

THE USE OF UNDERLINING STRATEGY OF IMPROVING STUDENTS' READING ACHIEVEMENT AT SMP KARTIKA WIRABUANA XX-2 MAKASSAR

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Abstract

This study examines the Underlining strategy to improve students' reading achievement in reading. The purpose of this study was to determine students' reading achievement before and after learning by using the underlining strategy and to test whether there is a significant effect between underlining strategy on students' reading achievement and students' reading comprehension. The research design is experimental in the form of pre-test and post-test with a quantitative approach. The population in this study was class VII SMP Kartika Wirabuana XX-2 Makassar, which consisted of 2 classes with a total of 68 students. The sample in this research is 20 students. 10 students from class VII B and 10 students from class VII C. The instruments used in this study were tests and questionnaires. The instrument test is to measure the effectiveness of the Underlining strategy while the questionnaire instrument is to measure students' perceptions about the use of students' reading comprehension? The results showed that the average value of students' reading comprehension in the pre-test was 53.75 while in the post-test after implementing the underlining strategy it was 78.30. This shows that there is a significant increase before and after the implementation of the underlining strategy so that it is effective in increasing students' reading comprehension. The student's response to this use concerns a number of things including making students more active in learning to read English, better understanding the content of the material being taught, and making students more interested in learning. The conclusion of this study is that it is effective for use in improving students' reading comprehension.

Keywords : Underlining strategy, Reading skills.

Abstrak

Penelitian ini mengkaji tentang Underlining strategy untuk meningkatkan prestasi membaca siswa membaca siswa. Tujuan penelitian ini adalah untuk mengetahui prestasi membaca siswa sebelum dan sesudah pembelajaran dengan menggunakan underlining strategy serta untuk menguji apakah ada pengaruh yang signifikan antara underlinig strategy terhadap prestasi membaca siswa dan pemahaman membaca siswa. Desain penelitian ini adalah ekperimental berupa pre-test dan post-test dengan pendekatan kuantitatif. Populasi dalam penelitian ini yaitu kelas VII SMP Kartika Wirabuana XX-2 Makassar yang terdiri dari 2 kelas dengan jumlah siswa sebanyak 68 siswa. Sampel dalam penelitian ini 20 siswa. 10 siswa dari kelas VII B dan 10 siswa dari kelas VII C. Instrumen

yang digunakan dalam penelitian ini berupa tes dan kuesioner. Tes instrumen untuk mengukur efektifitas Underlining strategy sedangkan instrumen kuesioner untuk mengukur persepsi siswa tentang penggunaan pemahaman bacaan siswa? Hasil penelitian menunjukkan bahwa nilai rata-rata membaca pemahaman siswa pada pre-test sebesar 53,75 sedangkan pada post-test setelah penerapan underlining strategy 78,30. Hal ini menunjukkan bahwa terdapat peningkatan yang signifikan sebelum dan sesudah penerapan underlining strategy sehingga ini efektif dalam meningkatkan pemahaman membaca siswa. Untuk respon siswa terhadap penggunaan ini yaitu menyakut beberapa hal di antaranya membuat siswa lebih aktif dalam belajar membaca bahasa inggris, lebih memahami isi materi yang diajarkan, dan membuat siswa lebih minat belajar. Kesimpulan penelitian ini adalah efektif untuk digunakan dalam meningkatkan pemahaman membaca siswa.

Kata Kunci : Strategi menggarisbawahi, Keterampilan membaca.

1. INTRODUCTION

Reading is one of the four skills taught in the process of learning English, in addition to listening, speaking, and writing. However, all the English skills, reading is considered the most important one. That is why, developing strong reading skill in students is one of the main goals of any English education program. Through reading, students can expand their reading comprehension. Reading is not an easy text, but "reading is as important as the success in our society". The ability to read is highly appreciated and important as social progress and education. Therefore, it can be concluded that daily activities and daily reading activities are closely related because reading is not only useful in the world of education but also in life, social, and work. Reading is also the key to success in spelling or writing. Being a fast and efficient reader is important for classroom-based learning especially for meeting homework requirements and doing well in standardized exams.

(MD Basri, AT Ampa, AA Andriani,, 2013) also states that learning materials are a key component of teaching and learning process. They are used to help transfer information and skills to others. In general, there are two kinds of learning materials, i.e. printed materials and non-printed materials.and the teaching process is effective, the teacher must know the appropriate learning strategies varies and does not rely on one method alone. Various strategies can be change the saturation of students, so that students are more happy and excited in learning study.

Reading is an interactive activity to strum and understand the meaning or meaning contained in the writing material. In addition, reading is also a process that is done and used by readers to obtain the message to be conveyed by the author through the medium of words or material. written (Ssomadayo, 2011:4-5). The above statement in line with Harjasujana (1987: 36) states that reading is an indicative communication activity that allows readers and writers to bring a background of defense. Nurhadi (1987:13) explains that reading is a complex and complex process. Complex means in the process of reading involved various internal factors of the reader. Internal factors are in the form of intelligence factors, interests, talent attitudes, motivation, reading goals, and so on. Internal factors can be in the form of reading facilities, reading texts, environmental factors or socioeconomic background factors, habits, and reading traditions.

The teaching process is effective, the teacher must know the appropriate learning strategies varies and does not rely on one method alone. Various strategies can be change the saturation of students, so that students are more happy and excited in learning study.Students must have the ability to read in order to understand meaning in the reading. Without good

reading skills, then students cannot understand the learning process and the material being taught. Therefore, reading skills have been taught to students since grade 1 in elementary school level, even at the Kindergarten level, children have also been trained to recognize letters and read. From the point of educational view, the various learning materials are categorized as parts of learning media (AT Ampa,, M Basri, AA Andriani, 2013). Therefore, teachers must be able to apply appropriate reading strategies in teaching students in lower grades. The reading strategy used by the teacher must be in accordance with the students' needs. The use of the right strategy is very help students in mastering reading skills. Reading strategies in class low grade is different from the reading strategy applied to high grade students. This is because low grade students are taught to recognize letters and can read. However, the strategies taught to high grade students are more focused on the understanding or meaning contained in the reading.

Junior high school students are required to master four English skills, they are listening, speaking, reading and writing skills. These skills contribute to the success of the objectives of teaching English in junior high schools. Through these skills, students are expected to be able to learn English comprehensively. Among the skills that cannot be dismissed to achieve English language competence.

According to Wooley (2011 : 9) as quoted in Oktaviani, (2017 : 5 - 6) reading is a to describe the importance of content. The goal is to get the importance of the entire reading material instead of getting the importance of separate words or sentences. who Fitriana M. , (2018 :43 - 51) said that continuous reading is feasible to expand students' understanding ability. In a way, this suggests that repetitive reading is valuable for low achievers in expanding their perception of reading texts. According to Brown (2000 :23) in Suryani, (2019 : 9 - 10) states that the reader does not have to articulate every word and does not have to know the importance of each word and does not have to know the importance of each word but awareness of its content is more important.

There are many factors that cause low achievement in reading. These factors come from inside and outside. Internal factors such as: IQ (intelligence, motivation, tendencies, talents, etc.). External factors are the environment, such as: teachers, parents, friends, facilities, media, including strategy. The strategy can cause the low achievement of students in reading using the underline strategy. Because this strategy can make learning to teach reading skills more effective to increase students' knowledge.

The purpose of teaching reading text using Underline Strategy is to improve students' reading ability because this strategy focuses on vocabulary and comprehension of the text during reading time, this strategy also helps students to overcome important points in the text, and can understand the main content of the text. But in reality the students could not understand the bottom line strategy as a whole. They think that by reading and understanding a text since they can know the underline strategy in a reading, and in the end they cannot gain knowledge and understand the content of the strategy.

2. METHOD

In this study, researchers applied a quantitative approach to the pre-experimental design. Formal quantitative research is about collecting numerical data to explain certain phenomena. Quantitative research is a research method used to study populations or samples, and uses instruments to collect data, existing analysts. Quantitative research helps researchers

to describe Strategy underlining and their reading comprehension. According to Creswell (2012: 7) defines a bottom line strategy to determine trends or patterns of two (or more) variables or two data sets that vary consistently. The aim of the researcher is to find out the relationship between the underlining strategy and their reading comprehension. A variable is everything that will become that object of research or the influencing factors that will study.

1. Independent Variable : the independent variable (X) in this study is the use of the underlining strategy.
2. Dependent Variable : the dependent variable (Y) in this study is reading comprehension.
3. Indicators : the indicators in this study were that students had good quality reading comprehension and were able to practice in their daily activities.

Population : Sugiyono (2017: 61) states that population is a generalization area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. The population of this research is class VII students of SMP Kartika Wirabuana XX-2 Makassar. There are two classes. Sugiyono (2017:81) states that sample is part of number and characteristics possessed by the population. In the research, for technique sampling the researcher use total sampling to take the sample. Total sampling is technique sampling that used all the population as the sample (Sugiyono, 2017). The researcher used total sampling because the samples include the entire population. In this study, the researcher takes a total sampling of 20 students. Research instruments for this are a reading test and a questionnaire. To count the percentage of improvement study, researchers use the SPSS Versi 26 program using paired T-tests to analyze the data. The collected through pre-test and post-test.

3. FINDINGS

To answer the formulation of the problem, the researcher presents and discusses the data in this chapter. Part of the findings presents answers to research questions and discusses the problem statement which focuses on using the look-underlining strategy method to improve students' reading comprehension. The findings of this study are related to student scores on the pre-test and post-test tests, frequency, and percentage levels of student scores using the SPSS Windows V26 program.

(IBM SPSS STATISTICS 26 / SPSS VER.26S)

Descriptive Statistics

	N	Sum	Mean	Std. Deviation	Variance
Pre-test	20	1075	53.75	6.859	47.039
Post-test	20	1566	78.30	3.988	15.905
Valid N (listwise)	20				

Source: IBM SPSS 26

The table above shows that the total score of students is 1075 in the pre-test and the average value in the pre-test is 53.75 with a standard deviation of 6859 and a variance of 47.039 then the post-test total score is 1566 and the average value is 78.3 with a standard deviation of 3.988 and variance of 15.905, it can be seen that there is an average increase from pre-test to post-test of students in the formula below:

The improvement of the score of students'

$$\% = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$\% = \frac{78.3 - 53.75}{53.75} \times 100\%$$

$$\% = \frac{24.55}{53.75} \times 100\%$$

$$\% = 0.456 \times 100\%$$

$$= 45.67\%$$

1. Normality Test

Table 4.4 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value
N		23
Normal Parameters ^{a,b}	Mean	78.6956522
	Std. Deviation	4.86471032
	Most Extreme Differences	
	Absolute	.194
	Positive	.170
	Negative	-.194
Test Statistic		.194
Asymp. Sig. (2-tailed)		.025 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Explanation:

Based on the table above the values of Asymp. Sig. (2-tailed) of 0.025 < 0.05 then it can be said that the research data is distributed normally.

2. Linearity Test

Table 4.5 Anova Table

			Sum of Squares	df	Mean Square	F	Sig.
POST_TEST * PRE_TEST	Between Groups	(Combined	888.906	9	98.767	3.156	.030
		Linearity	806.114	1	806.114	25.759	.000
		Deviation from Linearity	82.792	8	10.349	.331	.939
	Within Groups		406.833	13	31.295		
	Total		1295.739	22			

Explanation:

Based on the results of data processing in the Anova table above the Linearity deviation value of 0.939 > 0.05 which shows that there is a linear relationship between variable X and variable Y.

3. Koefisien Determination Test

Table 4.6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.789 ^a	.622	.604	3.881

a. Predictors: (Constant), POST_TEST

Explanation:

Based on data processing above R square value 0,622 it could be said that the variable X impact on variable Y was 62% while the rest of 38% was influenced by other factors that were not in research.

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Explanation:

Based on the results of data processing in the Anova table above the Linearity deviation value of $0.939 > 0.05$ which shows that there is a linear relationship between variable X and variable Y.

4. Koefisien Determination Test

Table 4.7 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	46.064	5.608		8.214	.000
TEST	.634	.108	.789	5.880	.000

a. Dependent Variable: PRE_TEST

Explanation:

Give a hypothesis first if you want to use the t test (column t) which uses a significance value of 0.05 or 5%.

If $t \text{ count} < t \text{ table}$ then H_0 is accepted. Then on the contrary if $t \text{ count} > t \text{ table}$ then H_0 is rejected or H_1 is accepted.

How to find t count is by looking at column t in the table above

Constant (a) = 46.064, regression coefficient (b) = 0.634 and t count 0.789

How to find t table that is

$(df) = n - k - 1 = 23 - 1 - 1 = 21$

The results from the df were typed inside. Excel with format =TINV(5%;21)

TINV(5%;21) = table.

4. DISCUSSION

Based on the research that has been done, the results obtained before and after the implementation of the underlining strategy on reading ability experienced significant changes. This increase occurred because in the learning process underlining students and guiding students to find ideas about the topics studied.

Research conducted using descriptive analysis showed that the average value of reading comprehension in the implementation of the underlining strategy in the posttest was 51.48

while the pretest was 78.70. From this study there were significant differences between students before and after the application of the underlining strategy learning method.

This increase is due to the learning process in which the implementation of the underlining strategy involves all students' abilities which are the main requirement for its implementation. According to Richard in Roestiyah N.K (2012: 20) the underlining strategy learning model is a way of teaching that involves students in the process of mental activity through exchange of opinions, discussions, reading and trying on their own so that students can learn independently. depend on discovering them yourself.

Learning by involving students in a larger active role helps students experience and discover their own knowledge as a pure entity in the educational process that provides experiences that change behavior and can maximize student potential. Based on the research, it can be concluded that student learning outcomes with the underlining strategy are better.

During the research there were challenges in implementing the underlining strategy, namely the time spent in learning must be taken into account, because there are stages in learning the underlining strategy which is quite time consuming.

5. CONCLUSION

Based on the results of the research and the results it can be concluded that the minimum value indicates the smallest value in the posttest 40 while the smallest data in the pretest is 69. While the maximum value indicates the smallest value in the posttest. of 60 and 89 in the pre-test. Then the average value in the posttest is 51.48 while in the pre-test is 78.70. Thus it can be concluded that there is an effect of implementing the underlining strategy on improving student learning abilities. reading ability.

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