USING DROP EVERYTHING AND READ (DEAR) TECHNIQUE TO IMPROVE READING COMPREHENSION OF DESCRIPTIVE TEXT

Repelita Siregar[1], Gaya Tridinanti[2]
Tridinanti University Palembang
(itasiregar17042019@gmail.com, gaya@uni-tridinanti.ac.id)

ABSTRACT: The objective of this study was to find out whether or not there was any significant differences on reading comprehension of descriptive text between the tenth grade students' of SMA Methodist 4 Talang Kelapa who were taught using DEAR technique and those who were not. A quasi experimental research design was used in this study. There were 70 students taken as the sample who were chosen by using purposive sampling technique, consisting of 35 students as the experimental group and 35 students as the control group. In collecting the data, reading comprehension test of Descriptive text was used. The result of independent sample t-test found that t-obtained 3,531 was higher than t-table 1,995 with the degree of freedom (df=68) and the signicant 2-tailed was 0,001. It meant that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It indicated that there was a significant difference on reading comprehension of descriptive text between students who were taught using DEAR technique and those who were not. Therefore, DEAR technique was effective to be used as a technique in teaching reading comprehension. Besides that, teaching reading through the DEAR technique also able to improve and maintain the students' concentration, interest and enjoyment in reading the English text.

Keyword: *Reading comprehension, descriptive, DEAR technique.*

MENGGUNAKAN TEKNIK DROP DAN BACA UNTUK MENINGKATKAN PEMAHAMAN MEMBACA TEKS DESKRIPTIF

ABSTRAK: Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan signifikan pada pemahaman bacaan teks deskriptif antara siswa kelas X dari SMA Methodist 4 Talang Kelapa yang diajarkan menggunakan teknik DEAR dan mereka yang tidak. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain kuasi eksperimental. Ada 70 siswa yang diambil sebagai sampel dengan teknik purposive, yang terdiri atas 35 siswa sebagai kelompok eksperimen dan 35 siswa sebagai kelompok kontrol. Tes pemahaman membaca teks deskriptif digunakan sebagai teknik pengumpulan data. Hasil uji sampel independen menemukan bahwa T-diperoleh 3.531 lebih tinggi dari T-Tabel 1.995 dengan tingkat kebebasan (df = 68), dan signifikan 2 arah adalah 0,001. Ini menunjukkan bahwa hipotesis nol (Ho) ditolak dan hipotesis alternatif (Ha) diterima. Artinya ada perbedaan yang signifikan pada pemahaman bacaan teks deskriptif antara siswa yang diajarkan dengan menggunakan teknik DEAR dengan mereka yang tidak. Selain itu pengajaran membaca melalui teknik DEAR juga mampu meningkatkan dan menjaga konsentrasi, minat, dan kesenangan siswa dalam membaca teks dalam bahasa Inggris.

KataKunci: *Pemahaman membaca, deskriptif, teknik DEAR.*

INTRODUCTION

In this world, there are many languages that used by people to get communication, so language is very important for human life. Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world (Brown 2004, p.5). Through the language we can communicate with other people and make sense of experiences. People use language to express how they feel, what they need, and to ask questions. By language people are able to convey their messages, feeling and thought in their mind so that they can interact with others.

According to Wittgenstein (2009, p. 3) the communication could be occured when there was transfering information, ideas, and feelings from one person to another by using language. English is one of languages used for communication all over the world. In other words, English has become a global language (Crystal 2003, p.1). In learning English, there are four skills that should be mastered by the students, namely listening, speaking, reading and writing. Reading is one of the basic skills in English which is not simply read word by word but students have to understand the content of the reading text. According to Seyler (2004), reading is the process of extracting or building meaning from a word or a group of words. Therefore, when the readers read the material, it means that they try to get or catch the meaning of words from reading text.

Students nowadays only read but do not comprehend the content since they do not understand the meaning of particular language. Even though some students have learned the terminology, they rarely practice interpreting and discussing the English text with others (Westwood, 2008, p. 30). Reading comprehension is the process of interpreting and interacting with language to make sense of written concepts. According to Klingner (2007, p.89), reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text as well as variable relates to the text itself.

Several variables contribute to the difficulty in developing understanding. These issues include a lack of prior information, a lack of vocabulary, a difficulty to comprehend main ideas and supporting details, a working memory overload, and a lack of understanding of efficient reading procedures (Westwood, 2008, p.33-37). Moreover, based on the writer's observation at SMA Methodist 4 Talang Kelapa in March 2019, reading comprehension became a serius problem faced by the students especially at the tenth grade students. The students had problems in comprehending the text because the students did not have enough knowledge about vocabulary and grammar.

The DEAR technique could be appied in overcoming the solutiion of difficulties in reading comprehension. This technique can improve the students' understanding because it will help them to concentrate on what they read, rather than the pronunciation of individual words. When students only focus on reading without doing other activities, this technique can help the students to develop their skills of reading and understanding the content without having the additional burden. (Riska, 2017, p. 23).

The Drop Everything and Read (DEAR) technique can be a daily program carried out to give the students more than a just-sit-there-and-read experience. It gives the teacher a structured time to touch base with each student over a period of time, assess progress, and target instruction. Moreover, it gives the students time to read what they

want to read, share what they have read, and receive the support they need for further reading explorations and reflections. According to Trelease (2006), every book (children's stories, comics, and newspapers) is able to introduce at least 30-65 new vocabularies. This method can beapplied in English language learning in the classroom so that it can grow new habits for students and encourage the students' interest in reading. This technique is expected to make thestudents are interested in reading text.

METHODOLOGY

In this study, the writers used experimental design, the writers applied Quasi-experimental design. There were two groups in thisstudy. They were experimental and control groups. Experimental group wasthe group taughtby using DEAR technique. The control group was not given any treatments. The design of the research was nonequivalent pre-test and post-test group design. There were two variables in this research. They were independent variable and dependent variable. The independent variable was DEAR technique and the dependent variable was the students' reading comprehension.

The population of the study was all tenth grade students at SMA Methodist 4 Talang Kelapa in the academic year 2018/2019. At this school there were three classes of tenth grade students. The total populationin this study were 108 students. Purposive sampling technique was used to select the sample consisting of 70 students as the sample. In this study, the test was used to collect the data. The data was collected by giving reading test consisting of 35 items. The test was given twice, they were pre-test and post test. After the data collected, it would be analyzed using Paired Sample T-Test and Independent Sample T-Test to verify hypotheses of the study.

FINDINGS AND DISCUSSION

The Result of Paired Sample T-Test

The output showed that the mean difference between pretest and post-test in the experimental group was -25.771. The standard deviation was 5.163 and the standard error mean was 0.873. The value of t-obtained 29.553 at the significance value 0.05 (2-tailed with degree of freedom (df) was 34, and the critical value of t-table was 2.032. Since 0.000 (sig-2-tailed) was lower than alpha value 0.05 or t-*obtained* 29.553 was higher than t-table 2.032. It could be concluded that the use of DEAR technique in reading skill for the experimental group significantly improved students' reading comprehension.

Table 1. The Result of Paired Sample Statistics in Experimental Group

		Paired Samples Test							
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest Posttest	-25.771	5.163	.873	-27.545	-23.998	29.553	34	.000

The Result of Independent Sample T-test

From the result of post-test from both experimental and control group using the independent sample t-test to test the hypothesis, it was found that the value of sig (2-tailed) was 0.001 and it was lower than 0.05. While, the value of t-obtained was 3.531 which was higher than t-table critical value of 1.995 and the degree of freedom was 68. The result of independent sample t-test is displayed in the table below.

Table 2. The Result of Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.398	.530	3.531	68	.001	-6.800	1.926	-10.643	-2.957
	Equal variances not assumed			3.531	67.634	.001	-6.800	1.926	-10.643	-2.957

From the table above, it could be seen that there was a significant difference between students' reading achievement for the two groups. The experimental group outperformed the control group in reading achievement. It meant that the use of DEAR and DEAR technique helped the students of the experimental group performed better than the students of the control group who was not taught using the technique of DEAR during reading class.

Based on the result of data analysis, the findings showed that there was a progress from the scores of pre- test and post-test of both experimental and control group. It can be seen from the mean scores of both experimental and control group. The result of the research showed that DEAR technique in teaching learning of descriptive text was able to improve the students' reading comprehension. The use of DEAR technique could make the students to be active readers and increase their vocabulary and comprehension. Moreover, the students' level of reading comprehension after being taught by using DEAR technique also increased. DEAR technique could help the writer to create learning atmosphere that encouraged the students to participate and interact actively with their group during reading class. Moreover, this technique also developed the students' responsibility during group work to solve the reading problems and to complete the reading tasks.

CONCLUSION

Based on the analysis of the data, there were some conclusions could be made. First, teaching reading by using DEAR technique seems to have positive effect on students' reading comprehension achievement. In addition, the writers can say that DEAR technique is effective to improve reading comprehension. Next, there is a significant difference in reading comprehension between two groups. Students who got

treatment by using DEAR technique have positive progress significantly than students who got treatment by using lecturing method. The similar progress showed by the experimental and control group through the results of the reading test. The DEAR was effective to be used as a good technique in teaching reading comprehension. Besides that, teaching reading through the DEAR technique also able to improve and maintain the students' concentration, interest and enjoyment in reading the English text. The result of this research showed that DEAR technique have influence on improving students' reading comprehension.

REFERENCES

Brown, H. (2004). *Principles of language learning and teaching (6th ed).* San Francisco: Addision Wesley Longman, Inc.

Brown, H. (2009). *Teaching by principles: An interactive approach to language pedagogy (2nd ed).* New York: Pearson Education.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (5thed).* America, USA: SAGE Publications Inc.

Crystal, D. (2003). *English as a global language(2nd ed).*England: Cambridge University Press.

Klingner K. J., Vaughn, S., Boardman, Alison. (2007). *Teaching reading comprehension to students with learning difficulties.* New York, NY McGraw- Hills Companies, Inc.

Riska. (2017). *The use of sustained silent reading (SSR) method to improve students reading comprehension at the second year students of SMPN 3 Sungguh Minasa Gowa.*

Thesis. Published. Tarbiyah and Teaching Science   Faculty. Alauddin State Islamic

University: Makassar.

Seyler, D. U. (2004). *The reading context developing reading skill.* New York: Longman.

Trelease, J. (2006). *The read-aloud handbook.* New York :Penguin Books

Westwood, P. (2008). *What teachers need to know about teaching methods.* Australia: ACER Press

Westwood, P. (2011). *Commonsense methods for children with special education needs.* Oxford: Routledge

Wittgenstein, H . (2009). *The books of language.* New York: Longman.