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THE EFFECT OF TRADING PLACE STRATEGY ON READING COMPREHENSION AT EIGHT GRADE STUDENTS AT MADRASAH TSANAWIYAH MADINATUSSALAM SEI ROTAN

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Abstract

This research was aimed to find out whether the students' ability in reading comprehension who taught by trading place strategy is better than without trading place strategy. The method of this research was quantitative method with the experimental research. The population of this research was the eight grade student which is distributed into two classes totally 60 students. There were 30 students in experimental class and there were 30 students in the control class. The finding of this research shows that teaching reading comprehension by using trading place strategy is effective. The mean of experimental class from pre-test was 34.00 and post-test was 71.67. It was proved by tvalues (17.530) which is higher than ttable (1.671) in degree significance 5%. Furthermore, the hypothesis test that sign 2- tailed (p) was 0.00 while alpha (α) was 0.05 ($0.00 < 0.005$). It means that H_0 was rejected and H_a was accepted. So, the students' ability in reading comprehension who taught trading place strategy is better than without trading place strategy.

Keywords: Trading Place Strategy, Reading Comprehension

INTRODUCTION

In curriculum 2013, the objectives of teaching reading are the students expected to able to finding the main idea and supporting idea, finding explicit and implicit information, and able to analyzing social function, text structure, and language feature of the text. It means in curriculum 2013 students expected to comprehend and analyze the content of the text.

However, the objective of teaching reading comprehension is not accepted yet. This can be evidence by the fact that students' reading comprehension is still poor. Based on the researcher's observation, the researcher discovered that students had some

trouble reading comprehension, students were difficult to take moral value from the text provided by the teacher, students had trouble inferring the meaning of certain words in the text, students were unable to identifying the main idea, students had difficulty in finding the implicit and explicit information from the text, and students had limited vocabulary and bad memory. They read the text word by word without knowing it. As a result, most of students always got bad score in reading comprehension and not able to reach minimum passing score.

Another factor that make students difficulties in reading comprehension are teacher just use traditional strategy in teaching reading and teacher doesn't use variety technique that make students do not more interest to learning about reading text. Therefore the student will be bored, unmotivated, and had difficulties in learning reading text. In fact, most of teacher only described and read the text. Besides, teacher did not give students a chance to share their opinions. Teacher rarely let students to discuss with their friend and didn't give a chance for students to give question. Then after teacher explained about the text, teacher asked students to correctly answer the text question. Actually, teaching reading of students is fun for teachers who should be able to do it. They should have good skill and competence to apply the strategies, methods, approaches, techniques and media that can make students more motivate and enjoy the material that they distribute in their class.

There are many strategies in teaching reading comprehension. They are expository learning strategy, communicative learning strategy, content-based instruction, and cooperative learning strategy, and trading place strategy. In this case, the researcher using trading place strategy. This strategy is effective to teach reading comprehension because the students have opportunity to explore and exchange ideas with other in order to motivated students to have confident in reading comprehension. Besides, by trading place strategy students able to inferring meaning of certain word, identify main idea and supporting idea of the text reading, finding implicit and explicit information of the text reading, finding synonym of the text reading, and determine the reference of the text reading easily.

According to Sadoski, reading comprehension is a process to understanding the meaning where the readers attempt to reconstruct a message received writer. It means that, there are several processes involved to reconstructing message from writer. The

readers should represent what they are reading, analyze it, compare it with their previous information and try to get all of the messages from the text.

Moreover, Harris and Graham stated that sense, learning, and enjoyment are the best goal for read. He stated that reading comprehension is multi-component, high complete mechanism that encompasses multiple reader experiences with what they get from the text (previous experience and use of strategy). It means that reading comprehension is a complex process where the reader tries to receive a message encoded in graphic language by writer.

Another definition Klingner stated that reading comprehension is the steps of building meaning come from complete process including word reading, world knowledge, and fluency. It can be state that reading comprehension the ability to interpret sentences, to understand the meaning and the relation between ideas expresses in a text is readable understanding. He also mentioned that reading comprehension is the teacher's guidance to obey a three step procedure: mentioning, practicing, and assessing.

Furthermore, reading it is not only open students' knowledge every time, but also open mind and knowledge of teacher and parents. In order to use knowledge and ideas, purpose on reading is reading for meaning or reading to use information and ideas.⁴ Allah asked us to read and said in al-Quran Surah al-Alaq verse 1-5 as follows:

Meaning:

"Recite in the name of your created Lord (1) Made man from a clinging substance (2) Recite, and the most gracious is your Lord (3) Who taught by the pen (4) Taught man what he did not know (5)".

The verse above means that we should read if we want to gain knowledge and the facts. If we want to be good, we have to learn. We can learn about the world through reading, we can develop our knowledge, and we have the ability to change ourselves in order to be better again. Reading is not only paper, but also from reading about our world's situation and condition.

There are several verses in Quran that state that a person must understand. As a living person who is granted the right of justification, understanding is one of our tasks. In al-Ghashiyah verse 17-20, the instruction to understand is found:

Meaning:

“Don’t they look at the camel then – how are they made? (17) And in the sky – how did it rise? (18) And in the sky – How did it rise? (19) And How is it distributed on Earth?”

In al-Ghasiyah verses 17-20 above, Allah instruct human who have cause to care all of His inventions, to think and appreciate them. The relation between the above verse and studying English is that every student must read and think in comprehension. Evaluating the teacher’s English question and student don’t must lack in comprehension. Because if there is so much of God’s force that human reason must understand.

Reading comprehension is an essential aspect of English language learning, since it offers basic education for learning. Based on Jeremy Harmer in his book ‘How to Teach English’, he stated that there are certain concepts that should pay more attention to in teaching reading. Those are as follows:

1. Reading is inactive skill but it is interactive skill. It is because students should be more involved in the reading process during reading exercise. Each part, the text’s word, picture, and vocabulary of the text should be understandable to students. This allows students to grasp the entire goals of the text and get they want.
2. Students should have the opportunity to interact in what they read. Students should be mindful of this issue with their reading. So, they can catch the text’s contents. In addition, the teacher asked to apply an interesting strategy in teaching reading to inspire students to learn and attempt to take messages from the text.
3. Students have to able to respond the overall text content. This suggest that students are not only able to understand the language structure, but also that students in each paragraph should be able to understand more in general.
4. Prediction is important concept in reading. Because, it is necessary to build student awareness to clarify what they read in the contents of the text. with attention to the title of the text, students can guess the content of the text. in this problem, the role of the teachers will help students to give effective guidance, so that students can easily predict the content of the text.

5. Providing the task with the required subject. Selecting interesting text and innovative assignments can help students to increase students' motivation to learn the text. The assignment that given for students should be connected to the text they are reading.
6. Teacher gives full text reading. In each text, usually sentence convey implied or un-implied by author. For this problem, teacher have to give an interesting activity for students to master the important part of the text.

Based on the explanations above, it can be conclude that reading comprehension is an activity to get meaning from the connected text, and interaction between reader and writer, where a reader tries to extract essential facts and understanding as a whole text.

Trading Place Strategy

Trading place strategy is the students' cooperation strategy, because they have the ability to change their views and ideas with their friends and solve the problem from the text. With this approach, students were supposed to meet each other mates.

In teaching reading comprehension, it is not only the students who must have ability to comprehending the text, but also the teachers must have an active strategy to make students more interest and active in the class. The students should really enjoy in learning process. There is also a Hadist which mention below: teaching easier and enjoyable. This condition would make learners more involved and excited in the process of learning. A successful teacher must have an effective strategy in reading comprehension, and trading place strategy may apply learning reading comprehension.

Principle of Trading Place Strategy

There are some key elements of principle trading place strategy: (1) Positive interdependence. The principle occurs when group members believe that all members will be strengthened by what benefits one member, and what affects one member will hurt others. It is generated by the structure of cooperative language tasks and by the creation of a spirit of group mutual support. Namely, for members of a group who have averaged a group can offer a single product such as an essay or the result. (2) Group information. In developing positive interdependence, this is an essential factor. The factors that involved in creating groups include, deciding on the level member of the group, gives tasks for students in group, and role of students in group. (3) Individual

obligation. It involves between group and individual result. For example, evaluating each student based on students' ability or calling students randomly, (4) Social skill. The way in which students communicate with each other in their group is decided. In order to ensure successful interaction, some specific social ability directions are usually required.

Design of Trading Place Strategy

The technique for trading place strategy is one of cooperative language learning. Instead of competition, cooperative language learning is a strategy built on faster collaboration. Trading place strategy has the objective to develop the skill of critical thinking students, and to develop their communicative competence through cooperation with their friends.

Material is an important part to create students more active to work cooperatively. Teachers will use the same material in other classes, but creativity is required in how the material is used. For example, if students are working in a group, teachers should provide a copy of the text to read for every student. Materials may be specially designed for cooperative language learning, modified from existing materials, or used from other disciplines.

Johnson et al state that the teacher's role in cooperative language learning is different from the role of teachers in traditional teacher learning. In cooperative language learning, teachers should make structured and well-organized learning in their class, they should set goals, plan and give structured tasks, arrange the class, assign students, and choose the best material and time. Besides, an important role as a teacher is a facilitator for their students.

In cooperative language learning, teachers speak less than in traditional teaching learning. It means that teachers have to move around the class, and help students. Teachers should provide wide questions to make students more challenge thinking, they prepare students for the task they will finish, they help students with learning tasks, they give some suggestion, and control their emotion in the class. Besides, the teacher also gives restriction of lesson so that students can work cooperatively. It involves the following steps, according to et al: (1) Teachers take existing lesson, curriculum, sources, and structure students cooperatively, (2) diagnose the students' problems that they have when they are working together and, (3) helping students to increase learning groups' effectiveness.

The essential role of students is to cooperative with the other members of the community on their assignments. Students should learn skills for team work. Students are often administration with their own learning. They should think about planning, monitoring, and evaluating their own learning. So, learning is a process that requires direct of students and active complicity and participation. Trading place strategy is most typical of cooperative learning langue and it is make student to be more active in the class.

Procedure of Trading Place Strategy

There are some of procedures for Trading Place Strategy, they are: (1) teacher provides one or several notes or post it for their student, (2) as the result of their knowledge, suggestions, and imaginative solution of the problems, and their statement about the problems that are general at the moment, the teacher instructs the students to mention on their note about one of the problems, (3) the teacher instructs the students to put their note in their garment or pouch, and next they can found out or read the note from their friend around the class, (4) The teacher requests the students to sit and collect about an exchange of notes that they have read and put on the Trade – Post. Students should share a note that they read as many as with the other classmate, (5) The teacher should consider the students in the class and instruct them to give their mates a reason and comment on the note they have chosen.

Advantages and Disadvantages of Trading Place Strategy

The advantages of trading place strategy, as follows: (1) Students are more involved in process of learning, (2) Efficient material of the text, (3) It can help students to be more imaginative and innovative, (4) It can enhance the capacity of interpersonal and interactive students, (5) It help teacher to develop the awareness of students to acquire new information, (6) Cooperation with the other will help students demonstrate the best information, (7) it gives spirit fighting in the learning process, (8) students are more courageous, careful, and accurately communicate.

Some disadvantages in trading place strategy, as follows: (1) Students have trouble adapting and reacting to the activity and connected the material seriously, (2) It makes students to distracted and gives more time to talk with their friends, (3) When students talk, it makes class noisy, and if they could answer the question, they will have the best score, but if they don't know each other about the subject, they will have a bad score.

They should work cooperatively and it makes it impossible for the teacher to give their students interaction.

METHOD OF THE RESEARCH

This research use experimental research design. In the experimental research have two group classes that used. They are treatment (experimental) class, and control class' Experimental research started with make hypothesis that have independent and dependent variable, next step is pre-test, it is followed by give treatment (stimulus) into experimental group, and the last measure dependent variable after given post-test (stimulus). The objective of the experimental research is to determine cause and effects relationship

In the other word, the experimental class is teach using trading place strategy, and the control class is teach without using trading place strategy. Quasi- experimental design focus on treatment and result, hence the data will take from post-test experimental class and control class in order to know the effect of trading place strategy in reading comprehension.

The way to get the sample has done by cluster random sampling, caused the population is big and individual group, those are 2 classes which are taken. The sample of this study is VIII¹ and VIII⁴ at the first semester of the eight grades at MTs Madinatussalam Sei Rotan. The total of students in each class is 30 students.

A sample is a group of individuals who explains the whole individuals in the population. In addition Sekaran states that sample is subject of the population. Several representatives chosen from the population were compared. In the other words, sample takes form some students but not all members of the population would from the sample.

In experimental research, the researcher should check the validity and reliability of instrument. Validity is the most important idea to remember when preparing or selecting an instrument. In the other word, validity can defined as the instrument that measures what is supposed to be measured.

In this research, data analysis was collect from experiment group and control group to find out the result of students' reading comprehension by using trading place strategy and without trading place strategy. In this problem, data obtained from the control group and experiment group will be analyzed by using t-test formula, it is used to find out the variations between the student score from the control group and

experimental group treatment and post-test. Before using t-test, the researcher will be testing the data with normality testing by using lilliefors and homogeneity testing. The researcher will use normality testing to see whether the data normal or not, while for homogeneity testing, it will be used to see whether the sample (control group and experiment group) are homogenous or not.

The objective of the normality test is to shows whether the data originated from normal distribution or not. Pre-test and post-test from the experimental class and control class will be carried out for the normality test. The requirements to measure normality of the data is; if the significance > 0.05 it said that the data was normally distributed, and if the significance < 0.05 it said the data was normally distributed.

The objective of the homogeneity test is to understand the homogeneity or similarity of data both of the experimental class and control class. In analysis, the homogeneity test used SPSS 21 for windows well. The homogeneity test was done in pre-test and post-test form experimental class and control class.

Then the researcher did the calculation after the data was normally distributed and homogeneous. The information obtained was used to find out the differences of students' reading comprehension in experimental class and control class. Statistical analysis technique through *t-test* formula used to analyze the data. The researcher used Independent Samples t-test in SPSS 21 Windows to measure the data. Next the result would show whether trading place strategy is effective or not in students' reading comprehension. Compared with data from two classes, x was the experimental class and y was the control class.

RESEARCH FINDING

Based on the analysis data in eighth grade students at MTs Madinatussalam Sei Rotan can be showed that, the students' ability on reading comprehension taught by trading place strategy is better than without trading place strategy. The result of the data taken from the test divided pre-test and pro- test. The students that taught by using trading place strategy had a higher score than the students that taught without trading place strategy.

After being calculated the normality test by using SPSS 21 it can be stated that the data pre-test and post-test both experimental class and control class were normally. It can be mentioned that the data of the experimental class and the control class are smaller

than the measurement of the Liliefors table, which is the critical point of 30. The result of pre-test data in the experimental class is 0.048 while the control class data is 0.015. Besides, the result of the data post-test in experimental class is 0.059 while the data of control class 0.017. It can be concluded that the whole of the used in this research was normal.

Next, based on the result of the homogeneity test the data both experimental class and control class were divided as the homogenous group of the data. It can stated from the significant result of the control class and experimental class pre-test both are 0.404 that is higher than the significance value 0.005 and the significance result of post-test bot of control class and experimental class are 0.043 that is higher than the significance value 0.005. However, it can be concluded the data is homogenous.

In analyzing the data, the researcher analyzed the pre-test and post-test hypothesis of both the experimental class and the control class to know whether it is better than or not to use trading place strategy in reading comprehension for students. The researcher analyzed by conducting t-test using SPSS 21 with 0.05 the significant level, then the criteria is t_{value} got 17.530 and t_{table} is 1.671; the sign. (2-tailed) is $0.000 < 0.005$. It mentions that the alternative hypothesis (H_a) is accepted and hypothesis null (H_0) is rejected. It can be stated that the students' reading comprehension taught by trading place strategy is better than without trading place strategy.

Based on the explanation above, the researcher stated that using trading place strategy on reading comprehension is better than without trading place strategy especially to the students at MTs Madinatussalam Sei Rotan.

CONCLUSION

Based on the result of this study, it is conclude that the students' ability in reading comprehension taught by trading place strategy is better than without trading place strategy. From the t-test calculation, it can be seen that the significance level 0.05 t_{value} (17.530) is higher than t_{table} (1.671). Besides, the experimental class got the mean 71.67 and the control class got the mean 33.50. However, the Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected. It means that the students' ability in reading comprehension taught by trading place strategy is better than without trading place strategy.

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