A PRE EXPERIMENTAL STUDY IN TEACHING INFERENCE FROM SPOOF TEXT BY USING ERRQ READING STRATEGY TO THE GRADE-XI STUDENTS OF SMA SANTUN UNTAN PONTIANAK IN ACADEMIC YEAR 2011/ 2012

A Thesis

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Abstract: This research was designed to answer the research questions about the significance and the size effect of the use of ERRQ reading strategy to teach inference making from spoof text. The sample was grade- XI IPA in SMA SANTUN UNTAN that consisted of thirty students. The data were collected by a multiple choice test and analyzed by t-test and size effect formula. The findings show that the use of ERRQ reading strategy increase students' ability in inference-making significantly and the level of the effectiveness is classified as high.

Key words: Teaching, Inference, ERRQ strategy, Spoof

Abstrak: Penelitian ini dilakukan untuk menjawab pertanyaan penelitian mengenai signifikansi dan tingkat efektifitas dari penggunaan strategy membaca ERRQ dalam pengajaran memahami makna tersirat dari teks spoof. Sampel penelitian ini adalah kelas XI IPA SMA SANTUN UNTAN yang terdiri dari tiga puluh siswa. Data penelitian didapatkan dengan menggunakan tes pilihan ganda dan dianalisa menggunakan rumus t-test serta rumus tingkat efektifitas. Hasil penelitian menunjukan bahwa strategi membaca ERRQ meningkatkan kemampuan siswa dalam memahami makna tersirat secara signifikan dan diklasifikasikan tingkat efektivitasnya tinggi.

Kata kunci: Mengajar, Makna Tersirat, Strategi ERRQ, Spoof

Teaching English as a foreign language is a process of helping students' discovery how to use the language in communication purposes. In order to succeed in communication, students need to read. In reading, students are expected to be able to comprehend a reading text. In general, the author of a reading text stated their ideas explicitly and implicitly. When the idea stated explicitly, the author convey information clearly. Inversely, it might be more difficult for students to comprehend the idea when it is stated implicitly. Since the idea is not expressed explicitly within the story but is appended, made explicit for the purposes of instruction.

In order to help students infer the implicit idea, the teacher may apply a particular strategy to be able to make inference to the whole text. Based on the theoretical basis, ERRQ (Estimate, Read, Respond, Question) one of reading strategies considered as a strategy that can help students to be skilled in reading

comprehension. It has been tested by Cairney (1990) to his students in teaching exposition text by using ERRQ. Cairney found that ERRQ was able to actively and effectively engage the factual texts with the students' achievement.

This research is to confirm whether Cairney's finding is also applicable to teach reading comprehension inference in SMA SANTUN UNTAN. Since, on the pre research to some students in SMA SANTUN UNTAN by using spoof text, it was found out that the students showed difficulty in determining the author implicit idea or inferred information from the reading passage. This condition influenced students' capability in gathering the information from the reading passage.

Therefore, students need to have good inference making ability to understand the text. There are factors that may influence students' low capability in inference making, such as students' motivation, classroom environment, and the reading strategy. In this research, the researcher focused on the reading strategy factor. In other words, this research was conducted to investigate the effectiveness of ERRQ to teach spoof text-based inference skill.

METHOD

In conducting a research, an appropriate method must be used. The research is pre- experimental design. It is a single group pre-test and post-test design. According to (Cohen, Manion, & Morrison, 2005) "the essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested."

The sample of this research was chosen by using cluster sampling strategy. In accordance with (Gray, 2004) cluster sampling is "A sampling strategy involving successive sampling of units or clusters, progressing from larger units to smaller ones." The cluster sampling in this research is selected at random of three classes of Grade-XI in SMA SANTUN UNTAN. It is Grade-XI IPA which consisted of 30 students as the sample in this research.

FINDINGS AND DISCUSSION

 a. **Findings**

The data were analysed by using the t-test and effect size formula respectively to find out the significance and the effectiveness level of the treatment in inference making ability. The research found that before the treatment, the students' ability in inference spoof text in the test items was 48.67.

After the students were given a treatment their inference ability increased by about 20 point. Based on t-test analysis compared to the t-table, the t-test result was higher than t-table (4.8 > 2.462). The researcher applied the significance of 0.02 with number of freedom 29. It means that teaching inference making on spoof text by using ERRQ reading strategy indicated that the students increased the score from pre test to post test significantly.

Statistically, the effect size of the treatment (ES) was 2.18. Since the value is higher than 0.8, the effectiveness is categorized as high.

b. Discussion

The finding in this research is not including factors like motivation and classroom environment. The strategy started with students' estimation of their ability in reading the text. Continued with reading the whole text and responds it with writing the fact about the text. These activities may encourage students' motivation to focus on the text. Then for the last activity, students made three questions including the answer based on the text so that they were be able to have more understanding toward the text. In other words, based on the direct observation, the strategy encouraged students to be able to comprehend their reading. Accordingly, the application of ERRQ can increase students' achievement in inference making ability on spoof text significantly and high effective.

CONCLUSION

The findings of this research have answered the research questions that the effectiveness of ERRQ was high and significant in increasing Grade-XI students' of SMA SANTUN UNTAN, Pontianak in academic year 2011/2012 ability in spoof text-based inference.

In summary, because of the lack of experiences and other weakness of the researcher, it is widely open opportunities for the other researchers to develop further research, for example, by using two groups of treatment and/ or not only measuring the written aspects of language but also the oral form of language such as the deep interview. Moreover, the further research may not ignore factors that can influence students' achievement in order to collect the maximum data.

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