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IMPROVING STUDENTS' ACHIEVEMENT IN READING COMPREHENDING THROUGH IMAGINATIVE TEXT FOR THE EIGHTH GRADE OF SMP KRISTEN SA'DAN

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ABSTRACT

The objective of this research is to find out whether using imaginative text can improve students' reading achievement in comprehending reading imaginative text or not. In order to achieve the objective of the research, the writer designed an experimental research by using pre-test, treatment and post-test. The population of this study was the eighth grade students at SMP Kristen Sa'dan. Toraja Utara. The population of this study consists of 75 students. The sample of the study was the eighth grade students class B. The number of the students was 25. They took it by using cluster sampling. There were four four meetings. Before the treatment the students were given a pre-test. and after , the students were given a post-test. The result of this research revealed that the post test was higher than pre-test. It could be seen by comparing their mean score. The mean score of the pre-test was 51,4 categorized poor and the mean score of the post-test was 66,6 categorized good. It can be concluded that the eighth grade students of SMP Kristen Sa'dan have good comprehension, after learning to read imaginative texts. Using imaginative text in teaching reading can help the students to improve their comprehension.

Keywords: Reading, Reading Comprehension, Student, achievement.

INTRODUCTION

Reading is the process in which the reader constructs meaning by interacting with the text. There are four skills that have to be developed in learning a language, namely reading, writing, speaking and listening. Reading ability is the most important skill for most students. Success in studying depends in large part on our ability to read. Reading skill as evidence and reason for the government to state English as the foreign language taught to Indonesian students from junior high school to university levels. Even though methods and techniques of English teaching can improve, the outcomes of the students' knowledge is still far from satisfaction.

The students as the second language learners, who are good in reading skills, are possibly good in other language skills. In reading the passage, a reader can gain

new words. The students can enlarge or extend their knowledge in many field or scince by reading books or others materials. In fact reading is the easiest and cheapest way of We will be able to increase our English anywhere,anytime because reading can be carried out easily without partner.

To improve the students' achievement at SMP KRISTEN SA'DAN needs hard work.The first thing we have to do is to make them realize the importance of English. Most of them do not realize the importance of English and they are not interested in learning it. The English teacher has to try hard to help the students improve their achievement. This background choice title "improving students' achievement in reading comprehending imaginative text".

In SMP Kristen Sadanand students are still very lacking in reading problems,when students are told to read they are still very poor both in Indonesian writing and in English reading.Even through there are still some students who have not been fluent in reading they are still like elementary school students when in tell me to read.I use to be put on an internship in SMP Kristen Sa'dan so I could find out and judge them in the matter of reading that students in SMP Kristen Sa'dan were still very lacking in reading so there was a need for guidance so they could improve their abilities in reading. Students SMP Kristen Sa'dan is less in reading, their value on average substandard they just got the value of 40,50 and 60.

METHOD

The research is quantitative. The writer applied quasi experimental design. The design involved two groups namely experimental group and control group. The experimental group used treatment of short stories and the control group used treatment without using short stories. The design can be shown as follows. The subject was selected by using cluster random sampling technique and two classes were selected. From the six classes, the researcher selected two classes randomly to represent the experimental group and control group. So, Class IX A was the experimental group and Class IXB was the control group. In collecting the data, the researcher applied a vocabulary test. It was an instrument based on the variable investigated. The vocabulary test was multiple choice.

FINDING DAN DISCUSSION

In this chapter, the researcher describes and discusses the data to find the answer of the statement of the problem. She gave a pretest and posttest to know whether any significant difference between before and after being taught by using imaginative reading text. There were twenty five students who were given pre-test and post test The data obtained from the pie test to measure the student achievement before being taught imaginative reading text. Are explained as follow:

Tabel 1 The rate percentage of the students' score in the pre-test

No	Achievement Categories	Score range	Frequency	Percentage
1	Very good	86 – 100	0	
2	Good	70– 85	5	20
3	Fair	56– 69	5	20
4	Poor	40-55	9	36
5.	Very poor	0-39	6	24
	Total		**25**	**100**

The table 1 shows that from 25 students no one students got very good score, 5 students or 20 % got good score,5 or (20%) students got Fair score, 9 students or 36 % got poor and 6 or 24% got very poor, Based on the data above shows that most of students (36 percent) were in poor classification.

Tabel 2 The rate percentage of the students' score in the post-test

No	Achievement Categories	Score range	Frequency	Percentage
1	Very good	86 – 100	1	4
2	Good	70– 85	18	72
3	Fair	56– 69	2	8
4	Poor	40-55	1	4
5.	Very poor	0-39	3	12
	Total		**25**	**100**

The table 2 shows that from 25 students 1 students got very good score or 4 %, 18 students or 72 % got good score, 2 or (8%) students got Fair score, 1 students or 4% got poor and 3 or 12% got very poor, Based on the data above shows that most of students (72 percent) were in good classification.

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Table 3 Mean Score Standard Deviation of the Students in Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	51.4000	25	16.55295	3.31059
	Post-test	65.8800	25	22.33704	4.46741

Table 3 shows that the statistical summary of the students' mean score and the standard deviation both in pre-test and post-test. The mean score of the result of the students' pre-test was 51.40 and the mean score of the students' post- test was 65.88. The students' standard deviation of the pre-test was 22.33704 and the students' standard deviation in post-test was 16.55295 It means that the mean score of the post-test was higher than the mean score of pre-test.

Table 4 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-test&Post-test	25	.007	.974

The table 4 shows that correlation is 0.007, from 25 students and the significance is 0,974. It shows that the significant of the pre-test and post-test is higher than standard of significant value

Table 5 The t-test of students' Comprehension achievement

	Paired Differences					t
				95% Confidence Interval of the Difference		
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	
Pair Pre-test Post- tets	14.48000	27.89283	5.57857	25.99359	2.96641	2.596

The table 5 from SPSS shows that the mean score of post-tests in less with pre- test got the mean score is 14.48, standard deviation got 27.89283, standard error mean got 5.57857, confidence interval of the difference lower got 25.99359, and upper got 2.96641, t-test got 2.596, degree of freedom got 24
Test of Significance Testing

In other to know whether or not the mean score was different from two test (pre-test and post-test), the writer compared the – test and t-table. The following table shows the result of the t-test and t-table calculation:

Table 6 Correlation between t-test value and t-table value

Variable	t-test	t-table
X-Y	2.596	2,064

Table 6 indicates that the value of the t-test was higher than the value of the t-table (2.596>2,064). It indicates that there was a significant difference between the result of the students' pre-test and post-test.

Discussion

The findings above show the percentage of tests from students in reading comprehension skills of eighth grade students at Sa'dan Christian Middle School. Non-students (0%) get a very good category, there are 5 (22%) who get good categories. There are 5 students (20%) get enough categories, and there are 9 students (36%) get bad categories. From this data it can be concluded that the reading comprehension ability of SMP Kristen Sa'dan in the 2018/2019 Academic Year is included in the good category. Regarding the data collected through pre-test and post-tests, it was shown that students' understanding of SMP Kristen Sa'dan l was good. This means imaginative text can improve student achievement in understanding a text. It is projected by the higher post-test score, then the pre-test average score, where the 66.6 post-test average score is high and the pre- test score is 51.4.

In the ability to improve student achievement in understanding reading through imaginative texts obtained from the average score. That is relevant to the opinions of experts in previous research about improving student achievement in reading comprehension through imaginative text according to Damayanti (2010) in his research entitled "Effectiveness of procedures was asked to improve student achievement in reading comprehension through imaginative text in eighth grade students of SMPN 2 Pundong " He suggested that this study showed a positive and significant difference between the reading ability of students who were taught to use imaginary texts without images with students who were taught without using drawing procedures. It can be concluded that the eighth grade students of SMP Kristen Sa'dan have good understanding, after learning to read imaginative text. They become more interested in learning English and hopefully imaginative text of the mind will not make them bored. Most students get high grades. The author concludes that using imaginative text in teaching reading can help students improve their understanding.

CONCLUSION

Based on the finding, the writer formulates conclusions that imaginative text can improve students' achievement in comprehending a text for the eighth grade students of SMP Kristen Sa'dan. It was proved that the mean score of pos-

test is higher than the mean score of the pre-test. It can be concluded that the eighth grade students of SMP Kristen Sa'dan have good comprehension, after learning to read imaginative text. Using imaginative text in teaching reading can help the students to improve their comprehension.

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