THE EFFECTIVENESS OF USING RANDOM TEXT STRATEGY IN TEACHING READING

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ARTICLE INFO	ABSTRACT
	This pre-experimental research aimed at finding out whether or not the use of Random Text Strategy is effective to improve the students' literal and interpretative reading comprehension at the 7th grade Students of SMPS Ahlu Shuffah Muhammadiyah, Bantaeng Regency, Province of South Sulawesi. The sample of this research was the 7th grade Students of SMPS Ahlu Shuffah Muhammadiyah.The researcher used purposive sampling method because that class was able to fulfill the rules and they had the characteristics that the researcher wants. Hence, the researcher want to overcome the students' problem in reading and improve their reading skill through the use of random text strategy then the researcher chose the class with the low English learning achievement compared with the others classes especially for their reading skill and find out the effectiveness of this strategy. The findings of this research shown that there is a significant improvement toward the students' reading comprehension in the post-test compared with the students score in pre-test. The use of random text strategy is effective to improve the students' literal reading comprehension. It based on the result of the students' reading test in pre-test compared with the students' reading test result in post-test. *This is an open access article under the CC BY-SA license.*

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INTRODUCTION

Reading is one of the English skills that some students do not like and are interested in. Students have difficulty getting reading assignments. The reason is insufficient reading comprehension. One important thing that can help students find an understanding of the students' reading is the students' ability in understanding the reading material presented by the teachers, its elements and the relationship between them. By reading, the students could give a boost to their vocabulary and, in fact, advantage access to knowledge. Knowledge reading substances is a capability that youngsters need to develop and expand, and it calls for greater effort and extra attention due to the fact they need to learn how to assemble sentences, stories and poems. In this case, the technique of coaching and gaining knowledge of English needs techniques and strategies that play a crucial function within the teaching and studying process that teachers use. The effective approach results in a great bring about the coaching and studying system and the trainer is absolutely capable of awakening the incentive and hobby of the students in studying English, in particular on the subject of reading skills. Consequently, to enhance the students' analyzing comprehension, the researcher attempts to use the random textual content method on this look at.

In the other hand, there are several researchers that carried out about Random Text Strategy (Rustan, 2010; Kristofani, 2017; and Sahin, 2013) however, all the previous research only discusses Random Text Strategy in reading as a general and some of them used Narrative Text as a reading material. While, this research discussed whether random text strategy effective or not in improving the students' reading skill in terms of literal comprehension and this research used Descriptive Text as a reading material. Here, the researcher focused on describing things as a material of teaching. Thus, it makes this research different with the previous researches.

Random text method is a learning approach in which text is the number one tool. In this situation, the text is given to the random college students, and then they make it in its actual form. This is an energetic learning method. This approach is suitable for language mastering as it can assist college students to suppose logically and chronologically. Furthermore, Mustakim (2004) states that random textual content is quality used for language course. With these method students are required to suppose logically with a type of storyline of studying. While Kristofani (2017) stated that random textual content is a good approach wherein inexperienced persons or students are required to logical thinking to kind the storyline or studying.

Based on the preliminary research that the researcher conducted in SMPS Ahlu Shuffah Muhammadiyah Bantaeng, the researcher found that there are several problems faced by the students in learning English. In addition, reading is one of the skills in English that the students think boring to learn. The students are not interested in learning English especially in reading material. This problem effected the students' English learning achievement. In contrary with those statements, the researcher wants to overcome those problem faced by the students in learning English especially in reading material. Here, the researcher wants to get

the students' attention and the students' interest in reading by providing an appropriate teaching strategy namely random text strategy that aims to improve the students' reading skill.

RESEARCH METHOD

This research applied a pre-experimental method with one group pre-test and post-test design. The researcher used the purposive sampling method because that class can fulfil the rules and they had the characteristics that the researcher wants. According to Setyadi (2006) this design involved one group as a pre-test (o1), exposed to treatment (x), and post-test (o2). Explaining research chronological, including research design, research procedure, how to test and data acquisition. The description of the course of research should be supported references, so the explanation can be accepted scientifically. Research Procedure: (a) Pre-Test, a Pre-test was given to find out the students reading skills before giving treatment. In this stage, the researcher used a reading test by using topics through the reading text material based on the curriculum 2013 that implement in SMPS Ahlu Shuffah Muhammadiyah Bantaeng, to find out how effective the students' reading was before the researcher give the treatment. (b) Treatment, a after pre-testing, students were treated using a random text strategy to ascertain the effectiveness of text reading. It was held three times, each meeting lasting 90 minutes. The treatment process is as follows :(1) The researcher divided the students into several groups so that they could share the lesson (2) The researcher distributed reading material that was randomly organized. Each group gets a full text that is randomly arranged. (3) The researcher asked the students to rearrange the reading material into the proper composition or correct form. (4) Each group presents or suggests their work in class so that they can discuss the reading material, especially the main idea and description of the text. (4) The researcher taught the students the correct structure of the reading material so that they could correct their mistakes in arranging the reading material. (b) Post-test, in this stage, the researcher gave the students' a test to find out the effectiveness of Random Text after giving the treatment. The researcher used to read tests that were conducted at the end of the treatment.

RESULT AND DISCUSSION

1. Improving students' understanding of literal reading and interpretative Readings

Improving comprehension skills in terms of understanding verbal and interpretive reading can be seen from the average value of the following pre- and post-test: a. Improving students 'comprehension of oral reading Based on the results, improvement in students' reading comprehension in terms of comprehension of oral reading can be determined by the average score before and after the test:

Table 1. Average score for reading comprehension

NO	Indicators	Pre-Test	Post-Test	Improvement (%)
1	Literal Reading Comprehension	71	85	14%

Table above shows the improvement of the students score of both of the test in pre-test and post-test. The students' literal reading comprehension where is in the test in the pre-test, the students got 71 mean score and improved in the test in the post-test where is 85 and the improvement is 14 %. It means there are an improvement toward the students' literal reading comprehension.
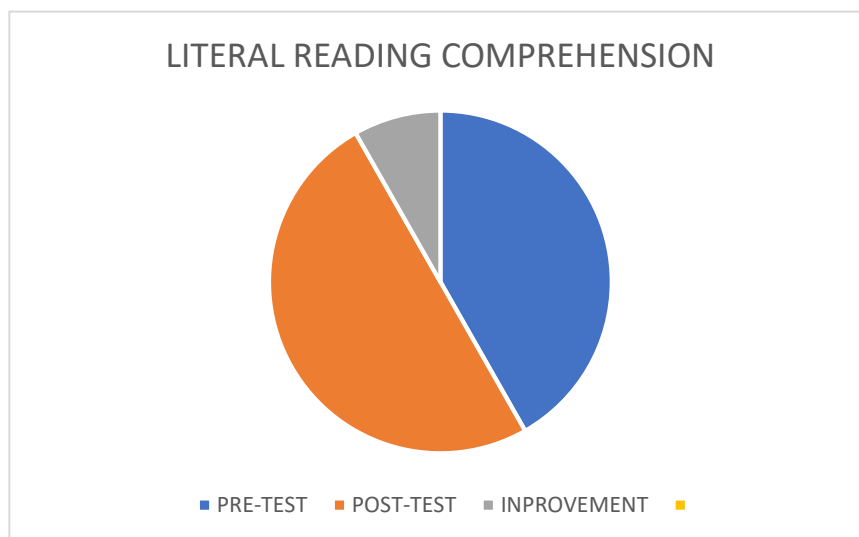

Figure 1. The Mean Score of the Student's Improvement in
Literal Reading Comprehension

Chart 1.1 shows the improvement of the students score of both of the test in pre-test and post-test, where the students' literal reading comprehension in post-test improved compared with pre-test. The improvement is 14 %.

2. The Improvement of Students' Interpretative Reading Comprehension

Based on the findings, the improvement of the students' reading comprehension ability in term of interpretative reading comprehension can be seen from the mean score of pre-test and post-test below:

Table 2. The Mean Score of the Student's Improvement in Interpretative Reading Comprehension

NO	Indicators	Pre-Test	Post-Test	Improvement (%)
1	Interpretative Reading Comprehension	54,25	83,25	29%

Table 2 Shows the improvement of the students score of both of the test in pre-test and post-test. The students' interpretative reading comprehension. Here, the mean score of

the students' interpretative reading comprehension was 54,25 in the pre-test and 85 in post-test and improvement is 29%.
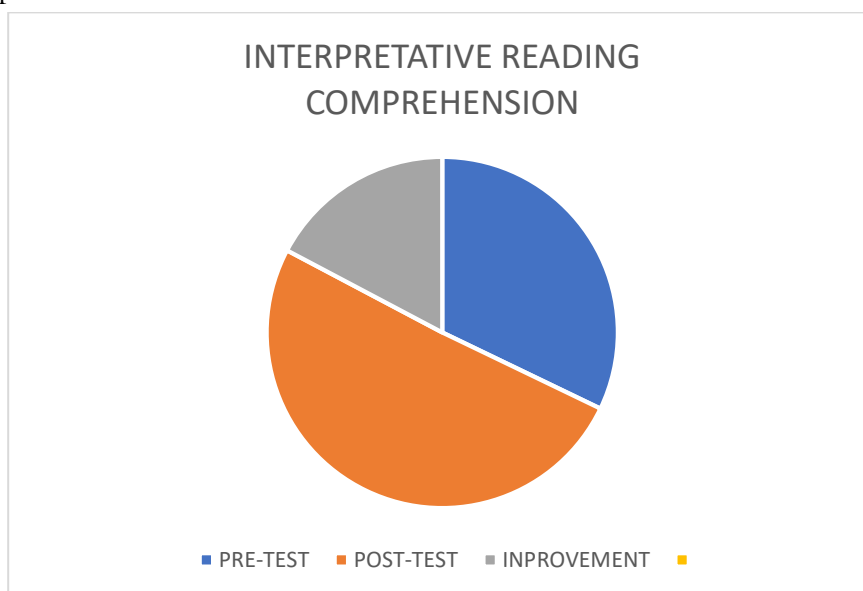

Figure 2. The Mean Score of the Student's Improvement in Interpretative Reading Comprehension

Chart 2 shows the improvement of the students score of both of the test in pre-test and post-test, where the students' interpretative reading comprehension in post-test improved compared with pre-test. The improvement is 29 %.

3. **The Classification of the Students' Literal and Interpretative Reading Comprehension**

Based on the result of the test in pre-test and post-test, the researcher found the distribution of frequency and percentage score of the students' literal and interpretative reading comprehension that presented as follows:

4. **Literal Reading Comprehension**

Table 3. The Distribution of Frequency and Percentage Score of Students' Literal Reading Comprehension

Classification	Score	Pre-Test		Post-test	
		F	%	F	%
Excellent	96-100	0	0	4	20
Very good	86-96	0	0	7	35
Good	66-85	13	65	8	40
Average	56-65	6	30	1	5
Poor	36-55	1	5	0	0
Very poor	0-35	0	0	0	0
Total		20	100	20	100

Based on the table above, in pre-test, none of the students got excellent and none of them got very good. While, 13 students got good and 6 of them got average. Moreover, there

is 1 student got poor and none of the students got very good. Furthermore, in post-test, there are 4 students got excellent, 7 of them got very good. While, there are 8 students got good, 1 student got average score and none of the students got poor and very poor.

5. Interpretative Reading Comprehension

Table 4. The Distribution of Frequency and Percentage Score of Students' interpretative reading comprehension

Classification	Score	Pre-Test		Post-test	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-96	0	0	6	30
Good	66-85	3	15	14	70
Average	56-65	10	50	0	0
Poor	36-55	6	30	0	0
Very poor	0-35	1	5	0	0
Total		20	100	20	100

Based on the table above, in pre-test, none of the students got excellent and very good but there are 6 students got very good in post-test. Moreover, there are 3 students got good in pre-test and 14 students got good in post-test. Beside, there are 10 students got average in pre-test and none of them got average in post-test. In addition, none of the students got poor and none of them got very poor both in pre-test and post-test. As a conclusion, it can be concluded that the use of the random text message technique is capable of improving the interpretive reading comprehension of the students based on the explanations mentioned above. According to the findings of researchers who have shown that the improvement in English students 'ability in descriptive reading comprehension after treatment is low, students' reading literacy remains low, but after treatment, the technique Text used at random is able to analyze the supporting details of the text. This finding is also supported by previous research findings. Alkhairia (2018) finds that the use of random text texts improves students' reading comprehension in terms of descriptive reading comprehension.

The mean pre-test score of 65.36 was rated acceptable, 79.12 was rated good on the post-test, and the improvement on the post-test was 21.05%. Thus, there has been an improvement in students' descriptive reading comprehension in terms of supporting details in this research and previous research findings.

CONCLUSION

After research, it was concluded that the use of random text strategies is effective in improving students' understanding of the text literally and figuratively. It is based on the student's reading comprehension score in the pre-test with 71 literal reading comprehension grade point average and 54.25 interpretation reader comprehension average compared to post-test student reading score. With an average of 85 on reading comprehension and 83.25 on average of reading comprehension.

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