CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat-syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

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5. Artikel 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)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 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 dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
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Daftar Isi

THE EFFECTIVENESS OF PAIRED READING METHOD WITH TEXTTOWAV IN THE TEACHING OF READING FLUENCY

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Abstrak: Membaca menjadi keahlian yang sangat penting untuk memahami apa yang tertulis di buku khususnya kelancaran membaca. Bagi siswa-siswa yang berasal dari tempat yang tidak menggunakan bahasa inggris sebagai bahasa ibu mereka akan memiliki kesulitan untuk membedakan antara kata dan pengucapan. Untuk mengatasi masalah ini, guru wajib menggunakan metode baru yang bisa membuat mereka lebih tertarik belajar membaca untuk memperoleh kelancaran membaca yang lebih baik. Pembelajaran ini merupakan model penelitian percobaan yang mengaplikasikan penelitian kuantitatif yang membandingkan metode Paired Reading dengan TextToWav dan metode lama dalam mengajar para siswa kelas 1 di SMAN 1 Garum. Hipotesa diantara dua tersebut mengatakan bahwa para siswa yang diajarkan menggunakan metode Paired Reading dengan TextTowav mencapai keuntungan yang lebih dalam kelancaran membaca.

Kata Kunci: Keefektifan, Paired Reading, TextToWav, Kelancaran Membaca

Abstract: Reading becomes more important skill to understand what is written in the book especially for reading fluency. For students who come from other places which are not using English as the mother tongue will have difficulty to differentiate between words and spelling. To solve the problem, teacher must apply a new method which can make them more interested in learning reading to get better reading fluency. This study was an experimental research design applied the quantitative research compared Paired Reading method with TextTowav and conventional method to teach First-Grade students in SMAN 1 Garum. The alternative hypothesis said the students who taught using Paired Reading method with TextToWav gain better achievement in reading fluency.

Key Words: Effectiveness, Paired Reading, TextToWav, Reading Fluency

INTRODUCTION

Language is one of important things for human being to communicate each other easily (Lems, et.al, 2010). Without language, people will be difficult to communicate. Language is used to express what human thinks and to explain what human feels. There are many languages that people use to communicate in the world such as France, Indonesian, English, etc. For example, English is one of languages

that is used as second language for several countries.

English becomes the primary language in the world right now. For better or worse, by choice or force, English has 'traveled' to many parts of the world and has been used to serve various purposes (Sharifian, 2007). As an universal language, hoping people have to understand what the meaning of words that they speak in English by learning English. Learning English has the purpose to develop skills that is used in many sectors, which one of them is education. In education, English is important to be learned. As we know, English has 4 basic skills that can be applied such as listening, speaking, reading, and writing. For this chapter, it will be discussing Reading, one of 4 basic skills, especially for reading fluency.

Reading is the most important skill to understand what is written in the book. English reading becomes more important in international communication. There are two kinds of reading; reading fluency and reading comprehension. Reading fluency is one kind of reading to make us read fluently and become the good reader. According to Hudson, Lane & Pullen (2005), reading fluency is gaining new recognition as an essential element of every reading program and is one of the defining characteristics of good readers. To support reading fluency, people must have basic English vocabulary with the right pronunciation. It is so closer with

pronunciation and afterward comprehension. There are some purposes to repeat the text for reading fluency, it is for training our reading skill to be better and also improve the accuracy and comprehension of reading. Besides that, if we do reading more and more, it can help to increase our fluency increase and to improve our oral reading expression.

For students who come from other places which are not using English as the mother tongue will have difficulty to read English. In Indonesia, English becomes foreign language because it is not used as secondary language. It makes many students think that English is so difficult. There are many students who cannot read fluently because the students do not have enough vocabulary and know how to do pronunciation or spelling well. Moats (2005) states that many children have trouble spelling, but we do not know how many, or in relation because state accountability assessments seldom include a direct measure of spelling competence. The most difficult things that is faced by students is how to differentiate between words and spelling, it makes them confused to read with the right pronunciation so they will hesitate to say it. Among students with reading disabilities, first, a student has difficulty reading words accurately and also reads in a slow, labored fashion. Second, a student may have achieved reasonably accurate word decoding, especially after

remediation in phonemic awareness and phonics, but still reads very slowly relative to other students his or her age (Spear-Swerling, 2006). On the other hand, the teacher does not give an easy way to explain, so there are many students who do not understand and cannot speak English well. Besides, the students do not ask more explanation so that makes English still difficult to learn. So to solve these problems, the teacher must apply a new method which can make them more interested in learning reading to get better reading fluency.

In education, teachers have many ways to help students easier to reach their goal. One by one some new methods spring up in our country. Moreover in new curriculum commences based on curriculum. The traditional method is not suitable anymore. Many teachers start to use these new methods in their class. One of them is Paired Reading method. Paired Reading is a strategy in which students takes turn tutoring one another. The researcher chooses Paired Reading method as an alternative to teach English in reading fluency skill because this strategy can help students to increase their speed in reading. Because this strategy trains the students to read and read together with partner. This strategy is more effective to develop reading fluency. This statement is supported by the state of Gerdes (2000) that Paired Reading is an effective strategy turning the disadvantages into the advantages of

helpful one-on-one tutoring opportunities and to develop fluency and comprehension skill.

We live in the modern era where education can be developed in many ways to help teachers and students walking together to help each other. In this globalization era, education is not only helped by teachers. Many applications or softwares can help students to learn English better. One of them is TextToWav. TextToWav application is kind of software which helps students to read fluently. By this application, students can read an article or passage easily because this application has the real native speaker, so it helps students read English fluently.

Based on the background of the study above, the researcher is interested to investigate whether The Paired Reading with TextToWav is better than using conventional teaching. The researcher believes that Paired Reading method with TextTowav could be used in the teaching reading fluency.

Definition and Purpose of Reading

Reading is a process of working with the text to find information. Besides, reading is the important skill in English. Despite its importance, reading has been undervalued to teach reading just as a repetition or memorization of vocabularies, words, and sentences. On the other hand, reading is also an interaction between the author and the writer. Through reading, we can read to find information or get

messages from the writer, and they should understand after making opinion about the information.

Based on the definitions above, the researcher may conclude that reading is important for basic skill. Through reading we all know about all written information from another place. After knowing about definitions of reading, we also know about purpose of reading. There are many purposes of reading because reading is very important for human. Besides, many of them want to be able to read texts in English either for study purposes or simply for pleasure. Anything that we do to make reading easier for them be good idea. Harmer (1998: 68) states that reading is useful for other purposes too; any exposure to English (provided students understand it more or less) is good thing for language students. At the very last, some of the language sticks in their minds as a part of the process of language acquisition, and, if the reading text is especially interesting.

TYPES OF READING
Intensive Reading

Nation (2009) states that intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence. It means that intensive reading focuses on comprehension of a particular text. Intensive reading usually involves translation and thus comprehension of the text to make sure that learners understand. Intensive reading works on reading text can focus on following aspects:

1. Comprehension. Intensive reading can aim at understanding a particular text.
2. Regular and irregular sound-spelling relations. This can be done through the teaching of phonics, spelling rules, and reading aloud.
3. Vocabulary. Learners' attention can be drawn to useful words, and the underlying meaning and use of these words can be explained.
4. Grammar. Difficult grammatical features can be explained and analyzed.
5. Cohesion. Learners can practice interpreting what pronouns refer to in the text, what the conjunction relationships between sentences are, and how different words are used to refer to the same idea.
6. Information structure. Certain texts contain certain kinds of information.
7. Genre features. The vocabulary, grammatical features, cohesive features and information all contribute to communicative effect of a text.
8. Strategies. Intensive reading can be used to help learners develop useful reading strategies. By working intensively on a text, learners can practice the steps in guessing from context, using dictionary, simplifying difficult sentences and taking notes.

Extensive Reading

Nation (2009) states that extensive reading is a form of learning from meaning-focused input. During extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text. extensive reading can occur within class time (Elley and Mangubhai, 1981 in Nation, 2009), or outside class time.

In an extensive reading program, reading should be the main activity and other activities should occupy only a very small proportion of the time so that time is not taken away from reading. For this reason, most extensive reading programmer do not require learners to do elaborate comprehension tests or exercises on the books they read.

TEACHING READING

People do not just get Reading skill to be a good reader. To be good reader, they will need a process in effort to obtain their goal. Teacher and students will walk together to learn each other. Teacher as tutor for the students. Reading is not only just read, but also students must respond to the content what they read (text). Based on Harmer (2007: 101) states that respond to the content of a text is important for students to study reading texts in class in order to find out such things as the way the use language, the number of paragraphs they contain

and how many times they use relative clauses.

If talked about the fact happen right now, reading is more better to improve their reading fluency. If we can read fluently so we can know how to spell and memorize the words by reading fluency. Reading fluency not just to read, but we can understand what the meaning, so we also get reading comprehension. Based on statement before, read also related with writing. So if we can read, we also can write. Likewise the other way around. Harmer (2007) states that reading is good for language acquisition in general, provides good models for future writing and offers opportunities for language study.

Reading Fluency

Rifa'i (2015) states that oral reading fluency is important skill that all readers need to develop, because those who have oral reading fluency are assumed to have the skill of reading comprehension and accuracy in delivering the speech. Rasinski (2004) states that a good analogy for understanding reading fluency comes from public speaking. Fluent public speakers embed in their voices those same elements that are associated with reading fluency – accuracy in speech, appropriate speed, phrasing and expression.

Three components of fluency:

1. **Accuracy in word recognition (word decoding).**
   Approximately 95% word recognition accuracy is

considered adequate for instructional level reading.

2. **Automaticity in word recognition.**

Readers not only are accurate in word recognition. They are effortless or automatic in recognizing the words they encounter. The significance of achieving automaticity is that readers can devote their limited cognitive resources to the important task of comprehending the text.

3. **Interpretive and meaningful reading.**

Readers use their new-found cognitive "energy" to interpret the passage they are reading. In oral reading this is done through an expressive and appropriately phrased rendering of a written passage at an appropriately fluent speed. It is assumed that this type of interpretive reading is also reflected in silent reading. Interpretive and meaningful reading is best measured through a qualitative rubric in which the teacher listens to a reader read grade level material and rates the reading according to descriptions provided in the rubric. Readers who fall in the lower half of most are normally considered less than minimally adequate or proficient in fluency.

PAIRED READING (PR)

Paired Reading strategy encourages peer teaching and learning. Students are divided into pairs and read along together or take turns reading aloud to each other. Pairs can have the same reading ability or can include a more fluent reader with less fluent reader. This method will help the less fluent reader to increase their ability on fluency skill. Topping (2014) said that Paired Reading is a straightforward and generally enjoyable way for more able readers to help less able readers develop better reading skills. Each student reads and provides feedback about their own and their partner's reading behaviors. Gerdes (2000) The Paired Reading strategy into the context of the regular education curriculum has a positive effect on students' reading fluency and comprehension.

Benefit of Paired Reading

Paired Reading can be used with many types of reading materials such as article, book, story book, etc. the objective of a paired reading program is to increase students' opportunity to actively engage in meaningful strategy-based reading practice (Muldowney, 1995). This strategy makes the teacher to observe paired reading work between one student with one of their students in the same class to read together. Reading with someone encourages students to try reading materials that may be just above their normal reading level. Paired Reading can also be used to build oral skills so

that reluctant readers can work toward reading in front of a large group.

Implementation of Paired Reading

To make this strategy works, so:

1. Teacher gives a test for students to read some passage, after that teacher takes notes to list the students in order from highest to lowest according to reading ability.
2. Divide the list in half.
3. Place the student in the top slot of the first list with the student in the top slot of the second list; continue until all students have been assigned a partner.
4. Allow students to discuss each other.
5. Teacher gives TextToWav application to each pair and explain how to use the application.
6. Choose any book or text.
7. If the students will be reading individually (rather than at the same time), the reader from the first list should read first while the reader from the second list listens and follows along.
8. While reading, the partners can help each other with words or understanding, as needed.
9. The readers can change roles and follow the same procedure.
10. Using this strategy until all students have done for the lesson.

TEXTTOWAV

TextToWav is one of kind of TextToSpeech software to help us read using speed and expression. This application is a simple application that helps students to read easily. By using this application, students will imitate the voice that they hear. In this application there is native speaker who come from the country where English is used. So, students can use TextToWav to improve their reading fluency skill.

Reason Why TextToWav

Reason why the researcher chooses TextToWav software as a supporting to teach English reading because this application is the simplest application to help students can read fluently. Besides, this application can help students to improve their reading fluency by repeating and correcting written words. They can put the written words into this application. It is effective to help students improve their reading. To get this application is so easy; everyone can download it by internet and can be downloaded at http://www.mediafire.com/?dtmym2 ymgqh.

The implementation of TextToWav

a. Open the software.
b. Open the file that you want to read.
c. Copy the file that you want to read.
d. Put the text in the blank space of this software.
e. Then press "Speak" or using "Ctrl + S" to listens the voice

from this application based on your file.

f. If you want to listen the voice many times, you can convert this voice into MP3 format.

g. You can press "Write" or using "Ctrl + W" to listens the voice many times.

h. And then choose "MP3 Compression" and browse where will you save this file.

i. Then, you can listen this MP3 file in many times.

The Advantages of TextToWav

TextToWav is the simple application that has advantages for support students and teacher in the teaching and learning activity. Some of advantages which are given by the application are:

1. Free to download.
2. There is no limit word.
3. Can be converted into MP3 format.
4. Can choose the voice that you want.
5. Can setting for speed, volume and pitch.
6. Available in various languages.

The Disadvantages of TextToWav

Everything that has advantages must have disadvantages, this application also has some disadvantages, and those are:

1. Only have 3 choice of voice (United States, English Britain, and Indian).
2. This application does not have many features.
3. Sometimes get a trouble.

RESEARCH DESIGN

This study applies the quantitative research with certain numbers of variable and numerical data. The data used interval data because those are taken from the student's score of reading test. The design of this study is an experimental research, it is applied to identify and to investigate the effectiveness of Paired Reading method with TextToWav media to increase reading fluency. In relation to this study, Ary (2010) stated that Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable.

In this experimental design, the researcher uses quasi experimental research of applying non-randomized pretest-posttest control group design. There are some reasons for taking this design:

1. The researcher conducts this method without changing the setting of the class.
2. The researcher conducts this method by using time schedule that had been arrange by the institution as before.
3. The researcher creates the natural condition of the class to avoid the student to feel being observed which cause the extraneous variable.

4. The two of the classes used in this research had been separated long before the researcher conducted the research.

In this study also find out the effectiveness of method to increase reading fluency in teaching and learning process. The researcher compared about two methods that effective to increase reading fluency. Those are Paired Reading method and conventional method. One class (X MIA 3) as control group is taught by using conventional method and other class (X MIA 1) as experimental group is taught by using Paired Reading method with TextToWav media.

Variables

Freankel (2009: 39) states variable is a concept a noun that stands for variation within class of subjects, notice that the individual members in the class of subjects, however, must differ or vary to qualify the class as a variable. This study relates to the hypothesis only two variables. The independent variable is Paired Reading with TextToWav 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; Paired Reading (PR) and conventional method.

Treatment

The treatment of design method by using quasi-experimental, the researcher compared two groups; control group and experimental group, and each group was received different treatment. The researcher used one treatment to develop students' reading fluency using Paired Reading with TextToWav for the experimental group. For the control group did activity like usually.

Instructional Material

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 on material that they learned.

Time Allocation

This research was held on April to May 2017. It was held on the second semester at the academic year of 2016/2017. Based on the English teacher permission, the researcher asked for 3 meetings in each group to finish the lesson. Every meeting is 2 x 45 minutes.

Research Subject

The research subjects were students of the tenth grade of SMAN 1 Garum who took English lesson in the second semester. There were two classes that chosen as experimental group (X MIA 1) and control group (X MIA 3).

There are 30 students are taken from X MIA 1 as an experimental group taught using Paired Reading method with TextToWav and 39 students are taken from X MIA 3 as an control group taught using conventional method. Those two classes were given a pretest to measure the homogeneity of the class.

Instrument

The researcher used test passage based on the material that students received from their school. The kind of passage was about narrative text based on their hand book. Another instrument develops in this study were two reading test (pretest and posttest).

Technique of Analyzing Data

TextToWav is one of kind of TextToSpeech software that converts any text into spoken words. This software is simple way that help students to read easily using speed and expression.

The program is very simple to use: open the software, select the text, then click 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. For example, student started to read a passage for one minute and got 48 words before his time expired. Next, the examiner counts up the number of errors made by the reader. On this probe, the student committed 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, we find that the student actually read 44 corect words in 1 minute.

Method of Collecting Data

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

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.

Treatment

The treatment of design method by using quasi-experimental, researher compared two groups and each group received different treatment. The researcher used one treatment to develop reading fluency through reading using Paired Method with TextToWav. The experimental group used Paired Reading method with TextToWav 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

Post-test of design method was used after researcher gave treatment to experimental group. This test was done for the both of group; experimental group and control group. This study compared if experimental group is better than control group.

Method of Analyzing Data

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/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).

DISCUSSION

The objective of this present study was to find the answer of the problem as it has been mentioned in previous chapter.

To answer the statement of the problem in this study, a number of the interpretation can be seen from the output of ANCOVA. The assumption of equality of variance was not violated. Since the significant value was greater than 0.05. The value showed that the significant value of equality variance was 0.116 and it was greater than 0.05. so, it proved that the assumption of equality of variance was not violated.

The data of the test of between subject effects showed that the significant value of the group was less than 0.05. in this case, the experimental and control group differed significantly. The data showed that the significant value of group was 0.000 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 paired reading method with texttowav and control group which was taught by using conventional method was significantly different group.

The data of Estimate Marginal Means showed that the mean of the two groups, experimental and control group had the different means. The Estimate Marginal Means for the experimental group was 141.473 and 122.021 for the control group. It proved that the students who were taught by Paired Reading method with TextToWav gain better achievement on reading fluency than students who were

taught by using conventional method.

SUGGESTION

Based on the conclusion above, the researcher gives some suggestions related to improve the learning achievements, which is important for the teacher and students to know.

Suggestion for the Teacher

Teacher should be creative in teaching English especially reading fluency for students so they can enjoy learning English. In teaching English, teacher can use various methods. In this modern era, many methods appear that can involve students' participation in the learning process. When the teacher uses the correct method in teaching English, teacher will be able to maintain the effective learning process. Teachers have to combine their method which the other ones is paired reading method with texttowav media which are suitable for increasing students' reading fluency.

Suggestion for the Students

Students may not be individualistic in the teaching and learning process. It is because they have to work in pairs to get better result in learning process. They also have to be active in the reading class, because Paired Reading method can stimulate students to increase their reading ability especially for reading fluency. Besides that, students should be creative and active to work in pairs. Using this method, students work in pairs and read together or take turns to read aloud each other. By using Paired Reading method with TextToWav media, it can enhance the activity of students in the class because it requires students to be actively involve and then learning will be more lively and fun in learning English subject.

Suggestion for the Researcher

The students will get bored if the teaching and learning activities are still monotone. It causes the students do not care with the materials that teachers say in their class. To overcome this case, the researcher suggests to the other researcher to choose Paired Reading method with TextToWav media with other class categories in other course study. It may also involve large sample, thus the result of research can be more generalized. Moreover, researcher should be conducted to investigate the effect of Paired Reading method with TextToWav and other variables such as achievement in the teaching reading fluency.

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