THE EFFECT OF USING ACCELERATIVE LEARNING SUPER READING TECHNIQUE ON STUDENTS READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF SMU PGRI 2 JAMBI ACADEMIC YEAR 2012/2013

THESIS

By

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This thesis is submitted to fulfill one of the requirement
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ABSTRAK

NurmaYeni. 2013. Pengaruh ALSRT Strategi terhadap Penyelesaian Soal dalam Teks Desriptif pada Siswa Kelas XI di SMU PGRI 2 Jambi. Tesis. Program Pascasarjana Universitas Negri Padang.

Penelitian ini bertujuan untuk mengetahui pengaruh ALSRT Strategi terhadap Penyelesaian Soal dalam teks Deskriptif pada Siswa kelas XI di SMU PGRI 2 Jambi. Penelitian ini dilandasi oleh fakta bahwa masih rendahnya hasil belajar siswa dalam pemahaman dalam penyelesaian soal-soal dalam teks bacaan. Hal ini disebabkan oleh: siswa kurang menguasai kosa kata dan strategi yang tepat dalam hal mengerjakan soal-soal dalam teks, dan guru kurang memvariasikan strategi pengajaran di kelas. Penelitian ini bertujuan untuk menguji apakah teknik ALSRT memiliki pengaruh terhadap kemampuan pemahaman membaca pada teks desriptif. ALSRT strategi merupakan sebuah cara atau metode dengan memberikan lima tahap kegiatan, diantaranya: *Prepare* (persiapan), *Preview* (peninjauan), *Active* (aktif dalam menggunakan alat bantu), *Mind Mapping* (pemetaan fikiran), *Rapid Read* (membacaulang).

Penelitian ini merupakan penelitian kuasi-ekperimen, populasi penelitian ini adalah kelas sebelas jurusan IPS SMU PGRI 2 Jambi tahun ajaran 2012/2013.Sampel diambil dengan menggunakan teknik klaster acak Intrumen yang digunakan dalam penelitian ini adalah tesuntuk mengukur kemampuan pemahaman membaca. Data dalam penelitian ini di analisis secara manual dengan rumus uji-t.

Hasil penelitian membuktikan bahwa hasil *posttest* kelas ekperimen lebih tinggi dari kelas kontrol. Jadi dapat disimpulkan bahwa ALSRT strategi memberikan efek positif terhadap hasil belajar siswa dalam pemahaman teks. Penelitian ini mengimplikasikan bahwa teknik ALSRT dapat digunakan sebagai salah satu teknik dalam pengajaran reading di SMU PGRI 2 Jambi.

ABSTRACT

NurmaYeni, 2013. The effect of using Accelerative Learning Super Reading Technique on Students Reading Comprehension at the Second year Students of SMU PGRI 2 Jambi. Thesis .Graduated Program State University of Padang.

This research was aimed at studying the Effect of ALSRT Strategy toward Students' reading comprehension of Descriptive Text at Grade XI of SMU PGRI 2 Jambi. This study was based on the fact that the result of English achievement especially in reading comprehension in reading texts was still low. The purpose of this research was to find out the effect of ALSRT technique toward students' reading comprehension of descriptive text. Thus, the researcher tested the effectiveness of ALSRT Strategy as one of methods in teaching and solving the problem. ALSRT stands for Prepare, Preview, Active, Mind mapping, Rapid Read.

This research was quasi-experimental research. The design of this research was post-test-only control group design. The population of this research was the students at grade XI of SMU PGRI 2 Jambi in academic year of 2012/2013. The researcher used cluster random sampling to select the samples. To collect the data the researcher used reading comprehension of descriptive text test. The data were analyzed manually by t-test formula.

Finally, the score of posttest of the experimental class was significantly higher than the control class. This result showed that ALSRT strategy had positive effect toward students' reading comprehension of descriptive texts. This research implied that ALSRT technique could be used as one of technique in teaching reading at SMU PGRI 2 jambi.

PERSETUJUAN AKHIR TESIS

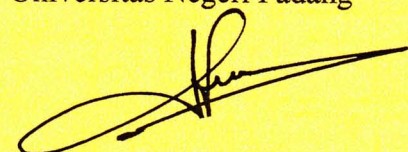Mahasiswa : *Nurma yeni*

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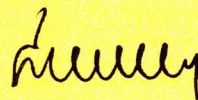| Nama	Tanda Tangan	Tanggal
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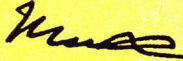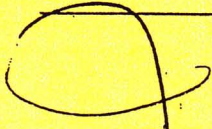*PLT. SK Nomor: 187/UN35/KP/2013*
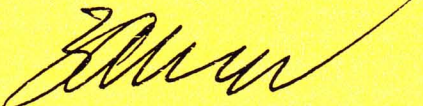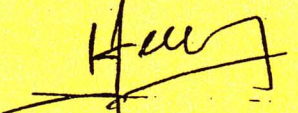*Tanggal 23 Juli 2013*

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SURAT PERNYATAAN

Denganinisayamenyatakanbahwa:

1. Karyatulissaya, tesisini, denganjudul "**The Effect of Accelerative Learning Super Reading Technique on Students Reading Comprehension at the Second Year Students of SMU PGRI 2 Jambi**" adalah asli dan belum pernah di ajukan untuk mendapatkan gelar akademi kbaik di UniversitasNegeri Padang maupun di Perguruan Tinggi lainya.

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Saya yang menyatakan,

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, the aim of teaching reading in senior high school is conducted based on the reading objectives in English curriculum. It is stated that in reading competence, the students are expected to understand the meaning of interpersonal and transactional written texts in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in daily lifes contexts and to access knowledge (Badan Standar Nasional Pendidikan, 2001:31). In other words, students are not only expected to understand the texts but also to link them in daily life contexts and to access knowledge.

Teaching reading comprehension is an essential part of learning for senior high school students. According to School-Based Competence (KTSP) for the first year students in senior high school, the students are required to comprehend five kinds of text genres, descriptive, recount, narrative, news item and procedure. Narrative can be found in the 1st and 2nd semester. It seems that narrative is mostly taught and more important than other types of text.

Reading comprehension as a part of the English skills should be mastered by the students. It needs activities in the teaching learning process. Appropriate strategies are also needed for both teachers and students to enable them face the difficulties that appear in the process of reading comprehension.

Reading relies on the strategy used when it takes place. Strategy is designed to offer practical suggestions to comprehend texts. A wide variety of strategies have

been promoted by many experts. Since students learn in different ways, varying instructional strategies is necessary to accomplish different types of reading text.

The major aspect of teaching and learning process in English is teaching reading strategy. This aspect should get a serious attention because of using strategy; the English teachers can be helped to acquire the good target in teaching reading comprehension. In this matter, to achieve the good target, the English teachers are expected to transfer the strategy to the students in order to make the students becoming independent learners.

Despite the importance of teaching strategies and reading comprehension of narrative text, the strategy is still the major reasons why problems in reading happened to students; the students did not able to respond the teacher' question and they could not able to comprehend the texts after teaching learning process which can be seen in their score. The result of the test showed that the average score was only 6,7 while the minimum criteria achievement is 7,0. It means that the result of English subject at Grade XI SMA PGRI 2 Jambi had not achieved the minimum criteria achievement yet.

Reading is one of the important skills to get information. It is needed at every level of field of study. Through reading, the students can obtain and transfer information, meaning, news and the content of the writer's ideas. This skill is required in various aspects of life for the students.

Although reading is essential in academic study, to learn and to teach reading is not easy. There are some difficulties in conducting reading activities. Commonly, many students believe that they need to understand every word in order to understand the content. If the teacher gives the students some new

materials to read, they will typically and like this: they will read the text very slowly, thinking about each word. They will translate each word, and write the translation above the English. Coming across a word they don't recognize, they will either look in the dictionary or stop because they don't think they can understand the sentence. And the most fundamental problem is the slowness of students in reading, it takes long time for them to understand the texts.

The researcher found several causal factors that affect students reading comprehension related to strategies used in classroom. Two problems are found through observation and the others are found through interview. First, the monotony of strategies caused lack of genuine care when teaching learning process. Second, the strategies are not suitable to the material which may provoke problems. Third, the lack of time to practice can also affect strategies used. Last, media are not supported then the students cannot maximize their tools of learning

The initial factor is related to the strategies commonly used in classes. The researcher has conducted an informal observation in October 2012. She found that the teacher only used conventional technique, two kinds of strategies in the classroom namely grammar-translation and discussion. In the previous strategies, the teacher usually asked the students to read texts and to find out the meaning of the difficult of words in texts and translate them. Then the students should answer the comprehension questions which are provided with texts. First language is used to explain meaning of a text (Nation, 2009:25).

Differ from the previous strategy, the researcher found that discussion is the other strategy that is commonly used in classroom. The result of discussion is difficult to predict because interactions between students arise spontaneously. If

the teacher does not take a part, the results of discussion is difficult to determine. Moreover, discussion usually takes long time, and time of learning in the classroom is very limited. So that limitation may not be able to produce the expected result from discussion thoroughly. Here, emotional dissents cannot be controlled either. As a result, sometimes there are those who feel offended, so it can disrupt the learning climate.

This strategy does not help the students to promote their skills in comprehending the text. Since the basic principle of discussion is deliver the idea orally, the students get difficulties in comprehending question in the written form.

The second factor happens when the strategies develop to complete the tasks quite quickly but it cuts the language use and form. It can be seen also from explanation about those strategies above.

This strategy does not foster learning process because it does not help students to promote thinking about the meaning of the whole texts. It does not either train the students to have deep understanding about texts nor read with direct apprehension of the meaning. Although the students may understand each word and even each sentence, they fail to understand the relationships between the sentences and the meaning of the text as a whole. It can be seen when the teachers posed some questions orally in English, there were five students can answer correctly. But when the teachers posed the question which code switching into Indonesian and English orally, the majority of students could answer the teachers correctly. Moreover, reading comprehension is more than answering the comprehension question. When this strategy used in classroom, the researcher found that though students' were physically present in class, mentally the same

students did not follow the course of the learning process. Their minds are everywhere.

Through this strategy, it is very difficult to know whether all students have understood or not what is described. Although when students are given opportunity to ask question and no one asked, all it does not ensure students have understood completely. Through this way of teaching, students do not know the purpose of their reading, they are just worry about the answering the comprehension question of texts.

Consequently students face problems in reading. Besides, types of texts are considered to be the most challenging for teachers as well as for students in reading. It is an international problem that there is declining interest to study when using monotonous strategy in classroom. The major problem here is what is mastered by students will depend on what is controlled by the teacher.

So, the dissatisfaction of the learners with learning process arises. Thus, not all strategies can be used in reading. A good strategy should stimulate the students to learn more and more. It should be effective and meaningful. A good strategy also requires the learners to read the text and provides useful feedback for the learners and the teacher. In short, no single teaching method or strategy can encompass all the conditions when learning takes place. However a combination of two or more learning strategies can be put together the most favorable conditions for learning and consequently make teaching learning process meaningful. It means that it is important to the teachers to teach appropriate strategies in classroom.

The third factor is lack of time. Senior high school teachers must cover large amounts of new material in 90 minutes class periods; teaching reading strategies and word study takes away from that time. In addition, that time allocation is not only for reading but also for writing, speaking and listening. The researcher interviewed the English teacher of SMA PGRI 2 Jambi who responds that she could not teach any new reading strategy through that time. Thus, she failed to meet how to conduct a meaningful reading class in 90 minutes. She explained that teaching reading through the strategy she usually used is more effective than teaching a new strategy. She added that in introducing new strategy, she should explain how the strategy works and it took time. Moreover, a strategy cannot work well without practice. Positive change can occur with ongoing professional study programs. The goal is to help teachers learn about and translate reading research into classroom practices that meet the unique needs of all readers.

The last factor is about media. The interviewed teacher said that she wanted to use media in her classroom but media is not supported in the school. In connection to adopting a strategy, media is closely related to all factors above. Ease of access is the first consideration in selecting the media, whether the media is necessarily available, easy and can be used by students. Costs must also be taken into consideration. Technology anyway also needs to take account. The media is a good interactivity that can bring two-way communication or interactivity. All learning activities developed by the teachers' course need the appropriate media with the aim of learning. Last, the novelty of the media to be selected should also be a consideration.

Many efforts had been carried out by the researchers to improve reading ability. Both from internal factors and external factors have been explored to maximize reading ability. Regardless of these researches, teaching strategies is one of the most effective means of helping students to overcome them. Strategies provide the means to tackle complex problems in more efficient ways and with practice, the strategies lead to skills that become automatic and quick over time.

The ultimate objective of teaching reading is that learners are able to comprehend the text. They should be able to check topic the main idea of a passage, make inference, find out detail, and check referring word, and vocabulary in context.

Reading technique plays an important role in learning reading. The students must be able to choose the technique. Moreover, to comprehend the English text faster, the students have to know and understand about some techniques in reading comprehension such Accelerative Learning Super Reading Technique (ALSRT). Speech reading makes the students read the text as fast as they can. So the students do not waste their time in reading the texts.

In the few decades, there has been a lot of development in reading technique, in order to have satisfactory result. Dubin (1981 : 61) states: " A good reader needs to employ suitable techniques when he or she reads". It means that the students should have a good knowledge about techniques of reading. By doing, this technique will get good comprehension in their reading.

The poor condition of students in reading comprehension should not be seen as the students failure only. The failure in comprehending the text may be caused by many factors. Inappropriate strategies used in conducting reading

activity in the classroom, not meaningful reading material given, and not conductive environment while teaching activity occurs, are some factors that influence students reading comprehension as well as students limited vocabularies and lack of reading strategy.

Luckily, some innovations in teaching reading comprehension have been conducted. Accelerative Learning Super Reading Technique (ALSRT) which was developed by Lazanov is one of those innovations. In applying this technique, it is essential to follow certain procedures, steps as the characteristics of this technique. They are Prepare, Preview, Active, Mind Mapping, and Rapid Read.

This technique was done in Super camp, at Kirkwood Meadows, California, in 1982. Most of students who used this technique are able to increase their grades in reading comprehension, but in SMU PGRI 2 in Jambi not used it.

Dealing with the statement above, this study want to find out the effect of using Accelerative Learning Super Reading Technique in teaching reading comprehension at the second year students of SMU PGRI 2 in Jambi.

B. Identification of the Problem

Based on the diagnoses above, there are some problems that influence the failure in teaching reading. The problems may be derived from both the students and the teacher. The problems may be caused by the lack of students reading strategies applied in comprehending the text and the low students motivation to involve in reading activities. Then, from the teacher side it may be caused by the lack of techniques applied by the teacher that anable to improve the reading skill. The teachers tend to use the conventional strategies where the student asked to read text and answer the question based on the text, and then when the student

find difficult word, the teacher asked the student to look at the dictionary without asked them to comprehend it based on the context first. The problem showed the strategy that is used by the teacher is not appropriate for the students, because nowadays the students should understand the meaning of word based on the context in order the student can comprehend the text clearly. As a result, most of students got low mark in reading items. They are not competent in reading comprehension.

One of them is reading Accelerative Learning Super Reading Technique, this method provides a breakthrough, ASLRT (Accelerative Learning Super Reading Technique) it is regarded can help students to answer questions about reading comprehension. This is interesting to conduct the research about it, with step-by –step preparation, previewing, active, mind mapping, rapid reading and answering the questions from the last text reading.

C. Limitation of the Problem

There are some strategies that can be used by the teacher in teaching reading comprehension. They are Accelerative Learning Super Reading Technique (ALSRT). In this research, the problems are limited in the following way: "The teaching will focus only on reading comprehension".

Nevertheless, there were several limitations found during the research that follows:

1. The purpose of applying this strategy was to see how well the students could understand and comprehend the meaning of a word even the word would reappear in different texts.

2. The findings of the research could not be generalized into other classes which do not have similar problems and situation as in the research.

3. The research only can be conducted on the students who experienced and apply the Reading Method strategy in reading texts. Thus, in this research, the researcher only focused on grade XI students SMA PGRI 2 Jambi that is why other schools do not include for this portion.

4. The research was only control the students' achievement on reading comprehension of descriptive text and the strategy used in the classroom. Thus, the research did not control the other factors such as motivation or interest.

D. Formulation of the Problem

Based on the background of the problem of this research, the research question is formulated as follow:

" Does ALSRT technique give significant effect on students reading comprehension of narrative text at grade XI years students at SMU PGRI 2 Jambi academic year 2012/2013".

E. Purpose of the Research

The purpose of this research, the researcher wants to find out the effect of using Accelerative Learning Super Reading Technique (ALSRT) on students reading comprehension at the second year students of SMU PGRI 2 Jambi, academic year 2012/2013.

F. The Significance of the Research

This research will explore the concept and application of the Accelerative Learning Super Reading Technique (ALSRT) in reading comprehension. Theoretically, it is expected that the teachers, students, and other people interested in reading to increases aspects of reading comprehension by using Accelerative Learning Super Reading Technique (ALSRT).

Practically Accelerative Learning Super Reading Technique (ALSRT) can help the teachers have an effective learning method in teaching reading comprehension. In theoretical, Accelerative Learning Super Reading Technique (ALSRT) provides an easy technique way to understand and understand quickly of reading.

G. Definition of the Key Terms

There are several key terms that used in this research. To avoid misunderstanding, the researcher defines the key terms as follow:

1. The effect means the outcome or result produced by independent variable.

2. Reading Comprehension is a process to comprehend and to construct the meaning from the written text.

3. Accelerative Learning is also called super learning. This technique is aimed to create a learning process that is faster, more effective, more comfortable and more enjoyable.

4. Conventional technique is a common technique applied by the teacher in second class of SMU PGRI 2 Jambi. The activity such as teacher presentation, students work in group and do the tasks.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTIONS

A. Conclusions

Based on the research findings above, it could be concluded that:

1. ALSRT technique gives significant effect on student' reading comprehension of descriptive texts. It can be seen from the mean score of both experimental and control classes. The students mean score of experimental class who are taught by ALSRT technique (66.65) is higher than students' mean score who are taught by conventional teaching (60.58).

2. ALSRT tehnique produced better result on reading comprehension.

B. Implication

The result of the research has some implications for teaching reading comprehension of descriptive text, they are as follows:

1. The teachers at grade XI IPS SMU PGRI 2 Jambi the research has some implications for teaching reading, and with using ALSRT technique the learning process more creative and innovative.

2. The research shows that when ALSRT strategy helps the students to increase their reading comprehension they have to visualize the word in the context. In other hand, they should able to transform the meaning of the difficult word in

their independent practice. Therefore, the use of strategy was found to have a positive impact on reading comprehension of descriptive text.

C. Suggestion

Since ALSRT strategy is more effective in teaching reading comprehension of descriptive text than Reading Method strategy, the researcher propose some suggestion to English teacher, student and those who have interest in the study of ALSRT strategy in order to increase student's reading comprehension of descriptive text as follows:

1. In teaching reading comprehension of descriptive text, it is better for English teacher, especially at the SMA PGRI 2 Jambi to apply ALSRT strategy in order to make students not only understand the word but also comprehend the meaning of the word for a long time although the words will reappear in different text.

2. It is suggested that the English teacher should apply the ALSRT strategy for every kind of the texts.

3. bALSRT strategy can be applied in teaching learning process, especially if it purposes to improve students' achievement and motivation.

4. It is suggested for future study to investigate other kind of text with many more number of text and also can develop this research on the large scope.

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