



Pinisi: Journal of Teacher Professional

<https://ojs.unm.ac.id/TPJ>

Vol 1, No, 1, April 2020

p-ISSN: xxxx-xxxx dan e-ISSN: xxxx-xxxx

DOI.xxxx-xxx

Using Call On The Next Speaker Model In Teaching Students Reading Comprehension Of SMA Kristen Kondo Sapata Makassar

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Artikel info

Artikel history:

Received; 7-03-2020

Revised; 19-03-2020

Accepted; 28-04-2020

Abstrak. This study aims to find the increase by using Call on the Next Speaker model in improving students reading comprehension at the second grade of SMA Kristen Kondo Sapata Makassar. This study uses a pre-experimental method. The population of this study is students of class XI-MIA in the academic year 2019/2020. The sample of this study was 20 students and used purposive sampling in one class. The instrument used a reading test consisting of multiple choices. This test is used to measure student achievement in reading comprehension after learning English lessons through the teaching strategy of the call on the next speaker model. The results of the data there is a different between the pre-test and post test of student achievement in understanding English reading with a t-test value of 13.154 and the value of t-table is 2,093. The value of the t-test is higher compared to the t-table (13,154>2,093). It can be concluded that the Call on the Next Speaker model cant improve students ability to understand reading.

Kata kunci:

Call on The Next Speaker teaching strategies and reading comprehension



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Introduction

Reading, as one of language skills, has a very important role. The students should comprehend the reading for certain purpose, however it needs a practical and suitable method. The idea is supported by the fact that reading now has a part of daily life. Reading can not be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and soon. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough. So that way, when people talk about reading, it might be automatically related to comprehension or understanding. For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading.

Based on the information obtained from the teacher in the field of English Language Studies in SMA Kristen Kondo Sapata Makassar in 2019 it was found that most of the students were failed to comprehend the reading text, the students still have difficulties in determine the main idea, content of the text, word meaning of the text, referent word of the text and implicitly stated information of the text.

In general, the students had difficulty in comprehending and getting information from the text. Many students still got difficulties to determine main idea, and answer questions based on the text. As the result, their reading achievement was below the expectation. It proved that they did not pass the standar quality of the school KKM that is 75. To overcome this situation the teacher should generate students' interest by applying the various strategy.

According to Muna (2011), Call on the Next Speaker is one of learning strategy which is considered to apply as solution from the problem. Call on the Next Speaker is one of the kinds of learning strategies that are easy to get throughout class participation and individual accountability. This learning model provides an opportunity for students to express their opinions in accordance with the results of previous discussions with their respective groups

From the previous explanation above, the researcher used Call on the Next Speaker overcome the problem. The researcher conducted the research antitled " Using Call on the Next Speaker Model in Taching Students Reading Comprehension.

Problem Statement

Does the use of Call On The Next Speaker Model improve the Reading Comprehension at the Second grade students of SMA Kristen Kondo Sapata Makassar?

Research Method

The Objective of the Research

In relation to the problem statement above, the objectives of this research was to find out whether or not the use of Call on the Next Speaker Model can improve students' reading comprehension at the second grade students of SMA Kristen Kondo Sapata Makassar.

The findings of this research expected to be useful information for the English teachers in general, and expecially for the English teacher at SMA Kristen Kondo Sapata Makassar in teaching reading. For the next researcher, this research can be a reference in conducting further research.

The researcher focused on the teaching and learning by using Call on the Next Speaker Model in Taching Students Reading Comprehension and the researcher emphasized the comprehension and knowledge of the literal reading comprehension and reading test through narrative text.

Research Design

In this research, the researchers applied pre experiment method by using one groups' pretest-posttest design. This method consist of three steps namely pre-test, treatment, and post-test. It aim to know whether Using Call on the Next Speaker Model In Taching students' reading comprehension.



Where

01 : Pre-test

X : Treatment

02 : Post-test

(Gay 2012:

265)

Research Variables

In this research, there are two variables namely : dependent variable and independent variable. Dependent variable is students' reading comprehension while independent variable is Call On The Next Speaker Model.

Population and Sample of the Research

Population

The population are the XI grade students of SMA Kristen Kondo Sapata Makassar. The researcher was chooses one class and consist of 20 students.

Sample

The researcher was applied purposive sampling technique, the researcher was chooses class XI in 2019/2020 academic year. The class consists of 20 students. The reason why researcher takes this class because the students reading is low.

Instrument of the Research

In this research, the researcher was give multiple choice test for both pre-test and post-test as the instrument to collect data. In addition, the material consisted ten items that is multiple choice. The score of multiple choice of each correct answer is 5 score.

Procedure of Collecting Data

The data was collected through three steps. Those steps were pretest, treatment, and posttest. The explanation of the procedures is as follows:

1. Pretest

The pre-test gave to the student before giving the treatment. This pre-test aims to see the students' prior knowledge in reading comprehension

2. Treatment

After giving a pre-test, the students in the XI class gave a treatment by using Call On The Next Speaker Model,

- a). The researcher gave information about what they are going to do and explain the use, the function and how Call On The Next Speaker Model would be done.
- b). The researcher divided students into five groups and ask the student to read about the topic .
- c). The researcher asked the chairman and group members to come forward
- d). The researcher asked each person from the group to present with a duration of one person 1 minute, then call another friend in the group to continue the presentation in the form of reading so on.

Here are the material during treatment for 4 meetings,which explain as follow:

1. At the first meeting the researcher delivered material about "Narrative text about The Rats and The elephants" the students would be assigned to read the text by using Call On The Next Speaker.
2. In the second meetings about " Narrative text about The Legend of Aji Saka: Java Indonesia " Students read the text using Call On The Next Speaker
3. Third meetings about "Narrative text about The Princess and the Pea" also read the text by using Call On The Next Speaker
4. Four meetings about "Narrative text about Batara Guru Sahala" also read the text by using Call On The Next Speaker.

3. Posttest

The post-test gave the students' to find out the value of treatment whether or not the result of the post-test will better than the result of the pre-test.

Technique of Data Analysis

The data obtained from the reading test in pretest and posttest was analyzed by using the procedures as follows:

1. The students correct answer for multiple choice in pre-test and post test

a. The score of correct answer for multiple choice is 5

b. The score of incorrect answer for multiple choice is 0

$$\text{Score} = \frac{\text{Total number of correct answer}}{\text{Total number of item}} \times 100$$

2. Classifying the score of students into seven levels based on senior high school grade classification as follows:

a. Score 91-100, classified as excellent

b. Score 75-90, classified as very good

c. Score 65-70, classified as good

d. Score 50-64, classified as fairly good

e. Score 35-49, classified as fair

f. Score 20-34, classified as poor

g. Score 0-19, classified as very poor

3. Calculating the frequency of percentage the students' by using SPSS 18 version.

4. Calculating mean score of the students' by using SPSS 18 version

5. Finding the standar deviation by using SPSS 18 version

6. Finding the significance difference between the score of the pre-test and post-test by calculating the value of the test by using SPSS 18 version

FINDINGS

The findings of this research deal with the students score of pre-test and post-test, the frequency and rate percentage of students' score, the mean scores and total scores and hypothesis testing.

To find out the answer of the research question in the previous chapter, the researcher administrated a test which was given twice. A pre-test was given before treatment to know the prior knowledge of the students while a post-test was given after giving treatment to know the students' comprehension, in pre test the students were given 20 items of multiple choice this test was given which aimed to know the students prior knowledge about reading comprehension especially narrative text. After having the students score of pre test the researcher gave the treatment with taught by using call on the next speaker model that used on this research they were call on the next speaker. The treatment was given four meetings on this research. Both pre-test and post-test were compared to see whether or not there was significant different improvement of the students in reading comprehension by using Call on The Next Speaker model. Where the students were the given some numbers of question to be answer. The total numbers of question were 20 question. In the discussion part, the researcher describes the interpretation of the findings.

The Score Classification Pre-test and Post-test of the Students

The students' pre-test and post-test was classified in some criteria. The criteria of the students score of pre-test and post-test which showed as in following table the data of clasification pre test and post test of the students collected by spss:

Table 4.9 Frequency and Rate Percentage of the Students' Pre-test

		Frequency	Percent	Valid Percent	Cum. Percent
Valid	35	1	5.0	5.0	5.0
	40	2	10.0	10.0	15.0
	45	2	10.0	10.0	25.0
	50	4	20.0	20.0	45.0
	55	4	20.0	20.0	65.0
	60	4	20.0	20.0	85.0
	65	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

Based on the table above, showed that the frequency and rate percentage of the students' reading test in pre-test. There was 1(5%) students who got 35 score classified as poor criteria, 2(10%) students got 40 score as fair criteria, 2(10%) students got 45 score as fair criteria, 4(20%) students got 50 score as fairly good criteria, 4(20%) students got 55 score as fairly good criteria, 4(20%) students got 60 score as fairly good criteria and 3(15%) got 65 score as good

criteria. the rate percentage of students reading test in post-test there are 5(25%) students got 75 score as very good criteria, 6(30%) got the score 80 as very good criteria, 2(10%) students got the score 85, 1(5%) students got the score 90, 4(20%) students got the score 95, and 2(10%) students got the score 100 as excellent criteria.

Calculating Mean Score and Standar Deviation of the Students Pretest and Post-testes

The mean score and standar deviation of the students' pre-test and post-test before and after giving treatment, The data statistics above was showed the total respondent of the research were 20 students. Based on the statistics, the mean score students of pre test was 53,00 while the mean score students of post test was 84, 75, the median score students of pre test 55,00 while the median score of post test was 80.00, the mode score students of pre test was 50 while the mode score students of post test was 80, the standar deviation score students of pre test was 8.796 while the standar deviation score students post test was 8.955, the variance score students pre test was 77.368 while the variance score students post test was 80.197, the range score students of pre test was 30 while the range score students of post test was 25, the minimum score students of pre test was 35 while the minimum score students of post test was 75, the maximum score students of pre test was 65 while the maximum score students of post test was 100 and sum from pre test was 1060 and post test 1695. mean score of students is 53,00 with the result of the standar deviation 8.796 While the mean score in post-test 84,75 with the result of standar deviation 8,95.

T-test Value

The using of T-test in this research was to know the students significant different in learning reading comprehension after treatment by using Call On The Next Speaker Model. In the using T-test value in this research also to answer the hypthosis in this research that null hypthosis (H_0) there was no significant difference before and after treatment by using Call On The Next Speaker Model and alternative hypothesis (H_1) there was significant difference before and after treatment by using Call On The Next Speaker Model. the result of t-test value of students' reading comprehension after having a post test was 13,154 and the t-table was 2,093. It means that t-test value of students reading comprehension after having a post test was higher than t-table. It can be concluded that the null hypthosis (H_0) was rejected and alternative hypthosis (H_1) was accepted, in this way there was a significant different in students result in pre-test and post test by using Call On The Next Speaker Model and the researcher concluded that from these results after applying the Call on The Next Speaker Model learning model there was changes of the students in terms of reading comprehension after being given action and answering questions post test.

Discussion

The discussion deals with the interpretation of the findings derived from the data analysis. The description of data collected through the test as explained in findings section showed that the students' achievement to comprehend the reading text by using Call On The Next Speaker Model was improved. It was supported by the following description:

The students' reading comprehension at the second grade students of SMA Kristen Kondo Sapata Makassar was still low before applying the Call On The Next Speaker Model. Therefore, the researcher did treatment four meetings by applying the Call On The Next Speaker Model. After applying the

Model, the researcher found out that there was a significant different between the result of students' pre-test and post-test. In other hand, the students' reading comprehension was improved.

The researcher gave reading test to the students as pre-test. This class consists of 20 students' who followed the pre-test, treatment, and post test. This class was given a pre test before treatment by Call on The Next Speaker Model. Giving pre test was given to know the students achievement in reading comprehension while post test was given to know the students' achievement after got the treatment by using Call on The Next Speaker Model. During the treatments, the researcher taught some topics by using Call on The Next Speaker Model for the first until the last meeting. The instrument that used in this research was reading test with multiple choice test which given by researcher in pre test, treatment, and post test. After doing some procedures the researcher collected the result of students' reading comprehension

At the first meeting, the researcher explained what the purpose of this research. The researcher ask students to help the researcher to do the research with a specific strategy and asked them to focus in teaching-learning process. Beside that, the researcher explained to the students what they will do in the first meeting, the second meeting, the third meeting, and the fourth meeting, and what they will achieve after studying. After the students understood about the explanation about how the Call on The Next Speaker will be applied. In this case, the researcher explained how this strategy work in reading test. After students understood what the researcher explained, the researcher continued the teaching learning process.

After that, the researcher gave about a narrative text by the paper, in this way about " The Rats and The Elephants " and the students answered all questions by using Call on The Next Speaker Model.

At the second meeting, the researcher did not longer explain the Call On The Next Speaker Model. The researcher gave the text with a title " The legend of aji saka". The researcher asked each group to did discussion with the same as the first meeting and asked each group to answer the questions through Call on The Next Speaker Model. After answer the questions, the students submit their paper to the researcher. At this meeting students implement the learning model

in accordance with what was explained before them and at the second meeting students begin to understand the model applied.

The third meeting was the same with the second meeting. The researcher asked the students to give a text with title "The princess and the pea". The researcher asked students to answer the questions same as the first and second meeting. After questions have done answer the researcher asked students to read their answer and submit their paper to the researcher. The third meeting students still implement the learning model well and students can still answer the questions given.

The fourth meeting was the same with the third meeting. At the fourth meeting the students gave a text entitled "A Women and the wolves". The researcher asked students to answer the questions by using the same strategy. After students answer the questions, the students read their answer and submit their paper to the researcher.

After the researcher gave treatment in fourth meetings, the researcher gave post-test to the students to know the improvement of the students in reading comprehension.

In this research, the researcher focused on literal comprehension. Literal comprehension means take in ideas, details, causes and effect, and sequence are the basic of literal comprehension, and through understanding of vocabulary, sentence, meaning, and paragraph meaning are important.

The students score after presenting materials in reading comprehension by using Call On The Next Speaker Model was better than before the treatment was given to them. The treatment used by the researcher was the improving reading comprehension by using Call On The Next Speaker Model. The comparison of mean scores between pre-test and post-test. In pre-test, the total score of the students; score was 1060 with the mean score was 53,00, than in post-test, the total score of the students' score was 1695 with the mean score was 84,75 It means that there was an improvement of the mean score of students' score.

The improvement of the students achievement in reading comprehension was also proved by the value of t-test was higher than the value of t-table ($13,154 > 2.093$). The criteria used to reject or accept the hypothesis. The Null hypothesis is rejected where the value of t-test is higher than the value of t-table, and automatically the Alternative Hypothesis is accepted, it means score that the score of pre-test and post-test were significantly different.

It means that the Call On The Next Speaker Model which was chosen by the researcher in improving students' reading comprehension was effective. In other word, by using Call On The Next Speaker Model, the students have good result and their reading comprehension was improved.

From the discussion above, it can be concluded that the second grade students of SMA Kristen Kondo Sapata Makassar have good reading comprehension after the researcher applied Call On The Next Speaker Model. It

means that Call On The Next Speaker Model can help the students to improve their comprehension.

Students have done the learning model well and can solve the post test questions well. Hopefully the students got the excellent score of post test, because the researcher has already given the material using Call on The Next Speaker Model. Post-test was given after treatment to know the students' improvement in reading comprehension. The test was same as the pre-test. It was aimed to find out the value of treatment whether the result of post-test was better than the result of pre-test.

Finally, it is clearly enough that the man score and t-test analysis drew the some result or conclusion that is, there was significant different between the result of pre-test and post-test. In other word, using Call On The Next Speaker Model is effective in improving students' reading comprehension.

CONCLUSION AND SUGGESTION.

Conclusion

After implementing Classroom Action Research at the second grade students of SMA Kristen Kondo Sapata Makassar and according to the result of any tests, it could be summarized that there was a significant difference before and after implementing call on the next speaker model in teaching narrative text. It means that using call on the next speaker in teaching reading is helpful, especially in improving students' reading comprehension of narrative text. It can be shown from the result of pre- test and some post- test.

Recommendation

1. The students really need good background knowledge to learn reading comprehension. Therefore, we really need a suitable model which can let them to build up their background knowledge, motivation and interest in learning reading comprehension. And Call On The Next Speaker Model was a good model to improve students' reading comprehension.
2. Call On The Next Speaker Model lets the students' to improve their reading interest, so they may improve their reading comprehension in all aspects

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