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4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20-21 May 2016
Bandar Lampung University, Indonesia

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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M
4th lCEL 2016 Chairman

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Education and Language (4th ICEL 2016)
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TEACHING READING COMPREHENSION BY USING CREATIVE THINKING READING ACTIVITIES (CTRA) TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 8 LUBUKLINGGAU

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Absract

The problem of this study was "Is it significantly effective to teach reading comprehension by using Creative Thinking Reading Activities (CTRA) to the Eleventh Grade Students of SMA Negeri 8 Lubuklinggau in the academic year of 2013/2014?". The objective of this study was to find out whether or not it was significantly effective to teach reading comprehension by using Creative Thinking Reading Activities (CTRA) to the Eleventh Grade Students of SMA Negeri 8 Lubuklinggau in the academic year of 2013/2014. In this study, the writer proposed two hypotheses. They were Nul Hypotheses (Ho) and Alternative Hypotheses (Ha). The method applied was pre-experimental method with one group pre-test post-test design. The sample was taken through cluster random sampling. The number of the sample was 28 students. The data were collected by using test consisting of 20 items of multiple choices. The data obtained were analyzed through three techniques: 1) Individual Score, 2) Minimum Mastery Criteria, and 3) Matched t-test. The results of this study: (1) The mean students' score in the pre-test was 58.03, (2) The mean score of post-test was 70.17, and (3) the result of matched t-test was 7.05, which was higher than 1.701 of the t_{table} of 28 with 95% significant level for one tailed-test. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Keyword: Teaching, Reading Comprehension, Creative Thinking Reading Activities (CTRA)

1. INTRODUCTION

Studies have shown that English as foreign language students who read a lot seem to acquire English better than those students who do not read a lot. Students also not only improve their reading abilities, but also increase their English abilities and knowledge. Without getting much exposure to reading materials in class, EFL students are unlikely to make much progress (Nation, 1997:7). Realizing the importance of reading for EFL students, it is very crucial for EFL students to have good reading proficiency. Having good reading proficiency means the reader has abilities to understand written statements or any type of written text accurately and efficiently.

There were some factors that might affect students comprehension. According to Cheek, et.,al. (1989:150-151), there are a number of factor that directly affect student's ability to comprehend various materials that they are assigned to read. These factors include cognitive experience, socio-cultural factors, experience, and reading rate, reading strategy, media techniques and interest. Among these factors, the technique is the focus in this study as the factor that influences students' English reading comprehension achievement.

The problems that faced by the student were: (1) It was difficult for them to find the main idea and determine the points of each paragraph, (2) The student also got problem in identifying the detailed information of a text.

Therefore, the students' reading score was considered "Low". Based on the problems above, the writer assumed that the teachers' technique were useful to improve the students' reading comprehension achievement. Therefore, the writer proposed one technique of teaching, called Creative Thinking Reading Activities (CTRA).

Creative Thinking Reading Activities (CTRA) is warm-up activities for developing students' creative problem-solving abilities. The writer hopes this technique is effective to be applied in teaching reading comprehension. Then, the writer conducts a research entitled "Teaching Reading Comprehension by using Creative Thinking Reading Activities (CTRA) to the Eleventh Grade Students of SMA Negeri 8 Lubuklinggau".

2.1. THE CONCEPT OF TEACHING

Teaching language to students means the ways how to establish set of skills and characteristics of the students and them to learn another language (Halliwell, 1997:11). Equally basic things in teaching refers to the following four need: (a) the need to be active in exploring and to move about freely, using the sense in experimenting with a variety of subjects and materials, (b) the need to develop various means of communication: language, art, music, and other media, (c) the need to feel pride in their own achievements, to gain indolence, to develop self confidence, to handle problems with increasing competence, and to deal with human relationship, (d) the need to play, to have adequate recreation, to pursue interest, and to enjoy spontaneous laughter, joy and humor.

2.2. CONCEPT OF READING COMPREHENSION

Fin (1985:2), reading involves print, language, and comprehension. Learning to read is perceiving print and processing that perception in such way as to lead to comprehension. It means that reading is a process and students use skills and strategies in order to decode words and comprehend what they are reading. Students vary the way they read according to their purpose. They read for pleasure differently than they read to locate and remember information.

According to Richard et, al. (1985:12) reading is an appropriate means to promote a lifelong learning (life-long learning). By teaching the students how to read means giving these students a future which provides a strategy to explore how "the world" wherever he chose, and provide the opportunity to get a goal in life. Further more, Richards et, al (1985:13) state that reading is the process of getting and understanding the meaning of some words from the text.

Based on the definition above, we can define that reading is a very important activity for people to get various information and a process of delivering information from a text.

2.3. THE CONCEPT OF CREATIVE THINKING READING ACTIVITIES (CTRA)

According to Ruddel (2005:418), Creative Thinking Reading Activities (CTRA) use standard creativity tasks such as *Unusual Uses* (Think of all the unusual ways you can to use a brick), circumstances and consequences (what would happen if we all had eyes in the back of our heads), Product Improvement (Think of all the ways you can to improve school desks), and Inventions (with your group, think of as many ideas as you can for a text paragraph) . Consider that only a relatively short time ago, a subject-specific CTRA could have been creative.

According to Haggard (1980:418) Creative Thinking Reading Activities (CTRA) is warm-up activities for developing students' creative problem-solving abilities. Creative Thinking Reading Activities (CTRA) require cooperative learning groups to generate (1) as many possible solutions as they can think of for a problem or incongruity and then (2) combine possible solutions or generate from them a final solution that the group determines to be the "best" according to a given criterion.

Based on the experts opinions above, it can be concluded that CTRA is an acting that is used in comprehending an analytical exposition by involving the students to think all the purposes text organization and language features, then the students are guided to be creative in answering the question that are available on the text.

2.4. THE CONCEPT OF ANALYTICAL EXPOSITION TEXT

An analytical exposition text is one of text that must be learned and mastered by the students of Senior High School in Indonesia. The characteristics of Analytical Exposition text are as follows (Sudarwati and Grace 2007:116):

a. Social functions   : To persuade readers or listeners that something is the case
b. Text organization   : Thesis, arguments, reiteration/summing up
c. Language features   : Emotive words (e.g.: alarmed, worried), words that qualify statements (e.g.: usual, probably), words that link arguments (e.g.: firstly, however, on the other hand, therefore), use of the present tense, use of compound and complex sentences.

2.5. THE PROCEDURE OF TEACHING READING COMPREHENSION BY USING CREATIVE THINKING READING ACTIVITIES (CTRA)

According to Haggard (1980:418), teaching reading comprehension by using Creative Thinking Reading Activities (CTRA) can be implemented through the following steps:

a) The teacher chooses the material based on the students' abilities, and can have creative students.
b) The teacher gives to the students a text analytical exposition.
c) The teacher distributes students into groups who have varying abilities.
d) The teacher asks the students to comprehend questions.
e) The teacher asks the students to answer the questions.
f) The teacher asks the students share with other groups.
g) The teacher asks the students to discuss in full to find a solution answers all of the questions to be more creative.

2.6. HYPOTHESES

According to Richards et. al (1985:132), a hypothesis is a speculation concerning other observed of expected relationship among phenomena. In this study, the writer formulates two hypotheses namely the null hypothesis (Ho) and the alternative hypothesis (Ha). In detail, they are as follow:

a. The null hypothesis (Ho) was stated that it was not significantly effective to teach reading comprehension by using Creative Thinking Reading Activities (CTRA) to the Eleventh Grade Students of SMA Negeri 8 Lubuklinggau in the academic year of 2013/2014.
b. The alternative hypothesis (Ha) was stated that it was significantly effective to teach reading comprehension by using Creative Thinking Reading Activities (CTRA) to the Eleventh Grade Students of SMA Negeri 8 Lubuklinggau in the academic year of 2013/2014.

3.   METHOD OF RESEARCH
Research Design
In doing this research, the writer applied a pre-experimental method, Tuckman (1987:128) states that a pre-experiment design is an experiment that does not meet all the requirements necessary for controlling the influence of extraneous variables.

3.1. POPULATION AND SAMPLE

Population
The population is any set of items, individual which share some common and observable characterized from a sample (Richards, et.,al, 1985:223).

It means to compare test score across a sample of a population of the students. The population of this study was the eleventh grade students of SMA Negeri 8 Lubuklinggau in the academic year of 2013/2014.

At this school, there were four classes of the eleventh grade students with the total number of the population are 106 students. The distribution of the population can be seen in the following table:

Sample
The steps taken to choose the sample of this study were as follows: first, the writer wrote the name of four classes (Class XI 1, 2, 3, and 4) on some four small pieces of papers. Then, the writer rolled the papers and put them In glass; finally, the writer shook the glass and took one of them randomly. From this technique the writer got class XI.IPS 1. as a sample of this study that consists of 28 students.

Techniques for collecting the Data
In doing a research on teaching reading comprehension by using Creative Thinking Reading Activities (CTRA) technique the writer used multiple choice tests. In the test, the students were given 2 texts. The total amount of the test items in which the students were required to answer are 20 questions. The students answered the question in 45 minutes.

3.2. TECHNIQUE FOR ANALYZING THE DATA
There were three techniques that was used in analyzing the data obtained, they were (1) individual score, (2) the minimum mastery criteria, and (3) matched t-test.

3.3. ACCOUNTABILITY OF THE RESEARCH

Validity
The validity of the test material was estimated through the content validity. It is a form of validity, which is based on the degree to which a test adequately and sufficiently measures the particular skill or behavior (Richards, et. al., 1985:61). Validity refers to the extent to which the result of an evaluation procedure serves that the particular used for which they are intended. The test will be used to test the reading achievement of the eleventh grade students of SMA Negeri 8 Lubuklinggau.

The writer used *Pearson Product Moment* to know the empirical validity such as statistical (Arikunto, 2006:170

Reliability
Reliability deals with the stability of the test result. It means that a test will be reliable if it gives the same result when it is given on different occasion or when it is used by different people. A reliable test is consistent and dependable. Nunan (1992:14) states that reliability refers to the consistency and reliability of research. Internal reliability refers to consistence of data collection, analysis, and interpretation. Reliability is a necessary characteristic of any good test for it to be valid at all a test must first be reliable as a meaning instrument (Heaton, 1989:162). Reliability means the stability of test score, attest cannot measure anything will unless it measures consistently (Haris, 1979:14). Brown (1987:220) states that a reliability test is a test that is consistent and dependable. In this case, the writer holds a try out to class XI.IPA.2 in the same school which consists of 20 students. After that, the result of try out test is measured by using KR21 formula. The following is Kuder-Richardson 21 (KR21) formula:

4.   FINDINGS
The Result of the Test
In this research, the writer presented the result of statistical analyses of pre-test, post-test, matched t-test, normality, and homogeneity of the test. In addition, the writer also elaborated the discussion and the limitation of the research. Briefly, it was found out that teaching reading comprehension by using Creative Thinking Reading Activities (CTRA) to the Eleventh Grade Students was effective. It can be seen on the elaboration of the test and the calculation of the statistical analyses on the following description.

Furthermore, based on the statistical analyses (see appendix C) it was found out that students' average score in the pre-test was 58.03 and in the post-test was 70.17. It means that the average score in the post-test was higher than the students' average score in the pre-test. In other words, the students' comprehension on reading was in "failed" category in the pre-test became increase to "mastered" category in the post-test. The writer also found that the result of the matched t-test calculation was 7.05; mean while the t-critical value was 1.701.

It means that the Ho was rejected and automatically the Ha was accepted, it means that it was significantly effective to teach reading comprehension by using Creative Thinking Reading Activities (CTRA) to the Eleventh Grade Students of SMA Negeri 8 Lubuklinggau in the academic year of 2013/2014.

Normality Testing
1) In The Pre- Test
   Based on the data (appendix C) the table of the list Frequency of Observation and Expectation on the students' Scores in the Pre-test, found out that $X^2_{obtained}$ = 11.2398 with degree of freedom (df) = 6(7-1). Since level is 95% (0.05), and the X^2_{table} = 12.592, the data were normal, because $X^2_{obtained} < X^2_{table}$. In other words, the data that were obtained from the normality calculation can be considered normal when the $X^2_{obtained}$ score was lower than X^2_{table}.

2) In The Post-Test
   Based on the data (appendix C) the table of the list Frequency of Observation and Expectation on the students' Scores in the Pre-test, found out that $X^2_{obtained}$ = 10.3004 with degree of freedom (df) = 7 (8-1) Since level is 95% (0.05), and the X^2_{table} = 14.067, the data were normal, because $X^2_{obtained}< X^2_{table}$. In other words, the data that were obtained from the normality calculation can be considered normal when the $X^2_{obtained}$ score was lower than X^2_{table}.

3) The Calculation Of The Matched T-Test
   Based on the students' scores obtained both in the pre-test and post-test, the writer calculated the match t-test to find out whether or not effective to use Creative Thinking Reading Activities (CTRA) in teaching reading comprehension to the eleventh grade students of SMA Negeri Lubuklinggau.
   Based on the students' score of the pre-test and post-test in the table of the result of matched t-test calculation in the appendix C, it was found that N = 28, D = 390, and D^2= 6750. Before calculating the matched t-test, the writer calculated the SD (Standard Deviation).
   From the table of the comparison scores of the pre-test and the post-test, the writer found that the result of the standard deviation was 9.00. After the write found the result of the standard of deviation, then the writer found that the result of standard error differences was 1.70. Standard error differences had been found, next the writer calculated the matched t-test.
   The matched t-test of pre-test and post-test that found by the writer was 7.05. From the calculation above, it showed that t_{obt} was 7.05. It was much higher than 1.701 as critical value of table.
    The alternative hypothesis (Ha) which is it was significantly effective to teach reading comprehension by using Creative Thinking Reading Activities (CTRA) to the Eleventh Grade Students of SMA Negeri 8 Lubuklinggau in the academic year of 2013/2014.

5.   DISCUSSIONS
   Based on the finding, the students' average score in the pre-test was 58.03, the highest score was 75 which were achieved by one student and the lowest score was 30 achieved by one student. Based on their average in the pre test, it was in "Failed" category. It means that, most of the students were not too mastered in answering the reading text questions especially in reading analytical exposition text. The students were difficult in understanding the reading material text for example the mean idea of the text and also sometimes the students felt bored in reading the material. They need to get more interest in understanding the text. The students' reading achievement in pre-test was low.
   Furthermore, in the pre-test, the students seemed confused to do the test. The writer observed that some students asked their friends what to do. Some of them did not know what the instructions of the test directed and even some of them tried to open dictionary to find the difficult words. Therefore, it was unavoidable that when the writer gave them the pre-test they were not ready and unprepared. As it turned out, the achievement of the students' pre-test average score was low. As Cameron (2001:151) states that when the students become independent readers and do the test independently; then they need to acquire a wide range of strategies for making sense of text. Therefore, it was necessary for the writer to give treatment to the students. In this case, the writer used Creative Thinking Reading Activity (CTRA) in teaching reading. The writer did the treatment to build the interest for the students and hoped that the students could be improved their reading achievement.
   Mean while, the highest score in the post-test was 90 and the lowest was 40. On the other hand, in the post-test, their average score increased 70.17. It means that after the writer gave treatment by using Creative Thinking Reading Activity (CTRA) their average ability increased to be "Moderate" category., it was obvious that in the post-test most of students could make better achievement then in the pre-test. A higher achievement of the students' reading comprehension in the post-test was strongly effected fro the following reasons. The reasons are as follows : (1) the students were intensively guided to be creative through Creative Thinking Reading Activity (CTRA). Furthermore, the paragraph discussion, in which the students to focus on the paragraph comprehension activities. (2) the students felt enjoyable and challenging with the activities of Creative Thinking Reading Activity (CTRA) during the treatment. When the students enjoy doing the treatment, then, it automatically makes them active to answer all the questions of the reading test. As Silberman (1996:8) states when learning is active, students do most of the work. They use their brains, studying ideas, solving problems, and applying what they learn. Active learning is fast-paced, fun, supportive, and personally creative.
        In addition, the alternative hypothesis (Ha) was examined through the match t-test table. Based on the criteria of testing hypothesis, the alternative hypothesis (Ha) with 5% significance level was accepted since the result of the calculation of the match t-test was 7.05 which were higher then its t-table 1.701. It means that it was significantly effective to teach

reading comprehension by using Creative Thinking Reading Activities (CTRA) to the Eleventh Grade Students of SMA Negeri 8 Lubuklinggau in the academic year of 2013/2014

6. CONCLUSION

Based on the result of the research on chapter IV the result of matched t-test or t-$_{obtained}$ was 7.05 which was higher than 1.701 as its t-table. It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In other words, it was significantly effective to teach reading comprehension by using Creative Thinking Reading Activities (CTRA) to the Eleventh Grade Students of SMA Negeri 8 Lubuklinggau in the academic year of 2013/2014.

Furthermore, based on the result of matched t-test it can be concluded that it was significantly effective to teach reading comprehension by using Creative Thinking Reading Activities (CTRA) to the Eleventh Grade Students of SMA Negeri 8 Lubuklinggau in the academic year of 2013/2014.

It can be proved that in the pre-test, the average score was 58.03. while, the students' average score was 70.17, in the post test. The student's average score in the post-test was higher than the students average score in the pre-test. It means that the students can make the students improved their reading ability.

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