Linguistics

Teaching Reading by Using Jumble Summary Strategy

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A B S T R A C T

Reading is the process of knowing, understanding, and getting information about the contents of the text. Teaching Reading is the process of teaching students to understand and comprehend texts. There are some problems in teaching reading. Therefore, the teacher needs to implement several strategies. One strategy is the Jumble Summary strategy. This is a strategy used by the teacher to present key words and phrases that are randomly ordered from the lesson or topic to students. Students place terms and phrases in paragraphs or logical sequences to show understanding. This research is an experiment. The population of this research is the eighth-grade students of SMPN 2 Suliki District. There are 6 classes in the school. A cluster sampling technique is used to determine the sample. Experimental classes are taught with the Jumble Summary Strategy, and the control class is taught by the strategies currently used by the teacher. This research tool is a multiple-choice reading test. This test is validated because the material is taught to students before taking the test. To check the reliability of the test, researchers used a half-separate test formula. After that, the data were analyzed using the t-test formula suggested by Gay, Mills, and Airasian [1]. From the data analysis, the t-count is 3.214, while the t-table is 2.021, which means that the t-count is greater than the t-table. In other words, the research hypothesis is accepted. So it can be concluded teaching reading by using the Jumble Summary Strategy has had a significant influence on learning to read. Therefore, it is recommended that English teachers apply the Jumble Summary Strategy in reading learning.
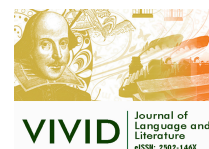
INTRODUCTION

Reading is one important skill in the English language. It is the way it can help one person to understand something. It is also important to student to learn the material. Moreover, reading is a big part of English skills that will be exanimated. Reading is a lifelong skill to be used both at school and throughout life [2]. It is important for a child's success in school and daily activity, without the ability to read well, opportunities for personal comprehend and job success will be lost. Despite its importance, reading is one of the most challenging areas in the education system. So it was connected to how to teach reading well.

Teaching Reading is basically a teacher teach the student to comprehend or interpret the meaning of the text, sometime teacher introducing the topic with reading the material book as an alternative way to teach in the classroom process. The material can be as media to teach. It means how the teacher creates the learning process becomes interesting and give the motivation to build their knowledge when learning something. In other words, besides, they should have high motivation. They also should be active in process learning. In teaching reading, there are some principles [3]:

1. Exploit the readers' background knowledge. Readers' background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how ones' first language works knowledge of how the second language works, and cultural background and knowledge.
2. Build a strong vocabulary base. Recent research emphasized the importance of vocabulary to successful reading.
3. Teach for comprehension. To teach for comprehension, I believe that readers must monitor their comprehension processes and be able to discuss with the teacher and fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and met cognitive skills.
4. The principle of teaching reading is to work on increasing reading rates. The teacher must work towards finding a balance between assisting students in improving their reading rate and developing reading comprehension skills. It is very important to understand that the focus is not to develop speed readers, but fluent readers.
5. Teach reading strategies used by the teacher can create a classroom environment that helps to produce the best condition for effective teaching and learning. When teachers used strategies to teach a reading skill to the student, it will help the student in learning reading in English. The strategy should be coherence toward students comprehends level.

Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. The aim of teaching reading at junior school based on the curriculum used is to make students comprehend and understand the meaning of the words and inferences from the text.

Many of the goals of English teaching strategies are to make the teaching process being successful. One of them is using Jumble Summary it means by Fernandez & Streich-Rodger explain Jumbled Summary means teacher presents randomly ordered keywords and phrases from a lesson to students. Students put the terms and phrases in a logical order to show understanding. The jumbled summary is skimming for meaning to establish a quick order, then scanning for detail to confirm accuracy [4]. It means the reader has to find the meaning and to detail information to understand the text. Dealing with the theorist statements above, the writer can take the conclusion Jumbled Summary is Teacher presents randomly ordered keywords and phrases from a lesson to students. Students put the terms and phrases in a logical order to show understanding.

The procedures of jumble summary including [5]:
- o   The students are given the passage in the text in a scramble order. Student let to read the passage to know what meaning of that passage.
- o   The passage they have work its passage its have not seen before. It is the passage which not learned yet by the student before.
- o   They are told to restore put the sentence into the correct order. The students have to fix the scramble passage into the good passage.

In Conclusion, Jumble Summary means teacher posts and places in an envelope randomly ordered keywords and phrases from a lesson. Students put the terms and phrases in a logical order to show understanding students in reading the text. Relating to the case above, the research focuses on using a jumble summary strategy at Eight Grader in SMPN 2 Kecamatan Suliki 2017/2018 Academic Year.

METHOD

This research was experimental. The researcher has been experimental research on the eighth graders class at SMPN 2 Kecamatan Suliki 2017/2018 academic year. This experimental research involved in two groups. They were an experimental class and control class. The design of this experimental research is posttest only control group design.

There were six classes at this school, and the writer will choose two classes for the control class and experiment class. The sample of this research was chosen by using cluster sampling. The class was VIII.3 as experiment class, and the class was VIII.2 as a control class. The instrumentation was reading tests in multiple-choice forms. The number of items for try out is 60 items, while the number of items for the posttest is 30 items in.

To know the reliability of the instrumentation is analyzed by using split-half reliability. Finally, the test score was calculated by using the t-test. The researcher used the formula t-test, which was suggested by Gay [6] to know the effectiveness of the treatment. The formula is:

$$t = \frac{x_1 - x_2}{\sqrt{\left[\frac{ss_1 + ss_2}{n_1 + n_2 - 2}\right]\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

T = the value of t-calculated
x_1 = mean score of experimental class
x_2 = mean score of the control class
ss_1 = sum of squares of experimental class
ss_2 = sum of the square of the control class

n_1 = sample side of experimental class
n_2 = sample side of control class

RESULTS AND DISCUSSION

The calculation result of the students' score both of group is presented as the following table.

Table 1. Result of Analysis

No	Experimental	Control
1.	n 1 = 20	n 2 = 20
2.	$\overline{x1}$ = 86	$\overline{x2}$ = 69,15
3.	$\Sigma x1$ = 1720	$\Sigma x2$ = 1383
4.	$\Sigma x1^2$ = 2958400	$\Sigma x2^2$ = 1912689
5.	SS1 = 1772	SS2 = 5436
6.	Degree of freedom(df) = 20 + 20 - 2 =38	
7.	p = 0.05	
8.	T calculated = 3.868	

From the table above, it can be seen that the number of both group (n) are 20 students, the mean score of experiment class ($(x1)\overline{\ )}$ is 86, and the mean score of the control class $((x2)\overline{\ )}$ is 69,15. While the total score of the post-test in the experimental class ($\Sigma x1$) is 1720, and the total score of the post-test in the control class ($\Sigma x2$) is 1383. The total score quadrate of the post-test score experiment group ($\Sigma x1^2$) is 2958400, and the control class ($\Sigma x2^2$) is 1912689. The sum square of the experiment class (SS1) is 1772, while the sum square of the control class (SS2) is 5436. The degree of freedom of both classes (df) is 38, and the level of significance (constant number / p) is 0.05. T-calculated of the data obtained by the student's score of both class is 3.868 and t-table 2.021.

After the researcher taught the students and did the post-test for both of experiment and control class, the writer got the data and continued to analyze it. The writer found that t-calculated (3.868) is bigger than the t-table (2.021). So, it means that there is a significant effect of teaching reading by using Jumbled Summary at eighth-grader at SMP N 2 Suliki in 2017/2018 academic year. For more explanation, the result can be seen in these points below:

1. The total score of post-test in experimental class is 1720, and the mean score is 86 while the total score of post-test in control class is 1383 and the mean score is 69,15
2. T-calculated of the data got by students' score of both class is 3.868
3. T-table is 2.021, with df = 38 and p = 0.05

From the calculating above, it was gotten t-calculated 3.868 with the degree of freedom (df) is 38. Then, t-calculated was compared with significance level 0,05, and the t-table is 2.021. So t-calculated is bigger than the t-table. It can be concluded that H1 was accepted. It means that there is a significant effect in teaching reading by using Jumble Summary Strategy at eighth-grader at SMP N 2 Suliki in 2017/2018 academic year

After finding the mean scores, standard deviation, and the value of t-calculated within the two groups statistically, the hypothesis than can be tested. It is found that the mean scores of the experimental class (86) is higher than the mean score control class (69,15). Furthermore, it was tested again by t-test formula, in which the value of t-calculated (3.868) is bigger than the value of t-table (2.021) at the level of significance (0.05) and df (38). So, it means the alternative hypothesis (H1) is accepted. In other words, there is a significant effect in teaching reading by using Jumble Summary Strategy at eighth-grader at SMP N 2 Suliki in 2017/2018 academic year.

As the discussion in this research, the researcher found that the hypothesis answered in this research is H1. It means that teaching reading by using the Jumbled Summary Strategy had a significant effect to students' reading ability. It has been proved by comparing t-calculated (3.868) and t-table (2.021). It can be said that the t-calculated was bigger than the t-table. The effect of this strategy might have happened because of some factor; there are:

First, The Jumble Summary Strategy, which was implemented to experiment, class, was so simple because it consisted of fixing the blank of passage with a scramble order answer. Due to this strategy, the student could follow the activity of the reading process well. Furthermore, the student enjoys and interesting the activity of the learning process. Second, the strategy could make the student more active, understanding, and comprehending the text well in the teaching and learning process. The students were active in a fix the blank passage. They also very active in enrich vocabulary from the passage using the dictionary. The students were then actively discussed the point of the text with their friends in their group. For example, first, the student skimming the text into got the main idea and understood the type of text. Second, the student was active in looking for specific information into the text. Third, the student was active in finding the correct answer to the blank space-related passage. This opinion was support by Wright et al. jumbled summary is skimming for meaning to establish a quick order, then scanning for detail to confirm accuracy [4].

However, in the control class, the researcher uses the presentation strategy. The application that strategy could not make the student understand well, because the student only listened to the teacher and became passive in the learning activity. In summarizing, the application of the Jumble Summary strategy in teaching reading made students active, interactive, and enjoy the activity lesson. Moreover, there were some advantages of the Jumble Summary strategy in teaching reading to made students easy to comprehend the text.

CONCLUSION

Based on the result of the research, this study deal with the Jumbled Summary Strategy is effective in teaching reading. The result is known from the research that has done at the eighth-grader at SMP N 2 Suliki. It can be seen from the result of post-test where the mean score of experimental class (86) is higher than the mean score of the control class (69,15) in which the value of t-calculated(3.868) is bigger than the value of t-table (2.021) at the level of significance 0.05. So the alternative hypothesis (H1) is accepted. Based on the explanation above, it can be concluded that there is a significant effect on teaching reading by using Jumbled Summary Strategy than teaching reading as usual.

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