

THE IMPLEMENTATION OF USING CODING TEXT STRATEGY IN TEACHING READING COMPREHENSION

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ABSTRACT

The purpose of this research is to find out whether the use of narrative reading approach was effective in teaching reading comprehension. The population of the research was ninth grade students of SMPN 8 Lhokseumawe. It were 74 students as the population. In this research, the samples were determined by using simple random sampling technique. The researcher wrote the name of each class on each paper and then took two papers to be used as the sample. The Class IX¹ that consist of 25 students was chosen as experimental group and class IX² consist of 25 students was chosen as control group. The instrument used to collect the data was test. The test were pre-test and post-test. The researcher gave pre-test before giving treatment and post-test after giving treatment. The treatment was conducted in four meetings. The data were analyzed by using t-test formula. The researcher found that the score of t-test was 2.51, while the score of t-table on significance level 0.05 and $df=48$ was 1.67. It meant that t-test was higher than t-table that is $2.51 > 1.67$. So, based on the criterion, the researcher concluded that the alternative hypothesis (H_a) of this research was accepted and the null hypothesis (H_o) was rejected.

Key Words: *Teaching Reading, Coding Text Strategy, Teaching Strategy,*

A. INTRODUCTION

English is an international language that plays an important role in communication both in written and oral form. As an international language, English has a significant position in the international communication. Therefore, the mastery of English is needed, moreover in the global era, to get the best English; a complete comprehension in English teaching study is required.

Learning English is the mastery language that should reach the four basic

skills: reading, writing, listening, and speaking. As the four basic skills above, reading is one of the significant competencies that need to require well. The four skills indeed, cover the basic learning competency. Reading is one of the important skills in English and it gives many benefits for us. Reading is the window of the world. By reading, the students can get more knowledge and information from books, magazines, newspapers, and many other.

Based on curriculum of 2013, reading must be taught. Curriculum of 2013 is the operational curriculum which is arranged and conducted by each educational unit. The Objective of curriculum of 2013 reading to make students to be able to communicate in English. The teaching of English at junior high school stresses on reading but the other skills cannot be ignored, reading is an essential foundation in learning and seeking information and knowledge¹. It means that students of junior high school are expected to master the four skills. One of them is reading.

In fact, researcher came at SMPN 8 Lhokseumawe. The researcher got some problems. The teacher always use traditional approach. The teacher had not many strategy or approach to teach English lesson. Such as the teacher just gave to students explained about narrative text, ask to students read some of text and answered the questions. But every students could not understand about meaning of the text. Such as the story, “Bawang Merah Bawang Putih”.

The students had low motivation when they studied English lesson because at the process learning the students could not understand, lazy, and they did not want to look at the dictionary. The Purpose to look at the dictionary to students in order to students can know the meaning every words in the text and students can to understand about that story. But, students did not want to open the dictionary because the students just waited teacher gave explain for them.

The students did not understand the meaning of every words in English text. When the students studied about “Bawang Merah dan Bawang Putih “. The students found some texts and words. Such as this words “*pass away*”, “*step mother*”, “*steps sister*” and students did not understand about this sentences such as: “Bawang Putih always tortured by her *step mother* and *steps sister*”.

The students’ ability in mastering reading comprehension does not only depend on their knowledge in reading technique, but also on the approach that the teacher used in teaching reading comprehension in the classroom. Moreover, the approach that the teacher used in teaching have a great impact on students’ motivation and achievement in learning.

Based on the researcher’s observation at SMPN 8 Lhokseumawe, in teaching learning process, the teacher usually used the text from the textbook and then asked the students to comprehend and understanding on the text. So that, the students were bored in studying reading and also did not know the functions of knowledge that they had learned. Furthermore, the researcher found some difficulties faced by the students in reading materials were not interesting and they had difficulty in finding main idea and did not know the meaning of some sentences or some words.

In this case, the researcher would like to implement coding text strategy in teaching reading comprehension. Coding text is a strategy that see reading not as an understanding or as a skill, but as an activity that students do for variety of personal, social or academic reasons.

In coding text strategy, students read large quantities of easy material in the language they are learning. They read for general, overall meaning and for information and enjoyment. Students select their own reading material, and they are encouraged to stop reading if it is not interesting or if is too hard. Reading a large amount of easy material has a vital role to play in learning to read fluently.

Firstly, it helps move students away from sentences processing of the text, encouraging them instead to go for the general meaning of what they read, ignoring any details they do not fully understand rather than worrying about. Secondly, by meeting the same patterns of letters, words and combinations of words again and again, students process them more quickly and accurately and thus develop a sight vocabulary or words that are recognized automatically. Consequently, students increased their reading speed and confidence, and can give more attention to working out the overall meaning of what they are reading. Studies show that they not only become fluent readers, they learn a lot of new words and expand their understanding of words they knew before.

A. THEORITICAL APPROACH

1. The Nature of Reading Comprehension

Reading is getting something from writing, facts, ideas, enjoyments and message in print (Nuttal, 1982: 3). Reading is multifaceted process involving word recognition, comprehension, fluency and motivation learning how the reader investigate these facts to make meaning from print. Reading is process to get information from the written text between the reader and the writer in order to do something with the information that they get.

According to Zintz and Manggar in Miles (1989:15) “reading is more than seeing the world clearly, more than pronouncing word correctly and more than recognizing the meaning of isolated word. But reading requires you to think, feel and imagine. Therefore, the researcher conclude that reading is a process to convey the message or information. By reading, the reader will know what they read and respond the idea of the author. In order to make the message or information that comes from the author can be understood and comprehend easily by the reader.

Comprehension is the process by which a person understands the meaning of written or spoken language (Richard, 1985: 54). As Sodoki (2004:67) explained that comprehension is understanding something, getting its meaning. Comprehension is the reconstruction of the other message and encodes it in printed language, and the reader decodes the printed language and reconstructs the message.

Comprehension is dependent on several cognitive processes including decoding, word recognition and knowledge to the reader in understanding the meaning of reading text. As Quant (1997: 107) added that without comprehension there is no meaning, words are only a series of lifeless symbols, and without meaning there is no communication between the other and the reader. In other words, it can be said that to get the information that is given by the writer, the reader must have the ability to comprehend the written source. Comprehension is a construction process because it involves all of the elements of the reading process, working together as a text is read to create representation of a text in reader's mind. Comprehension is very essential in reading process. Someone does not really read if he or she does not understand what is being read.

The researcher intentionally presents opinions of some others or writers as follows. Before dealing with the definition of reading comprehension it is necessary to define the word reading and comprehension. According to Hornby (2002: 39) comprehension is the act of understanding, the ability of the mind to understand that comprehension is the mind's power of understanding, or ability to understand.

Comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read. Successful comprehension involves the reader who can discover the meaning. It may be finding a particular piece of information,

solving a problem through reading, working to understand an idea or following a set of directions (Sherry, 2007: 949) From the point of view given above, it can be concluded that reading is an active thinking process where the reader tries to gain information given by the author and understands what actually the purpose of author.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message (Keith, 2001: 31) In addition, Tarigan stated that reading comprehension means the result of comprehending new information to what one has already known and to find the answer of cognitive questions of the written material (1987:...) Reading comprehension is an understanding text that is read or the process of constructing meaning from a text. Based on Harmer (1985: 153), "Reading comprehension is an exercise dominated by the eyes and the brain, the eyes receive the message and the brain has to work out the significance of this message. It means reading comprehension involves the ability to derive and understand message from the print text.

Smith and Dale (1997:23) state that reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author." Reading comprehension is such kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension.

Thus, reading comprehension is reading by comprehension the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

Based on definition above, the researcher concluded that reading comprehension is a process to get information and to understand what the writer

means in the written or printed text. Here, the main point is comprehension of the text, and in reading comprehension, we should be able to catch the meaning of the text by identifying the meaning of the whole content of the text.

There are seven types of the reading texts which are learned by students in secondary school. They are descriptive, narrative, spoof, recount, procedure, report, and Anecdote (Depdiknas, 2003:17). Students are expected to understand and master all of the texts after they learn English. The researcher would like only to explain about Narrative text.

Narrative is a story that is created in a constructive format (as a work of writing, speech, poetry, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or non-fictional events.

According to Pradiyono (2007:20), narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

In conclusion, reading narrative text is the activity of getting information from the text which aims to entertain or amuse the readers through a sequence of events and ends in resolution.

2. The Nature of Coding Text Strategy

Coding text is generative in nature and has metacognitive, cognitive and affective components (Flippo & Caverly: 2009, 133). Porter-O' Donnell (2004) stated that coding is a writing to learn strategy used while reading or rereading. Coding helps readers reach a deeper level of engagement and promotes active reading. It makes the readers dialogue with the text of a visible record of the thoughts that emerge the sense of the reading.²⁾ While, Stephanie and Anne (2015: 10) said that coding text strategy that instructs students to use letters and symbols that they jot down while reading a text. Not only does it increase comprehension, but also students' engagement.

Coding is summing up information in a text or article by writing brief key points in the margins. Coding text is defined as adding comments or notes and underlining about difficult words, phrases, or ideas in order to provide their definition or meaning in a particular context. It is an active reading strategy that improves comprehension and the beginning of the learning and remembering processes. Coding is a writing to learn strategy used while reading or reading. According to Camille Blachowicz and Donna Ogle (2008: 121), coding while reading a particular text is helpful to make notes on the information and ideas that help answer the questions that have been asked. It is also helpful to make notes when reading for general information, or when reading a textbook for particular content area. An easy way to help students engage actively with informational texts that they want to read in some depth is to teach. Text coding can be used to mark of the text. This encourages students to show evidence of their thinking on their paper. The reason text coding works is because it can demonstrate multiple strategies. It reinforce the importance of underlining the text. Students put their comprehension strategies to works: that can connect, visualize, comment, ask questions, predict, and summarize right on the text. It focuses their attention on understanding what they have read. They have to code, scan, underline, and use many strategies that are invaluable for life (Broke& Hewit, 2004: 377) Students are constantly engaged in the text, it make students slow down and track their thinking. It will also be easier to find answers and understand what they have read when the track their inner voice.

Procedure of coding text strategies are: 1. Engage students in the text you will be reading aloud, building background knowledge (give them a copy of the story to code on as well). 2. It have another conversation with students about meta cognition or inner voice and how it functions in our comprehension. 3. Explain how and why readers leave tracks of their thinking. 4. Model your inner

voice to students as you read, tracking your thinking with post-it. 5. Give students a chance to practice on their papers (Goudvis & Harvey, 2014: 11)

Students will be engaged in writing when they use their inner voice to record comments. You could extend the writing piece by having them do a full summary of the text, otherwise they could write about one “text track” more in detail.

Coding text strategy in teaching reading comprehension the same with Annotating text strategy. Coding text is also direct comprehension monitoring (McNamara, 2007: 472). Marking where comprehension breaks down helps the reader remember where to return to reread and further process the text. Taking notes helps to maintain attention, externally records the reader's understanding, and potentially provides a summary of the main points from the text. Then, according to Simpson and Nist (2012) annotating means writing notes your text as you read. Readers are usually annotated by writing in the margins (outside edges) of a text. They might also underline or highlight the important passages. When you annotate, you are actively working with the text, helping your comprehension and retention. In other words, annotating will help you understand the text, because you are interacting with it. It will also help you remember the ideas from the text when you discuss it in class or write a paper about it.

Types of Coding Text (Goudvis & Harvey, 2014: 13)

Text Coding Symbols	
Symbol	When to use it
√	When you agree with what you are reading
X	When you disagree with what you are reading

?	When something you are reading raises a question for You
⊖	When you are really confused and the reading does not make sense.
*	When you think that something in the reading is very important even if you aren't sure why yet.
!	When something in the reading is new and interesting to you

3. The Procedur of Coding Text Strategy in Reading Comprehension

Here are some steps of coding text:

- 1) Engage students in the text you will be reading aloud, building background knowledge (give them a copy of the story to code on as well).
- 2) It have another conversation with students about meta cognition or inner voice and how it functions in our comprehension.
- 3) Explain how and why readers leave tracks of their thinking.
- 4) Model your inner voice to students as you read, tracking you thinking with post-it.
- 5) Give students a chance to practice on their papers. (Goudvis& Harvey, 2014:11)

B. RESEARCH METHODOLOGY

The approach applied in the research was quantitative approach in experiment research. According to Arikunto (2007: 207), the quantitative

research is the research of determining the effect of applying variables to the object, or the reciprocal relationship in the research. Population is defined as all members of any well defined class of people, events, or objects. The larger group about which the generalization is made is called a population (Ari, 2010:148). The ninth grade is students were classified into 3 classes. The total students of ninth grade were 74 students. The number of the samples was 50 students. They were 25 students for experimental class, and 25 students for control class.

C. CONCLUSION

Coding Test Strategy have chance in encouraging the students reading ability, especially in reading narative text, in the way that this strategy enggage the students interest mentally and imaginatively. This strategy also let the students adjust the ability to read by beginning to explore reading text with something they like at their own pace. This comvertable way of starting learning reading have possibility to enhance the student skill ability more effectively.

The conclusion could be drawn that there were statiscally significant differences between before applying Coding Text Strategy and after applying Coding Text Strategy. The result of the research indicated from the result of pre-test and post-test was taken. The means score for the experimental group was 57,2 for the pre-test and 69 for the post-test. While the means score for control group was 55,2 for pre- test and 62,4 for post-test. It means that there were an improvement of students' achievement in reading comprehension of narrative text. The achievement of experimental group was higher than the control group. In the result of post-test of experimental group was 69 which were higher than the control group 62,4 . the result of calculation using the t-test that $t_{test} > t_{table}$ 2,51 > 1,67 with $df = 48$. It means that t-test Was higher than t-able that is 2,51 > 1,67. It means that H_1 was accepted while H_0 was rejected. From the explanation above, it could be concluded that teaching reading

comprehension by using Coding Text Strategy was effective to the students at ninth grade of SMPN 8 Lhokseumawe.

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