

USING BOOKMARK TECHNIQUE TO IMPROVE THE RECOUNT TEXT READING SKILL OF THE TENTH GRADERS OF MAN PARAKAN TEMANGGUNG IN THE SCHOOL YEAR 2015/2016

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Abstract

Reading is a must in language learning. In Senior High School, it is not an exception. The main problem is that the students are not interested in doing the reading task. They also have low motivation. It is caused by the monotonous way of teaching. There are two objectives of this research. They are to know whether the use of bookmark technique can increase the learning motivation in the recount text reading and to know how great the improvement of the recount text reading skill of the students who are taught using bookmark technique is. The writer conducted a Classroom Action Research (CAR). It was divided into three phases, pre-cycle, cycle I and cycle II. The writer took the tenth graders of MAN Parakan Temanggung as the subject of the research. The techniques used to collect the data were tests and non-test technique. The writer used the average score and percentage in each cycle to analyze the data. The result of the tests shows that the mean score of the students increase

Keywords – Reading, Bookmark Technique, Recount Text.

Introduction

Reading is a must in language learning especially for Senior High School students. It happens because reading gives many advantages such as enlarging the insight, increasing the input of information and even getting an amusement. In learning a foreign language such as English, it is necessary to master this skill. In line with the above arguments, the latest Indonesian curriculum which is known as 2013 curriculum, which then has been renewed as the national curriculum, has emphasized that the goal of language learning in Senior High School is to develop the students' skills in order to achieve the communicative competence in terms of personal, transactional and functional discourse both in written or spoken texts. In addition, these skills must be integrated into factual and procedural knowledge in context of society. However, there are some problems that are often found related to the English learning at school, especially things which deal with reading. The first problem is the students have wrong perception toward English. Most of them do not like English. The second problem is that the students have low motivation in learning English. The next problem is the students have poor vocabulary.

The students are also difficult to comprehend the contextual meaning in recount text. They are hard to understand English texts which are in the contrary from Bahasa especially in reading text. They usually find reading recount text as uninteresting activity. Besides, they only care on their grade not their skill. The other problem is that the teacher plans the teaching learning process not creative enough. Moreover, the teaching technique used by the teacher is monotonous.

Maehr and Meyer (1997) as cited in Brophy (2004:3) define motivation as a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior. Therefore, it can be concluded that motivation is the power that comes from both inside and outside which makes people keep doing something consistently.

Mikulecky (2008) asserts that reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. In other words, reading is a process for interpreting information which occurs in the brain in response to the input of knowledge.

Gerot and Wignell (1994:194) say that recount text is a text type to retell events for informing or entertaining. Its schematic structure is orientation, events and re-orientation. The writer concludes that recount text is kind of text which retells a sequential events for both informing and entertaining the readers.

McLaughlin (2013:31) then defines bookmark technique is a strategy application that will help students to comprehend the text as they make personal choices about the text they are reading. Meanwhile, Pearson (2010:67) argues that bookmark technique is a teaching technique that helps the students focus on what they are reading and develop at least four points of information to contribute to class discussion.

Then, Beers as cited in Preszler (2005:15) points out that bookmark technique is a teaching strategy application which provides four bookmarks that helps student “mark” areas of interest or concern as they read a text. It can be summarized that bookmark technique is a way to guide students in comprehending the text by marking some points on the bookmark sheets.

Methodology

The subject of the research is X MIA 2 students of MAN Parakan Temanggung in the school year 2015/2016. There are 34 students; 11 males and 23 females. In conducting this research, the writer used two kinds of data collecting technique. The techniques were test and non-test. Test technique was done in pre-cycle, cycle I and cycle II. Meanwhile, non-test technique was done through observation, questionnaire and documentation.

Because the research is a classroom action research, the data were analyzed by using two analyzing data technique. They were quantitative and qualitative data. The quantitative data got from the students' scores then was analyzed using Mean score formula. Then, the qualitative data was analyzed using data reduction, data display, conclusion drawing and verification.

Finding(s) and Discussion

Based on the result of observation and questionnaire in pre-cycle, it can be seen that the students still have low motivation in learning recount text. It affects the students' average score that is only around 55.29. Because of that, the writer tried to apply bookmark technique

in the next cycle in order to increase the students' motivation and improve the students' recount text reading skill.

After applying bookmark technique in cycle I, the students' motivation has reached 56.88%. It can be seen from the observation sheet taken in cycle I. More evidence that the students' motivation increase is the questionnaire result shows the positive change of the students' attitude. Besides, the students' average score in reading recount text also shows an improvement. Their average score is 64.06. It is higher than the average score in pre-cycle. However, there are many students who still get low score. If it is compared to the performance indicators, the result of cycle I have not reached them. Therefore, the writer decided to continue applying bookmark technique in the next cycle.

In cycle II, the students show much better participation and motivation in class, especially when the teacher applying bookmark technique in learning recount text reading. The students' motivation is higher than theirs in the previous cycle. This result can be seen from both observation sheet and students' questionnaire result. Their average percentage based on the observation sheet is about 80.29%. Along with it, the students' recount text reading skill also improves. It is confirmed by the students' average score in recount text reading which reaches 77.03. This result is higher than the performance indicators. So, the writer did not continue to the next cycle.

In cycle I, there are some students who show better motivation than in pre-cycle stage. The number of students who like studying English is increasing and they start to like recount text. This condition affects the students' behavior in learning process. They give an active participation while the class is going on.

The number of students who like studying English is much greater in cycle II. So, the students have a better participation in learning process. They also enjoy learning recount text using bookmark technique and they discuss it with their friends later on. This is the proof that the students' motivation has increased.

The average score of observation in cycle II has reached 80.29%. It has passed the performance indicator of the students' motivation in learning recount text reading. From the pre-cycle up to cycle I, the students' motivation increases 21.00%. Then, in cycle I up to cycle II the students' motivation increases 23.41%. It can be calculated that the students' motivation has increased 44.41% from pre-cycle up to cycle II.

The writer also compares the result of the students' test to know how great the improvement of students' recount text reading skill after being taught using bookmark technique. The average score in pre-cycle is 55.29. It belongs to poor category. Then in cycle I, the students' average score reaches 64.06 that belong to fair category. It means there is an improvement in the students' recount text reading skill after being taught using bookmark technique than in the pre-cycle stage. The amount of the improvement is 8.78.

In the next cycle, the students' average score increases as well. The amount of the mean score is 77.03 that belong to good category. It is 10.97 much higher than in the cycle I. This average score in cycle II has also reached the performance indicator. Therefore, the writer did not continue to the next cycle. Finally, the students' recount text reading skill has increased 19.75 points after being taught using bookmark technique.

Conclusion(s)

In line with the research questions and performance indicators, the writer then makes conclusions as follows:

The use of bookmark technique can increase the learning motivation in the recount text reading of the tenth graders of MAN Parakan Temanggung in the school year 2015/2016. The result of the observation and questionnaires in all cycles shows that the students' learning motivation in recount text reading gradually increases with the total increase of 44.41%.

There is a great improvement of the recount text reading skill of the tenth graders of MAN Parakan Temanggung in the school year 2015/2016 who are taught using bookmark technique. It can be seen from the increasing score in Pre-Cycle, Cycle I and Cycle II with the total increase of 19.75 points.

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