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## Enhancing Reading Comprehension by Combining Paca and VIP Strategy at the Second Grade Senior High School

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**Abstract.** The research aims at finding out whether or not the PACA and VIP strategies can enhance reading comprehension at the second-grade students of SMA Negeri 1 Nosu. This research used pre-experimental method. The second-grade students of SMA Negeri 1 Nosu in 2018/2019 academic year were the research pupaltions. The sample was 20 students. It used purposive sampling in one class. It is found that there is a significant difference between pre-test and post-test of the students' achievement in reading comprehension. Therefore, it can be concluded that the use of combination PACA and VIP strategies in English language teaching can enhance the students' reading comprehension.

**Abstrak.** Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi PACA dan VIP dapat meningkatkan pemahaman membaca pada siswa kelas dua SMA Negeri 1 Nosu. Penelitian ini menggunakan metode pra-eksperimental. Populasi penelitian ini adalah siswa kelas dua SMA Negeri 1 Nosu pada tahun akademik 2018/2019. Sampel adalah 20 siswa. Pengambilan sampel menggunakan purposive sampling dalam satu kelas. Ditemukan bahwa ada perbedaan yang signifikan antara pre-test dan post-test dari prestasi siswa dalam pemahaman membaca. Oleh karena itu, dapat disimpulkan bahwa penggunaan kombinasi PACA dan strategi VIP dalam pengajaran bahasa Inggris dapat meningkatkan kemampuan membaca siswa.

#### Keywords:

*Predicting and confirming Activity; Reading Comprehension; students'*

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## INTRODUCTION

English is critical in our life which is used as an international language in communication. In Indonesia, English is a foreign language which is a compulsory subject that is taught from junior high school and senior high school for six years. Moreover, it seems that the development of English language teaching in Indonesia touches the recent English curriculum objectives.

There are four main skills in English namely listening, speaking, reading and writing. Reading and listening are receptive skills while speaking, and writing is productive skills. Harmer (2007) states that speaking and writing involves language production and therefore often referred to as productive skills. On the other hand, reading and listening involve receiving a message and often referred to as receptive skills.

Reading is one subject in learning English is very crucial because it can help the students to get some information and can increase the students' knowledge. It must be mastered well by the students in order to help them in influencing their reading comprehension.

According to Bailey and Nunan (2005) reading is a set of skill that involves making sense and deriving meaning from the printed words. In order to read we have to be able to decode the printed words and comprehend what we had read. In other words, reading is an active process in identifying important ideas. Teaching and learning reading are easy things, but they are a very complex process. It is not only involved the students' ability to read the text but also the readers' ability to understanding the text.

That is why a technique in teaching and learning reading is essential for the students in reading comprehension. Technique in reading can also improve the students' reading skill in understanding the text efficiently and effectively.

Based on the researcher's interview with the teacher on the 28th June 2018 at SMA Negeri 1 Nosu, she found out that the students are difficult to understand the contents of the text. Most of the students found difficulty in finding the main idea from the text and very difficult in understanding the questions from the text. That will cause the students challenging to remember what they have read and will forget what they have read before. In other words, they cannot remember or memorise the information from the text. In order to run the reading material successfully the teacher is recommended to use a technique. From the information above the researcher will use PCA and VIP strategies in teaching reading comprehension at SMA Negeri 1 Nosu in academic year 2018/2019.

Based on the background above, the researcher formulates research question as follow: Does the use of combination PACA and VIP strategies can enhance the students' reading comprehension at the second grade of SMA Negeri 1 Nosu.

The result of the research is expected to be useful in theoretically and practically. Theoretical, the result of the research is expected in improving the reading comprehension of the second-grade students of SMA Negeri 1 Nosu. Practically, the result of the research is expected to be useful in contribution and designing learning strategy in reading the subject that is based on the curriculum and to motivate the English teachers in using this strategy in teaching reading comprehension.

This research is restricted on the use of PACA and VIP strategies to enhance the reading comprehension in the second grade of SMA Negeri 1 Nosu. The researcher focused on literal

reading comprehension by using the narrative text.

Many researchers have reported exposing some previous finding related to this research as follow. Rusdi and Marlina (2018) in her research state that using the VIP strategy gives a significant effect on the students reading comprehension. In addition, the studnets can identify the main idea and the most important idea by using VIP strategy (Macceca, 2007). From the definition above the researchers want to conduct research that related to enhance reading comprehension of the students at senior high school.

Reading is one of the essential skills in learning English which is needed in understanding the meaning provided in the text. In other words, reading is a skill that needed the complicated process that becomes a bridge for the students to understand the text. The students will get more information about some changing in different aspects such as knowledge and technology. According to Bailey and Nunan (2005) reading is a fluid process of readers in combining information from the text and their background to build meaning. It means that reading is the reader activities to gain meaning or information of the text in which to gain it relates with his or her knowledge background. Brown (2007) revelas that reading is a skill that the teacher expects the learner to acquire. In this case, reading is a process that expects direct or indirectly the reader to get information and knowledge from the reading text. Smith (2004) reveals that reading is not different from other any kind of thought, except that with reading, though is engendered by written text, and reading may define as thought stimulate and direct by written language.

According to Harmer (2007), there are five reasons for reading. They are reading in language learning, reading for a purpose, reading for information, reading for pleasure and reading the material. In selecting reading material it is essential for the teacher to encourage appropriate material which should be interesting, and the teacher should notice that in selecting material, the teacher should be sure that they are in the time of students' interest in order to mind their attention. It is essential for the smoothness of the way to the material which is interesting, and the students will passively not much attention to the lesson. Snow (2002) defines that reading comprehension is a complex activity that involves interaction between the reader and the text. It shows that reading comprehension is the necessary way to know whether the readers understand or not with the written sources. It is a process which involves between the readers and the reading materials to get comprehension and meaning of the text. It will observe how far the readers comprehension toward written sources.

PACA derives from Predicting, and Confirming Activity. Predicting is to say that something will go or might happen, and is used as a function word to indicate connection or action especially of items within the same class or type. Confirming is to state or to show that something is true or correct or to tell someone that something has happened or is going to happen. Activity is the state of being active: behaviour or actions of the particular kind. Bernadowski, Del Greco, and Kolencik (2013) said that PACA is a reading strategy that can help students to build the background information they need to be successful before beginning reading assignment. By PACA strategy students have these predictions based on initial information provided by the teacher. In teaching using PACA strategy according to Bernadowski, Del Greco, and Kolencik (2013) there are some procedures:

- a. the teacher provides some initial information and poses a general question,
- b. Students write a prediction about the text based on the initial information,
- c. The teachers provide students with new information,
- d. The teachers review students prediction and turn them into,

- e. Students read the text,
- f. Students look back at their predictions and answer the question generated early.

Very Important Point strategy is a strategy that helps students to pick out the most critical point in a reading selection. Based on the experts' explanation above, the researcher concludes that Very Important Point is a strategy that helps the students increase concentration in reading text and helps students learn to pick out the main ideas and supporting the idea from the text. It will make the students remember where the most important point in the text. The advantages of VIP are the students will be active in learning reading text, and the students will be more understanding about the text, the students will remember the important point in the text, and the researcher will be easier to know the students' ability in comprehension the text.

## METHODS

In this research, the researcher applied a pre-experimental research. It includes pre-test, treatment and post-test. Pre-test was done at first to know the students' prior knowledge in reading comprehension. Treatment is the implementation of combining PACA and VIP strategies in teaching learning activities for four times and the post-test aimed to know the students' reading comprehension after teaching by the use of combining PACA and VIP strategies.

The design of the research is presented below:

O1-----→X-----→O2

Where:

O1                = Pre-test

X                 = Treatment

O2                = Post-test      (Gay, 1981)

There are two variables of this research namely independent variable and dependent variable. Independent variable is the use of PACA and VIP strategy and dependent variable is the students' reading comprehension ability.

The population of this research was the second year students of SMA Negeri 1 Nosu in academic year 2018/2019. It consists of two classes, and the total sample of students was 40 students. There are 20 science class students and there are 20 social class students.

The researcher used purposive sampling technique. The researcher chooses science class as a sample which consists of 20 students because this class had low skill in comprehending the reading text.

In collecting the data, the researcher used comprehension test which consists of pre-test and post-test. The pre-test was given to find out the initial ability before presenting the PACA and VIP strategies and the post-test was given to find out the result of the students' reading comprehension.

To collect the data, the researcher followed the procedures as follow:

1. Pre-test. The pre-test was given to the students about their reading comprehension before teaching by combining PACA and VIP strategies.
2. Treatment. The treatment was carried out for four meeting by the using of PACA and VIP strategies in teaching reading comprehension. Each meeting took 90 minutes.

Post-test. After given treatment the researcher provided post-test to find out the students' result after treatment.

## RESULTS AND DISCUSSION

This part deals with the findings of the research and the discussion of the findings. The findings are ordered in line with the problem statement stated in the introduction part. In the discussion part, arguments and further interpretation of the findings are given.

The findings of the research deals with the students' scores of the research activities such as pre-test and post-test, the frequency and the rate percentage of the students' score, the main score, standard deviation of pre-test and post-test, t-test value and hypothesis testing.

The result of the students' pre-test was very low. It can be seen that there were two students who got 20 scores and they were classified as very poor category, there were 4 students got 25, and they could be classified as very poor, 3 students got 30 score was classified as poor, 4 students got 35 scores were classified as very poor, 5 students got 40 scores were classified as very poor, 2 students got 45 scores were classified as very poor category. It is also shown that they were demanding in understanding the text, some of the students identified the text word by word, and they found unfamiliar words and they found it difficult to comprehend the reading text.

The result of pre-test of the second-grade students of SMA Negeri 1 Nosu showed that the total scores of pre-test were 675 from the total number of 20 students. From this result, it could be concluded that the students were very low in understanding and identifying the reading text. In this case, the result of pre-test showed that the ability of the students in learning reading, how far the students could understand about the reading text and to identify all aspects in reading the text.

After giving treatment by using the combination of PACA and VIP strategies the researchers found out that the strategies were effective in improving the students reading comprehension by giving post-test. In the post-test, the researcher found out that many of the students were able and easy to do the question in the text. They were great enthusiasm to do the test, and it seemed of the expression on the students' faces when doing the test. Besides that, they did the test so fast and collected their worksheet before the time finish.

After the post-test, the researcher found that the result of the test was better than when comparing before and after using the PACA and VIP strategies. After tabulating the post-test, the researcher found out that there were six students got 70 scores which classified into the fair category. There were seven students got 75 scores and classified into good category while there were four students who got 80, and they were classified as the good category. Two students got 85, and they are categorised into very good, and one student got 90, and she was classified as a very good category. From the explanation above, it is concluded that the students' maximum score was 90 while the minimum score was 70. Finally, the researcher found that the PACA and VIP strategies could be used to improve the students' reading comprehension test.

The score of the students in pre-test and post-test were classified into some criteria such as percentage criteria, the frequency of the students, and scores of the students in pre-test and post-test. In the frequency and the rate percentage of the students' achievement in pre-test could be classified into a very poor category while the score from the frequency and the rate percentage of the students' post-test of reading comprehension could be classified into a very good category.

The data showed that the mean score of the students' pre-test with the total 660 was classified as a very poor category while the mean score of the students' post-test with the total 1.530 was 76,5 which classified as the good category and total gain (D) 870 score was 43,5. It means that the mean score of the students' post-test was higher than the mean score of the students' pre-test.

From the above analysis, the researcher concluded there was significance different from the result of pre-test and post-test of the students' score after teaching by using PACA and VIP strategies to enhance the students' reading comprehension.

The used of PACA and VIP strategies is very important to enhance the students' reading comprehension. The population of this research was the second-grade students of SMA Negeri 1 Nosu. Moreover, the sample of the research was a science class, and the total populations were 20 students. The data of the research was collected by reading comprehension test that is pre-test and post-test. The test kind was multiple choices test.

Based on the data result, the description of the data collected through reading comprehension that was already explained in the previous pages which showed that the students' reading comprehension was enhanced from pre-test to the post-test after doing treatment. It was supported by the result of the students' frequency and the rate percentage of the students' pre-test and post-test.

The students score after presenting materials by using PACA and VIP strategies was better than before the treatment was given to them. Besides that, the students' improvement also can be seen from the result of their mean score. The following is the detail discussion of the students result both in pre-test and post-test. Before using PACA and VIP strategies, the students skill in reading were still low but after the students were given treatment by using PACA and VIP strategies their mean score was enhanced. When the researcher gave the pre-test to the students, they seemed blank and did not know how to begin and answer the questions which have been given by the researcher. Furthermore, the students also were not able to think clearly about the meaning of the text, and they did not know how to identify information of the text because they were lack of vocabulary mastery.

The researcher also gave treatment to the students for four meeting. In the treatment, the researcher taught different topics with the same procedure. The researcher used narrative text as a media to teach the students by using PACA and VIP strategies.

After having the data of both pre-test and post-test, the researcher compared the students' result of both pre-test and post-test. It aimed to find out whether there was a significant difference between the result of pre-test and post-test. After doing that, the researchers found out that the result of post-test was higher than the pre-test. It can be seen that the total score of

pre-test (Ex1) was 660 and the total score of post-test (Ex2) was 1.530, gain (D2) was 39.200. It can be concluded that the students' total score of post-test was higher than the students' total score of pre-test after had been taught by using PACA and VIP strategies.

Based on the result that had been discussed it indicated that the success of the teaching and learning process obtained by the students especially in reading skill. In other words, the researcher formulated that the result of the pre-test and post-test of all students had made significance enhancement in reading comprehension.

From the discussion above, it can be concluded that the second-grade students of SMA Negeri 1 Nosu have good enhancement on their reading comprehension by using PACA and VIP strategies. It means that by using this strategy could help the students to enhance their skill in reading comprehension.

## **CONCLUSION AND SUGGESTION**

After doing the research, the researcher got the result and made some conclusion as follows. This strategy was successful in enhancing the students' reading comprehension by combining PACA and VIP strategies. The implementation of PACA and VIP strategies combining provided the students' opportunities to answer the questions, to dramatise and style of recitation materials given during the teaching and learning process of reading. It is expected that the teacher can apply this strategy in their reading courses since they are happy in doing their tasks and comprehend the text well. The result of the data analysis showed that the mean score of the students post-test was more significant than the pre-test. By comparing with the t-test value, it can be concluded that t-test value (23.138) was higher than the t-table (2.098). In the other hand, the researcher concluded that  $23.138 > 2.093$ . It means that null hypothesis (H<sub>0</sub>) of this research is rejected and the alternative hypothesis (h<sub>1</sub>) is accepted because there was a significant difference between the pre-test and the post-test result by using PACA and VIP strategies to enhance the students' of SMA Negeri 1 Nosu of the second grade 2018/2019 academic year.

After looking at the positive result of the research, the researcher suggests some suggestion as follows. The researcher suggested for the English teachers to use the PACA and VIP strategies in teaching reading comprehension in other to make the students more active in the classroom to learn. To enhance the students' outcomes, it is wise to apply an appropriate learning strategy. Lastly, the researcher suggested to another researcher to explore more about reading comprehension by using PACA and VIP strategies.

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