THE EFFECTIVENESS OF USING FIRING LINE STRATEGY TO TEACH READING COMPREHENSION

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Abstract
This research was conducted to find out whether the firing line strategy is effective to teach reading comprehension. The researcher conducts a pre-experimental study entitled "The Effectiveness of Using Firing Line Strategy to Teach Reading Comprehension". The participicants of this research were the eight grade students of SMP Islam Tazkiyah Pontianak. In the research, the researcher use a pre-experimental study (one group pre-test post-test design). The data in this research were gathered by using measurement technique and statistical analysis. As a result, there were differences in the average post-test results. It was proven by the results of T_{Table} $T_{Arithmatic} = 2,042$ and $9,406$ ($9,406 > 2,042$). It was found out that the reading comprehension of students after using firing line strategy was higher than before using it, and the effect size proved the results by 1,59. In conclusion, the firing line strategy is effective to teach reading comprehension to the eight grade students of SMP Islam Tazkiyah Pontianak.

Keywords: Firing Line Strategy, Pre-Exprimental Study, Reading Comprehension

INTRODUCTION

Reading is one of the most important skills in learning a language besides listening, speaking and writing (Erika Sinambela, 2015:14). Reading is one of language skills which should be mastered by the students. Through reading the paple can get a lot of knowledge, information, enjoyment, or even problem solution. Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. In reading skill, the students are expected to able to comprehend what is being written in the text. The text presents letters, words and sentences and paragraphs that encode meaning. Comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing idea, recognizing authors' purpose, making judgment and evaluating. Word isimportant factor in determining the degree of comprehension (Erika Sinambela, 2015:14).

English language learning is one of the subjects that is considered difficult because English is not the mother tongue or the national language used everyday, this causes boredom. These conditions have implications for the low level of student mastery of English learning materials. Based on observations made, teachers are more likely to use conventional learning approaches, teacher-centered approaches rather than student-centered approaches. Students lack the opportunity to practice the knowledge gained, so students have trouble practicing it properly. Teachers often practice classically rather than individually.

The one of problems faced by the students in reading. some of them do not understand about the meaning of the word and lack in vocabularies. some of them think reading is boring activity. Besides, the students also still get some difficulties in finding general and specific information, identifying main ideas, identifying and implicit information. It is

because the English teachers are very lack of teaching method. Which cannot handle the students to be more active toward learning process, concequenty the students have low motivation learning English subject.

Pearson dan Johnson (in Zuchdi, 2000:23-24) state that: factors that are in the reader includes linguistic abilities (linguistic), interest (how big concern for the reader to reading faces), motivation (how much concern the reader to read the task or general feelings about reading and school), and a collection of reading skills (how well the reader can read). Learning to read is one of the very important matter in Indonesia. through learning reading, teachers can develop moral values, reasoning ability and creativity of the students. In obtaining abiding basically requires readers the right strategy. This reading strategy illustrates how readers reading process so that he gained an understanding of the reading.

Many teaching reading methods have been used in the classroom alternately. In this research, the researcher proposes one method that can be used in teaching reading comprehension. The method is firing line. Firing line (line of fire) is the format of quick movements that can be used for various purposes such as testing and role play, it offers continuously couple spins, learners have the opportunity to respond quickly to the questions posed or types of challenges that other (Silbermen 2009: 212). Firing line is one of the active learning strategies that takes advantage of study groups to maximize learning.

A research about firing line strategy was conducted by Jawara (2013:i) show learning to use strategies The Firing Line is effective than active learning strategy. Maharani (2012:i) the result of hypothesis testing shows the students 'level problem solving ability which is treated by Active Learning Type Firing Line is higher than treated with conventional learning strategy. Based on the above background, the researchers are interested in conducting research with the title of the effectiveness of using firing line strategy to teach reading comprehension (a pre-experimental study on the eight grade student of SMP Islam Tazkiyah Pontianak).

Firing line strategy is a strategy that is designed to display the pair rotating in the formation of two rows facing where students can test each other by asking questions to the students there before him. Students who get the question answered questions with a time limit specified (Silberman, 2012:222). Additionally Firing line method defined in Setyono (2005:33) Firing Line is a fast movement format that can be used for various purposes such as testing and role playing. This method includes continuously rotating pair. Learners have the opportunity to respond quickly to the questions posed or another type of challenge. Firing line method is suitable for students can appreciate other people and students play an active role in the learning process.

Firing line strategy requires preparation and planning before implementation of guidelines and clear guidance for teachers in the implementation of learning process. Related to reading comprehension, Richards and Schmidt (2002: 443) state that reading is an activity of perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that results is called reading comprehension. In line with that, Lems, Miller, and Soro (2010:170) state reading comprehension ability is the ability to construct meaning from a given written text. Reading comprehension is not a static competency; it varies according to the purpose for reading and the text that is involved.

Pang et al (2003:3) states reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one"s spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Snow (2002:3) states reading comprehension

as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

RESEARCH METHODOLOGY

The method used is an experimental method. According to Subana (2005: 95) explains that the experimental method is a method of study that tested the hypothesis shaped causal relationships through manipulation of the independent variable, for example: treatment (experimental materials), stimulus, conditions and test the changes caused by the manipulation. Effects of manipulation was called the dependent variable. During manipulation of treatment, the researchers control the external variables (external variables) that changes completely as a result of manipulation and not due to other variables. Pre-experimental research is a study that is looking for a particular variable effect on other variables in controlled conditions. The following research will be described by using the model of pre experimental pretest posttest control group desaign with two kinds of treatment. In this model before starting treatment both groups were given an early test or pretest to measure the initial conditions (Y1) next to the experimental group treated (X) and the comparison group were not given. Finished second treatment group were given the test again as posttest (Y2) (Sugiyono, 2013: 12).

Table 1. The Design of Pretest Posttest Control Group Desaign

01	X	02
Pre-test	*Treatment*	*Post-test*

Notes :

O1   =   Initial tests before being given treatment.

X1 = Providing treatment group counseling with the film media.

O2 = Final test after being given treatment.

Thus the population is the whole object of research that students of class VIII A and VIII B numbered 69 students. The sample in this study using clusterrandom sampling. Cluster random sampling is a sampling technique used when "natural" but relatively heterogeneous groupings are evident in a statistical population.The research will determine one class to be thing sample VIII A.

The technigue of data collecting apply in this research is measurement technique. Based on Kothari (2004:69), "measurement technigue is a process of mapping aspects of a domain onto other aspects of arranging according to some rule of correspondence". The purpose of measurement is to investigate the achievment of students in reading comprehension before and after the treatment. Richard H. Lindeman (Asmawi, 2012:92) measurement technique "the assignment of one or a set each of a set of persons or objects according to certain established rules".

The instrument is a tool when researchers used a method. From the above it is understood that the data collection instruments are an invaluable tool for researchers in the use of data collection method becomes systematic and purposeful. Thus, it can be understood that the method with data collection instruments are as follows:

1. Pretest

   Before doing treatment, the researcher will apply a pre-test. The test will takes time around 90 minutes, with 2 x 45 minutes. The researcher distribute the test to identify the students' prior knowledge in reading comprehension.

2. Posttest

   After doing treatment, the writer post-test for the experimental class. It will also takes time for 2 x 45 minutes. The post-test will conduct to find out the students' achievement and their progress after giving the treatment. The content of the pretest was the same as the post test

The data analysis in this study, researcher use to the analysis and quantitative techniques. Data analysis techniques use statistics are quantitative, so that it can be called statistical analysis or statistical analysis inferen. Statistics are inferen or deductive inference against an event observed by analyzing sample data. The statistical analysis techniques used different test by using different test formula and using different test analysis. Different test is used to test the significance of differences in mean 2 pieces derived from two distributions.

1. The students individual score from the pre-test and post-test calculate by the formula below:

$$X = \frac{C}{N} x100$$

Where:
X : The students' individual score
C : Correct answer
N : Total number of question on the test
100 : Maximum score (Arikunto, 2010:175)

2. Analyzing the students' mean score of pre-test and post-test. The students' mean score of pret-test

$$M_1 = \frac{\sum x_1}{N} x100$$

Where:
M_1 : The students' mean score of the pret-test.
$\sum x_1$: The sum of individual score of pret-test.
N : Total number students' (Subana, 2010:75)

The students' mean score of post-test

$$M_2 = \frac{\sum x_2}{N} x100$$

Where:
M_2 : The students' mean score of the post-test.
$\sum x_2$: The sum of individual score of post-test.
N : Total number students' (Subana, 2010:75)

3. The analysis of the students interval score among of pret-test and post-test

$$\bar{D} = M_2 - M_1$$

Where:
D : The students' interval score of the students' mean score from pret-test and post-test.
M_1 : The students' mean score the pret-test.
M2 : The students' mean score the post-test (Subana, 2010:77).

4. Standard Deviation
Standar deviation is the square of the variance. The formula of standard deviation is as follows:

$$SD = \frac{\sqrt{\sum x^2 - \left[\frac{\sum x^2}{N}\right]}}{N(N-1)}$$

Where:
SD : Standard deviation
$\sum x$: The sum of students' correct answer
$\sum x2$: The sum of students' square correct answer
N : The total number of students (Ary et al, 2010:177)

5. t-Test
The next data analysis is the value of post test data analysis used to determine the creativity of learner between the experimental and control class. Data Analysis used to determine differences in students' ability to think creatively is by statistical parametric t- $test$ analysis for samples that are not correlated. It is selected because of the score or the value of the second sample was obtained from a different subject. The data analysis is presented in the calculation using the formula t-$test$ manually and in SPSS 16.0 as attached. The t- test formula used is as follows:

$$t-test = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[\frac{SD_1^2}{N_1-1}\right]+\left[\frac{SD_2^2}{N_2-1}\right]}}$$

With

$$SD_1^2 = \left[\frac{\sum x^2}{N_1} - (\bar{x}_1)^2\right]$$

Notes :
x = Mean on the distribution of sample 1
$\bar{x}$ = Mean on the distribution of sample 2
SD_1^2 = Value of The variance in the distribution of sample 1

SD_2^2 = Value of The variance in the distribution of sample

N_1 = Number of individual in the sample 1

N_2 = Number of individual in the sample 2

The results of t-test calculation here in after referred to as t_{count} which will be compared with t_{table} at significance level of 5% or 1%. If obtained $t_{count} > t_{table}$ it can be concluded that there is the firing line strategy effective to enhance about students understanding in the VIII grade of SMP Islam Tazkiyah Pontianak. Conversely, if obtained $t_{count} > t_{table}$ it can be concluded that the firing line strategy is not effective to enhance about students' understanding in the VIII grade of SMP Islam Tazkiyah Pontianak

To determine how much influence the firing line strategy to the student reading comprehension, use Effect Size. Formulas and magnitude of Effect Size criteria using Equation 4 as follows:

$$ES = \frac{\overline{X}_e - \overline{X}_c}{S_c}$$

Information :
ES : Effect Size
X_e : Average count posttest experimental class
X_c : Average arithmetic test posttest control group
Sc : Standard deviation posttest control group

Table 2. Effect Size Criteria Value

Interval	Criteria
ES ≤ 0,2	Low
0,2 < ES < 0,8	Medium
ES ≥ 0,8	High

Source: Ary et al, 2010:177.

The criteria assessment of student learning outcomes by Arikunto and Jabar (2009: 35) as follows:

Table 3. Results Criteria

No	Number	Predicate
1	81-100	Very Well
2	61-80	Well
3	41-60	enough
4	21-40	Less
5	<21	Less once

DISCUSSION

The average yield posttest in class VIII A normal distribution and homogeneous tested using T test (for both normal distribution) in the can T$_{hitung}$ of 9,046 and T$_{Table}$ amounted to 2,042. So T$_{hitung}$ 9,046 > T$_{Table}$ 2,042, this fact shows that there are differences in the average of the results of the posttest in class VIII A between before and after using the strategy of the firing line.

Before providing treatment in class VIII A, first given pretest. Pretest is given to know the initial ability of students in a class VIII A. The ability of class VIII A beginning student who will be given the treatment by using the strategy of the firing line. After pretest done, then the next step is to provide treatment to the class VIII A is. At the material time describing people, animal, and thing. Students are motivated by strategy firing line and more aware of the indicators studied.

Use of the firing line strategy used by teachers in accordance with the learning implementation plan (RPP). Students in shape in small groups consisting of 4-5 people and will discuss the topics that have been assigned to a teacher in each group. From this fact in accordance with the advantages of strategy firing line is an interesting presentation by forming students in small group work that trains students to be independent and mutually respect each other's opinion in solving a problem and can give students' motivation. This is in line with the advantages of the firing line strategy. Stimulate students to always compete well in the study. Undeniably a class there had to be a competition or rivalry. With a comfortable learning, active fun, effective and learners will certainly feel have got something useful for him so that his needs will learn to feel fulfilled. Thus they are stimulated to get the heart's satisfaction (Oktiani, 2013:11).

However, in the implementation of firing line strategy still found weaknesses include: The teacher still looks unruffled in explaining the method and has not been firm in instructing the rules in the method during the question and answer session. This resulted in students rowdy and engrossed in chatting themselves with a friend seat. The student still looks confused with the new method used by his teacher. So at the time of question and answer session and discussion only some groups that look dominant have good cooperation, for example Groups 3 and 6. While in other groups there are only a few students In groups that want to work together, such as helping each other and Solve existing problems in the group. This results in a question session Answer can not be completed on time by most groups.

Of these weaknesses, the teacher attempts to plan the lesson at the next meeting, so that the goal of student cooperation increases. Students are conditioned to help each other in understanding the material. In addition, the teacher also gives hand out to each group, it is intended that students are not rowdy and chatting alone but are conditioned to read and understand the hand out that contains the material. Researchers and teachers are also hesitating on the strategy for the Q & A session to run smoothly, which gives 10 minutes to self-condition and discuss the material. With discussions such as this, cooperation and understanding of students will increase so that when the question and answer session carried out will run smoothly and on time because students are easy to answer questions.

The next step after completion of the treatment is, giving a final test (posttest). Posttest given to determine student understanding after being given treatment using a strategy of firing line by the researchers, the learning outcomes of students who were not given the treatment by using strategy firing line by teachers of English. Based on the results of data processing, obtained an average result A class VIII student before firing line using a strategy of: 54,57 with a standard deviation: 1,49, while the average results of A class VIII student after using a strategy of firing line : 82 with a standard deviation: 9,71. This indicates that the firing line strategy can improve student learning outcomes. As Usman et al (2012: 24-25) says that the function of strategy is to help facilitate learning for students and facilitate teaching for teachers and more attention and interest of students in learning.

The effect of the firing line to the understanding strategy read in class VIII SMP Islam Tazkiyah A Pontianak, use the formula obtained results Effect Size Ho rejected and Ha accepted, evidenced by the results of Effect Size 1,59 were classified as moderate. The conclusion is that there are significant strategy use the firing line against the reading comprehension of students in class VIII SMP Islam Tazkiyah Pontianak. The results of this study supported research conducted by Husna (2015) which mentions that the effective learning strategy of firing line on mathematics learning outcomes on the subject matter of counting operations on the form of student algebra in class VII of SMP Negeri 1 Karang Baru of the academic year 2015/2016.

The implementation of firing line strategy, able to make conditioned students to help each other group members in understanding the material. In addition, the teacher also gives hand out to each group, it is intended that students are not rowdy and chatting alone but are conditioned to read and understand the hand out that contains the material. Researchers and teachers are also making a strategy for the Q & A session to run smoothly, which gives 10 minutes to self-condition and discuss the material. With discussions such as this, cooperation and understanding of students will increase so that when the question and answer session carried out will run smoothly and on time because students are easy to answer questions.

Teachers are also able to manage the time well so that the question and answer session runs two rounds in accordance with the planning. In addition, student cooperation is also more visible and increasing. Students no longer work individually, but help each other. Students who are already familiar with the

material submitted by the teacher already want to explain to students who have not understood. They look more courageous in expressing opinions in front of other friends. In addition the students also look respect each other, they will listen and give feedback to friends who are arguing.

CONCLUSION AND SUGGESTIONS
Conclusion
1. The average student learning outcomes before getting treatment by using strategy firing line in class VIII A relatively unsuccessful. Evidenced by an average of 54.57 pertained fail. There are differences in the average posttest results in class VIII A. It is proven by the results of $T_{Table} = 2,042$ and $T_{arithmetic} = 9,406$ ($9,406 > 2,042$).
2. There is a difference in students' reading comprehension after pretest and posttest. So it can be concluded from the reading comprehension of students after using the strategy of the firing line was higher than before using a strategy of firing line. There are differences in the use of the firing line on learning strategy describing people, animal, and thing in class VII Islam Tazkiyah Pontianak. Evidenced by the results of the effect size of 1.59 with the classified categories were so Ho rejected and Ha accepted.

Suggestions
1. Teachers should be more creative use of strategies and methods so that the purpose of describing the material people, animal, and thing can be optimized and efficient in improving student learning outcomes.
2. Teachers should already prepare learning Implementation Plan (RPP) for the purpose of the lesson can be achieved. Teachers to be able to present the subject matter coherently by using firing line learning strategy in the field, so that the previous learning plan can be done well for each meeting. Besides, teachers should more often use the strategy of learning this firing line so that learning outcomes can be better again considering the learning of English is.

3. In order to improve the learning achievement of English reading comprehension to the students it is necessary to make efforts by using firing line strategy. The use of CIRC-type cooperative learning model in classroom learning can be done by: a) requiring teachers to use the firing line strategy in learning English; b) the school should provide the learning tools used to use the firing line strategy, and c) training the use of firing line strategy to all teachers.

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