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The Effect of Using Authentic Materials on the Eleventh Grade Students' Reading Comprehension Achievement

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Abstract: This research was conducted to investigate the effect of using authentic materials on the eleventh grade students' reading comprehension at senior high school in Jember especially in MA Al-Qodiri Jember. This research used experimental research as the design. The research area was chosen by using purposive method. The participants of the research were class XI IPA 2 as experimental class and XI IPA 3 as control class that were determined by using cluster random sampling method. The data collection methods of this research were reading comprehension test, interview, and documents. The reading comprehension was given to measure the students reading comprehension achievement. the result of this research showed the effect of using authentic materials on the eleventh grade students' reading comprehension at senior high school in Jember especially in MA Al-Qodiri Jember.

Keywords: Authentic materials, reading comprehension achievement

Introduction

Reading is one of the important skills that have to be mastered by the students. Grellet (1996:8) states that it is important to link the different language skills through the activities. In fact, among those major aspects of English, reading is the central means of learning new information and it is the most important skill needed for the student's success (Iranmehr: 2011). (Poorahmadi: 2012) says "reading comprehension is considered to be important language ability because it enhances the process of language acquisition and helps the students to read different materials for variety of purposes.

In this case, reading is the most important skill for the students especially for academic purposes". Poorahmadi (2102:29) also states that reading is a meaning construction process and is a cognitively demanding skill which involves an interaction between the text and the reader. This means that the readers should

interact with the text by understanding the meaning of the text and enter into the real situations of the text.

To increase the students' motivation on reading, teacher should give interesting materials. Absari (2014) mentions that authentic materials are the materials taken from the real live sources and it is not designed for teaching and learning process. Authentic materials was chosen as interesting materials that provide the learner with many advantages and promote them with high motivation and interest in language learning and lead communicative competence (Omid&Azam, 2015: Guariento & Morley, 2001: Wilcon et al., 1999).

One issue in materials design is that has aroused substantial debate over time is the role of authentic materials. Authentic materials refer to those taken from real life sources and they are not designed for teaching and learning purposes. The most common sources of authentic materials that can be used in the classroom are newspapers, magazines, songs, literature and materials from the internet. Some have argued that classroom materials should as far as possible mirror the real world and use real world or "authentic sources" as the basis for classroom learning (Richards, 11:2005). Authentic materials also believed to generate greater interest among teachers, students, and even publisher than do traditionally structurally materials (Gilmore: 2007)

Chronologically, the findings of the previous studies on authentic materials are reported in the following. Omid, Azam (2015) reported that all of the teacher in Tabadkan English Department, Iran, had positive attitudes toward providing authentic materials input in their classes, regardless of their nationality, teaching experience, and academic degree. Peacock (1997) suggests authentic materials as ideal motivators. They may increase the students' level on-task behavior,

concentration and involvement in the teaching and learning activity more than artificial materials. His result of the study found that learner were on task 86% of the time when using authentic materials, and 78% of the time when using artificial materials.

In line with Peacock's finding, Berardo (2006) reported that positive effects by using authentic materials were highly motivating, giving a sense of achievement when understood and encourage further reading. The participants of the research were highly motivated and preferred working with authentic materials, finding it more interesting materials. Another research of using authentic materials was done by Shao-cing Guo (2012). He examined the effect of reading toward authentic materials. The research showed evidence of vocabulary gain and motivation increase, the students also became more involved in class discussion.

Based on the explanation and the previous studies above, it is revealed that they can give positive impact for the learners in reading comprehension. Using authentic materials can be an alternative way to help the students to achieve their reading comprehension. The authentic materials with interesting topic can motivate students to read more and make the interaction between the students' background knowledge and the topic. This research, therefore aims to investigate the effect of using authentic materials on the eleventh grade students' reading comprehension achievement at senior high school in Jember.

Literature Review

Polio (2014) also describes authentic materials as the materials created for some real-life goal, generally for native speaker. It is not created for language learning purposes such as newspaper, magazine, song, literature, movie reviews,

television shows, conversations between native speakers, train schedules, nutrition labels, and many sources from the internet.

Internet gives people new up-date and attractive authentic materials. So that it is assumed as the most useful source of authentic materials. Actually for printed materials, the internet will provide many up –date materials and provides visual stimulation (Berardo 2006). In this research, the researcher chooses the authentic materials from the news in internet. It is because authentic materials are easy to find and provides information about the world that can be selected to be great materials appropriate to the genre of the text in teaching English. In this research, the genre of the text is only focused on analytical exposition text.

According to Berardo (2006), there are five main advantages of using authentic materials in the classroom. First is having a positive effect on the students' motivation. The variety of the authentic text can give interesting topic to the students which are up to date and familiar to the students. It will increase the students' motivation in reading. Second is giving authentic cultural information.it means that the students informed about what is happening in the world.

Third is Exposing students to real language. By using authentic text, the students exposed to know the real native speaker language and it will increase their knowledge about real language. Third is relating more closely to students' need means that it necessary to be great materials related the students' need. A variety of authentic materials can be chosen as one of the materials that related to the students' need. The last is supporting a more creative approach to teaching. Authentic materials can be used in many kinds of creative approach such as task

based approach, communicative approach and etc. it is not limited only in one approach

Previous Research Review

Many previous researchers investigated the effect of using authentic materials in English language teaching. The previous research was conducted by Siao-Ching-Guo (2012). The finding shows after applying the authentic materials in teaching reading at Taiwanese College Students, The analysis of the post-test result found that there was a significant effect of using authentic materials in which the experimental class got higher mean score than the control class. Second, Sample (2015) The observation observed that all of the students showed motivation through exposure to some of the authentic materials. Third is the study from Omid, and Azzam (2016). This result shows that teachers have positive attitudes toward using authentic materials in Foreign Language (FL) classes.

Dealing with the previous researches, authentic materials can be as an effective material that can be used by the teacher in teaching reading. It can be inferred that teaching English skill by using authentic materials can help the students in doing the task of reading. The students can get new experience with the authentic materials in the task and they will enjoy doing the task. It is useful for the students in increasing their motivation in reading and they might be successful in achieve their reading.

Research Design

The research used experimental design because it was intended to know whether there is a significant effect of using authentic materials on the eleventh grade students' reading comprehension achievement at Senior High School in Jember.

This research applied post- test only design for two groups; control group and experimental group.

In this research, two classes were chosen as the samples from five classes of the eleventh grade students of MA Al-Qodiri Jember from the reading score from English teacher. The students' score determined the homogeneity of the population and two classes were determined to be the experimental group and the control group by using cluster random sampling method. A certain treatment was given to the experimental group, that was taught reading using authentic materials and the control group was taught without authentic materials. After that, a post-test was given to both groups to find the mean difference. The result of the posttest was analyzed by t-test formula.

Research context

This study was conducted at MA Al-Qodiri Jember, East Java, Indonesia. The reason of choosing this school was determined by purposive method which is a method employed in choosing a research area based on a certain reason (Arikunto 2006:140). Some considerations of choosing MA Al-Qodiri Jember for this research were: (1) there is no research that has ever been conducted in applying authentic materials in this school. (2) The authentic materials in teaching reading comprehension has never been applied by the English teacher. (3) The headmaster and the English teacher gave permission to the researcher to conduct the research in this school.

Research Participants

The Participants of this research were the eleventh grade students of MA Al-Qodiri Jember in the 2017/2018 academic year. There were five classes of the eleventh grade. In this research, the researcher chose XI IPA 2, XI IPA 3, IX IPS

1, and XI IPS 2 without XI IPA 1 because it was considered as special and superior class. The research area was chosen by using purposive method. The participants of the research were class XI IPA 2 as experimental class and XI IPA 3 as control class that were determined by using cluster random sampling method.

Research Data analysis

The post-test was administered on December 10th, 2017 to the experimental and control classes (XI IPA 2 and XI IPA 3). The total numbers of the students in experimental classes was 30 and the control class was 31. The post-test result was analyzed by using SPSS especially with Independent sample t-test formula to know whether the mean difference between the experimental group and the control group was significant or not. It was consulted to the t-table significant level of 5% to test the hypothesis. The output of the post-test was analyzed by using Independent t-test of SPSS which can be seen in appendix C.

N column showed the number of the students who took the test, both experimental or control group were 61 students. The mean score of the experimental group was 61,83 with standard deviation 9,46 and the mean score of control group was 66,80 with standard deviation 9,15

From the table, the value of significant column of Lavene's test was 0,743 and it was higher than 0.05. Consequently, the row that must be read was the first row of t-test column. In independent sample t-test column, the value of significant column (2-tailed) was 0.232 and it was higher than 0.05. It means that there was no a statistical difference between the experimental group and control group. In conclusion, it can be said that the authentic materials was not effective on the eleventh grade students in reading comprehension achievement.

Research Result and Discussion

There were 64 students who joined the reading comprehension achievement test. 30 students were in experimental class and 31 students were in control class. The result of the reading post-test showed the value of sig. in Levene's test for equality of variances column was 0,743. Because it was higher than 0,05, the null hypothesis (H_0) was accepted. The value of sig. (2-tailed) in the first row was 0,232. Because it was higher than 0,05, the alternative hypothesis (H_a), which was "there is significant effect of using Authentic Materials on the eleventh grade students' Reading Comprehension at Senior High School in Jember". was rejected. In conclusion, it can be said that the authentic materials was not effective on the eleventh grade students in reading comprehension achievement.

All of the findings were the reality of the effectiveness of using authentic texts in teaching reading comprehension in this study. Though the result of the post-test found that the authentic materials was not affective in teaching reading especially for teaching analytical exposition text, based on the observation while doing the teaching and learning process in both experimental class and the control class, the researcher reported that the students of the experimental class showed different reaction while the treatment was applied. The students in the experimental class had more enthusiasm compared to the students in control class. The topic of the authentic materials gives stable mood in learning reading.

In giving authentic materials for experimental group, there were some differences such as in time for activity during the teaching learning process in each meeting. The each meeting the teacher needed extra time, because some of students had difficulty to understand the whole text. They lack in vocabulary.

The students spend more time to find the meaning of many words from the dictionary. It's in line with Berardo (2006), He said that authentic materials will be time consuming because the students have difficulties in understanding the text and new vocabularies.

In contrast, the students in control class who taught without authentic materials felt bored in teaching and learning process. Some of the students did not really concern to the topic of the text. The atmosphere in the class was noisy because of some students was talking to their friends. On the other hand, when doing the reading task the students felt more confident rather than the experimental class. The students in control group did the task faster than the experimental group because the students can understand the text easily.

Based on the result of this research, It could be seen that students did not improve their reading comprehension after learning reading using authentic materials. Moreover, the statistical value of this research proved that there was no significant effect of using Authentic Materials on the eleventh grade students' Reading Comprehension at Senior High School in Jember especially in MA Al-Qodiri at 2017/2018 academic year.

Conclusion

Based on the result of the data analysis, it can be concluded that there was no significant effect of using authentic materials on the Eleventh grade Students' Reading Comprehension Achievement at Senior High School in Jember, especially in MA Al-Qodiri Jember in the 2017/2018 academic year.

Therefore, the English Teacher of the school should use reconsider the effect of authentic materials on the students' motivation. The teacher should prepare the

materials which is appropriate to the students' ability. The teacher should not use the real authentic material, and it should be adapted before administered to the students. It is hoped that the result of this research can be used as consideration for other researcher to conduct further research dealing with Authentic Materials by using different research area and research design such as action research.

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Improving Islamic Senior High School Students' English Speaking ability by using *All-Write Round Robin Technique* (AWRRT)

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Abstract: This research investigated the effect of All-Write Round Robin Technique of Cooperative Learning to promote Islamic Senior High School students' speaking ability. This research used Classroom Action Research (CAR) design consisting of 2 cycles. The data of this current research were analyzed quantitatively and qualitatively. The quantitative data were in the forms of students' speaking scores gathered through speaking test. Meanwhile, the qualitative data (i.e. changes in the way students negotiate meaning) were in the forms of descriptive notes collected through field notes by observing the speaking teaching learning process using AWRRT. The findings of this research showed that the students' speaking score improved from 47% in Cycle 1 to 76.6% in Cycle 2 and that the students negotiated meanings more significantly. Those results indicate that by having the students actively do interactive communication in their speaking activity, it made a positive change in the outcome of their speaking ability.

Keywords: Cooperative Learning, CL, AWRRT, Speaking Ability.

1. Introduction

In recent years, Cooperative Learning (henceforth CL) has been adopted as a popular methodology in English Language Teaching (ELT) due to its emphasis on collaborative learning. In language learning, collaboration serves as an important condition for building communication skill. There are several kinds of cooperative learning that the English teachers may choose to promote students' listening, speaking, reading and writing skills. This present research raised the

issue CL, in particular *All-Write Round Robin Technique* as a model of CL to promote students' speaking ability. This issue was important to be investigated with regard to the strengths of CL, the findings of previous studies on CL, and the results of preliminary study. Researching about students' speaking ability by implementing AWRRT of CL became the researcher's interest as the technique provided a procedure which gave the students an extra chance to speak more and have an interactive communication in class, especially in the *discussion* phase of the technique.

From ten previous studies reviewed by the researcher, it can be inferred that those researches mostly focused on CLS and RRT. In addition, only one of them was conducted in the context of senior high school, while others were conducted in higher education context. Therefore, this research was conducted with different focus and context that was by implementing AWRRT in teaching speaking in the level of Islamic Senior High School. This research focused on answering two questions: 1) Can the use of AWRRT promote the speaking ability of XI Agama 2 students of MAN Bondowoso? 2) What changes take place in the way students interact to one another (negotiate meanings) by implementing AWRRT in English teaching and learning process?

2. Literature review

2.1. Social Constructivist Learning Theory

AWRRT as a type of CL is rooted in the social constructivist learning theory. The theory of social constructivism believes that social interaction and individual meaning play fundamental roles in learning (Ernest 1998 in Bozkurt, 2017). Social constructivism emphasizes the collaborative nature of learning in which social interaction and individual meaning are much needed. Vygotsky (1987)

explains that if learners are guided by more capable peers or adults, social interaction in the form of participation in classroom activities will provide learners with intellectual development and the acquisition of knowledge of the culture and the world. Vygotsky, then, develop the Zone of Proximal Development (ZPD) in order that social and participatory learning with a teacher or peer/group will be accounted.

ZPD is the distance between an actual developmental level and potential developmental level. Actual developmental level is determined as independent problem solving while potential developmental level is the problem solving under guidance of teacher or in collaboration or cooperation with more skilled/informed peers (Vygotsky, 1987:38). Shabani, Khatib & Ebadi (2010) also support Vygotsky's statement by claiming that the best time for individual to learn something is when they are working together. Here is where Cooperative Learning plays its role in teaching learning process as cooperative learning upholds social interaction.

2.2. AWRRT as a Technique in Cooperative Learning (CL)

Cooperative Learning is a teaching strategy that involves a maximum use of cooperative activities (Richard & Rodgers, 2001:192). CL provides several techniques, one of them is AWRRT. AWRRT is a technique in CL which is rooted from Round Robin Technique (RRT) developed by Kagan in 2009. AWRRT makes the maximum use of key elements of successful CL activity such as Positive Interdependence, Group Formation, Individual Accountability, Social Skills, Structuring and Structure (Olsen & Kagan 1992 in Richard & Rodgers, 2001:192). Individual Accountability in AWRRT refers to the need of each student to contribute any idea which then all the ideas will be combined into one united idea. It then builds students' Positive Interdependence as all

students in the group are dependent on one another. To create Positive Interdependence, good Group Formation is needed. Group Discussion (GD) in AWRRT allows students to develop their Social Skills for it gives a way for the students to interact with each other. Structuring and Structures refers to the ways how to organize students' interaction.

2.3. Speaking Ability in the 2013 Curriculum

The role of speaking as the basic ability for building interactive communication becomes the coverage of the English teaching learning process of the revised 2013 curriculum. In this curriculum, students are expected to develop their ability in transactional communication with teacher or other students. Thus, the students are required to interact with the teacher or each other in the teaching and learning process.

2.4. How AWRRT Develops Students' Speaking Ability

Students' ability to speak is closely linked to their social skill since speaking ability requires them to build interactive communication. AWRRT is a technique that provides an activity to build interactive communication. Kagan (2009) explains that there is a possibility that students will acquire a certain language skill (speaking, listening, reading, or writing) by applying them any structure that has students practice a social skill. In addition, Richard & Rodgers (2001:193) state that applying the techniques of CL will provide opportunities to develop successful learning and communication strategies. Due to those reasons, AWRRT gives chances for students to promote their speaking ability that will lead them to improve their speaking achievement.

As a technique that employs CL, Peregoy and Boyle (2013) claim that the advantages of AWRRT is shown by the chance of developing students' social skill and speaking ability. Besides, AWRRT gives the students the chance to display their own knowledge by expressing their opinions and fosters teamwork. Also, AWRRT allows the high achievers to guide the low ones in conducting the GD. The last point of the advantages of AWRRT is also inclined to be the disadvantage because by applying AWRRT, there is a possibility for some students who are active and high achievers to be dominant in the classroom (Syafryadin, Rahmawati, & Widiastuti, 2013). The requirement needed in conducting AWRRT technique is that the members of each group must be diverse in terms of ability and achievement.

2.5. Previous Studies on the Use of CLS and AWRRT

A Classroom Action Research (CAR) that aimed to improve Grade 10 students' Speaking achievement by implementing RRT was conducted by Syafryadin, Rahmawati, and Widiastuti in 2013. After doing an observation and administering speaking test, the researchers could tell that there was an improvement which was shown by the score gained by the participants which surpassed the average score.

In 2016, Indonesian researchers Dewi, Soetjipto, and Utaya conducted a CAR about the use of TSTS (Two Stray Two Stray) and RRT to enhance communication skill and social researches learning outcome for the 4th grade students in Indonesia. After doing a thorough observation and teaching by using TSTS and RRT, the researchers concluded that the two techniques could improve students' communication skills and learning outcomes.

Similarly, Asari, Ma'rifah, and Arifani (2017) administered a CAR about how RRT enhance Senior High School students' critical thinking, presentation skills, confidence, and independent learning in Teaching English as a Foreign Language (TEFL) class. The researchers utilized Pop-up quiz, teacher made-tests, classroom participation sheet, observation sheet, and rubric. Those led the researchers to find out that RRT operated well if it was supported with fixed and detailed roles of both students and teacher to establish a good equal interactive practice. In speaking teaching and learning process, Having the students do an interactive communication in class will make the activity more meaningful. By actively asking for clarifications and questions to teacher or other students, the students will acquire the true intention of learning speaking itself. That is being able to communicate.

From the previous studies reviewed, it can be synthesized that previous researchers mostly discuss CLS and RRT incompletely compared to AWRRT. In addition, only one of them was conducted in the context of senior high school, while others were conducted in higher education context. All the findings of the reviewed articles showed that both CLS and RRT gave remarkable benefits in teaching the four language skills and components for the elementary and higher education levels. In order to fill in the gap of the previous researches, this present research focused on promoting the speaking ability of the students of one of Islamic Senior High in Indonesia by implementing AWRRT.

3. The study

3.1. The research design

This present research was designed as a Classroom Action Research (CAR). The spiral model of action research proposed by Kemmis' and Mc Taggart's (2007)

was used in this research. This design includes some phases: planning, acting, observing, and reflecting based on Kemmis and McTaggart's (2007:278) CAR Spiral. The detailed procedures in conducting this action research are before doing the planning, fact-finding activities was done by interviewing the English teacher and conducting classroom observation to know students' problems or difficulties in the classroom.

In planning, the researcher chose the appropriate action believed to be able to solve the students' problems in speaking (i.e. teaching speaking by implementing AWRRT). the researcher, then explained AWRRT to the English teacher of MAN Bondowoso. In addition, the researcher also constructed lesson plans and the speaking test as well as the criteria of success. Implementing the action for cycle 1 that was by teaching speaking using AWRRT. Observing the classroom activity. The researcher and the English teacher observed the speaking teaching learning process by implementing AWRRT. Conducting speaking test. Analyzing the result of the speaking test. Reflecting the result of the speaking test and classroom observation. Conducting cycle 2 since the results of action in cycle 1 was not considered as successful enough. In cycle 2, revised action was employed by reflecting the result of cycle 1. Therefore, there were a number of revisions in some aspects that was considered as the obstacles of success in cycle 1.

This research was conducted in MAN Bondowoso which was located on Jl. Khairil Anwar No. 278 Badean, Bondowoso. The participants of the research were the XI Agama-2 students of MAN Bondowoso in the 2017/2018 academic year determined purposively. The class consisted of 30 students with all of them were female students. The teacher recommended class XI Agama-2 as the

participants of this research because based on the result of interview with the teacher, the students in this class had some problems in learning English, in particular learning to speak English. It was identified that 60% of the students were still struggling with fluency, pronunciation, and accuracy that had a tendency to cause miscommunication.

The material taught in cycle 1 is Analytical Exposition Text. The learning objective was that the students would be able to speak English in the genre of Analytical Exposition Text related to actual issues by paying attention to its social function, text structure, language features accurately and contextually (Curriculum 2013). The material for Analytical Exposition Text was adapted from. The texts were adapted as one of them had incomplete generic structure while the other one was too long and too difficult for the students to understand.

To develop Islamic Senior High School students' ability in speaking English in the genre of Analytical Exposition Text, this action research applied AWRRT of Cooperative Learning. In applying AWRRT, the teaching learning process of speaking ability followed the following steps: 1) Teacher formed groups consisting of 3-5 students per group; 2) Teacher posed a problem to which there were multiple possible responses or solutions; 3) Teacher provided think time for the students; 4) Students took turns stating responses or solutions (Discussion phase); 5) Each student took note on what the other members said in a paper (Discussion phase); 6) The group then shared the result of their discussion to other groups. The above steps were the modification from Kagan (2009) that lists the steps as follows: 1) Teacher posed a problem to which there were multiple possible responses or solutions; 2) Teacher provided think time in which each

student recorded the other members answer; 3) Students took turns stating responses or solutions.

3.2. The research data and analysis

In this present research, there were two kinds of data that was collected: quantitative and qualitative data. The quantitative data (i.e. students' speaking ability) were in the forms of students' speaking scores gathered through speaking test. The speaking test was administered at the end of each cycle after the action was done (Post Test). This aimed to know if the students' speaking ability could reach the target score by applying AWRRT. The test was given to the students in the form of individual presentation about an actual issue in the genre of Analytical Exposition Text. In Cycle 1, the test was carried out within a day. The first 15 students were given a problem 'Why we need internet in our life' and the other 15 students were given a problem 'why we need law and rules in society'. For Cycle 2, the test was also conducted in a day. The problem for the first 15 students was "Why we need library in school" and for the rest was "Why need computer lab in school". The instruction of the test is as follows:

Cycle 1

Take a look at the statement below!

"Why we need internet in our life."

Please find some reasons of why we need internet in our life. Then, you need to arrange the reasons into an outline of Analytical Exposition Text. You will have 15 minutes to make the outline and practice. After 15 minutes, you will be

Take a look at the statement below!

“Why we need law and rules in society.”

Please find some reasons of why we need law and rules in society. Then, you need to arrange the reasons into an outline of Analytical Exposition Text. You will have 15 minutes to make the outline and practice. After 15 minutes, you will be

Cycle 2

Take a look at the statement below!

“Why we need library in school.”

Please find some reasons of why we need library in school. Then, you need to arrange the reasons into an outline of Analytical Exposition Text. You will have 15 minutes to make the outline and practice. After 15 minutes, you will be called

Take a look at the sentence below!

“Why we need computer labs in school.”

Please find some reasons of why we need computer labs in school. Then, you need to arrange the reasons into an outline of Analytical Exposition Text. You will have 15 minutes to make the outline and practice. After 15 minutes, you will be

In each Cycle, while the first 15 students were doing their test, the other 15 were waiting outside the classroom and the other way around. When all the 15 students were ready, they were given 15 minutes to make an outline about what they were going to speak. After that, the researcher called the students randomly one by one to deliver what they had prepared for maximally 5 minutes. The scores of the students' speaking test were analyzed quantitatively using

descriptive statistics by calculating the number of students who achieve score ≥ 75 (Cohen, 2007: 312). The qualitative data (i.e. changes in the way students negotiate meaning) were in the forms of descriptive notes collected through field notes by observing the teaching learning process speaking using AWRRT.

The observation was done by taking notes on the teaching learning process. The researcher and the English teacher took notes/ recorded the changes in the way students negotiate meanings during group discussion in the field notes. Apart from taking the notes, the researcher also videotaped the discussion activity. After the class, the English teacher and the researcher discussed the field notes that had been made and made some necessary changes by adding and/or reducing some information. At home in the same day, the researcher also played the video to crosscheck whether there was more information to be added. The Data was then analyzed by using Qualitative Data Analysis Method by Miles and Huberman (1994:10-13). The method consisted of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.

3.3. Research results and discussion

The findings of this research showed that: 1) The use of All Write Round Robin Technique (AWRRT) could promote the speaking ability of XI Agama 2 students of MAN Bondowoso. The improvement could be seen from the percentage of the students speaking score that increased from 47% in Cycle 1 to 76.6% in Cycle 2. 2) There were changes took place in the way students interacted to one another (negotiated meanings) by implementing AWRRT in English teaching and learning process. The changes were the students seemed to be more confident in asking questions, prioritized mutual understanding by not ignoring the other members' questions, were more polite in asking question and

clarification, expanded their way in asking questions and for clarification, and negotiated meanings more significantly. Furthermore, the results of the students' speaking test in cycle 2 showed an improvement

According to the result of the speaking test in Cycle 1, only 47% of students who could achieve score ≥ 75 while the criteria of success determined by at least 75% of the students got score ≥ 75 . It means that the action given to the students in Cycle 1 were not successful. The problem laid on the students' pronunciation, making them gain unsatisfactory scores in the test. Hence, the researcher reviewed the pronunciation aspect in the next Cycle. In Cycle 2, the results of the student's speaking test rose to 76.6%.

The rise of the percentage of the results of the students' speaking test indicated that this research was successful on the product evaluation. This result is in line with Kagan's idea (2009) that students' will acquire certain language skill, especially speaking by applying them any structure including AWRRT that has students practice their social skill. Based on the observation, the researcher and the English teacher could see that by implementing AWRRT in teaching learning process, the way students negotiated meanings changed in a good way from the first meeting to the last one.

In Cycle 1, the total time of the students asking for clarifications and questions were still limited. For example, in meeting 1 of Cycle 1 on topic "Is Television Important in Our life", there were only repeated "*what?*" and "*repeat!*" in asking for clarification. In addition, the students tend to ignore other member's questions. Different from Cycle 1, the way students asking for clarifications and questions in Cycle 2 seemed to vary. Aside from using "*what?*" and "*repeat!*",

the students also said “*I don’t understand*” and “*what do you mean?*” and “*huh?*” –Although it was informal– when they were unsure of what they heard. There were also some students who seemed to restate what the speaker said, like when a student of Florida asked “*to modern area?*”, the speaker corrected it by saying “*to modern era*” while nodding. The examples mentioned indicated that there were more changes in the way students negotiated meaning compared to the meetings in previous Cycle.

The results of this research are in line with Vygotsky’s (1987) statement that explains that if learners are guided by more capable peers or adults, social interaction in the form of participation in classroom activities will be more meaningful. This will also provide learners with intellectual development and the acquisition of knowledge of the culture and the world. In addition, Richard & Rodgers (2001:193) explain that the techniques of CL have been used as the way of promoting communicative interaction in the classroom.

Finally, it can be concluded that the results of the action research proved that the use of AWRRT promoted the speaking ability of XI Agama 2 students of MAN Bondowoso and also there were some changes take place in in the way students negotiate meanings by implementing AWRRT in English teaching and learning process. The changes were the students seemed to be more confident in asking questions, prioritized mutual understanding by not ignoring the other members’ questions, were more polite in asking question and clarification, expanded their way in asking questions and for clarification, and negotiated meanings more significantly..

There were three previous researchers that focused on the use of RRT as the root of AWRRT in teaching speaking by using CAR design and supported the findings of this present research. The first research was conducted by Syafryadin, Rahmawati, and Widiastuti (2013) conducted a research that aimed to improve Grade 10 students' Speaking achievement by implementing RRT. After doing an observation and administering speaking test, the researchers could tell that there was an improvement which was shown by the score gained by the participants which surpassed the average score. Different from the first research, the second research focused on not only the use of RRT but also another different technique in teaching speaking. It was conducted by Dewi, Soetjipto, and Utaya in 2016. The researchers concluded that the two techniques could improve students' communication skills and learning outcomes. The last research was Asari, Ma'rifah, and Arifani (2017). Similarly, the research gave a satisfying outcome in which RRT could enhance Senior High School students' critical thinking, presentation skills, confidence, and independent learning in Teaching English as a Foreign Language (TEFL) class.

CONCLUSION

Based on the result of the data analysis and discussion, it could be concluded that

- 1) The use of All Write Round Robin Technique (AWRRT) could promote the speaking ability of XI Agama 2 students of MAN Bondowoso. The improvement could be seen from the percentage of the students speaking score that increased from 47% in Cycle 1 to 76.6% in Cycle 2.
- 2) There were changes in the way students interact to one another (negotiate meanings) by implementing AWRRT in English teaching and learning process. The changes were the students prioritized mutual understanding, did not easily accept any ideas given by all the members, seemed to be more critical in choosing ideas, negotiated meanings

more significantly. The results above showed that students speaking ability improved significantly from Cycle 1 to Cycle 2. Therefore, the research problems were solved. As this research results show that the use of AWRRT could promote the students' speaking ability, the researcher would like to give suggestions to the following people:

The results of this research serve as a technique of teaching speaking that can be beneficial for the teacher. Thus, the researcher suggest English teachers to use AWRRT as an input and consideration in teaching speaking due to the improvement of students' speaking ability showed in this research result. This research result also might be used as guidance for English teachers to create, find, or give more suitable activities in teaching speaking.

The results of this research can be used as a useful reference and information for future researchers in conducting further researches. This will also be a very beneficial guidance to conduct further research studies on the issue of CL in promoting the four English skills or components in different contexts.

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A Case Study of Teacher's Technique in Conducting Classroom Management in the Teaching Reading to Junior High School Students at SMP Negeri 1 Rambipuji

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Abstract: This research was intended to describe how the English teacher managed the reading class at SMP Negeri 1 Rambipuji. This research applied a descriptive case study. The research participant was one of the English teachers in SMP Negeri 1 Rambipuji. The data of this research were collected from observation by using fieldnote, documentation, and interview with the English teacher of VIII-B class. Based on the results of data analysis, it was found that the use of small group discussion technique could motivate students in learning, decrease their negative behaviors in classroom, and also raise the students' involvement in reading activities which were conducted by the teacher. Moreover, the use of small group discussion technique in teaching reading also helped the teacher in motivating the students to become more actively engaged in all reading activities. According to the result of the research, it was concluded that the use of small group discussion decreased students' negative behaviors in classroom, decreased off-task behavior, and raised the students' involvement in reading class.

Keywords: classroom management technique, teaching reading, descriptive case study.

1. Introduction

In teaching and learning process, classroom management becomes an essential component because it involves all aspects of what is going on in the classroom while a lesson is being taught. According to Johnson and Brooks (in Evertson and Harris, 1992), classroom management focuses on controlling students' behavior and looks instead at the teacher actions to create, implement, and maintain a classroom environment that support learning. Teacher should handle

the class by using a technique in order to foster enthusiasm, participation, and persistence in learning to encourage the students to be active in learning process.

Moore (2009: 360) notes that classroom management is the process of organizing, conducting, establishing, and maintaining the business of the classroom including the classroom environment so that educational goals can be accomplished. As an instructor, teacher makes an effort to motivate and teach good values which have to be applied by students. According to Harmer (2001: 56), teacher is like an actor, orchestral conductors, and gardeners. It means that teacher observes his students' development in learning. Besides, teacher has to solve problems if they do some negative behaviors. Cone (1992, cited in Orlich et al., 1998: 261) affirms that in solving negative behavior problems, teachers can invite students in small group discussion because they can take responsibility in answering the best answer and sharing the ideas together with their friends in a group.

2. Literature review

2.1. Reading in ELT

Reading can be considered to be a very important skill among the other English skill for students to be mastered. Patel and Jain (2008: 113) note that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of language. Reading is very crucial for students to know the process of looking at and understanding what is written in the text. Hence, teaching reading to students must be taught early, especially in junior high school students. According to Grellet (1999: 7), from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. The

objective is to invite students to find some information or ideas dealing with the text in order to foster their thinking skill.

2.2. Review of previous research findings

There were the previous researcher who conducted research about teacher's classroom management. Noerina (2015) who conducted a research entitled "Classroom Management in Teaching Speaking in An Inclusive Class at the Seventh Grade of SMP YBPK Kediri in the Academic Year 2014/2015". The findings found that the teacher managed the teaching speaking by doing four types of classroom activities, they were picture-based activities, games, extemporaneous speaking and role plays to motivate students to speak up bravely in front of class.

Another research finding was conducted by Lestari (2015) entitled "The Classroom Management in Speaking Class at The Second Grades Students of SMAN 3 Kediri in Academic Year 2014/2015". The findings found that the teacher managed the classroom by applying some strategies such as cooperative activity, drilling and questioning to control students' negative behavior, create and maintain a positive learning environment and to support and foster a safe classroom climate. Based on the preliminary study by interviewing the English teacher of the eighth grade students in SMP Negeri 1 Rambipuji, on September 24th, 2016 the researcher found that most of students who did some negative behaviors was in VIII-B class. Based on the issues above, the researcher was interested in conducting teacher's classroom management technique which is used by the English teacher in teaching reading to junior high school students at SMP Negeri 1 Rambipuji.

3. Research Method

3.1. Research design

The design of this research is descriptive case study because it describes about teacher's classroom management technique in teaching reading. According to Yin (2009: 18), a case study is used to understand a real-life phenomenon in depth. It focused on collecting information about everything that occurred in the real condition. Gay et al. (2011: 444) confirm that case study research is a qualitative research approach where the researcher focuses on a unit of study known as a bounded system such as individual teacher, a classroom, or a school. In this research, the case study supplement any gathered data about teacher through observation, documentation, and interview with the English teacher itself.

The area of this research was determined by using purposive method and the researcher chose typical case sampling. This descriptive research was conducted at Grade VIII-B of SMP Negeri 1 Rambipuji. The participant in this research was taken from one of the English teachers in SMP Negeri 1 Rambipuji because the researcher was conducted the research by observing the teaching and learning process in class.

3.2. Research data and analysis

The data of this research consisted of primary data that were obtained from observation by using fieldnote to describe how the teacher's treatment in managing the reading class and from documentation by using teacher's lesson plan to know how the English teacher brings all students to take part in reading activities. Besides, for supporting data that were obtained from interview with

the English teacher to get information dealing with the English teaching and learning process at the eighth grade students of SMP Negeri 1 Rambipuji.

3.3. Research results and discussion

Based on the data analysis results, it could be reported that there were six kinds of negative behaviors emerged during the observations, i.e; head down, daydreaming, talking in turns, touching others, busy hands, and sleeping for a while during the lesson. The results of the detailed description of students' negative behavior which were done by the students from the first until the fourth observation can be seen in the Table 1.

Table 1. The Total Number of Students' Negative Behavior

Students' Negative Behavior	The Number of the Students			
	1 st Meeting	2 nd Meeting	3 rd Meeting	4 th Meeting
Head Down				1
Daydreaming	3	1		1
Talking in turns	10	6	1	8
Touching others	1	1		2
Busy Hands	4	1		5
Sleepy	1	2		
Total	19 students	11 students	1 student	17 students

Talking was the most frequently negative behavior emerged in reading class and the excessive negative behavior emerged in the first meeting, there were 19 negative behaviors which were done by the students at VIII-B class. Among which 3 students were daydreaming, 10 students were talking in turns (they were talking with their deskmate), 1 student was disturbing other students by touching others, 4 students were playing with an object in their hands, and there was 1 student who slept for a while during a lesson in the class. In the second meeting

of the observation, there were 11 negative behaviors which were done by the students at VIII-B class. Among which 1 student was daydreaming, 6 students were talking in turns (they were talking with their deskmate), 1 student was disturbing other students by touching others, 1 student was playing with an object in his hands (busy hands), and there were 2 students who slept for a while during a lesson in the class. In the third meeting of the observation, the negative behavior which was done by the student was only occur once. He was talking with his friends. In the fourth meeting of the observation, there were 17 negative behaviors which were done by the students at VIII-B class. Among which 1 student was bowing his head (head down) and did not pay attention to the teacher, 1 student was daydreaming, 8 students were talking in turns, 2 students were disturbing others by hitting them (touching other student), and there were 5 students who was playing with an object in their hands (busy hands).

Based on the treatment that the teacher did, in controlling students' negative behavior, the English teacher reprimanded the student who did certain negative behavior during the lesson to make the students pay attention to his explanation during the lesson. Besides, in overcoming students' being off task, he reprimanded the student who did not do the task. He also walked around and came closer to the students' seats. Then, in involving students in reading activities, the teacher used question-answer and discussion technique for the first up to the third meeting. For the fourth meeting, the English teacher used think, pair, share technique. Moreover, in creating non-threatening environments in teaching reading, the English teacher gave some jokes, to make the teaching and learning process feel comfortable. It was emerged from the first observation until the fourth observation.

The research result was relevant with the theory stated by Cone (1992, cited in Orlich et al., 1998: 261) that in solving negative behavior problems, teachers can invite students in small group discussion technique because they can take responsibility in answering the best answer and sharing the ideas together with their friends in a group. According to Orlich et al. (1998: 260), a discussion is a teaching technique that involves an exchange of ideas. So, the member of each group shared their personal ideas or opinion within a group. Unconsciously, they contributed to work, read, think, and answer all the questions in reading activity. Based on the research results of the observation, it could be concluded that the use of small group discussion techniques could motivate students in learning, decreasing their negative behaviors in classroom, and also raise the students' involvement in reading activities which were conducted by the teacher. So the teaching and learning process became conducive, comfortable and safe.

CONCLUSION

Based on the result of the data analysis and discussion, it could be concluded that the teacher gave some treatment to make the students not do negative behavior and pay attention to his explanation by reprimanding them every time they did some negative behavior in class. For example, the teacher walked around to the students' seat every time he asked them to do the task to make sure that all of students took part in all reading activities so that it could decrease off-task behavior. The teacher also asked for their difficulties in doing the task.

The teacher asked the students to do the reading task individually, in pairs, and in a group. It means that the teacher also used small group discussion technique in the teaching and learning process by asking them to make a group of two (in

pairs) or four. That kind of activities helped them to share their ideas together with their friends so that their thinking skill also increased.

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The Main Characters' Flouting Maxims in the 2008 Movie "Wild Child": a discourse analysis using Grice's (1975) Cooperative Principles

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Abstract: This research is intended to describe the types of maxims that are flouted in the "Wild Child" 2008 movie, and to explain the strategies used by the main characters to flout maxims in the "Wild Child" 2008 movie. This research was conducted by using descriptive qualitative method. The context of this research was romantic dramedy (drama comedy) in the movie "Wild Child" 2008 from which the data about main characters' utterances who appear frequently were taken. The result of this research revealed that the main characters flouted all types of maxim using all the strategies. The characters mostly use the maxim of relation by being irrelevant. In addition, in terms of the functions of the flouting maxim, getting the hearer to realize something is the most often appearing function that occurs in the dialogue.

Keywords: Grice's Cooperative Principle, Flouting Maxim, The Main Characters' utterances.

Introduction

Spoken language is one of the most basic ways of human communication. People speak with each other in order to convey information about various things and to cooperate. The philosopher of language, Paul H. Grice (1975) notes that people will have a successful conversation if they fulfill the Cooperative Principles which are elaborated in four sub-principles called maxims (maxim of quantity, maxim of quality, maxim of relation, and maxim of manner) which organize how the participants should participate in a conversation in order to make the conversation run smoothly. Yet in real life, some people often break the maxims by infringing, violating, opting out, suspending, or flouting them. Unlike flouting, the other kinds of the failure of observing the maxim do not generate implicit meaning within them.

Cutting (2002: 37) states that a speaker who flouts maxims expects the hearer to appreciate the meaning implied but he/she appears not to follow the maxims. Moreover, Black (2006: 25) explains that a speaker who flouts maxim is actually aware of the cooperative principle and the maxims. In other words, by flouting maxims the participants of the conversation seem to be uncooperative but actually they do by choosing indirect way to achieve the cooperation of the communication. The participants themselves have certain intentions of flouting the maxims. The phenomena of flouting maxim can be seen not only in real life but also in a movie.

From this point, this research was conducted on a dramady (drama comedy) movie, *Wild Child (2008)*. This movie was selected for some reasons: 1) The writer, the producers, and the characters in the movie are English native speakers, their language can be used as authentic language material; 2) The language used in the *Wild Child (2008)* movie represents the language phenomena called flouting maxims in their utterances to perform some expressions. The language in *Wild Child (2008)* movie is not really difficult to be understood. It happens as the utterances that are said by the main characters are those which are used in our daily life. Moreover, *Wild Child* movie is a popular movie that tells about classic teenagers' life and their attitudes. Teenagers can relate to *Wild Child* movie in many ways because this movie conveys the struggles of teenage years. This movie is considered to be a very good field of

Discourse research in terms of its use of language.

Along with the explanations, there are some functions that the flouting maxim brings to the hearers. They are convincing, surprising, boring, annoying, frightening, causing, insulting, alarming, enlightening, inspiring, getting the hearer to do something, and getting the hearer to realize something. The functions that occur do not depend on the types of flouting maxim. Some previous research findings dealing with Grice's (1975) cooperative principle vary, and the examples include those of Yang's (2014), Azadeh's (2014), and Al Kayed, Kitishat & Allah's (2015) of Grice's cooperative principles. Yang's (2014) research attempts to examine if there are similarities and differences in the way Chinese TV host observes Gricean maxims in her interviews of seven guests who come from different backgrounds. Findings show that there is no

difference in how the bilingual Chinese TV talk show host conducts her interviews and the maxim of relevance is used most and frequently.

Azadeh's (2014) research compares the adoption and violation of Gricean maxims in Sport and Political News in American media and identifies which of those maxims has been violated most and least. The results reveal that the Gricean maxims were more adopted in Political News and among those maxims, the maxim of manner was most violated in both Sport and Political News. According to the results, the maxim of quality was most adopted in Sport News and the maxim of relevance was most adopted in

Political News.

Al Kayed, Kitishat & Allah's (2015) research investigates the violation of Grice's maxims in cartoons selected from two Jordanian newspapers by identifying the types of maxims and implied meaning behind violation of these maxims. The findings of the research show that Jordanian cartoonists fail to observe all Grice's maxims (quantity, quality, manner, and relation) in order to address political, social and cultural issues in Jordan.

The previous researches above used TV talk show, news, and newspapers, but this research is different because it uses an English movie which belongs to none of the above category. The reason of choosing an English movie is because it does not only present the interesting moving picture supported an audio-visual effect, but also consists of real language that reflects the flouting maxim phenomenon that happens in real life. That element of the movie is very helpful to analyze the data effectively because the audiences can have a direct access to see and hear the audio-visual of the movie deeply. Meanwhile, in this research, the focus was on the types, strategies, and functions of flouting maxim done by the main characters whom appear frequently in the *Wild Child (2008)* movie.

Research Method

Descriptive qualitative design was used to describe and analyze phenomena of flouting maxim. Hancock (1998: 2) describes qualitative research as a research which is concerned with developing explanation of social phenomena. Meanwhile, Vanderstoep and Johnston (2009: 7) explain that qualitative research produces narrative or textual descriptions of the phenomena under studies. This

research employed a descriptive qualitative method because it described and analyzed the phenomena of the study in narrative description. Hence, it was not simply analyzing and describing the data but also interpreting the data to get a rich and more in-depth understanding.

The data came from the movie *The Wild Child (2008)*. The context of this research is romantic dramedy (drama comedy) context in the movie from which the data about main characters' utterances whose appear frequently were taken. The data collection covered the search of the main characters' indicated utterances which reflected the phenomena of flouting maxim. The data were presented in the form of table consist of 32 utterances. And then, data analysis was needed to be done by using descriptive analysis. The data analyzed using descriptive method where the flouting maxim proposed by Grice (1975) was applied to see the types and strategies of flouting maxim. After analyzing all the utterances contained flouting maxim, the researcher analyzed the functions of flouting maxim.

Research Findings

The research findings of this research was being displayed in the form of table which showed the four types of flouting maxim that found (flouting of maxim quantity, flouting maxim of quality, flouting of maxim relation, and flouting of maxim manner) from total 32 utterances in the movie. Each type of flouting maxim was performed using some different strategies. The maxim of quantity can be flouted by giving too much information and giving too little information. The maxim of quality can be flouted by using hyperbole, metaphor, irony, and banter. The maxim of relation can be flouted by being irrelevant. At last, the maxim of manner can be flouted by being obscure. The main characters who appear frequently in the movie, flouted all types of maxim of Grice's (1975) cooperative principle using all the strategies. To convey the message through utterances, the characters mostly use the maxim of relation so the strategy that is mostly used is being irrelevant. In addition, in terms of the functions of the flouting maxim, getting the hearer to realize something is the most often appearing function that occurs in the dialogue. On the other hand, boring function cannot be found in the movie. It is because no one in the movie gets bored when the main characters uttered something.

Discussion

The result of the analysis showed that there were 32 utterances that can be classified as flouting maxim which were analyzed by using Grice's (1975) cooperative principle of flouting maxim. Those 32 utterances were divided into the types, strategies, and functions of flouting maxim. The flouting of the maxims occurs "when speakers appear not to follow the maxims but expect hearers to appreciate the meaning implied..." (Cutting, 2002: 37). Therefore, the speakers break the maxims intentionally while trying to be cooperative in the conversation. From all types, strategies, and strategies of flouting maxim, to convey the message the message through utterances, the main characters mostly use the flouting of maxim relation, being irrelevant as its strategy, and in the term of function is getting the hearer to realize something.

In the types of flouting maxim, the flouting of maxim relation (12 utterances) is mostly used by the main characters in the movie. Cutting (2002: 39) says that the speaker who flouts the maxim of relation expects the hearers to be able to imagine what the utterance did not say and make the connection between his/her utterance and the preceding one. The 12 utterances happened in a group of family or a group of friend that have close relationship with the speaker. The main characters in the movie are also come from educated background. For those certain reasons, it makes the hearer easier to imagine or know what the speaker actually mean with his/her utterances as they have close bonding with each other and share the same knowledge. It supported by Natalie Staats Reiss, a licensed Psychologist in the state of Ohio, who stated that people who have spent a lot of time with their family members or close friends will relatively easy to communicate as they know each other very well so he/she will know what the speaker is thinking or feeling, as well as what the speaker mean.

As the strategy of flouting of relation is being irrelevant, the number of utterances occurred is the same which is 12 utterances. From all the main characters, Poppy is the one who often used this strategy in the conversation to make her come across as a naïve person. According to Urban Dictionary, a naïve person often shows a certain ignorance or simplicity when thinking about something. This could be due to lack of experience, information, or ability to make judgment, in this case because Poppy is still in her teenage year. By mentioning something irrelevant to the topic, the speaker (Poppy), indicates that she does not want to take part in the topic which the conversation is about. This is a deliberate non-observance of the maxim, since she has taken part in the conversation (Thomas, 1995: 70).

The occurrence of the functions of flouting maxim does not depend on what kind of maxim that is flouted. The most frequent function that occurred in the utterances of flouting maxim that have analyzed is getting the hearer to realize something. By saying something, normally, the speaker produces certain consequential effect upon the feelings, thoughts, or actions of the hearer and it may be done with design, intension, or purpose of producing them (Austin, 1962: 101). In this case, getting the hearer to realize something is the condition when the speaker expects the hearer to understand and think deeper about what is beyond what the speaker means. For example in this research can be seen in U9, when Kate offers to be friend and help Poppy, in respond she utters “I choose my friends, and FYI, you don’t make the cut.” The utterance makes Kate realize that Poppy does not want to be friend with her as she does not complete Poppy’s required standard to be friend with.

Conclusion

Based on the analysis in the research findings and discussion section, there are three things that can be concluded. In relation with the first objective which is describing the types of flouting maxim performed by the main characters who appear frequently in the “Wild Child” 2008 movie, it can be concluded that they flout all types of maxim. There are four types of flouting maxim which are the flouting of maxim quantity, maxim of quality, maxim of relation, and maxim of manner. The flouting of maxim relation becomes the main type of flouting maxim which is performed by the main characters. It is done especially to cut the conversation they avoid to talk about by changing it to another topic from what they were talking before. Meanwhile, flouting of maxim manner rarely occurs in the movie because the characters are assertive kind of people.

In relation with the second objective which is identifying the strategies of flouting maxim performed by the main characters who appear frequently in the “Wild Child” 2008 movie, it can be concluded that all the strategies to flout the flouting maxim are done by the main characters in the movie. They are giving too little information, giving too much information, using hyperbole, metaphor, irony, and banter, being irrelevant, and being obscure. Giving too little and too much information are used to flout the maxim of quantity; hyperbole, metaphor,

irony, and barter are used to flout the maxim of quality. Meanwhile, being irrelevant and obscure are used to flout the maxim of relation and manner. The most used strategy is being irrelevant. It is because when someone deliberately changing the topic in the conversation, other people will get that he/she does not interested in or do not want to continue talking about it.

In relation to the third objective which is describing the functions of flouting maxims performed by the main characters who appear frequently in the “Wild Child” 2008 movie, it can be concluded that only eleven functions appear in the movie. They are convincing, surprising, annoying, frightening, causing, insulting, alarming, enlightening, inspiring, getting the hearer to do something and getting the hearer to realize something. The function that is mostly occurred in the movie is getting the hearer to realize something. The main characters often expect the hearer to understand and think deeper about what is beyond what they mean. On the other hand, boring effect does not appear in the movie. Boring is not found in the movie because no one in the movie gets bored when the main characters uttered something.

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Enhancing Students' Reading Comprehension Achievement by Using Think-Pair-Share (TPS) Technique at SMA Nurul Islam Jember

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Abstract: This classroom action research (CAR) was conducted to enhance the students' reading comprehension achievement at SMA Nurul Islam Jember. The research area was chosen by using purposive method. The participants of the research were the students of class X MIA 1 that were determined by using purposive method. The data collection methods used were a reading comprehension test, observation, interview, and documentation. The reading comprehension test was given to measure the students reading comprehension achievement after the implementation of the action. The observation was done in each meeting to know the action. The documents used to support the result of the observation. The result of this research showed that the use of Think-Pair-Share (TPS) technique could improve the tenth grade students' reading comprehension achievement at SMA Nurul Islam Jember.

Keywords: CAR, TPS, Reading Comprehension Achievement, Recount Text

1. Introduction

Think – Pair – Share (TPS) is one type of cooperative learning that was first proposed by Prof. Frank Lyman in 1981, and developed by many scientists in recent years. TPS is very useful to be applied in many teaching learning process including in a reading class. This is because TPS is a simple technique with great advantages. TPS can improve students' ability to remember information and the student can also learn from other students as well as share their ideas. There are 3 stages of Think-Pair-Share, namely thinking, pairing, and sharing.

Some researchers conducted the research in the same topic in different school level and different countries. For example, Martha et. al (2015) from Nigeria investigated TPS technique on Junior high school for teaching mathematics.

Nwaubani et. al (2016) from Australia conducted their research about TPS technique on undergraduate students for teaching mathematics. They used quasi-experimental research design. Those research results showed that there was a significant effect of using TPS technique on the students' mathematic achievement. In addition Apriani (2016) from Indonesia, found that TPS strategy was effective for teaching reading comprehension. Amelia (2016), also found that there was a significant effect of implementing TPS on the students' vocabulary and reading comprehension achievements.

Next Khaghaninejad et. al (2015) from Iran conducted an experimental research by using TPS technique for undergraduate students on reading comprehension achievement. The finding showed that TPS technique could make the learner active, enthusiastic and feel comfortable in joining the teaching learning process of reading comprehension. In addition, TPS was effective for teaching learning process.

Furthermore, Siburian (2013), Sugiarto and Sumarsono (2014) used classroom action research design to conduct their research in different language skills. Siburian (2013) had investigated the use of TPS technique to improve the students' writing achievement for junior high school students. The result showed that there was a significant improvement on the students' writing achievement by applying TPS technique.

Based on the previous researches above, it can be known that most of the researchers used experimental research design and classroom action research for junior high school and undergraduate level. In other words, similar research in the topic of applying TPS for senior high school was rarely conducted. Dealing with the previous research results and the result of the interview, this research

entitled “*Enhancing Students’ Reading Comprehension Achievement by Using Think – Pair – Share (TPS) Technique at SMA Nurul Islam Jember*” was conducted.

2. Review of Related Literature

Think-Pair-Share was at the first proposed by Prof. Frank Lyman in 1981, and developed by many scientists in recent years. The basic foundation of this technique is to make the students more active, feel fun and enjoy in the teaching learning process by discussing with their classmates (Sugiarto and Sumarsono, 2014). So, it will give positive influence to students in understanding the material given by the teacher. Think Pair Share is a technique designed to provide students with “food for thought” on a given topic enabling them to formulate individual ideas share their ideas with other students (Gultom, 2013). Baumeister (1992) states that TPS gives a way for active participation by giving opportunities for the students to contribute their ideas and fine-tune their thinking. In this technique learners are encouraged to think about a reading passage or question and then refine it through discussion with a partner (Davis, 2010). Think-Pair-Share is a much focused activity which learners’ active engagement in the class and helped them to share opinions and polish their thinking. In Lyman (1987) TPS is a “classroom learning activity that provides students with an opportunity to think about a key question, idea, issue, or notion and share their thoughts with a partner.

2.1. Think-Pair-Share in Reading

The main focus in this research was to enhance the students’ reading comprehension achievement by using TPS technique. In the teaching of English as a foreign language in Indonesia, reading has an important role which gives a big impact to the students’ ability in the language skill. Reading is the basic

language skill of language teaching and learning. It is in line with this, Iranmehr (2011) claims that reading comprehension is the central means for learning information and it is one of the important skills needed for the student's success. According to Heilman (1981:256) in Sinambella and Pangaribuan (2015) Reading is a thinking process, Reading is a process of making sense of written ideas through meaningful interpretation interaction with language. A good reader is one who understands what he reads, and the faster he is able to get the meaning from his reading the more efficient he is. So, it is clearly stated that comprehension or understanding every part of the reading text is an important part of learning skill. They need to be able to identify the details that support the main idea. They must think about what they read in order to interpret meaning as well as to get the factual information of the text given.

The Procedure of TPS Technique in Teaching Reading includes posing the topic and the guiding question: the researcher posed a topic and the guiding questions related to the topic to make the students' reading keep in line based on the recount text; Giving time to the students to think: the researcher gave time to the students to THINK of the topic and the answer of the guiding questions given before. During this think time, the students have to write down their answer of a recount text individually on their own worksheet and prohibited to talk to their friends; Organizing students into pairs: the researcher was divided the students into pairs based on the teacher's selection; Asking the students to discuss their work with their partner: the researcher asked the students to PAIR up with the chosen partner to share their thinking and ideas, and might wish to revise or alter their original ideas. The students had to discuss and revise their worksheet about 20 questions; Answer the questions: each student answered the question about 20 questions about recount text on their worksheet; Calling a few students randomly: the researcher asked the students randomly to come in front of the

class to SHARE their work with the rest of the class. This step expanded the sharing into the whole class discussion. During this sharing time, the other students had to give comment or suggestion; Giving feedback: the researcher gave the feedback on the students' works and concludes the lesson with the students.

2.2.The Advantages of TPS Technique in Teaching Reading

Think Pair Share have some advantages. The first step of think Pair Share is thinking. Sugiarto and Sumarsono (2014) mention some advantages are; students are actively engaged in thinking; thinking becomes more focused when it is discussed with a partner; more critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic; many students find it easier or safer to have a discussion with another classmate, rather than with a large group; and when students have appropriate "thinking time", the quality of their responses improves.

The quality of appropriate "think time" can improve responses in learning. So, when the students have "think time" the next step is "time consuming". Time consuming can makes the classroom more productive. Mutakinati et. al (2015) include the positive changes in students when using Think Pair Share, communication skill that occur when they listen to one another and respect others' ideas. Students have the opportunity to learn problem solving skills from their peers, gain the extra time or prompting they may need, and gain confidence when reporting ideas to the whole class.

2.3 Previous Studies

Some finding of previous researcher are important to support this actions. The previous research, first was conducted by Sugiarto and Sumarsono (2014) entitled “ *The implementation of Think Pair Share model to improve students’ ability in reading narrative text*”. In his research it was found that there was significant improvement in term of students’ ability in reading English narrative text after they were treated using Think Pair Share.

The second was conducted by Gultom (2013) entitled “*The effect of think pair share on the students in reading comprehension*”. The finding shows after applying the Think Pair Share in teaching reading the scores of the students was higher than those who are taught without applying Think Pair Share. The students who were taught by applying Think Pair Share had better reading comprehension and help students to get the main idea easily. The analysis of the research was found that there was improvement on the students’ reading comprehension achievement by applying Think Pair Share.

The third was conducted by Siburian (2013) entitled “*improving students’ achievement on writing descriptive text through think pair share*”. The finding showed that after applying Think Pare Share there was significant improvement on the students’ achievement in writing descriptive text. His result shows that the students give their good attitudes and responses during teaching and learning process by applying of Think Pair Share method.

The forth was conducted by Gusdin (2014) entitled “*improving reading comprehension through Think Pare Share technique at the tenth grade students’ of SMAK Santo Yoseph Denpasar in academic year 2013/2014*”. The finding shows that the students were enjoyable and interesting when the research applying Think Pair Share in teaching learning process. In his result, this activity increased students’ motivation and the students were more confident to study reading skill. The analysis of the post test result found that there was a

significant improvement of using Think Pair Share Technique in teaching reading comprehension achievement.

Dealing with the previous researches, Think Pair Share technique can be an improvement technique that can be used by the teacher in teaching reading. It can be concluded that teaching English skill by using Think Pair Share technique can help the students in reading comprehension. The students can get the idea, easier to understand the text, get new experience, easy to read, enjoy, interest, confident and also can give a good attitude to the students. It is useful for the students in increasing their motivation in reading and they will be successful in achieve their reading.

3.The Study

3.1.Research Design

This research used a classroom action research, because this research aims to solved the broblem of students' active participation and reading comprehension achievement at SMA Nurul Islam Jember. According to Fraenkel and Wallen, action research can be conducted by one or more individuals or group for the purpose of solving a problem or obtaining information in order to inform local practice. This research was intended to solved the problem by applied a technique in teaching learning process.

There were four stages namely planning, acting, observing and reflecting the action. The first stage was plan. In this stage the researcher plan the action before implementing the actions. After preparing the planning the action, the researcher did the next stage that was implementing the action. In this action, the researcher taught reading comprehension of recount text by using TPS technique for X MIA 1 class at NURIS Jember. The third, observation was done during the teaching

and learning process in each cycle with the help of the English teacher to observe the students' participation in the recount text in reading process by using TPS technique. The observer used the observation checklist as the instrument to gather the data about the indicators to be observed. The fourth, reflection was conducted to reflect the results of the action in cycle 1, that was the results of the observation and the results of reading comprehension test.

3.2. Research Context

This classroom action research was conducted at SMA Nurul Islam Jewmber, East Java, Indonesia. The reasons of choosing this school were as follows: First, based on the result of the interview, it was revealed that the English teacher never used TPS technique in teaching learning process. Second, the school principal and the English teacher gave permission to the researcher to get the data. The teaching of English in this school is guided by curriculum 2013.

3.3. Research Participants

The research participants were students from X MIA 1 class of SMA Nurul Islam Jember. The research choosed this class based on the suggestion from the English teacher because most of the students of class X MIA 1 got difficulties in reading and teaching reading by using Think Pair Share technique did not applied yet in this school. Besides, this class had the low average score of the daily test based on the school's document. Therefore, the students' reading comprehension achievement in this classroom needs to be improved.

3.4. Rsearch data and analysis

The methods of collecting the research data were a reading comprehension test, observation, interview, and documentation. The data from the test were used to measure the students' reading comprehension achievement, while those from observation were used to measure the process of the students' participation.

Interview and documentation were used to collect the supporting data. In analyzing the data, there were two parts that was analyzed. The first was the students' comprehension achievement and the second was the students participation.

3.5. Research results and discussion

There were 31 students who joined the reading comprehension test in each cycle. Based on the results of reading comprehension test in cycle 1, the percentage of the students' reading comprehension test who got score ≥ 75 were only 13 students or 41.94% of 31 students. This means that the results of reading comprehension test in cycle 1 had not fulfilled the success criteria of the action. The results of the observation in cycle 1 showed that some students still did not achieve the research success criteria because the average percentage of the students' active participation in cycle 1 was only 70.97%. Baesd on the students' problem in cycle 1, some pair did not really involve in participating the discussion was the strongest problem influence point to enhance students' achievement in cycle 2. Therefore, the second cycle needed to be conducted.

Based on the results of the reading comprehension test in cycle 2, it showed the progress of the students' reading comprehension achievement in a recount text. It was shown by the average percentage of the students' reading comprehension test in cycle 2 was 80.65 or 25 of 31 students achieved score of ≥ 75 . Moreover, the progress was also shown their participation in the classroom. Based on the results of the observation in cycle 2, the average percentage of the students' active participation was 88.71%. This means that this research had fulfilled the target requirement of the success of the students' active participation. That was at least 75% of the students actively participated in the teaching learning process. It could be concluded that both the students' reading comprehension test results

and their active participation results had achieved the research success criteria. Thus, the action was stopped in cycle 2.

The results of the action in cycle 1 and cycle 2 proved that application of TPS technique could enhance the tenth grade students recount text reading comprehension achievement and their active participation during the teaching and learning process at SMA Nurul Islam Jember.

Conclusion

Based on the result of data analysis and discussion, it can be concluded that the implementation of the Think-Pair-Share technique could enhance the students' reading comprehension achievement and their active participation in the teaching learning process of reading comprehension at SMA Nurul Islam Jember. Some suggestions are proposed to the English teacher, the students, and the future researcher. It is suggested that the English teacher use TPS technique as an alternative way in teaching reading comprehension. The students are expected to use TPS technique as a technique in reading the text since this technique can help them to comprehend the text better.

The result of this research can be used as a reference for the future researchers who want to conduct the research by using the same technique. The future researchers are also suggested to conduct other type of research design by using TPS technique for example by using experimental research to know the effect of TPS technique on the students' reading comprehension achievement or any other language skills.

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The Effect of Using Islamic Stories on the Tenth Grade Students' Reading Comprehension Achievement at MA AL-Qodiri Jember in 2016/2017 Academic Year

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Abstract : This research is to know the effect of using Islamic Stories on the tenth grade students' reading comprehension achievement at MA Al –Qodiri Jember. The research design was a quasi-experimental research. The research area was chosen by using purposive method. The respondents, the students of class X science 3 and X social 2 were determined by using cluster random sampling. The data collection method was reading comprehension achievement test. The results of posttest showed that X social 2 (as the experimental class) got higher mean score than X science 3(as the control group). The mean score of post-test in experimental group was 73,63. Besides, the mean score of post-test in control group was 69,15. The results show that there was a significant effect of using Islamic stories on the tenth grade students' reading comprehension achievement at MA AL-Qodiri Jember in 2016/2017 academic year.

Keywords: Reading Achievement, Quasi-Experimental Research

1. Introduction

English is not only an international language but also the necessity for certain purposes. In Indonesia, English is compulsory subject at junior and senior high schools. Even though it is still consider to be a foreign language. It is offered as an elective subject. That covers the fours skills (listening, speaking, reading, writing), and three language components (vocabulary, grammar, and pronunciation).

As one of the language skills that must be learnt by the students at junior and senior high school level, reading is a useful activity. Gillet and Temple,(1990:7) say that reading is a way of life, a life time habit, a passion avocation. In order words, it is a useful activity that may change the outlook of the readers and

modify their behaviors. Understanding a written text means extracting the required information from it as efficiently as possible Grellet, (1996:3). It means that the students are expected to get Information and knowledge from a text while they are reading.

Grellet (1996:4) states that “There are two main reasons for reading. The first is reading for pleasure, and the second is reading for information (In order to find out something or in order to do something with the information you get)”. By reading people can enlarge their knowledge and information. The more they read, the more information they will get. In line with this idea, Harmer (2004:68) argues, ”most of the students want to be able to read texts in English, either for their career, for study purposes or just for pleasure”. It describes clearly that reading takes an important role in life.

In teaching learning process, students need to be able to do a number of things with reading text (Harmer 2004:69). They need to be able to scan the text for particular bits of information they are looking for. Moreover, Hammer (2004:70) states, “Reading is incredibly active occupation. To do it successfully, the researcher should know about the students’ interest, students’ need and the background knowledge of the students too.

Islamic story is a story that develops, encourages and invites someone more advanced on the basis of Islamic values. In addition there are many benefits to be gained if we use the Islamic story. According to www.abiummi.com there are four advantages of using Islamic stories in teaching students. That is students can know the Islam concepts, plant up the value of Islam, growing goodness character to the students and it can encourage the students to imitate the Prophets life, the friends and the Islamic scholars.

Related to the result of the previous researcher conducted by Dwika, N. F (2010), Isnaini, T (2010) proved that there was a significant effect of using Islamic stories on reading comprehension achievement. Considering the result of the previous researcher above and Since the English teacher of grade X at MA Al-Qodiri had never used various reading text to grade X, it was necessary to conduct a research entitled ‘The Effect of Using Islamic Stories on the Tenth Grade Students’ Reading Comprehension Achievement at MA AL Qodiri Jember in 2016/2017 Academic Year”

2. Related Literature Review

2.1 Theoretical Framework

According to Grellet (1996:7), reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. In a simple way it can be stated that reading is an active process of understanding the meaning of a written text. Grellet (1996:8) notes that reading constantly involves guessing, predicting, checking, and asking oneself question.

Bos and Vaughn (1998:144) state that comprehension is the ultimate goal of reading process. It constructs meaning by integrating the information provided by the author with the reader’s background knowledge. Buscemi (2006:2) states that curiosity is the key concept that a reader should have while reading which is understood as an active process. In reading, comprehension can be obtained if there is an interaction process that goes on between readers and the text. Thus, it is clear that reading relates to reading comprehension because comprehension becomes one of the main purposes in reading.

According to Pang, et. al. (2003:14) comprehension is the process of deriving meaning from connected text. It is also added by Grellet (1996:8) who says that

“reading comprehension is considered as an active process involving predicting, checking, guessing, and asking oneself question”, It is the process of understanding a text. Therefore, reading is a complex activity because in reading the reader needs both his/her eyes to see and read the written text to get the meaning of the text.

2.1.1 Reading Comprehension Achievement

In this research, reading comprehension achievement is defined as the students' achievement in comprehending words, sentences, paragraphs and text. The researcher administered a reading test for the tenth grade students in MA AL-Qodiri Jember in the form of Islamic Stories to measure the students' achievement.

2.1.2 Reading Materials for Senior High School Students

Reading materials are actually in the form of texts which is usually printed and well-organized. Based on the standard competence of the eighth grade stated in Institutional Level Curriculum/K13 for SMA/MA/SMK, there are five text genres that students should learn. There are descriptive text, recount text, narrative text, report text and procedure text. In this research, the researcher choose narrative text as the material of this research.

A narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. According to Sulityo (2013:7), Generic structure is the way in which elements of a text are arranged to match its purpose. Widyaningsih (2013:26) states that a narrative text consist of Orientation, Complication and Resolution as the generic structures. Furthermore Widyaningsih states (2013:26) that there are some kinds of narrative text as follows fables, folktales, Science

Fiction, Legend, Myth and etc. She also classifies the language features of narrative text to the following aspects.

- a. Using simple past tense.
- b. Using temporal conjunction. Examples : then, when, before, after, while, etc.
- c. Using saying verbs, Example : shouted, said, etc.
- d. Using action verbs, Examples : flew, walked, etc.

2.1.3 Islamic Stories

According to Muhammad Fadhil Al-Jamali (1996) Islamic stories is a story that seeks to develop, encourage and invite someone more advanced on the basis of values of high and noble life, in order to form a more personal perfect, whether it is related to the act, sense or feeling based on Islam values. Moreover Muhammad S A Ibrahimy (2012) states that Islamic education in true sense of the term, is a system of education which enables a man to lead his life according to the Islamic ideology, so that he may easily mold his life in according with the guidance of Islam.

2.2 Conceptual Review

In this research, Islamic stories refers to the story series of events presented, both derived from real events (non-fiction) or intangible (fiction) based on Qur'an, prophet stories and companions and Reading comprehension refers to the students' ability in understanding a text. Reading comprehension in this research deal with the ability of the students to comprehend a text and get the content of the text given by the researcher. Reading comprehension achievement in this research referred to the students' reading comprehension achievement in comprehending words, sentences, paragraphs and the text. It was shown by the students' scores of a reading comprehension achievement test.

2.3 Previous Research Review

The experimental research by Dwika N.F (2010) proves the effect of using Islamic stories stated that that the influence of Islamic story is great for the formation of the students' personality, because the moral message through the story is not patronizing. The effects that can be seen to the students are honesty, courage, piety, and brought the students to learn more about Islamic. Moreover Isnaini. T (2010) concluded that Islamic stories can improve the courage, attitude and the moral of the students.

3. The Method

3.1 Research Design

The design used in this research was quasi experimental research design. It was chosen because the researcher purpose was to know whether or not there was a significant effect of using Islamic stories on the tenth grade students' reading comprehension achievement at MA Al Qodiri Jember . It is supported by Ary, et al. (2010:25) who say that the purpose of quantitative research is to study relationship, cause and effect. More specifically, the researcher used Posttest - Only Design.

The two classes, the experimental and the control classes, were selected from the six available classes of grade X at MA Al-Qodiri Jember in 2016/2017 academic year. They were selected on the basis of the result of the homogeneity test showing that the population was homogeneous.

3.2 Research Context

The research was conducted at MA AL-Qodiri Jember which also got permission from the English teacher and headmaster of MA Al-Qodiri Jember.

3.3 Research Participants

Determining the respondent means determining the subjects that were examined in this research. The population of this research was grade X students of MA. Al-Qodiri, Jember in 2016/2017 academic year which consists of six class of 190 students. A cluster random sampling was used in this research since the researcher could not assign each individual to whether experimental or control class as they should keep intact with their original class.

Before selecting the respondents of this research, the researcher conducted a homogeneity test to the whole grade X students to know the homogeneity of the population. Then, the researcher analyzed the result of the homogeneity test using ANOVA (Analysis of Variance) formula to identify the homogeneity of the population. If the value of variance was significant (more than 0.05), which means the population was homogeneous, a lottery was directly applied to select two classes, as the control and experimental class, from the existing classes of grade X. However, if the value of variance was not significant (less than 0.05), which means the population was heterogeneous, the two classes who have the closest mean scores were taken. These two classes were selected as experiment and control class by using lottery.

3.4 Data Collection and Analysis

There will be two kinds of data in this research. Those were primary data and supporting data. The primary data deal with the students' reading score, and it was collected by conducting a reading comprehension test. Meanwhile, the supporting data deal with the information about the technique, media and curriculum used by the teacher in teaching English, the total number of grade X at MA. Al-Qodiri Jember in the 2016/2017 academic year, the names of the participants in the experimental and control classes, the syllabuses used by the English teacher of grade X, and they were collected through interview and documentation.

The independent sample t-test by SPSS was used to analyze the data obtained. An independent samples t-test was used when we wanted to compare the means of a normally distributed interval dependent variable for two independent groups. The result of data analysis was consulted to the t-table of 5% significant or not. If the result of t-computation was higher than t-table, it means that the null hypothesis was rejected and the result of this research was significant.

4. Research Result and Discussion

There were two groups of participants in this research. They were the experimental group (Class X Social 2) and the control group (Class X science 3). as has been explained in Chapter 3, the experimental group received the treatment, it was taught reading comprehension by using Islamic Stories, while the control group was taught reading comprehension by using a normal stories from the students textbook and internet. The teaching learning process was conducted in two meetings for each group. The techniques for both of the groups were the same that was small group discussion. However, the material applied was different.

The results of the supporting data of the research were obtained from the result of the interview with the English teacher, the administration staff and the documentation. And for the homogeneity test, the researcher needed two days for the six classes of the tenth grade. The homogeneity test consisted of 20 test item in the form of multiple choices. It was scored 5 for the correct answer. The total score was 100. The time allocation was 40 minutes. This test was given to know whether or not the tenth grade classes were homogeneous.

Based on the result of the Homogeneity Test of Variance analysis above showed that the significant value was 0,100. Since the value of the significance was more than 0.05, it means that the population was homogeneous. It means that, there

was no difference on the students' reading comprehension achievement among those tenth classes. Therefore, two classes as the research respondents were determined randomly by using lottery. It appeared that X IPS 2 as the experimental group that consisted of 22 students and X IPA 3 as the control group that consisted of 31 students.

The try out was given to the class which did not belong to the research respondents. Based on the result of the try out, it was known that the instruction was understood enough by the students. They did not get any difficulties in understanding the instruction. Besides, the time allocation that was provided by the teacher was sufficient for the students to do the test. They could finish the test in time. Thus, it could be concluded that the researcher did not need any changes of the instruction and add or reduce the time allocation. It was because the instruction was clear and the time allocation was sufficient. The result of the try out was continued by analyzing the validity, the index difficulty, and the reliability coefficient. They were used to know whether the researcher needed to revise the test or not.

The two groups that were the experimental group and the control group received the posttest after the treatments were done. The experimental groups was taught reading by using Islamic Stories, meanwhile the control group was taught reading by using common stories from the students worksheet. The posttest had 20 test item of multiple choice test. The time allocation to do the post test was 40 minutes. The correct answer was scored 5 and the wrong answer was scored 0. The total score that students could get was 100. The total number of the students who took the post test was 48 students that consisted of 22 students from the experimental group and 26 students from the control group.

In analyzing the posttest scores, independent sample t-test formula was used to analyze the reading comprehension posttest scores. This analysis was used to know whether or not there was the mean difference between the experimental group and the control group. Based on the result of the computation of t-test, it showed that t-table at 5% the significance level with degree of freedom (Df) 46 was 1,536. It meant that the statistical value of t-test was higher than t-table ($1,72 > 1,536$). Thus, it could be said that the use of the treatment that was teaching reading by using Islamic Stories gave the positive effect for the experimental group.

4.6 Discussion

The result of the data analysis showed that the use of Islamic Stories significantly affected the tenth grade students' reading comprehension achievement at MA AL-Qodiri Jember. It could be seen from the result of the computation value of t-test was higher than the value t-table at 5% the significant level ($1,72 > 1,536$). It showed that the result of the t-test analysis was significant.

In this research, the procedure of teaching reading was the same. That was the students should read the text and answered the questions. The difference was on the reading material, Islamic stories for experimental group and Non Islamic stories for the control group. The experimental group was taught by reading Islamic stories while the control classes did not. The students from experimental group seemed very exciting. It happened because basically MA Al-Qodiri students studied there for learning about Islam. From informal interview, it was found that some of the students also thought that learning about religion was much more important than other subject. So, it could be said that Islamic stories could motivate MA Al-Qodiri students to comprehend the reading stories.

Conclusion

Based on the result of the data analysis of the students' reading comprehension test and the discussion in the previous chapter, it could be concluded that there was a significant effect of using Islamic Stories on the tenth grade students' reading comprehension achievement at MA AL – Qodiri Jember in the 2016/2017 Academic Year.

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Analysis of Character Education Values in the English Textbook “Bahasa Inggris SMA/SMK”

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Abstract: This research was intended to analyze the character education values in the English textbook of Senior High School tenth grade semester 2 based on Education Ministry regulation (2010). The design of this research is descriptive qualitative research with content analysis and description as the data analysis method. The data was analyzed by using eighteen values of character education values released by Education Ministry (2010) which was applied to see the character education values in the reading material of the textbook. The data was taken from English textbook published by Pusat Perbukuan, Balitbang, Kemdikbud (2014). The result of the data analysis showed that there were four character education values represented in the reading material English Textbook “Bahasa Inggris SMA/SMK”

Keywords: Character Education Values, Textbook Analysis, Reading Materials

1.Introduction

Character education is a program which has become the main feature of curriculum 2013 which has been socialized by the government since 2010. This program aims to create the students who have not only cognitive aspect but also attitude. This also prepares the students to reduce bad attitudes that happened recently, such as, drugs, indiscipline, and abuse of power. However, the result of character education which is formally released by the government is still questionable.

The implementation of character education, especially in the textbook needs to be continually examined to check its appropriateness and availability. To fill the gap, this research was analyzed different English textbook used in Senior High School learners to find out which values inserted in it.

2. Literature Review

2.1. Theoretical Framework

Material evaluation can be defined as an attempt to measure the value of materials (Tomlinson, 2011:3). Materials evaluation covers the process of analysis which can be done subjectively. Therefore, the term evaluation can be done in such occasion, including materials which are important to know the quality of the materials itself.

In evaluating materials, especially textbook, curriculum also has a role as a major system in education. It is a guideline for all the teachers to do a sequence of teaching and learning process. Based on UU no. 20 year 2003, curriculum is a set of planning and setting of the objectives, content, and the material of the teaching and learning process that is used as a guideline in realization of the teaching to achieve the goal of certain education (Darrin, 2014:3). In Indonesia, Curriculum 2013 emphasizes character education in instructional activity which not only teaches cognitive skill but also character education. The two terms indicates that they cover this study and as a framework of the research.

2.2 Conceptual Review

Character education is a program under curriculum 2013 which is mostly used in both primary and high school. This curriculum emphasizes the cognitive and attitude to the students through the character education. Character education is beneficial for the students to develop their positive character and attitude through the curriculum in the schools (Soniawan, 2012:2). Through character education, the students are expected to be individuals who live in line with Indonesian ideology; Pancasila (Faiziyah & Fachrurrazy 2013:2). Based on Education Ministry (2010), there are eighteen values of character education. They are (1) religious, (2) honest, (3) tolerant, (4) disciplined, (5) hardworking, (6) creative,

(7) independent, (8) democratic, (9) curious, (10) nationalistic, (11), patriotic, (12) Appreciative of achievements , (13) Friendly, communicative , (14) Peace loving, (15) Joyful reading, (16) environmentally aware, (17) social concerned, and (18) responsible. The values are instructed to be implemented in the teaching and learning elements, one of them is textbook.

Textbook is a common medium which is used by the teacher in the classroom, including English teacher. According to Regulation of National Education Minister (2005:1), A textbook is compulsory to be used in school which contains learning materials to enhance faith and devotion, manners and personality in which they are arranged based on the national education standard. It means that the textbook should cover the goals that the students have to own them. The suitable textbook must cover the students' needs. It answers the latest phenomena which happened in socialize. It is supported by Cunningsworth in Soniawan (2012:3) who says that textbook is seen as the best resource in achieving aims and objectives that have already been set in terms of student's needs. The researcher was interested to analyze the textbook whether the material contains of character education values or not.

2.3 Review of Previous Research Findings

There are similar researches which are conducted to analyze the character education values in English textbook for Senior High School. Soniawan (2012) conducted an analysis on English textbook for the eleventh grade which is official textbook from the government. From the result of the analysis, there are seventeen values are represented in the textbook. It means that the textbook is highly recommended for the teacher to be used in the classroom.. One value is not available in the textbook is democracy. Soniawan suggested the other

researcher to conduct the similar research which has focus on certain skill to make the research narrower and effective.

Syahbana (2017) also conducted a similar study on textbook analysis with character education values. The textbook that is analyzed is a local textbook “Kreatif” which is mostly used by the English teachers in Pamekasan. He focused on the reading skill from the textbook which is used for the tenth grade students. Based in the result, the values that are represented in the reading skill are thirteen values, those are honesty, tolerance, discipline, independent, curiosity, nationalism, patriotic, respect of achievement, friendly/communicative, responsibility, social care, hard working, and peace loving. Syahbana showed the result of the analysis by giving an example where the values are placed in the textbook. It makes the reader clearer to read the result of the analysis.

From the two previous studies, the researcher found that more analysis needs to be done in order to know the character values are inserted in the English textbook. It is important for the students to be learned and implemented in the daily life. The researcher analyzed the English textbook “Bahasa Inggris SMA/SMK” for the tenth grade students and focused on the reading material. This analysis can be meaningful for the teacher to decide which textbook is suitable for the students with consisting of character education values.

3. Research method

3.1. Research Design

The study is qualitative research. The purpose of this study is to analyze in depth the character education values represented in reading texts curriculum 2013 English textbook. According to Boglar and Taylor in Arbaati (2015:6), qualitative research is a research that produces descriptive data as the result in the form of

written and oral word from observed people and behavior. The procedures of this research based on (Amalia, 2014:1109) were: **1.** Choosing the book; **2.** Selecting the texts to be analyzed; **3.** Analyzing the texts chosen. The way of analyzing was based on the values of character education from Education Ministry (2010); **4.** Concluding the result of analysis.

3.2. Research Data and Analysis

The data was analyzed with content analysis and the result was provided in the form of description. The number of the values was calculated in the following criteria (Prismarani, 2014:3) : Very high : 81%-100%; High : 61%-80%; Quite high : 41%-60% ; Less high : 21%-40%; Very low : 0%-20%

3.3. Research Finding and Discussion

Based on the result of analysis, it could be drawn that not all of character education values are available in reading material of the English textbook “Bahasa Inggris SMA/SMK”. The availability of character values in reading materials considered as three aspects; instruction, text, and exercise. Among eighteen values of character education values (2010), the fourteen available character values are *Religious 6%, honest 2.9%, tolerant 2.9%, disciplined 6%, hardworking 17.7%, creative 8.8%, independent 0%, democratic 0%, curious 8.8%, nationalistic 2.9%, patriotic 2.9%, appreciative of achievement 8.8%, friendly or communicative 8.8%, peace loving 2.9%, joyful reading 0%, environmentally aware 0%, socially concerned 8.8%, and responsible 11.8%*. The highest value which is found in the reading material is *hardworking*. The unavailable values in the reading material are *independent, democratic, joyful of reading, and environmentally aware*.

Reading materials in the English textbook “Bahasa Inggris SMA/SMK” represent fourteen values which means that the reading material contain 77,8% character values and it is categorized high (Prismarani, 2014:3). It shows that the textbook can be used as a source and guidance for the tenth grade students of Senior High School, especially in teaching character education because the percentage showed the result that the available values are dominant rather than the unavailable values. But, the unavailable values also can be taught too in the reading materials.

The textbook authors represented the character education values with three strategies in reading material; not only in the texts but also through the exercises and instruction. This comes from the analysis result that the researcher found the values even the number is not similar in each part. Based on Lysa (2013:5), character education values can be found in parts of reading material; instruction, text, and exercise, although the number is imbalanced. For example, the students learn friendly/communicative value from the exercise “discuss your work with your friend”. The word “discuss” means there is an action to be done. By doing a discussion, the students are able to share their idea and opinion about something discussed. Then, the instruction “read the text carefully”. The students are required to do what the instruction wanted to. They are instructed to implement the disciplined value when they are going to read the text. Disciplined value implied the students to have an attitude while they learn in the class, especially when the students read the text orderly to know the plot of the text.

From the analysis, hardworking is the highest value found in the reading material. It is a tenacious behavior in overcoming difficulties and in completing learning tasks (Kementrian Pendidikan Nasional, 2010:28). It seems that this value needs to be highlighted by the authors because most chapters represent

hardworking value. It is also happened in Syahbana's study (2017) that hardworking is a dominant value than other values. It is important for the students to be owned and to be their attitude. Besides, the students are able to implement this value after graduated from High School, for example, finding a job. By having hardworking value, the students are able to have a job and minimize the problem of unemployment in Indonesia is a continual problem year to year.

According to statistical data Education Ministry year academic 2016/2017, the number of Senior High School graduates in Indonesia is about 1,4 million students and it increases about two hundred thousands students from the previous year (Kementrian Pendidikan dan Kebudayaan, 2017:52). From this situation, it can be said that the implementation of hardworking value which is the part of character education values released by the Education Ministry (2010) is expected to be one of the ways that the government wants to apply for the students in Indonesia through the textbook in order to reduce the graduates of Senior High School students.

The values which are not represented in the reading material are joyful reading, independent, democratic, and environmentally aware. The unavailability of joyful reading value comes from the number of the text in the textbook is one text for each chapter. This character value means that it can be inserted in reading material. The English textbook "Bahasa Inggris SMA/SMK" provides four skills and three English components in each chapter. It makes reading material has one chance to be learnt and it is less enough to implement joyful reading for the students. In fact, literature, including reading habit, is important for a country which indicates the quality of the people. UNESCO said that Indonesia is in the second bottom up of literature position from 61 countries

which means that Indonesian people's reading impression is low (CNNIndonesia.com). This becomes a recommendation for the author of the textbook to concern this value in order to increase reading habit in Indonesia. The implementation of this value can be through giving the various interesting reading text to the students based on students' need. This can overcome the weakness of the textbook which provides one text in each chapter.

The second value which is not represented in the reading material is independent. Independent is an attitudes and behaviors that do not depend on other people in completing assignments (Kementrian Pendidikan Nasional, 2010:28). From the description, this value can be implemented in the reading material, especially in the exercise which asks the students to complete the assignment individually because the instruction or question do not ask the students to do something in the exercise clearly whether it can be done in pair or individually in the reading material of the English textbook "Bahasa Inggris SMA/SMK". So, there is a role of the teacher in implementing character education values beside the government and the textbook author.

Environmentally aware is an attitudes and actions that generally seek to prevent damage in the natural environment and to make efforts to repair environmental damage that has occurred (Kementrian Pendidikan Nasional, 2010:30). Actually, this value can be implemented in reading material with certain topic. An English teacher of Senior High School in Jember, Mrs. Muslimah, S.Pd., M.Pd. said that this value is implemented in the English textbook for the eleventh grade. There is a material about report text with the topic disaster. She also adds that the students will learn how to prevent or manage the damage that has occurred from the text..

The last unavailable value is democratic. It is a way of thinking, behaving, and acting which views one's rights and obligations as equal to those of others (Kementrian Pendidikan Nasional, 2010:28). This value can be implemented in the reading material through a text about election or discussion to solve a problem. Then, the students will learn how to be a wise person in joining election or discussion. The previous studies, Syahbana (2017) and Soniawan (2012) also did not found the democratic value in the English textbook they analyzed. This becomes an attention that the students in eleventh grade are on age 17-18 years old which becomes a voter for an official election in their region. When the students learn this value in the eleventh grade, it seems that it is late. This situation should be considered by the textbook author to insert the democratic value earlier or in the tenth grade to give the students have more time in learning democratic value as the introduction through English textbook. By learning democratic value from the lowest grade in Senior High School, the students are attracted to participate in an election and it can minimize the number of abstain in Indonesia election as the democratic country.

Conclusion

The English textbook "Bahasa Inggris SMA/SMK" for the tenth grade students semester 2 met the character education values especially in the reading materials. Character education values consist of eighteen values which are officially provided by Education Ministry (2010). In reading materials, there are fourteen character education values in English textbook "Bahasa Inggris SMA/SMK". The textbook is categorized high or 77,8% of the textbook contains character education values. This result means that the textbook is recommended for the English teacher and it is a suitable source for learning English to be used as the material and guidance for the tenth grade students of Senior High School.

From the analysis result, the values are suitable with local culture that requires the students to have good attitudes not only in the class but also in daily life. It is called as a solution of today's era that students' habits are less good. By implementing character education, the students will be trained at least in learning English to be known and practiced as well as become the identity as a characterized student.

Relation to this, to raise the implementation of character education values, the suggestion is given to the English teachers who are as the main actor of this program. The English teacher can find other learning sources containing character value which was not represented in the English course book "Bahasa Inggris SMA/SMK" tenth grade semester 2. They are also suggested to find other activities in teaching and learning process to develop the implementation of character value which was unavailable. Meanwhile, the other researchers who are interested in conducting the similar topic are able to conduct a similar study in different English skills whether or not the materials of the textbook fit the Education Ministry suggestion related to the implementation of character education. The future study should involve other skill, such as listening, writing, or speaking of material in the textbook to know what values are delivered to the learners.

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The Analysis on the Multiple-choice Reading Comprehension Test: A Descriptive Study on the Reading Teacher-made Test

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Abstract: This research was intended to analyse the multiple-choice reading comprehension test made by the English teacher at SMK Negeri 5 Jember based on the theory of a good test. The research design was a descriptive study. The research context was purposive method. The research object was an English reading test with multiple-choice test format constructed by an English teacher. The result showed that the test had high content validity with the percentage of 93.3% valid items (28 test items) and only 6.7% (2 test items) were not valid. The test reliability was high with the index of 0.807 based on the calculation using Spearman-Brown formula. The item difficulty of the test showed that 5 items (16.7%) were categorized as very easy items, 15 items (50%) were categorized as easy items. The test items which had no discrimination and negative index must be replaced or revised by the English teacher.

Keyword: multiple-choice test, reading comprehension test, teacher-made test

1. Introduction

The most frequently skill used in English teaching in school is reading. It is a receptive skill to understand the information in a written form. Grellet (1991) states that it is understanding and extracting a written text from required information as efficiently as possible. *Kintsch (2004) states that it requires identifying and understanding the important ideas of texts and making inferences based on both texts and the reader's background knowledge.*

Testing language should discover the students' ability in using the language purposively and communicate actively. To assess the students' reading comprehension achievement, multiple-choice test is one of the test formats which are commonly used by English teachers at school. Multiple-choice test is the most popular test format used in most academic purposes. Gierl et al. (2017)

claim that multiple choice is considered as the most “successful forms” used in every educational practice. It is practical to administer, easy to prepare and spend less time answering the questions (*Öztiirk, 2007*). Additionally, Brown (2004) suggests that multiple-choice items give consistent of scoring and grading. Another advantage of multiple choice test format is more economical compared to essay format.

Considering the quality of the test items, analyzing and evaluating the test is important based on the characteristics of a good test in order to discover whether the test has good quality of validity, reliability, difficulty level, and discrimination power. Wood and Braus (1993) mention that analyzing and evaluating the test can help the teachers and the test constructors to determine how effective their teaching and learning process and how far the students comprehend the materials given.

2. Literature Review

2.1. A good test for reading

Reading comprehension is a basic language skill and Oakley (2011) reports reading comprehension is defined as a skill that requires the background knowledge that involves experiences, abilities, motivation and reading goals of the reader with reading texts.

Many reading test format can be used to assess reading comprehension achievement. Hughes (2003) mentions four test formats in testing reading skill: multiple choice, gap filling, short answer, and unique answer. Among the test format mentioned by the experts, multiple choice test format is the most commonly test format used to assess the students’ reading comprehension achievement.

Multiple-choice test items are the most popular test items used in educational purposes. Multiple-choice test format allows the students or test takers to choose an answer from the options provided rather than creating their own answer. A multiple-choice test item consists of a stem that provides a stimulus or a question, three or five options that one of the options is the correct answer and the rest of the options are the distractors. According to Öztürk (2007), most teachers prefer to use multiple-choice test format because they can administer it practically. Constructing a good test must fulfill some requirements. Hughes (2003) mentions validity, reliability, and practicality are the criteria of having a good test. In addition, item difficulty and item discrimination are also included to the characteristics of a good test. Each idea is presented in the following parts.

Validity: Heaton (1991) defines that the validity of a test is the extent to which it measures what is supposed to be measured and nothing else. According to Hughes (2003), a test is said to be valid if the test measures accurately what it is intended to measure. Brown (2004) mentions that validity of a test refers to the performance that match to the course being tested. To construct a test, the test must have a true measurement of a certain skill. If the test measures another skill at the same time, it will be an invalid test.

Reliability: After the test has its validity, the test must have its reliability. The test is said to be reliable if the test has a consistent result (Brown, 2004). Leech (2005) adds that reliability indicates the extent to which the different items, measures, or assessments are consistent with one another and the extent to which each measure is free from measurement error. If the test is given to the same students on two different occasions with no language practice work taking place between the occasions then produces differing result, the test is not reliable (Heaton, 1991).

Practicality: A test is said to be practical if the test consumes less time, less budget, and less energy to construct and to administer on to score (Brown, 2004). The test is said to be impractical when the test requires the students to finish in more than the time allocation given in the classroom. In addition, the students will also get more frustrated if there are more items with the limited time allocation. Second, the test that requires on individual scoring rather than group scoring is also impractical. Third, the test that requires the teacher takes several hours to administer the students' answer can be said as impractical test.

Item difficulty: Item difficulty is also well-known as index of difficulty or facility value. Item difficulty is needed to show us whether the particular item is easy or difficult. Item difficulty is commonly demonstrated as a fraction (or percentage) of the students who choose the correct answer.

Item discrimination power: Item discrimination means to what extent the item can discriminate between the clever students and the poor ones. It is also well-known as the index of discrimination. It tells whether the students' performance in doing the whole test well or badly on each item in the test. The test item is indicated as a good item if the item distinguished between the clever students and poor ones.

3. Research Method

3.1. Research Design

This research used a descriptive study as the research design. The researcher chose a descriptive study because the researcher wanted to describe the multiple-choice reading comprehension test made by the English teacher systematically

according to the theory of the characteristics of a good test: validity, reliability, item difficulty, and item discrimination.

3.2. Research Context

Purposive method was used in this research to decide the research area. There were two reasons in selecting the test to be evaluated. First, the headmaster had given the permission to conduct the research in SMK Negeri 5 Jember. Second, there was no research for investigating a teacher-constructed test conducted at SMK Negeri 5 Jember.

3.3. Research Object

This research used an English reading test with multiple-choice test format constructed by an English teacher as the research object. It was the final test of the odd semester in academic year of 2018/2019 for the 10th grade at SMK Negeri 5 Jember. The test consisted of 30 test items of multiple-choice with four options of each item.

3.4. Research data and analysis

This research was intended to analyze the multiple-choice reading comprehension test based on the criteria of a good test. They were validity, reliability, item difficulty, and item discrimination.

3.5. Research results and discussion

This research used documentation to get the data about English reading test made by the English teacher, the 2013 curriculum, the students' work on doing the test, the answer key, and the students' name list. The English reading test made by the teacher was tested in the odd semester of 2018/2019 academic year. Then, the

researcher chose X TKJ 2 as the research context. The initial name of the students with their score can be seen in Appendix 2.

In order to find out the results of validity analysis, the researcher used content validity. The procedure was done by comparing the basic competencies of 2013 curriculum in revision 2017 to the test material by using table of specification. The basic competencies are for the 10th grade students of a vocational high school in SMK Negeri 5 Jember in the odd semester because the test investigated was administered in the odd semester of 2018/2019 academic year. Based on the calculation above, the multiple-choice reading comprehension test made by the teacher had 93.3% valid items based on the content validity of the test. It means that the test had high validity and only 2 test items (6.7%) were not for measuring other abilities of reading that were grammar and vocabulary test.

Reliability means that the test has consistent results. In analysing the reliability of the test, the researcher used Split-half method to calculate the reliability of the test. The researcher analyzed item discrimination to know whether the test item can discriminate between the able and the poor students. To calculate, Heaton's (1991) formula was used to obtain the item discrimination of the test item. The formula is written as follows:

$$D = \frac{\text{Correct } U - \text{Correct } L}{1/2 \times N}$$

D : discrimination index

Correct U : Upper group

Correct L : Lower group

N : the number of students taking the test

The procedure to calculate the item discrimination using Heaton's (1991) formula was distributed to the whole class into upper group, medium group, and lower group. The percentage of the upper group and lower group is 27% each. The rest of the group categorized as medium group. Then, sum the upper group who answer the item correctly (*Correct U*) and subtract with the lower group who answer the item correctly (*Correct L*). After that, divide them with n from the calculation of $\frac{N}{2}$ to obtain the discrimination index (D). Lastly, interpret the D using Djiwandono's (1991) concept.

4. Results and Discussion

This research used documentation to get the data about English reading test made by the English teacher, the 2013 curriculum, the students' work on doing the test, the answer key, and the students' name list. The English reading test made by the teacher was tested in the odd semester of 2018/2019 academic year. Then, the researcher chose X TKJ 2 as the research context. The initial name of the students with their score can be seen in Appendix 2.

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Reliability means that the test has consistent results. In analysing the reliability of the test, the researcher used Split-half method to calculate the reliability of the test. The researcher calculated the discrimination power of the test items based on the Heaton's (1991) theory. Item discrimination power refers to how the test item can discriminate between the upper group and the lower group., the analysis results of the item discrimination power of the multiple-choice reading comprehension test made by the English teacher was known that 12 items (1, 4, 8, 9, 13, 16, 17, 22, 24, 26, 27, and 29) were categorized as poor items. Next, 6 items (3, 6, 15, 20, 21, and 25) were categorized as fair items. Then, 10 items (5, 7, 10, 11, 12, 14, 18, 19, 28, and 30) were categorized as no discrimination items or cannot discriminate between the upper and lower group. However, there were 2 items (2 and 23) had negative index. The items that had no discrimination and negative index must be replaced or revised by the English teacher.

Teacher-made test is the test constructed by the teacher. Based on the theory and the previous studies, the multiple-choice reading comprehension test made by the English teacher had high validity in the theory of content validity from Fulcher and Davidson (2007) that the test contains a representative sample that being tested based on the curriculum used in the test. The test also had high reliability because the result of the calculation with Spearman-Brown formula and reliability coefficient by Djiwandono (1996), the test had consistent result based on the Brown (2004)'s theory. Based on the analysis results of difficulty level, the test items of multiple-choice reading comprehension constructed by the English teacher found that the test had 5 very easy items, 15 easy items, 10 medium items, and no difficult item. However, some of the test item had must be

revised because there are so many easy items that almost the students from upper group and lower group can answer it correctly. Additionally, there were only few items that discriminate well between upper and lower group of students.

Based on the results in table above, the analysis results of the item discrimination power of the multiple-choice reading comprehension test made by the English teacher was known that 12 items (1, 4, 8, 9, 13, 16, 17, 22, 24, 26, 27, and 29) were categorized as poor items. Next, 6 items (3, 6, 15, 20, 21, and 25) were categorized as fair items. Then, 10 items (5, 7, 10, 11, 12, 14, 18, 19, 28, and 30) were categorized as no discrimination items or cannot discriminate between the upper and lower group. However, there were 2 items (2 and 23) had negative index. The items that had no discrimination and negative index must be replaced or revised by the English teacher.

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answer it correctly. Additionally, there were only few items that discriminate well between upper and lower group of students.

Conclusion

The result of the analysis showed that the multiple-choice reading comprehension test made by the teacher had a very high validity proven by the finding that 93.3% of the test items measures the ability of reading comprehension by comparing the test with the basic competencies written in the 2013 curriculum. The test also had high reliability index of the test based on the result of calculation using Spearman-Brown reliability formula because the reliability coefficient had the index of 0.807.

The item analysis that covered item difficulty and item discrimination power were also calculated. Therefore, the teacher should be aware of the test construction and the analysis. While constructing the test, they should pay attention to the curriculum written by making a table of specification of the test. Thus, the test can be valid based on the curriculum. Make sure that the test has fair difficulty so it can discriminate the upper and lower group of students.

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