
PROMOTING SNIPS STRATEGY TO FOSTER STUDENTS READING COMPREHENSION AT SMP XAVERIUS 2 PALEMBANG

Elfrida Harianja
SD Mangga Palembang
(elfridaharianja987@gmail.com)

ABSTRACT: The SNIPS strategy offers simple steps of reading activity by formulating the previous knowledge, interesting things in a text to help students comprehend and conclude the text. The objective of the study was to find out whether or not there was any significant difference in students' reading comprehension of narrative text between the eighth grade students who were taught by using SNIPS strategy and those who were not. In conducting the study, the writer applied the experimental method by using quasi-experimental design. This design consisted of experimental and control groups. The VIII.B class became the control group and VIII.C became the experimental group. The two classes were chosen using purposive sampling technique and by considering they had the same level and problem of competency in learning English. Reading comprehension test was the instrument for collecting the data that was administered twice, the pre-test and post-test. The result showed that SNIPS strategy had a significant difference in the students' reading comprehension. Based on the independent sample t-test analysis, it was found that the significant level was $0.000 < 0.05$. It indicated that there was any significant difference in students' reading comprehension in narrative text between the eighth grade students who were taught by using SNIPS strategy and those who were not.

Keywords: *Reading comprehension, SNIPS strategy*

PENGGUNAAN STRATEGI SNIPS UNTUK MENINGKATKAN PEMAHAMAN MEMBACA DI SMP XAVERIUS 2 PALEMBANG

ABSTRAK: Strategi SNIPS menawarkan langkah-langkah dalam aktivitas membaca secara sederhana dengan cara memformulasikan pemahaman sebelumnya, hal-hal menarik di dalam teks membantu siswa memahami dan menyimpulkan teks. Tujuan penelitian ini adalah untuk menemukan ada atau tidak ada perbedaan yang signifikan pada pemahaman siswa dalam membaca teks narasi di antara siswa kelas delapan yang diajarkan dengan strategi SNIPS dan mereka yang tidak. Dalam melaksanakan penelitian ini, penulis menggunakan penelitian dengan metode eksperimen dengan menggunakan desain eksperimen semu. Penelitian ini terdiri dari kelompok eksperimen dan kelompok kontrol. Kelas VIII. B menjadi kelas control dan VIII.C menjadi kelas eksperimen. Kedua kelas tersebut dipilih karena dengan menggunakan teknik purposif dengan mempertimbangkan kemampuan membaca yang relative sama dan rendah dalam pembelajaran Bahasa Inggris. Tes pemahaman membaca digunakan sebagai instrument untuk pengumpulan data yang dilakukan dua kali, di *pretest* dan di *posttest* selama eksperimen berlangsung. Hasil penelitian menunjukkan bahwa strategi SNIPS memiliki perbedaan yang signifikan pada pemahaman membaca siswa. Berdasarkan hasil analisis *Independent sample T-test*, ditemukan bahwa tingkat signifikan adalah $0.000 < 0.05$. Artinya ada perbedaan yang signifikan pada pemahaman membaca teks narasi antara siswa kelas delapan yang diajarkan dengan menggunakan strategi SNIPS dan mereka yang tidak.

Kata Kunci: *Pemahaman membaca, strategi SNI*

INTRODUCTION

Language is a tool used to communicate and interact with others, this is related to vocal communication and auditory emotions and ideas. Vocal communication is tone of voice adds or takes away from what you are saying. The authors maintain that language is the main communication tool, and communication almost always occurs in a kind of social context (Amberg and Vause, 2010). When we use language, we communicate our individual thoughts, as well as the cultural beliefs and practices of the communities of which we are a part: our families, social groups, and other associations.

English is an international language and the key to attaining the development goals to face global competition era. English functions as an important tool that mediates communication among people in daily transactions. These reasons cause many countries which do not use English as their first language, including Indonesia, take part in the pace of English enhancement. In order to face the development of English, Indonesia takes English as one of the subjects in the school curriculum.

As English language learners, it is a demand that Indonesian students should cope with the four macro English skills: listening, speaking, reading and writing, particularly in order to help them to attain the communicative competence as the ultimate goal of learning English. EFL learners learn English to help them to use English in particular conditions or purposes, such as: travelling abroad or communicating with others from around the world (Harmer, 2010, p. 12).

Reading is one of the basic English skills. Reading is a language skill that enables the people to deal with and understand the information clearly. Reading is defined as the sense of constructing meaning from the printed sources and it coins the ability to interpret the information appropriately and contextually (Grabe & Stoller, 2001). It is clear that reading is a language skill which influence one comprehension about one particular point. Furthermore, comprehension is the heart of reading activity. It demands the readers' conscious attempts to build understanding, to evaluate the information, and to detect the writer's intention from particular passages. Martin (1991, p. 7) states that reading comprehension requires motivation, mental framework for holding ideas, concentration and good study technique.

However, some people are not interested in reading because they do not have good topic for reading or they think that reading is a boring activity. Based on the interview with the English teacher at Junior High School Xaverius 2 Palembang, the writer found that the reading comprehension of students in eighth graders of SMP Xaverius 2 Palembang were still low. Proven by the score students got was still under standard score 70. It was informed by the teacher, that students still could not understand the text yet. It was caused by the students who could not understand how to comprehend the text. The writer also found that English was the problem faced by the students at the eighth grade of Junior High School Xaverius 2 Palembang especially to understand English text. Furthermore, the students did not pay full attention in learning English because of these difficulties and made them lack of this skill.

Based the above explanation, the writer decided to make a research in investigating English teaching in narrative text through SNIPS strategy entitled "Improving Reading Comprehension of Narrative Text through Start, Note, Identify, Plug and See (SNIPS) Strategy to the eight grade students of SMP Xaverius 2 Palembang."

Concept of Reading

According to Joyce (2006, p. 2), reading is an active skill, where the reader interacts with the text, and to some extent the writer. It means that in reading, the students are hopefully able to create their own interpretation actively as an effort to get meaning from the text. Howart (2006, p. 1) mention that reading is just as communicative as any other form of language. In reading there is an interaction between the writer and the readers through the texts. Further, Nunan & Linse (2004) said that there are two kinds of reading they are, reading for information and reading for pleasure. In conclusion, reading is as achieving meaning from the writer to the reader in order to get new information.

From the above explanation, reading means a skill to create meaning by reading something. By reading, the readers can increase comprehension and can also get much information from the text have just read, so the readers can tell what they have just read to the other people. Besides that, the readers can also add their knowledge after getting reading.

Concept of Reading Comprehension

Based on Doyle (2004) comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attach meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

Grellet (1999, p. 3) stated that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. He emphasizes the importance of obtaining the required information in reading. Comprehension refers to an active mental process. When one reads something actively goes along to comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc. From the above explanation, reading comprehension is activity to relate reader's knowledge and author's knowledge in order to make a new experience of understanding.

Importance of Reading

Reading process is a productive activity to make sense of a message, to interpret, to analyze or to predict the meaning of the text to arrive at comprehension (Myers and Palmer cited in Wachyuni (2011, p. 13). Reading is very important because of that to pay attention on how to master it. There are many aspects supports the success of reading.

Tarigan (2008) stated that there are five aspects in reading comprehension namely : (1) main idea is the topic sentence and tells the content of the paragraph, (2) specific information or supporting idea is develop from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is relates to the topic sentence, (3) reference is the words or phrases that is use either before or after the reference in reading material, (4) the inference is the conclusion, (5) vocabulary is the fundamental for everyone who wants to speak or to produce utterance for reading.

To sum up, the important of reading is the students can get information from the text and then able to share the information to the other correctly in the other word, students are expects to have a good ability in reading because students can get knowledge and information.

Concepts of Narrative Text

Anderson and Anderson (2003, p.8), said that narrative is a piece of the text which tells a story and entertains or informs the reader. Some examples of narrative text are fantasy novels, bed time stories (spoken), historical fiction and stories.

Djuhari (2008, p. 41) stated that narrative text is kind of text about story or fairy tale which has purpose to entertain the reader. The main characteristic of a narrative text is about the problem and how to solve the problem, which is like a solution. Narrative text content is about fantasy or event true story which has been added some engineering story.

Based on the above explanation, narrative text presents a story which involves characters that describes a sequence of fictional or non-fictional events and the purpose is to entertain or teach a reader interest. So, narrative text refers to a text that purpose to entertain, amuse or instruct the readers.

Anderson and Anderson (1997, p. 8) stated that there were five steps for constructing a narrative text :

a. Orientation or Exposition

Orientation is a step to open the story. In this step, the narrator will introduce the major characters, possibly some minor characters in the story and also indicates where the action is located and when it is taking place.

b. Complication or Rising Action

The stage where the author tells or arises a series of events for complication or problems faced by the character. In this step, the problems will be more complicated.

c. Sequence of Event (Climax)

The stage where author elaborates the character's reaction to the complication or problems, including their feeling and what they do. The event can be told in the chronological order (the order in which they happen) or with flashback. The audience are given the narrator's point of view.

d. Resolution or Falling Action

This part tells how the story will the end.

e. Reorientation

It is an optional closure of event.

By considering the above statement, the generic structure of narrative text consist five parts : orientation or exposition, complication or rising action, sequence of event (climax), resolution or falling action and reorientation.

METHODOLOGY

In this research, the writer used quasi experimental method. According to Creswell (2009), "quasi-experiment is a form of experimental research in which individuals are not randomly assign to groups" (p. 155). This research operated two variables and consists of two classes. There were experimental group and control group. The experimental group that taught by using SNIPS strategy. In the control group was treated by lecturing method. Lecturing method also known as traditional education method, it still widely used in schools. The old way of teaching was all about recitation, for example students would sit in silence, while one student after another would take it in

turns to recite the lesson, until each one had been called upon. In this study, the writer used pretest and posttest non equivalent control group design. Pre-test was the test given to the students before the treatment. The post-test was given to the students after the treatment to find out the students' achievement. Experimental group treatment by using SNIPS and control group treatment by using lecturing method.

FINDING AND DISCUSSION

Descriptive Analysis of Control Group

The statistical analysis of pre-test and post-test in the control group is shown in the table below:

Table 1. Descriptive Statistics of Control Group

	N	Min	Max	Sum	Mean		Std. Dev	Variance Statistic
					Statistic	Std. Error		
Pretest_cont	23	64	87	1732	75.30	.989	4.743	22.494
Posttest_cont	23	77	96	1948	84.70	.952	4.567	20.858
Valid N (listwise)	23							

Based on the above result, the number of students were 23 students' minimum pre-test score 64 and maximum was 87 with the mean of pre-test was 75.30 and standard deviation value was 47.43. The variance statistics of pre-test was 22.494.

Moreover, based on the result of post-test in the control showed the number of students were 23 with the lowest score was 77 and the highest score was 96. The mean score was 84.70 and the standard deviation value was 45.67 and the variance statistics was 20.858.

Descriptive analysis of Experimental Group

The statistical analysis of pre-test and post-test in the experimental group is shown in the table below:

Table 2. Descriptive Statistics Experimental Group

	N	Min	Maximum	Sum	Mean		Std. Deviation	Variance Statistic
					Statistic	Std. Error		
Pretest-exp	22	75	92	1817	82.59	.937	43.93	19.301
Posttest-exp	22	83	100	2030	92.27	1.003	47.02	22.113
Valid N (listwise)	22							

Based on the above result, the number of students were 22, students minimum pre-test score was 75 and maximum was 92 with the mean of pre-test was 82.59 and standard deviation value was 43.93. The variance statistic of pre-test was 19.301. However, based on the result of post-test in the control showed the number of students were 22 with the lowest score was 83 and the highest score was 100. The mean score was 92.27 and the standard deviation value was 22.113 and the variance statistics was 22.113.

CONCLUSION

Based on the findings and interpretations of the study, the writer concluded that there was significant difference. Since the significant value $0.000 < 0.05$. It can be proven from the students' score after post-test given. The students' reading score between pre-test and post-test in experimental group are significantly different and the students' post-test score between experimental and control group are also different. In short, there was any significant difference on reading comprehension between the eighth grade students of SMP Xaverius 2 Palembang who were taught through SNIPS strategy and those who were not.

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