THE EFFECT OF PROBABLE PASSAGE STRATEGY IN TEACHING READING A RECOUNT TEXT FOR SENIOR HIGH SCHOOL

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Abstrak

Ada banyak masalah yang dihadapi oleh guru dan murid dalam memahami teks recount, salah satunya adalah keterbatasan dari kosakata dan pengetahuan alawal terkait dengan teks. Oleh karena itu peneliti menyarankan pengguna penggunaan strategi *probable passage strategy* sebagai solusi. Penelitian ini adalah penelitian eksperimen dengan desain yang disebut *non-equivalent control group* pada SMA N 2 Payakumbuh. Instrument yang digunakan adalah *reading comprehension test.* Tes dilakukan sebanyak dua kali; *pre-test* dan *posttest.*Data penelitian ini dianalisis secara statistik menggunakan rumus *t-test*. Ditemukan bahwa t-hitung sebesar 5.64 sedangkan t-tabel sebesar 1,9994, yang berarti t-hitung > t-tabel pada taraf signifikansi 0,05. Berdasarkan hasil hitungan ini, disimpulkan bahwa penggunaan strategi *probable passage* dalam pembelajaran memberikan dampak yang lebih baik terhadap kemampuan siswa dalam memahami bacaan pada teks recount.

Kata kunci : *Probable Passage*, Pemahaman membaca, teks *recount*

INTRODUCTION

Pre-reading is one of the stages in teaching reading that must be done by teacher and students in order to begin a reading section. According to Yopp (2001:18) pre reading activity will help the students to connect their background knowledge with the real text. If the students can connect with the text, including the idea, information, or what the text will talk about, it will help them to comprehend the text itself. Therefore, pre-reading activity is important for the students to comprehend the text eily.

There are many pre reading strategies that teachers usually use. One of them is predicting strategy which is used by the teacher in order to introduce the text to the students. The predicting strategy that the teacher usually used is brainstorming. Brainstorming is one of the predicting strategies that use the work of brain to introduce a text. The teacher uses pictures and words as a brainstorming media in school. Brainstorming strategy has several advantages in teaching reading. First, brainstorming strategy provides an easy and quick class activity. Second, the brainstorming strategy encourages student's creative thought. The last, brainstorming strategy makes students connected with the text.

Even though the teacher has already used this brainstorming strategy as a pre-reading strategy, but that strategy is not really effective to increase the level of comprehension of the students especially in the genre of recount text.

Based on the interview to the teacher and student, there are several problems that they face in reading section especially in recount text. The first one is the students' lack of vocabulary. Students feel they will be difficult to comprehend a recount text when they have so many difficult words in the text. It is a line with a research that has been done by Palita Thongyon and Thanyapa Chiramanee (2011) about the effect of using picture, words, and questioning in brainstorming strategy as the strategy that teacher uses for pre-reading activity. The result of that research was found that the group that received the pre reading strategy by using pictures or word in brainstorming strategy performed significantly better than the group that received pre-reading questioning activity. However, the suggestion about this research is that brainstorming by using picture and also questioning cannot improve the students' vocabulary well.

The second problem is many students act as a passive reader when they read a recount text. According to Beers (2003:87) these students only open a book, look at words, and do not have prediction about what they are reading. The students only wait for instruction from the teacher in brainstorming strategy when reading a recount text; that means the teacher is active, but the students is passive. This passiveness will influence to their comprehension in reading a recount text.

Lastly, the students only have limited information about the recount text that can be measured by the teacher. At the beginning of the reading a recount text, the students have to have to activate their background knowledge of the text, so the students need wider information to comprehend in reading a recount text.

Reading comprehension become the concern issue in this research, reading comprehension is very important in order to build the students' ability to construct the meaning or important ideas of the text based on their background knowledge and experiences. In order to help the students in comprehending a text, the teacher need to uncovering strategy to reach comprehension easily. One of the strategies that can be used is probable passage strategy.

According to Achterman (2005:11) probable passage strategy is a pre reading strategy that gets students engaged by introducing students to text before they meet the text. Probable passage strategy focuses on how to help the teacher introduce the text to the student more effectively.

Then, Pipa in Susanti (2012:2) mentions that probable passage strategy is an instructional strategy to teach reading through prediction, discussion, and writing. She also adds that probable passage strategy will help readers or the students to comprehend the stories and sight words vocabulary. In probable passage strategy, the student will be helped for comprehending a text by list vocabulary and also probable passage frame that teacher gives in this strategy.

Furthermore, Woods in Cecil (2011: 51) defines probable passage strategy as a teacher prediction strategy that relates writing and critical thinking with the reading of narrative selection. That means, probable passage strategy will be suitable with the genre of narrating text, such as narrative, recount, and news items. The reason is, still in Cecil (2011:55) says that this strategy will introduce the students with six story elements in probable passage, that is settings, character(s), problem, solution, ending, and prediction of the story, to construct text by using key words provided by the teacher. All of element can be seen in probable passage frame.

There are several advantages of probable passage strategy. Probable passage is purposed to engage students in contextual study of vocabulary before reading a passage. That means the probable passage strategy will help students to understand the vocabulary based on the text. The students will get several list of vocabulary that they can learn in probable passage strategy. Then, probable passage will help to stop passive reading habits by encouraging students to make prediction, to activate their prior knowledge about a topic, to see casual relationships, to make inferences and to form images about a text. Therefore, the concept of probable passage is how the students can learn to another model of prediction strategy in reading. In this strategy, the students will be active because they will work with probable passage frame that will help them to understand the text. Other advantages of this strategy, students are active and the teacher is monitoring. In this strategy the teacher and students will use collaborative learning, when the teacher uses probable passage strategy; the teacher will divide the students into several groups and make the students work in a group. (Daniel (2004); Woods in Beers (2003); Achterman (2005))

According to Woods in Beers (2003:92) the procedures of teaching reading through probable passage strategy are, first, the teacher choose eight to fourteen key words that will be given to the students. The teacher has to choose the words that explain the whole story that makes the students can predict the story easily.

Next, the teacher divides the students into several groups and gives them the blank probable passage frame to them. It will give the students motivation to learn since they are not alone to do a task in probable passage frame.

Then, the teacher gives several list of word to the student and asks the student to fulfill the word in probable passage frame based on appropriate categories based on their knowledge. This activity is for building the vocabulary knowledge of the students. It will give students new vocabulary that can help them to comprehend the text.

After that, direct the class to write the gist statement and use the words to develop a probable passage. These steps will make students write their prediction and have background knowledge of the text. Next, ask students to make several question related to the story in "to discover" column. Then, the teacher collects the probable passage of the student. The last, the teacher gives the student the real text individually with their predicted story lines in mind. After reading the selection, teacher discusses the story and the text with the probable passage that they have before.

Based on explanation above, it can be concluded that probable passage as a predicting strategy can increase the comprehension level of the students in reading. That is way in this research; researcher used probable passage strategy in pre reading activity to increase the comprehension of the students especially in recount text in senior high school.

RESEARCH METHOD

The design of this research was experimental research because the researcher wants to know the effect of using probable passage strategy toward students' reading comprehension at SMA N 2 Payakumbuh. According to Gay (2009: 240) this research will focus on cause and effect relationship. He also adds that this is the most valid approach in educational research. This research used one design of

experimental research that is the quasi Experimental research in non-equivalent control group design to collect the data. According to Gay (2009: 259) this design uses at least two group and both of which are formed by random assignment. This design was used because of several considerations, the first; the writer assumed they did not have experience in probable passage strategy and these two groups had been classified and presumed based on their ability.

The populations of this research were the grade X of SMA N 2 Payakumbuh in 2013/2014 academic year which was assumed that they have the same ability. This research used cluster sampling in order to get the sample. According to Gay (2009:129) cluster sampling is sampling in which group, not individual, are randomly selected, and assumed that all members have similar characteristics. There are two classes that took as the sample of the research. Each of classes consists of 36 students; therefore, the total number of sample was 72 students. In order to determine which group belongs to experimental and control group, the researcher used a lottery. X MIA 4 and X MIA 7 were chosen as sample of this research.

In order to get the data the researcher taught in the class to do the research and used reading comprehension test. The reading comprehension test was used in pre-test and post-test to get information relevant to the research purposes. All of the students in each group got the same text, questions and allocation of time of the reading comprehension test.

The data is analyzed by using t- test formula to test the hypothesis of significance, before that writer got normality and homogeneity testing. Both are important to do since only if the data is normally distributed and the variances of the comparison groups are equal that can be used to test the hypothesis.

DISCUSSION

This research was conducted to see the effect of using probable passage strategy in teaching reading a recount text toward students' reading comprehension. The experimental group used probable passage strategy while control group used brainstorming strategy.

The formulation of hypothesis testing was proven that probable passage strategy gave better effect on students' reading comprehension a recount text. The researcher saw better effect through the data that got from the post test score of the treatment from both group. It mentions as better effect if one group get higher pre test score and t-test compare with another group. The data obtain through post-test showed that the mean of two groups were different. The t-test also shows there are significant different between those groups, experimental performed better than control group. The value of t_0 allowed the research to reject the null hypothesis (H_0). Thus it could be conclude that probable passage strategy gave better effect on students' reading comprehension a recount text than students. The following table summarized the statically calculation of hypothesis testing analysis of both samples as findings of the research:

Table 1
Statistical Calculation of Hypothesis Testing

Group	N	Mean	SD	
Experimental	38	69.01	8.63	$t_0 = 5.64$
Control	38	57.57	9.47	

The *t* table does not have df =74, and to be conservative the researcher used df=70. The critical value of *t* at α = 0.05 in two tailed or non-directional test by df 70 is 1.994. Since the calculated value of *t* is smaller than the critical value, $t_0 > t_t$ or 5.64> 1.994, it can be concluded that experimental and control group were in the H_1 accepted area. Therefore, the alternative hypothesis (H_1) was supported, the null hypothesis was rejected. Obviously it is showed on the graph below
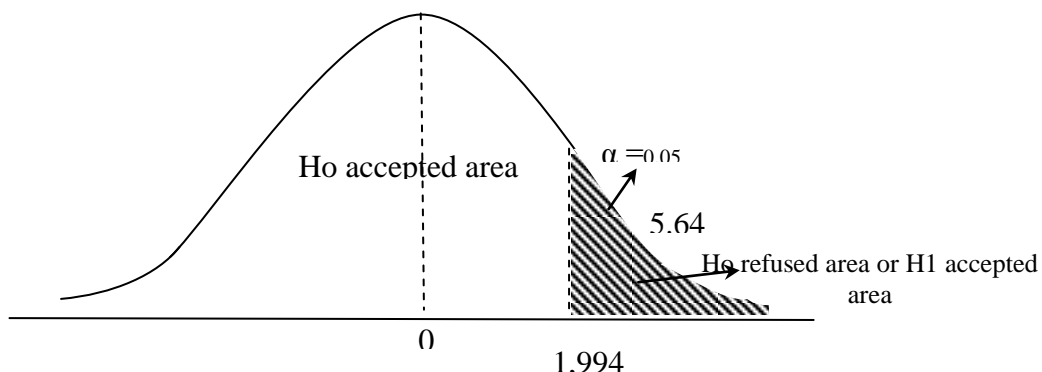

Figure 1. The Graph of Hypothesis Result

Derived from the hypothesis graph above, $t_{observe}$ was in H_1 accepted area, which means the different treatment of both sample groups gave some positive effects. Moreover, the different treatment used in experimental group performed better in answering reading comprehension test given. It was clear by seeing the mean of both groups, the experimental group had 69.01 and the control group had 57.57. The followings were the explanations for the result of hypothesis testing.

Probable passage is an instructional strategy to teach reading trough prediction, discussion, and writing that can help student to make prediction, the teacher will introduce the text effectively to the students through probable passage strategy. This is in line with Achterman (2005:11) who says probable passage strategy is a pre reading strategy that gets students engaged by introducing students to text before they meet the text.

The probable passage will help the students to activate their background knowledge of the text in order to improve their comprehension on the text in this research, the researcher has successfully proven that probable passage strategy is a kind of strategy in reading that can activate background knowledge and improve students 'reading comprehension in SMAN 2 Payakumbuh. This is in line with Beers in Preszler (2005:6) suggests using probable passage strategy is to increase students' comprehension by activating their prior knowledge before they actually begin reading the text.

Daniel (2004: 112) adds that probable passage strategy can make students focus on the key vocabulary. Through this research It can be seen that the vocabulary of the students increase because in probable passage the students is given the list of vocabulary that they will focus on that in order to improve their vocabulary

Furthermore, Probable passage makes the students become active reader, this happens through the activity that they do before reading by using probable passage strategy, they will not only waiting for the text that the teacher gives, but also find by themselves what the text will talk about. This is suitable with Wood

in Beers (2003: 87) mentions that probable passage will help to stop passive reading habits by encouraging students to make prediction, to activate their prior knowledge about a topic, to see casual relationships, to make inferences and to form images about a text.

Thus, based on the research finding related to the theories, it can be wrapped up that the use of probable passage strategy is recommended to be used as a strategy in teaching and learning process particularly to improve students' reading comprehension in recount text.

CONCLUSIONS AND SUGGESTIONS

This research is conducted to find out the better effect of using probable passage than brainstorming strategy in teaching reading a recount text at the grade X SMA N 2 Payakumbuh. Based on findings in the previous chapter, the researcher can support the alternative hypothesis (H_1) and reject the null hypothesis (Ho). In the other word, it can be concluded that probable passage strategy gives better effect than brainstorming strategy toward students' reading comprehension of grade X SMA N 2 Payakumbuh enrolled in 2014/2015 academic year when reading a recount text.

Based on the research done, it has been proven that the use of probable passage strategy gives positive effect toward students' comprehension in reading a recount text. However, there are several suggestions to English teacher and the next researcher. First, it is expected that teachers can teach and help students to use probable passage strategy in reading in order to be strategic readers. Second, it is expected to the next researchers who apply probable passage strategy not only for recount text but also to another text that suitable with probable passage's frame such as descriptive and narrative. Third, for the next researchers, it is suggested to have more meetings to achieve better result. It is also suggested to do research at the beginning of the semester so that the continuation of treatment will not be disturbed.

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