

INCREASING THE STUDENTS' ABILITY IN READING COMPREHENSION BY USING IMITATION RESPONSE FEEDBACK METHOD AT THE EIGHTH CLASS OF SMP NEGERI 1 HILISERANGKAI IN 2012/2013

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Abstract. Keterampilan membaca adalah suatu kemampuan seseorang dalam memperoleh pesan dari apa yang dibacanya dan pesan itu menjadi pengetahuan baru padanya untuk diterapkan pada pengalaman barunya. Untuk mencapai kompetensi tersebut, pembaca perlu menerapkan metode untuk menolongnya. pada penelitian ini penulis menerapkan Imitation Response Feedback Method (IRFM). Metode ini menekankan pada stimulus dan simulasi dari guru dengan meniru. Penerapan metode ini cukup bagus dalam membangun pemahaman siswa dalam memahami teks bacaan.

Key words: metode, kompetensi, imitation response, umpan balik.

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THE BACKGROUND OF THE PROBLEM

The reading skill becomes very important in education field when students want to develop their knowledge through reading text. Reading skill is one of the basic skills of language that should be taught to the students by the teacher in school. By reading skill the students are easy to get all information in their reading text, for example in magazine, newspaper, and also article.

Learning without reading skill will not get a maximum result even the students will fail to comprehend their reading material. Reading skill will guide the students how to organize, operate the information they get to be their own. Reading skill will mostly get from their school, their English teacher will tell them what should be done before reading, while reading and after reading. Reading skill will contribute to comprehend the content of their reading text. The students will understand what to do, how to do and why to do to their reading text. That's way the students should study and practice to apply the reading skill when they are reading.

Since the reading skill tells the way how to gain the information from their text, the students are demanded to understand or comprehend the content of the text well because the main point that should be got is comprehension. Grabe and Stoller (1988:67) emphasizes that the goal of reading is comprehension. Reading without comprehension is like the job without planning.

Based on the *KTSP*(2006) of junior high school at SMP Negeri 1 Hiliserangkai of the eighth class, the government has decided the target that should be acquired by the

students namely the standard competence states that the students are expected to have an ability in comprehending the meaning of the short functional texts through simple essay, narrative text and descriptive text to interact with the surrounding environment. While the basic competence states that the students are expected to have ability in comprehending the meaning of the short functional texts through simple essay, narrative text and descriptive text accurately, fluently and receivable to interact with the surrounding environment.

Then, the government allows each school to arrange and decide their own Minimum Competence Criterion (MCC) in order to see the standard of the students' achievement in reading ability. SMP Negeri 1 Hiliserangkai, has decided the Minimum Competence Criterion (MCC) for reading comprehension that is 60 points.

Based on the result of the researcher's observation at SMP Negeri 1 Hiliserangkai, when the English teacher taught descriptive text to the eight grade, there were many problems that the researcher found at the eighth class such as: The English teacher asked the students some questions for example, what does the purpose of the reading material, what is the main idea of the first paragraph, the students can not answer the three questions. The English teacher asked one of the students read the text, the student read the text by miss pronunciation, the mastery of vocabulary is less.

The English teacher actually tried to improve the students' comprehension by explaining the function of the word, translate some words into Indonesian improve the

students' grammar and grouping the students and answer the questions provided in the text whereas the students still not comprehend reading text. As well as the teacher was teaching, a question comes in the researcher's mind, How is the reading comprehension of these students increased?

Referring to the statement above, the researcher is encouraged to solve the students' problems by applying an Imitation Response Feedback method. According to Russon, (1998:45) Imitation Response Feedback Method might enable a problem solver to infer a complex hierarchical problem representation from observation alone through reinforcement, stimulation and imitation based on actual information or event. Then, Wooffitt (2005:102) defines that Imitation Response Feedback Method is a method in teaching reading by getting the information of the content through giving some imitations related to the event of the text.

From both of the experts' opinions above, the researcher draws a conclusion that Imitation Response Feedback Method (IRFM) is a method in teaching reading comprehension which can help the students to comprehend the reading text by getting the stimulation and reinforcement about the actual event in the text through imitation activity.

Regarding to the explanation above, the researcher interest to conduct a research by choosing the title, "Increasing the Students' Ability in Reading Comprehension by Using Imitation Response Feedback Method at the Eighth Class of SMP Negeri 1 Hiliserangkai in 2012/2013"

REVIEW OF THE RELATED LITERATURE

A. READING COMPREHENSION

The Definition of Reading Comprehension

Manser (1995:81) says, "Comprehensions the power to understand something, or exercise to improve one understands". It aims that in reading activity the readers construct and the meaning from print. As Mc Neil (1992: 16) says, "Reading comprehension is acquiring information from context and combining disparate element into a new whole". It means that reading comprehension is process of constructing meaning from the text and always deal with comprehensions process. In other hand, the readers or the students are demanded to use their mind to interpret and grasp the information written by the author in reading text.

Moreover, Grabe and Stoller (1988: 17) define that reading comprehension is the ability to understand information in a text and interpret it appropriately. In other words, the term of comprehension which generally using in reading action, where the reader is expected to understand fully the reading material by activating background knowledge. It purposes that reading comprehension is the ability of someone to draw or to obtain the information in a text and are able to interpret it correctly.

Based on the statement above, the researcher concludes that reading comprehension is the ability of the students to draw and obtain the information to reconstruct the meaning from the reading text to be their own.

The Levels of Comprehension

Richard et al (1985: 238) define that there are four levels in reading comprehension, namely:

- 1) Literal comprehension, understands of the idea and information implicitly in the passage.
- 2) Interpretive comprehension is identifying ideas not explicitly stated.
- 3) Critical comprehension is understanding evaluating and personality reacting to the information in a passage.
- 4) Creative comprehension is evaluating written material comparing the ideas in material with knowing standard and drawing conclusion about the accuracy appropriateness and timeless.

Based on the four levels of comprehension above, the researcher will search about the literal comprehension by Using Imitation Response Feedback Method, because the literal comprehension means understanding of the idea and information explicitly state in the passage or understanding the content of the text appropriately. This statement is supported by Barret (1968: 78) saying, ' ' Literal comprehension is a level of reading comprehension in getting the detail information in text which is explicitly stated in the text. So the readers will enrich their knowledge and tell the information in the text. Then, Barret (1968:77) points out that literal comprehension can be measured through some of questions and tasks for the students. The tasks and questions refer to the recognition and recall main ideas, sequence, cause, effect, and character.

From the statements above, the researcher will use one of the levels above i.e. Literal Level, because it is in accordance with the students' ability in reading comprehension with the researchers' method used in teaching reading, and then it can measure the students' ability in reading skill especially in reading comprehension.

The Assessment of Reading Comprehension

To know the ability of the students after reading the text, their ability has to be assessed. In this research, the research will use multiple choice tests to Feedback Imitation Method. The amount of the questions are 20 items. Each right answer has scored one (1) while each false answer has score zero (0). So the total score is 10. To analyze the data of the students score in comprehending the text, the researcher will use the formula as suggested by Djiwandono (2008: 46) as follows:

$$\text{Value: } \frac{\text{Obtained score}}{\text{Maximum score}} \times 100$$

The percentage are classified in some categories, they are 0%-59% is fail level, 60%-74% is enough level, 75%-84% is good level and 85%-100% is very good level.

The classification or the way to asses reading comprehension above is useful as a guideline for the researcher in doing this research.

B. IMITATION RESPONSE FEEDBACK METHOD

The Definition of Imitation Response Feedback

Reading comprehension can be retained by the students when they are taught with the appropriate way. Without the ways or the steps in teaching reading, someone cannot get the results of comprehending the meaning of reading text. That is way in many schools the teachers are expected to have ability how to conduct the teaching reading skill. In other words, the teacher should apply the appropriate method. In doing this research, the researcher uses Imitation Response Feedback Method in teaching reading comprehension

According to Wooffitt (2005:103) Imitation Response Feedback Method is an activity of the educator in applying the characteristic of the content of reading text by giving some imitations for the learners to show the response. Furthermore, Gruyter (2006:01) states that Imitation Response Feedback Method (IRFM) is the way of teaching reading activity that is used by teacher in getting the students' feedback towards the contents of reading text by imitating some response. It means that the students can follow the reading activity especially in comprehending the meaning of the text by imitating the teacher's instruction through response. In other hand, the teacher has the easy way to conduct the teaching reading activity for the student's comprehension by applying the method.

From the explanation above, the researcher concludes that Imitation Response Feedback Method is an activity of the teacher in reading comprehension how to

give the imitations for the students as the feedback by giving some response based on the content of the text.

C. THE PROCEDURES OF IMITATION RESPONSE FEEDBACK METHOD

Gruyter (2006:205) asserts that there are some procedures of Imitation Response Feedback Method in teaching reading comprehension, they are :

- a) Having the students' motivation in teaching reading activities by asking some questions such as: "How do you know about reading? Is reading as your hobby?"
- b) Showing the pictures to the students related to the text such as soccer, jokester or comedian, scenery, and so on. Thus supposing the students have much information about the pictures.
- c) The students are given the opportunities to respond the pictures by proposing their opinions as their prior knowledge.
- d) Explaining the reading text as the new material commonly related to the pictures. Then having the students to re-explain the content of the reading text by imitating the teacher's explanation.
- e) Asking the students to read the text as their new topic while they are encouraged to comprehend the meaning of the text.
- f) The students are asked to describe more explanations of what they have been read in order to imitate the characters of the reading text.

- g) Previewing the reading text by asking the students to read the text well.
- h) At last asking the students to comprehend the meaning of the reading text.

Then according to Brance (2001:29), there are some procedures of Imitation Response Feedback Method in teaching reading comprehension namely:

- a) The students are encouraged to imitate to what the teachers' explanation. Then finding the closed material to the students.
- b) The teacher tries the students to read the text by their comprehension after imitating the teacher's explanation.
- c) As the feedback of the students' response, then the teacher asks the students to comprehend the meaning in the text.
- d) Finally, decide the students' achievement in understanding during comprehending the reading text.

Regarding to the explanation above, the researcher will modify the steps of Imitation Response Feedback Method in teaching reading comprehension without ignoring the theories above as follows:

- a) Showing the pictures to students by asking their opinions in order to know their motivation during teaching-learning process and then having the students' response by telling their opinions based on the pictures showed.
- b) The teacher explains the content of the reading text generally with related to the pictures.

- c) The students are asked to re-explain or imitate of what has been described by the teacher.
- d) Asking the students to reads the text while they are encouraged to comprehend the meaning of the reading.
- e) They are asked to explain the information about they know of the reading text.

D. CONCEPTUAL FRAMEWORK

The researcher involves the students of the eighth grade of SMP Negeri 1 Hiliserangkai in teaching-learning process, especially in reading activity by using Imitation Response Feedback Method until the students achieve the good comprehension from the text. It can be seen in the framework described below:

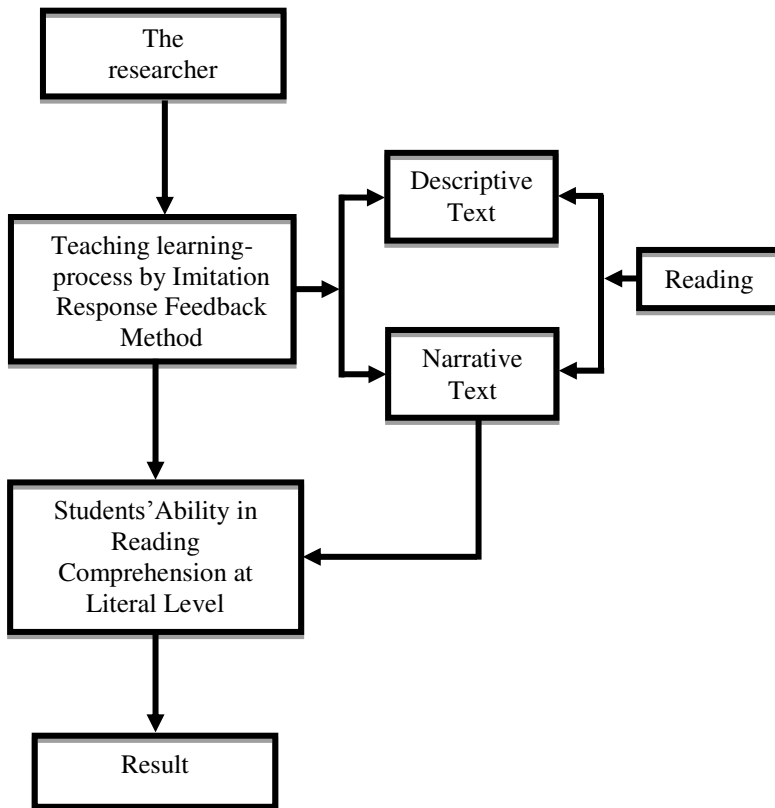


Figure 1. Conceptual Framework

DISCUSSION OF THE PROBLEM

A. The Object of the Research

To answer the question as provided in the background of this research, the researcher applies Classroom Action Research (CAR). Ferrance (2002: 1) says, "Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research". Action Research is reflective research that is used by the English teacher to increase the students' ability in reading comprehension.

The object of action that will be searched in this research is "The Students' Ability in Reading Comprehension by using Imitation Response Feedback Method.

B. The Location and the Subject of the Research

The location of this research is SMP Negeri 1 Hiliserangkai. It is located at Lolowua village, Hiliserangkai sub district. It is around 25 kilometers from Gunungsitoli town. In the school, there are 2 English teachers, and one of them is going to be the teacher-collaborator in this research in order that to help the researcher to observe the teaching learning process in the classroom. The total number of the teachers is 25 persons and the total number of students is 320 persons consisting of 8 classes. In this research, the researcher takes the students at the eighth class.

C. The Schedule of the Action

The researcher will limit the research for a month. It will be started on January 2013 up to the last of February

2013 in accordance with the academic calendar and syllabus of SMP Negeri 1 Hiliserangkai

D. The Procedures of Implementing the Action

Because in doing this research the researcher will use Classroom Action Research (CAR), the data will be collected by applying the cycle. In this research, the researcher was conducting two cycles, Each cycle consist of 2 (two) meetings. Each meeting has the time allocation 2 x 40 minutes.

The procedure used in this research namely:



Based on the procedures above, the data were gotten as follows.

Cycle I (One)

In cycle I, There were two meetings. Both of them were done in VIII-B classroom with the total numbers of students were 23. In two meetings of this cycle it was provided one topic of descriptive text.

Meeting I

In this meeting, the researcher handled that meeting on Tuesday, January 15th, 2013 at 3-4 periods. The duration time for this meeting was 2 x 40 minutes. At that time, the

researcher was accompanied by the teacher collaborator to come together at the classroom.

Meeting II

Meeting II was held on Wednesday, January 31th, 2013. The duration of time which used by the researcher in this meeting was 2 x 40 minutes. In this meeting the researcher provided a lesson plan by putting some improvisation from the last meeting (meeting I), and then a descriptive text as entitled "The Olympic Games" and had a plan to evaluate the students by giving the questions in multiple choice test related to the descriptive text on test paper form.

Cycle II

Cycle II also consisted of two meetings. First meeting was done on Tuesday, February 5th, 2013 while second meeting was done on Friday, February 8th, 2013. Both of the meetings were done in the same class VIII-B class. In this cycle, the researcher provided one topic of descriptive text in two meetings and the researcher evaluated the students in Meeting II not in Meeting I because of the limited time.

Meeting I

In Meeting I, the material taught to the students was a descriptive text as entitled "The Museum Pusaka Nias". The allocation time was 2 x 40 minutes.

Meeting II

In second meeting. In this meeting the researcher still used the last material as the material taught to the students as entitled "The Museum of Pusaka Nias". The allocation time was also same at last meeting i.e. 2 x 40 minutes

To make the result of this research is clearer, the researcher presented in the tables and graphic as described below:

Table 1

The Result of The Students' Activities in Two Cycles

No	Cycles	Meeting	The Criterion	Frequency	%
1.	I	Meeting I	Active students	8	34.78
			Less Active Students	15	65.22
			Cooperative students	6	26.09
			Less Cooperative students	17	73.91
		Meeting II	Active students	12	52.17
			Less Active Students	11	47.83
			Cooperative students	9	39.13
			Less Cooperative students	14	60.87
2.	II	Meeting I	Active students	16	69.57
			Less Active Students	7	30.43
			Cooperative students	13	56.52
			Less Cooperative students	10	43.48
		Meeting II	Active students	20	86.96
			Less Active Students	3	13.04
			Cooperative students	19	82.61
			Less Cooperative students	4	17.39

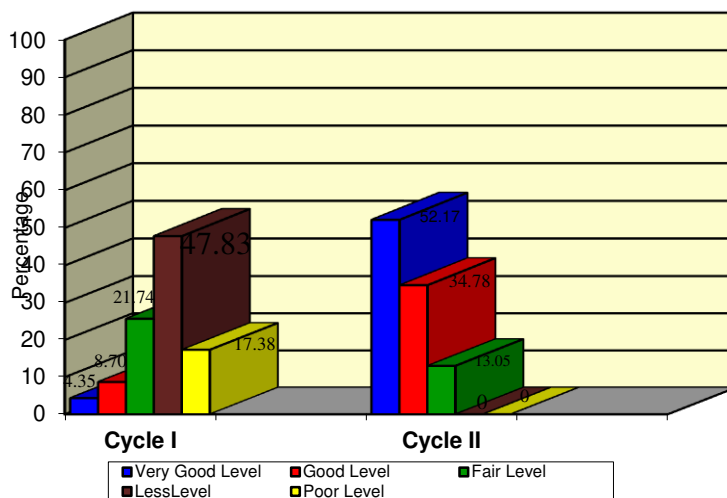
Table. 2
The Result of The Researcher's Activities in Two Cycles

No	Cycles	Meeting	The Criterion	Frequency	%
1.	I	Meeting I	Done	10	62.50
			Not Done	6	37.50
		Meeting II	Done	11	84.62
			Not Done	2	15.38
2.	II	Meeting I	Done	14	93
			Not Done	1	7
		Meeting II	Done	13	100
			Not Done	0	0

Table. 3
The students' Ability in Reading Comprehension by Using Imitation Response Feedback Method in Two Cycles

No	Cycle	Level	Quality	%
1.	I	Very Good	1	4.35
		Good	2	8.70
		Fair	5	21.74
		Less	11	47.83
		Poor	4	17.38
2.	II	Very Good	12	52.17
		Good	8	34.78
		Fair	3	13.05
		Less	0	0
		Poor	0	0

Then it can be seen the result of the students' ability in reading comprehension in two cycles, as follows:



Graphic 7: The Students' Ability in Reading Comprehension of all Cycles

The main problems that unsolved by the researcher namely there were some students who were mispronunciation because of interference of Nias language as the students' mother tongue.

CONCLUSION

Based on the result of data analysis, the researcher takes some conclusions as follows:

1. In Cycle I there are two meetings. In the first meeting, the active students consist of 8 students from the total of the subject which was 23 students and the

cooperative students consist of 6 students from the total of the subject which was 23 students. While in second meeting, the active students consist of 12 students from the total of the subject which was 23 students and the cooperative students consist of 9 students. In addition there was 4 students in “the poor level”, and there were 11 students in “the less level”, 5 students in “the fair level”, 2 students in “the good level and 1 student in “the very good level”. The highest score was 90 and the lowest score was 35. The average of the students' values was 55.21. Even though the highest score was in the very good level, it was not satisfying because most of the students were in “less level” and also the condition of teaching-learning process were not organized well. That's why the researcher continued to the next cycle.

2. In Cycle II also consists of two meetings. In the first meeting the active students consist of 16 students and the cooperative students consist 13 students from the total of the subject which was 23 students. While in the second meeting, the active students consist of 20 students and the cooperative students consist of 19 students from the total of the subject which was 23 students. In this cycle, there was no student in “the poor level” and also in the “the less level”. There are 3 students in “the fair level”, 8 students in “the good level” and 12 students in “the very good level”. The highest value was 100 and the lowest value was 60. In addition, the average of the students' mark in Cycle II

was 85.65. The condition of teaching learning process in this cycle was organized well, so the result is satisfying.

3. Based on the analysis of the research findings' result the researcher concludes that Imitation Response Feedback Method can increase the students' ability in reading comprehension.

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