

PROSIDING

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SEMINAR ILMIAH TERJADWAL "PENGELOLAAN DATA ANALISIS KARYA ILMIAH"

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Effect of Tree-Two-One (TTO) Summarizing Strategy on Reading Comprehension of Second Year Students at SMA Negeri 1 Bandar

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Abstract - This research intends to know significant increasing of Tree-Two-One (TTO) summarizing strategy on reading comprehension of second year students at SMA Negeri 1 Bandar. In analyzing the data, quantitative research design is used referring to the data in form of numbering as realize of the students' score in comprehension of reading. The samples are chosen randomly. They are XI IPA1(experimental group) and XI IPA2 (control group). Then they are given pre-test and post-test consisting of 6 questions in the form of essay test. Analysing data finds that T-test is 2.73, and the score of T-table is 1.67. It showed that the T-test was higher than T-table ($2.73 > 1.67$). It can be concluded that the Alternate Hypothesis (H_a) was accepted. It means that there is significant effect in applying TTO summarizing strategy in teaching reading comprehension. Referring to this result, TTO is recommended as one of reading comprehension strategy to increase students' ability.

Keywords: Effect, TTO Summarizing, writing, word webbing,

I. INTRODUCTION

Reading plays an important role in communicating with others because of reading had become a part of our daily life. Through reading we are able to gain a lot of knowledge, information, and pleasure and problem solution. Reading always comes along with comprehension. According to Woolley (2000:15), "Reading comprehension is the process of making meaning from the text". Comprehension in reading becomes important because through comprehending and making meaning from a text, it can helps the reader to understand what they have read and the most important thing is the reader gains the knowledge or information from the text that they have read. In reading, it was found that reading comprehension still became a problem for students although they had done it for many years. The students find difficulty in finding the meaning of the text. They also are not able to summarize the text. An important element in reading is comprehension. It means that the students should be able to summarize the text. Summarizing requires readers to focus on the major elements of a text and to decide what is important. When

reading longer texts, summarizing helps readers by allowing them to review what they read in one part before moving on to the next.

II. LITERATURE REVIEW

2.1 Reading Strategy

Reading is centrally a comprehending process. We read to understand what the researcher intended in to convey in writing, though we also do more (Grabe, 2009:14). In order to understand a text while reading, TTO is one of reading strategy can help readers or students to catch the information from written text.

2.2 Reading Comprehension

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Wolley, 2011). Addition to this, Harris and Hodges (1995) cited in Brassell and Rasinski (2008) Reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. It can be concluded that reading comprehension is the process of making meaning from text through a reciprocal, holistic interchange of ideas between the interpreter and the message.

2.3 TTO Summarizing Strategy

The concept of TTO summarizing strategy will discuss about the definition of TTO summarizing strategy, the characteristics of TTO summarizing strategy, the procedure in using TTO summarizing strategy, and the advantages of TTO summarizing strategy. Coe, et.al (2005:381) defines that TTO summarizing strategy is the strategy that requires the students to participate in summarizing ideas from the text. It encourages students to think independently and invites them to become personally engaged in the text.

There are three vital components of TTO strategy. First, students summarize important points from the text. Second, students share insight about what aspects of passages is most interesting or intriguing to them. Finally, students are given opportunities to ask question about the text.

In applying TTO summarizing strategy, there are three steps that will be done, they are:

A. 3 Things you discovered

During the first steps, the students summarize and cite three different key details they identified while reading the passage. By focusing on three discoveries made during reading, students are encouraged to pay closer attention to the text by identifying key facts and sharing their understandings of the text by writing and explaining meaning in their own words. Summarizing is beneficial to readers, because they not only gain

understandings of text structures but also learn about text conventions, vocabularies, reading flexibility, and self-confidence.

B. 2 Interesting things

By giving the students opportunities to share what they enjoy most about what they read is an important part of guiding students toward making reading a part of their everyday lives. So, in this second step, students list two things that stood out as being interesting to them. It will make them easy to get the meaning from the text that they read.

C. 1 Question you still have

An active questioning engages students while serving to build knowledge of the text. In this final step, students can write a question that they still have about the text they read, such as; conceptual gaps, misunderstood events, or unclear explanation in the text.

2.4 The Advantages of 3-2-1 Summarizing Strategy

There is a good reason why does the researcher use 3-2-1 summarizing strategy is because 3-2-1 summarizing have advantages to support this research. According to Coe, et.al (2005; 382-383), there are some advantages in using 3-2-1 summarizing strategy, such as;

- Set up 3-2-1 chart is useful to concentrate on certain portion of texts. This approach will be especially useful for students who have difficulty identifying focal points in text.
- It will maximize students' interaction with the text; the more students get involved with the text, the higher the probability of comprehension. It will help the teacher informally assess students' understanding of key concepts.
- The students are motivated because the discussion is based on the ideas that they found, addressed, and brought to class.

2.5 Teaching Reading by Using TTO Summarizing Strategy

Zygouris-Coe et.al (2004) cited in Glasgow & Hicks (2009:177-178) suggest that teacher's model and provide opportunities for students to interact with the text. The 3-2-1 strategy works as follow for any text or book: Teachers first ask students to discuss three things they discovered after reading the text, then to discuss two interesting things they want to note as result of reading the next, then to ask one question they still have after reading the text. When discussing three things the students discovered, the teachers must first teach them summary skills, which he or she can do by getting them to summarize small section of the text to make sure all are participating. A summary of course, is a short, to-the-point of the main ideas in the text. When the students discuss two interesting things about the text they noted, teachers can encourage them to think about what they enjoyed most or what was most relevant to their everyday lives. The final step of TTO strategy is to

get students to write one question they still have about the text. This question can link the text to their everyday lives

III. RESEARCH METHODOLOGY

Quantitative research design is applied in analyzing data as the data is in form numbers as the students' score of reading comprehension. It relates to the specific characteristic of quantitative proposed by Biklen (2007) that quantitative research design is used to analyze the data in form of numbers. The samples are divided into two groups. One class as experimental group, namely XI-IPA 1 consists of 30 students and the second class as control group, namely XI-IPS 2 consists of 30 students.

3.1 Instrument of the Research

Instrument is a device that used for collecting data. The researcher chooses test as the instrument for the research. Arikunto (2010:192) defines that instrument is tools or facilities that used by the researcher to collect the data to make the research become easier to do or the technique that the researcher uses in collecting the data. They are two kinds of instrument for used to collect the data. They are test and not-test. The researcher chooses test for collecting the data.

The researcher uses essay test which are taken from the text. An essay test item is usually set out which requires to write what they are to know about the information from the text. The test consists of 6 questions.

3.2 Technique of Collecting the Data

In collecting the data, the researcher does some steps, such as;

1. Then the researcher explains "TTO strategy in improving students' reading comprehension".
2. In experimental group the researcher explains the material and give a example, and then give test, after that the researcher give also a test for homework as the application about the researcher method.
3. In control group the researcher explains the material and gives an example, and then gives a test.
4. The researcher compares the result of the student's in the experimental group and in the control group.

3.3 Techniques of Analyzing the Data

After this research have finished, the result of the two groups observe with compare the two mean. After giving the test to the students, the researcher starts to analyze the data.

1. After giving the test to the students, the researcher corrects and analyzes each of students answers based on their comprehension of the text.

2. The researcher selects the students based on their value in doing a test of narrative text.
3. After finishing collecting the data, so the result of experimental and control group will be calculated by using T-test formula (Arikunto,2010) as follows;

$$T = \frac{Mx - My}{\sqrt{\frac{\sum X^2 + \sum Y^2}{(Nx + Ny) - 2} \left(\frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

Note:

- Mx : mean of experimental group
My : mean of control group
X : standard deviation of experimental group
Y : standard deviation of control group
Nx : total numbersamples of experimental group
Ny : total number samples of control group

IV. FINDINGS

After analyzing the data, some findings can answer the research problem which are formulated as: "what is the effect of using TTO summarizing strategy on the students' reading comprehension?" so the findings of the research are;

1. The researcher finds that, there are the effects of using TTO summarizing strategy on the students' reading comprehension. Experimental group gets total score of students in pre-test was 1765. Total score of the students in post-test was 2925. The lowest score of pre-test was 40 for 3 students and highest was 90 for 2 students, while the lowest score of post-test was 80 for 1 students and the highest was 100 for 23 students. It means that TTO summarizing strategy has significant effect in increasing students' ability in reading comprehension
2. Control group gets total score of the students in pre-test was 1725, and total score of the students in post-test was 2635. The lowest score of pre-test was 40 for 6 students and the highest score of post-test was 85 for 1 students, while the lowest score of pre-test was 75 for 5 students and the highest score of post-test was 95 for 13 students. It means that the conventional teaching method had an effect in increasing the students' ability in reading comprehension, but it was not as good as 3-2-1 summarizing strategy.
2. And from the calculation, the researcher can conclude that mean for the experimental group that taught by using 3-2-1 summarizing strategy ($Mx = 41.67$) is higher than the mean for the control group that taught without using 3-2-1 summarizing strategy ($My = 30.33$); the standard deviation for the experimental group that taught by using 3-2-1 summarizing strategy ($\sum X^2 = 8941.66$) is higher than the standard deviation for

the control group that taught without using 3-2-1 summarizing strategy ($\sum Y^2 = 5996.66$); from calculation of T-test and T-table, the researcher finds that T-test = 2.73 is higher than T-table = 1.67. So that Alternate Hypothesis (H^a) is accepted, while the Null Hypothesis (H^0) is automatically rejected. It means that there is an effect of using 3-2-1 summarizing strategy on the students' reading comprehension.

V. CONCLUSION

Based on findings above, the researcher can conclude that TTO Summarizing Strategy could increase students' reading comprehension in second year students at SMA Negeri 1 Bandar. The students were more active and they felt enjoy and interest in learning process. It can be shown from scores of post-test for experimental group that had been taught by using TTO summarizing strategy were higher than the score of post-test for control group that had been taught without using TTO summarizing strategy ($\sum Y1 = 2925 > \sum Y2 = 2635$), the mean and standard deviation of experimental group were higher than the mean and the standard deviation of control group ($Mx = 41.67 > My = 30.33$), and the T-test was higher than the T-table (T-test = 2.73 > T-table = 1.67).

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