text strategy, the score in post-test is 79.72. and the mean score the students literal reading in term of sequence detail the pre-test was 46.36 was higher that applying random text strategy thee post-test score was 77.77. The improvement of the students literal reading comprehension in term of main idea in pre-test and post-test was 46.17%. than Enhancement of literal reading

comprehension of students in terms of sequence specificity in pre-test and post-test was 67.75%. The result of the data analysis show that random text strategy was effective in teaching reading. The students were interested in learning reading comprehension by using random text strategy.

Through the result of pre-test and post-test the result of t-test value of the level of significant (p) : 0.05 with the degree of freedom (df) : 21 indicated the t-test value in the main idea aspect is higher than t-table (9.72>1.72) and the t test value in aspect sequence detail got (8.75>1.72). The researcher can concluded that there were major variations between the results of pre test and post test students by using random text strategy to improve students literal reading comprehension.

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