CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH
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ILMU PENDIDIKAN

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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3. Semua karangan ditulis dalam bentuk *esai,* disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut :

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
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   Peringkat 3 (Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri)

4. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak (50-75 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/ pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, b) nama-nama peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik), (f) pendahuluan berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.

5. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

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Daftar Isi

THE EFFECT OF BALABOLKA USING LISTENING WHILE READING STRATEGY IN TEACHING READING

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Abstrak : Kemampuan membaca penting untuk mengembangkan kecerdasan siswa. Guru sebagai fasilitator harus mengapdate pengetahuan mereka dengan metode pembelajaran yang menarik didalam mengajar. Pencapaian siswa dalam pembelajaran tergantung dengan ketertarikan, motivasi, dan metode pembelajaran yang digunakan. Tujuan studi ini untuk mengukur ke efektifan metode Listening While Reading terhadap kelancaran membaca siswa dalam teks narative kelas 10 siswa MAN Tlogo. Penelitian ini adalah penelitian kuantitatif model desain quasi dengan menerapkan pretest-posttest kelas kontrol secara acak. Hasil temuan menunjukan bahwa metode Listening While Reading efektif dan berarti terhadap kelancaran membaca siswa dalam teks narative.

Kata Kunci : *Keefektifan, Balabolka, Metode Listening While Reading, Mengajar Membaca, Teks Narrative*

Abstract : Reading competence is important to develop students' intellect. Teacher as a facilitator has to update the knowledge of their teaching methods. Students' achievement in learning depends on interest, motivation and teaching method used. The objective of this study is to obtain the empirical evidence to the effect of Listening While Reading Strategy toward students' reading fluency of narrative text to the tenth grade students of MAN Tlogo. This study applies the quantitative research using quasi-experimental design by implementing non-randomized pretest-posttest control group design. The result indicates that Listening While Reading Strategy was effective and meaningful toward students'reading fluency of narrative text.

Key Words : *Effect, Balabolka, Listening While Reading Strategy, Teaching Reading, Narrative Text*

INTRODUCTION

Language is a part of how humans connect with others. According to Lems, Miller & Soro (2010), this is important mean for them to communicate each other. Without language, people will be difficult to have interaction to express what they think and feel. Today, there are some common languages used to communicate such as Chinese, Arabic, France, Indonesian, and English. Even for some reasons, one language is used in several countries for their simplicity. Many uses as the first language or second language, and many also use it only as a foreign language.

English is the example as one of the most used languages in many countries. This language however, although it is still used as a foreign language, but its existence is very essential to transfer knowledge used in any fields. Indonesia is one of the countries that has inserted English in the curriculum. Law No. 20 of 2003 on the National Education System (SISDIKNAS) states that the curriculum is a set of plans and arrangements concering objective, content, lesson materials and ways used as guidelines for the implementation of learning activities to achieve certain educational goals. The goverment always develops English at any levels,

starting from elementary, junior high school, senior high school to universities. The purpose of those development is provide the students with English as foreign language that can be used to support them in learning any knowledge. English has four basic components that should be learned. They are listening, speaking, reading, and writing. Through listening, students will be easy to grasp the meaning to what they listen to such as English talks, news, music or movies. They will have skill on listening for the gist, for finding information or for critical listening. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. This trains Students how to talk, to speak or to express their thought based on the principle of spoken English using correct pronunciation. Writing is needed to train students with the ability to write some English texts academically. They should start to learn how to write sentence by sentence based on grammatical rules allowed; combining some ideas to create logical order and in the end, students can express their thought in any written forms. Meanwhile, reading is a process to understand writen text. This is an important skill in learning English to get some information as well as to enrich vocabulary. One type of readings is reading fluency that teaches a student to be a good reader. Those who already come to this step should have enough vocabulary because they will learn pronunciation and text comprehension. There are some purposes to repeat to what they already read. They practice to read with precise pronunciation and to reveal the hidden meaning to any written form to create deep understanding.

In learning reading for the first grade of senior high school, students should study descriptive, recount, and narative texts as a basic competency. Among those genres, however this study focused on Narative texts

for they had longer time allotment during the second semester. This kind of text aims to entertain the readers. Past tense is generally used its language features. It means that students need to learn how the sentences are formulated to create good meaning. On the other hand, since there are some differences among English tenses, whether in way how construct the sentences or way how to read them, a teacher has to teach his students with any knowledge needed in learning narrative texts. Nevertheless, they always find difficulties to learn this. Many students did not know the meaning of the text, because they had limited vocabulary, so they could not translate the text well. Furthermore, many students have difficulties to spell and to pronounce the words. This situation was not getter better for the teacher only corrected the pronouncation or asked to them to look up dictionary for any difficult words. As a result, most students tended to focus their attention to correct pronouncation. If such learning atmosphere lasted for long time, this could become one of causes for students to dislike classroom activities. This case needs serious attention from any experts as well as English classroom teachers in order not to develop to be complicated. Those problems might come from their own personal factors or improper teaching technique used.

In teaching English in MAN Tlogo however, teacher still uses traditional method like Gramatical Translation Method (GTM). It has been quite out of date yet many language teachers still use it for teaching in the classroom. According to Latin and Greek (1988) it was called the Classical Method since it was first used in the teaching of the classical languages. In conducting GTM, students only learn grammatical rules and vocabulary of the target language. In this model, a teacher becomes central sources to transfer knowledge. Students most activities is just reading some texts and

translate them by using grammar rules allowed in every meeting. This learning situation has vividly create bordom to students. They did not develop their critical thinking. Although they understand more content, but they cannot get deep understanding to any texts they had read. The GTM model tends to make learning activity monotone so that the students become passive learners. This is really not good to build their motivation to learn English.

In order to motivate the students learning process in reading, the teachers should use an appropriate teaching technique which is suitable to their level. They should use an interesting teaching technique which is hoped not only to increase students' ability in reading English but also to help them learn actively. To meet the consideration, one of the alternative techniques is Listening While Reading. This method is a simple quite technique for helping struggling readers to increase their reading fluency and accurasy in text. This strategy is more effective to develop reading fluency. The Taiwanese university students who participated in Chang's Study (2009) like Listening While Reading best as a method and also like the listening while reading condition. Because, through this method they can comprehend two skills dirrectly.

Besides teachers and students live in globalisation era, there are many ways to improve English. In modern era, teaching is not only held by teacher but also by some experts who have created some learning application software. Many of their inventions can help students learn better. And Balabolka is one of application to help students read English Fluently. They can learn to read an article or passage with more precisely because of using native speaker. Those reasons have attracted the researcher to investigate the study on "The Effect of Balabolka Using Listening While Reading Strategy in Teaching Reading".

METHOD

This study applies the quantitative research with certain numbers of variable and numerical data. The data used interval data because those were taken from the students' score of reading test. The design used was an experimental research. It was applied to identify and to investigate the effect of Balabolka using Listening While Reading to increase reading fluency. Ary (2010) states the research method of this study was quasi-experimental research applying non-randomized pretest-posttest control group design. There were some reasons for taking this design. First, the research was conducted without changing the setting of the class. Moreover, the researcher conducted only collaborated with English teacher to do this study to create the natural condition of the class and to avoid the students to feel being observed which could cause the extraneous variable. Then, the two classes used in this research had been separated long before the researcher conducted the research. Finally, the research was executed using time schedule provided. The subject of the research were the students of first grade MAN Tlogo, Blitar. Group I consisted of 34 students taught using Listening While Reading with Balaboka (experimental group) and Group II consisted of 38 students taught using conventional method (control group). This study relates to the hypothesis only two variables. The independent variable is Listening While Reading with Balabolka while the dependent one is the students' achievement in reading fluency presented by their scores at the end of the treatment using two teaching method; Listening While Reading and Grammar Translation Method (GTM).

The treatment of design method by using quasi-experimental, the researcher will compare two groups; control group and experiment group, and each group will receive

different treatment. The researcher will use one treatment to develop students' reading fluency using Listening While Reading with Balabolka for the experiment group. For the control group will do activity like usually. Both of experimental group and control group were given the same materials in the form of passage. The materials that were used in this experimental study were taken from internet based material that they had learned. Based on the English teacher permission, the researcher asked for 3 meetings in each group to finish the lesson. Every meeting was 2 x 45 minutes. Population was all of the research subjects. The population of this study was all of first year students of MAN Tlogo that consisted of 10 classes. Each class consisted of 30 students. The sample of this study was two classes from ten classes comprising 72 students as the sample of this research. There were 34 students were taken from X MIA 1 and 38 students were taken from X MIA 5. Those two classes were given a pretest to measure the homogeneity of the class. The researcher used test passage based on the material that students received from their school. The kind of passage is about narrative text based on their hand book. Another instruments develop in this study were two reading test (pretest and posttest).

Technique of Analyzing Data

Balabolka is one of kinds of Text To Speech software that can convert any text into spoken words. This is simple media that student can use to help them read easily with speed and expression. The ways to operate is by opening the software, selecting the text, then clicking the "Speak" button. The scoring of a reading probe is straightforward. The examiner determines how many words the reader actually attempted during the 1-minute reading sample. On the completed probe for example, a student starts to read a passage for

one minute and get 52 words before his time up. Next, the examiner counts up the number of errors. In this probe, the student commits 4 errors. By deducting the number of errors from the total words attempted, the examiner arrives at the number of correctly read words per minute. The number shows as the correct words that student reach for reading fluency. So, by deducting the errors from total words attempted, he finds that the student actually reads 47 correct words in 1 minute. When a student skips several connected words or even an entire line during a reading probe, that omission creates a special scoring dilemma. An omission, after all, is considered to be a single error of tracking, no matter how many words are skipped at one time. However, if all words are omitted in a line is individually counted as errors. The student's error rate will be greatly inflated. The solution for the examiner is he should not have to subtract all but one of the words in each omission before computing the total words attempted. Let's see how that score adjustment works. The student omits the text of an entire line while reading aloud. The examiner draws a line through all the connected words skipped in that omitted line of text. Because a total of 11 words are omitted, the examiner drops 10 of those words before calculating the total words attempted.

When calculating the number of words the student attempts to read, the examiner notes that the student reach word 48 in the passage. Eleven words are the conducted from the omitted: ins is to avoid inflating the error computation. The adjusted figure for total words attempted is found to be 38 words. The student committed 5 errors (4 marked by slashing and doing 1 omission). These errors are subtracted from the revised figure of 38 total words attempted. Method of collecting data means a way to obtain the data regarding

to variables of the research. The researcher used reading test for it enables her to measure the effectiveness of the specific learning objective. The researcher gets the scores from the students' reading ability of valid and reliable passage test. The passage consists of 250 – 300 words. Pre-test of design method was used before researcher was determining which group that was chosen to receive a treatment. The first step, researcher gives a test to all groups in the same grade. After that, researcher measures all groups' result and decides which group that chosen as experimental group and control group. The treatment of design method by using quasi-experimental, researcher compared two groups and each group received different treatment. The researcher used one treatment to develop reading fluency through reading using Listening While Reading Method with Balabolka. The experimental group used Listening While Reading with Balabolka and the control group did activity like usually. Experimental group was given a treatment; researcher gave a passage that has 250 - 300 words. The passage was given for Senior High School students grade X. The researcher arranges and chooses the passage suitable with curriculum that uses right now.

Post-test of design method was used after researcher gave treatment to experimental group. This test was done for the both groups; experimental group and control group. This study compared whether experimental group is better than control group. Non-randomized pretest-posttest control group design is used in this research. Therefore, the researcher applies ANCOVA formula to prove the hypothesis as suggested by Pallant (2000). She stated that ANCOVA can be used when you have two groups pretest and posttest designs (e.g., comparing the impact of two different interventions before and after measure of the

groups). Further she said that the scores on pretest are treated as a covariate to control for pre existing differences between groups. ANCOVA is also handy when random assignment of subjects to the different groups is impossible, but existing groups are used. As these groups may differ on a number of different attributes, ANCOVA can be used in an attempt to reduce some of these differences (Stevens, cited in Pallant, 2000).

Finding

The assumption of equality of variance was not violated. Since the significant value was greater than 0.05. The significant value of equality variance was 0.189 and it was greater than 0.05. so, this proved that the assumption of equality of variance was not violated. The data of the test of between subject effects showed the significant value of the group was less than 0.05. in this case, the experimental and control group differed significantly. The significant value of group was 0.001 and it was less than 0.05. Therefore, the result of the test between subject effects was significant. Between the two groups, experimental group which was taught by using Listening While Reading method with Balabolka and control group which was taught by using Grammatical Translation Method (GTM) was significantly different group. Estimate Marginal Means showed the mean of the two groups had the different means. The experimental group was 163.867 and 148.303 was for the control group. This proved that the students who were taught by Listening While Reading method with Balabolka gained better achievement on reading fluency than those who were taught by Grammatical Translation Method (GTM).

CONCLUSIONS

In accordance with the analysis of the data obtained shown that the implementation of Listening While Reading with Balabolka gave significant difference in teaching reading narrative text students. The statement of problem in this study could be answered by applying the data output of ANCOVA. The significant value of equality variance was 0.189 and this was greater than 0.05. It proved that the assumption of equality of variance was not violated. The significant value of the test between subject effects was 0.001 and this was less than 0.05. Based on the result, the two groups of experimental and control group were significantly different. The Estimate Marginal Means of experimetal group was 163.867 and it was higher than the Estimate Marginal Means of control group that was 148.303.

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