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# THE EFFECTIVENESS OF PRODUCTIVE READING TECHNIQUE FOR NON ENGLISH DEPARTMENT OF STKIP PGRI NGANJUK

Caltira Rosiana

STKIP PGRI Nganjuk, Nganjuk

e-mail: *caltirarosiana@stkipnganjuk.ac.id

## Abstract

Most of the students form non English Department have difficulties to understand the scientific reading text and served it in verbal based on their understanding. Then, Productive Reading Technique is one of techniques that could improve the students' critical thinking trough scientific reading text, especially for students' non English Department. This is the way to prepare the students' to achieve their understanding in scientific reading text in TOEFL test.
This research designed in experimental way and served as control class and experiment class. Through this research, the students faced some activities that improved their reading skill. The result in pre-test is 54,24 and the students'' post-test 73,9, even this research is not significant but Productive Reading Technique effective to solve the students' problem for Non English Department.

**Key: Productive Reading Technique, Non English Department, Reading Skill**

## INTRODUCTION

Practically, it is not easy for students who have no English Background to read materials in a foreign language because they have to face new vocabularies and structures that are different from they have in their own language. The students sometimes also have to face long, difficulty, boring and uninteresting passages both in the textbooks and the test papers. Most of the students frustrated and have no motivation in learning English especially in reading. Seeing this fact an English lecturer should lead the students to have desire for reading English text.

Learning scientific reading is important thing in formal and informal education. The ability student reading the scientific text opens up new world and opportunities. This skill aimed for the students to gain new knowledge, enjoy

literature and do every day things that are part and parcel of modern life, such as reading the newspaper, job listing, instructional manuals, maps, and so on. (Rosiana, 2015:555-560) stated learning reading in modern way will take the students into account different types of learners and their needs. Unfortunately, most of lecturer served the reading class as monotone manner, it does not representative anymore for revolution 4,0. Todays, the students need something new, challenging, based on critical thinking, also motivate useable technology.

Productive Reading Technique here means is the technique based way of the students to understand the text or information based on their critical thinking process (Rosiana, 2018: 76-86). It need process, habitual and also practice. PRT connect the information with some activities which are interesting, and challenging. The activities of reading which include in this research are skimming and scanning related the scientific reading text. The activity serves as video or picture relater to scientific reading text. Then, the students will recall all of their backgrounds knowledge and information related to video in verbal way. Next activity is the focus of this learning, the students reading fast the scientific text. After that, the students could relax their mind by discuss and find out difficult word by suggesting and asking someone or open dictionary. Last, to know the students understanding related to the material, the students got a test based on critical thinking level not remembering level in essay.

Productive Reading Technique is one of techniques that could improve the students' critical thinking. Rosiana, C and Sujono (2018: 23-30) claimed that Productive Reading Technique is the reading technique which representative for any subject because the step of reading process are productive activities. So, in this technique, the students are the centered of study and the lecturer as facilitator during the learning process. So, here, the researcher predicts that using Productive Reading Technique is significant to improve students' reading skill

## RESEARCH METHODOLOGY

This chapter discusses the steps to conduct this research. They are research design, population and sample, variables of the research, source of data, technique and instrument of collecting data, and data analysis.

This research belongs to experimental design with aimed to find out the effectiveness Productive Reading Skill for non-English Department students. As stated by John W. Creswell (2003: 153) the basic intent of an experiment is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome. It uses quantitative approach. This research has intervention from the researcher that is Productive Reading Technique as a treatment to improve the students' reading skill.

The design of this research is pre experimental, pre-test, post-test one group design by John W. Creswell (2003:168), the pre-test post-test design figures:

$$O1 \quad X \quad O2$$

O1 : pre-test        O2 : post-test
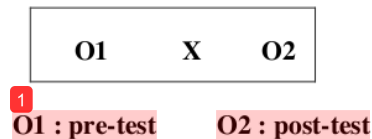
The design includes a pre-test measure followed by a treatment and a post-test for a single group.

### Population and Sample

In this case discusses the population and sample. By the focused location and subject the point where gotten easily and the researcher did not get difficulty in doing this research, the clear place and subject helped the researcher to collect the data needed.

Population is all of the subjects who are connected to the research. "Population is not only the number of subject or object that has studied but also all of characteristic of own subject." (Arikunto, 2010:173) The population of this research was students non English Department of STKIP PGRI Nganjuk in

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academic year 2018/2019. There were a class and the total of the students were 33 students.

The method of sampling which used in this research was random sampling. The researcher did not take the sample based on the students individually but based on the group of students in class. The researcher took one class STKIP PGRI Nganjuk. The chosen class was Non English Department that consisted of 33 students, they were 10 male and 22 female.

The independent variable of this research was Productive Reading Technique and the dependent variable in this research was students' reading skill.

## Technique and Instrument of Collecting Data

In this section, technique of collecting data was used to get data as the information and note that have relationship with the title of the research. In collecting data, the researcher used two techniques those were documentation and giving a test.

## Instrument of Collecting Data

Instrument used for getting data as the information. The instrument of this research was test those were pre-test and post-test.

## Technique of Data Analysis

In this research, the researcher gave reading tests to know the students' reading improvement before and after applying of the new technique. In collecting data, the researcher took data from the result of tests which was treated to describe the condition students' reading skill. Non English Department, there were 33 students. So, to analyze the data the researcher used t-test to know the improvement of the students' reading between before and after using Productive Reading Technique. According to Arikunto (2010:349) the pattern of sample mutual related is:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Remarks:

| | |
|---|---|
| Md | = The mean of pre-test with post-test different |
| xd | = The each subject deviation |
| $\sum X^2 d$ | = The sum of quadratic deviations |
| N | = subjects in the sample |
| d.b. | = determined by N-1. |

## RESULT

This chapter discusses the presenting the data, analysis of the data, and interpretation of the data. The researcher analyzes each the data gathered from the experiment research. The data was attained from pre-test and post-test. In this sub chapter, the researcher presented the result of the data in the research, to analyze data that had been collected; the researcher used t-test. The objective of using t-test was to find out whether there is improvement of students' reading skill by Productive Reading Technique.

The researcher has done test to get the data at Non English Department of STKIP PGRI Nganjuk, the researcher would like to present the data about the result of the research that has been gotten by giving the test

The pre-test was conducted at the beginning of the research. The purpose of this test was to check how students' reading skill before using Productive Reading Technique. There were 33 students who joined this test. The researcher gave an objective test. The kind of test was essay. In this test had 10 questions and one number had 10 points, so total of point was 100. The students' had to answer a written test item given by the researcher. The result from the pre-test before using Productive Reading Technique, the highest score was 80 and the lowest

score was 40. It means, the researcher could take the conclusion that students hoped an interesting technique in teaching reading to improve their reading skill.

The middle of the research, the researcher did the treatment to improve the students' reading skill. In the first treatment the researcher gave two kinds of narrative text to the students. The researcher asked the students to make a pair and do the task. The students were asked to look for the generic structure of text and its part in the text, and then retell the story of the text. In the second of treatment the researcher gave the same treatment as the first treatment to the students with the different text.

The post-test was joined by 33 students. Post-test was done after pre-test and treatments were given. Post-test was the last test of taking the score. In post-test the differences were in the written test that had been given. The score that took had same steps as like in treatment. The result from the experiment after using Productive Reading Technique, the highest score was 100 and the lowest score was 40. From the analysis above, it can be concluded that the students' achievement in reading by using Productive Reading Technique has a significant improvement. To prove this statement, the results of the tests in this experiment are compared in the table below:

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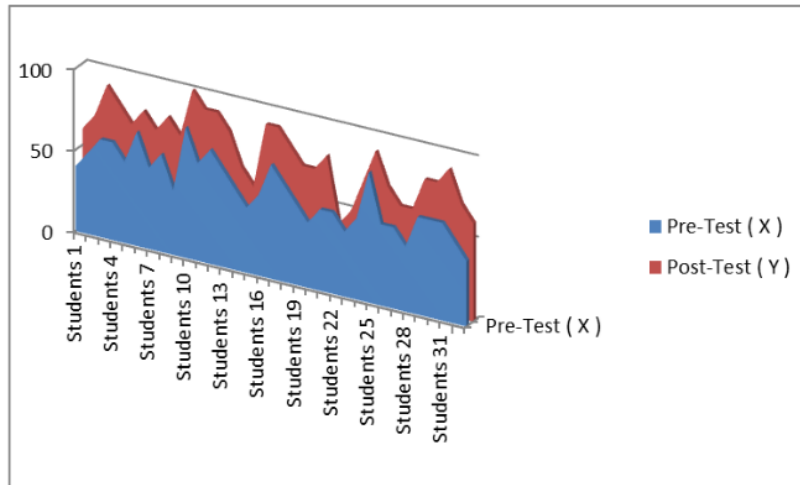
Gambar 1. Students Pre-test and Post-Test Result

From the calculation of formulation with the data, it can be describe that *t* be formed to be 12.8, t score was found on degree of significance 5 % and db = N-1 = 33-1 = 32. In the t test table, db or df that closer to 32 was between db = 30 and db = 35. The researcher took the closest t score that was db = 30 with t table score = 2.04, so, t table in degree of significance 5 % was 2.04. From the calculation result was found that t score is 12.8, while t table was 2.04, so, t score > t table in degree of significance 5 %.

So, the researcher can say that *t* score is greater than the value of *t* table either at the level of significance 5%. It means that there is a significant difference between the results of pre-test and post-test.

**The Interpretation of the Data**
From the calculation of pre-test and post-test above, it can be answered the statements of the problem, as follows:
**Students' reading skill before using Productive Reading Technique**
From data analysis the researcher found that before using Productive Reading Technique the average score of students in pre-test was 54.24. It could be said that the technique that had given at the learning process before using Productive Reading Technique maybe not maximal enough. In this case, the lecturer could be

seen the result of the study and could try another technique to improve students' reading skill.

**Students' reading skill after using Productive Reading Technique**

From the data analysis above the researcher found that after using Productive Reading Technique the students' score became increasing, it was from pre-test 54.24 become 73.9 in post-test. According to the data above almost all of students had enough score in reading skill. It means there was significance improvement in students' reading skill that lecturer should know and could imitate. So, this technique should be presented in studying reading skill in order to help students and increase their score.

**The improvement of students' reading skill by using Productive Reading Technique**

Based on the result on sub-chapter above, the average score before using Productive Reading Technique was 54.24 then it was improved 73.9 on the post-test where after the Productive Reading Technique had done.

From the analysis above, there was improvement between before and after using Productive Reading Technique where the significance value was 2.04 in 5% significant levels to t-table which got 12.8.

So the researcher concluded that "t" value was higher than the value of t-table either at the level significant of 5%. It means that the result of the research was significant. In other words, there was difference in students' reading skill after used Productive Reading Technique.

According to the analysed above, hypothesis of this research is: There was no significance improvement of students' reading skill by using Productive Reading Technique, we can called it as Null Hypothesis (Ho). Then, there was improvement of students' reading skill by using Productive Reading Technique. In this research, the researcher took the level of significant t-table 5% to check the significant of "t" value. If the researcher analyses that the score $t_0$ is 12.8 that is more than the significance 5 % = 2.04. It can be written 2.04 < 12.8. According to analysing above, there is a significance difference between students' reading skill

before experiment (x) and after experiment (y) using Productive Reading Technique at Non English Department of STKIP PGRI Nganjuk in academic year 2018/2019, there is significance difference between the result of pre-test 54.24 and post-test 73.9.

## CONCLUSION AND SUGGESTION

Based on the statement of the problem, the researcher purposes to find out the students' reading skill before and after using Productive Reading Technique and Productive Reading Technique can improve the students' reading skill. The researcher found that before using Productive Reading Technique, the average of students' reading skill in pre-test was 54.24.

### Conclusion

The researcher found that students' reading skill after using Productive Reading Technique increased significance. The researcher found the average of students' score in post-test was 73.9.

By applying of this technique, the researcher knows that it can reach the target of the goal of this technique. It can be proved by the significance result of the research. Based on the evaluation result, it showed that the students' score were better than before. It could be seen that *to* was form into 12.8. After the researcher found the *to,* the last step was looking for the table that had value 2.04 (5%). So the researcher could say that *to* was greater than the value of t-table either at the level of significance of 5%. It means that there was a significance difference the result of pre-test and post-test. This result had answered the research question that the use of Productive Reading Technique in improving reading skill was quite effective.

### Suggestion

The success in teaching does not depend on the lesson program only, but more important is how the lecturer presents the lesson and uses various techniques to manage the class more lively and enjoyable. Regarding to the teaching reading by

using Productive Reading Technique, the researcher gives some suggestions for the lecturer and students as follow:

The lecturer should choose the materials that are appropriate and not too difficult for the students. Before assigning the Productive Reading Technique to the students, the lecturer should make sure that the students have fully understood and have the information they need. The lecturer should keep control the students' activities. The lecturer should present the language in an enjoyable, relaxed and understandable way.

The students hoped more active and creative to explore their knowledge trough reading activity. The students should read many English books in order to in enrich their knowledge. The students should ask to the lecturer if there is something that the students do not understand in learning activities.

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