THE USE OF WORD RECOGNITION ON STUDENTS' READING ACHIEVEMENT IN MADRASAH ALIYAH KARAE

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ABSTRAK

Tujuan utama dalam penelitian ini adalah untuk mengetahui penggunaan pengenalan kata terhadap prestasi membaca siswa di Madrasah Aliyah Karae. Tes membaca sebagai instrument penelitian diselenggarakan kepada 20 siswa sebagai responden. Desain penelitian menggunakan desain pra-experimental. Data penelitian dianalisis secara statistik; statistik deskriptif mendeskripsikan data pra dan pasca perlakuan, sedangkan statistik inferensial digunakan untuk menguji hipotesis penelitian. Hasil penelitian menunjukkan pada pre test siswa mendapat skor rata-rata 62,75, dan pada post test, siswa mendapat skor rata-rata 69,5. Sementara itu, nilai t-test lebih besar dari nilai t-tabel. Nilai t-test adalah 8,5, dan t-tabel adalah 7,75. Oleh karena itu dapat disimpulkan bahwa penggunaan pengenalan kata-kata dalam pengajaran bahasa Inggris dapat meningkatkan prestasi membaca siswa kelas dua di Madrasah Aliyah Karae.

Kata kunci; Pengenalan kata, prestasi, membaca, siswa

INTRODUCTION

Reading text is believed as one of the most difficulties skill learnt by students. Many English teachers suggest that reading text is the principal cause of a student's failure, reading experience strongly influence a student's self image and feeling of competency. Morever, reading failure may lead to misbehavior and lack of motivation.

Reading can be defined as the step to translating the written medium to the language involved words, phrases, sentences, and pragraphs which can give communication of the language to the reader. The translating of language to thought involved comprehension. The conscious development of reading skill is important, because it is obviously possible for us to familiarize the students with every text.

Reading in this context is not just reading as kind of transfer from written symbol to a sound like reading aloud, but reading estabished with understanding the meaning of words, sentences, and paragraphs sensing relation among the ideas. It is supported by Grabe (2009: 15) that pointed out that reading is understood as a complex combination of processes. Reading is more than merely recognition the words for which certain combination of letters bring a correct recall. Therefore, there is more skill which the reader should command in order to comprehend a text fully. Text comprehension also involves the combination of information from the currently formed proposition with the active meaning elements that have already been integrated into a network of ideas already activated from textual input. (Grabe, 2009:

40). It may be said to comprehend a text fully when the reader can recognize the words and sentence of the text and know what these words and sentence means, association meanings, recognize how all these meaning and his perception of them fit together contextually, and make value judgements about, and based on the reading experiences.

It can be inferred that reading comprehension is an active process involving the reader's knowledge background and the print in which dialog run between the reader and the author through the text where they can discover the meaning needed to achievement the particular purposes.

Reading comprehension is a complex problem. it is caused by several factors. According to Fisher (1987 : 66), there are some factors on reading comprehension, such as; Word recognition skill that influence comprehension, the reader must be able to employ the same level of abstraction in using words as the writer means, comprehension depends largely on the ability to reason in verbal and non verbal, the purpose for which the students read has considerable influence compehension, the teacher's guidance influences how the students understand the particular assigment, memory plays an important role in reading with comprehension, vocabulary acquisition and ability to form concepts are essential for reading.

Grabe (2009:102) stated that "Word recongintion is critical to reading and the one unique aspect of language comprehension associated with reading . Thus the developmental of ability in word recognition is an important part of the reading program in all elementary grades and can help the students problem in reading text.

Furthermore, Grabe (2009:101). states that Word recognition is an interactive process of accumulating phonological, orthographic, and semantic (and possibly syntactic and morhphological) information (through increasing activation). Word recognition is the process of translating the words as one element in the total reading program which emphasizes development of sentence and paragraph comprehension, enjoyment and interpretation of the content area. It indicated that word recognition in the teaching of reading text is one of the chief aims of reading instruction to develop the students' ability to identify the words. It recall their meanings in isolation and context. It's obvious that word recognition is the basic for comprehension.

This study determine two subskills of word recognition in the teaching of reading text, they are : sight vocabulary and context clues. These terms are developmental of the teaching by using of word recognition. Both of the terms are explained bellow:

Sight Vocabulary

Sight vocabulary means to recognize an unfamiliar word. The reader recognize the word by the way it looks. According to Hayes (2011) who states that "learning sight words first will allow students to feel motivated and confident about reading new book and learning new words". Sight word is predominantly used to the introduce printed words. It means that developing a store of sight word is important to reader since the larger to store

of words. A person has the more rapidly and fluently when he or she can read a reading text selection.

The objectives of sight vocabulary are as follows : (1) The students are able to the develop their skill to find out the understanding of the words, (2) The students are able to recall the words. Phrases, and sentences which will be explained through are corpus list words, (3) The students are able to build their vocabulary to easy the word attack understand the thought units and sentences, paragraphs, and all over the contents of the text. (Dolch, 1955 : 142).

Context Clues

Context clues can be said as words, phrases, sentence surrounding the word which to be discovered it's meaning. Context clues help the reader to identify an unfamiliar words in sentence. The word has to make sense in context this much help reader in encountering new word or unknown words. In addition, Nagy et al. in Grabe (2009: 72) states that:"the use of context to infer word meanings, over an extended period of time, will help learners begin to build meaning frames for words, consolidate information, and eventually learn many words incidentally. Context clues is the skill of using the words and meaning surrounding an unknown words or phrases to determine the unknown element, semantic and syntatic clues help the reader predict word possibilities according to context. It indicates that the using of context clues is important strategy to identify the meaning of words in the text, and help the reader to comprehend of all over the content of the text.

The objectives of context clues are (1) Give the meaning of a word base on the contextual clues, (2) Use the strategie of completion to identify meaning of word in context, (3) Help the students to understand of all over the context of reading text.

The teaching by using of word recognition is more emphasized on sight vocabulary and contextual clues. Based on the above statement, it means that word recognition is essential for the reader to understand the word used by the writer, those the development of ability in word recognition is in important part of the reading program.

The students who want to develop their knowledge, word recognition is a fundamental skill in making a good progress in communication, and enlarge their knowledge in many kinds of science by reading text book, newspapers, magazines, and any other materials.

Based on observation done by researcher in Madrasah Aliyah Karae, most students are recognized still have low interest in reading English text and the result is student's achievement are still poor. This statement is also supported by English teacher explanation, which said that result of English National Examination reached by students during two years (2015 and 2016) are low.

From background above, the researcher thought that English teacher must create some effective ways to develop and increase the ability of learners in comprehending reading text. So, based on the description, the researcher were interested to have the research under the title: *"The Use of Word Recognition on Students' Reading Achievement in Madrasah Aliyah Karae".*

METHOD OF THE RESEARCH

The design of the research was pre-experimental research. This research was conducted in Madrasah Aliyah Karae. The population of the research was the second year students of Madrasah Aliayah Karae, which consist of 20 students. Researcher used total sampling for taking the sample. The total number of sample was 20 students. The researcher used pre-test and post-test to see students' reading achievement. The instrument that used in this research was test. Technique of data collection was done through three activities. There were pre-test, treatment, and post-test which to measure students' reading mastery, those were as follow:

(1) Pre-test, which consists of 20 items in the form of multiple choices.

(2) Treatment, after pre-testing the sample was taught by using the steps in teaching and learning using word recognition that used in context clues, those were; a) The researcher asks the student to do the exercise in completion model. it means the students complete the sentence with the appropriate words, b) In answering the task, the teacher suggest some questions as follows : (a) why do you take word or pharases to fill in that blank of that sentence?. Give the researcher your reason and what does the sentence mean?, (b) what paragraph do you take this word or pharases and what does it mean?. c) After doing the taks, the researcher asks the students to write down the idea of each paragraph. d) Finally, the researcher asks the students to write down the summary or conclusion of all over the text (Mackey, 1963: 151-155).

3) Post-test

Post-test was conducted after treatment to measure students' reading mastery and to compare the result between pre and post-test that was processed into data. The test consist of 20 items that same as pre-test. The tecnique of data analysis in this research used descriptive statistical and inferential statistics. The descriptive statistic is used to describe the average and standard devination of the respondent, and the inferential statistic is use to test hypothesis.

FINDINGS AND DISCUSSION

A. Findings

1. The Data Description of Students' Reading Achievement Before Treatment

The result of achievement test in reading text by using word recognition to the second year of Madrasah Aliyah Karae. The result might be seen in the following table:

Table 1. Students' pre-test score

No.	Score (x)	Frequency (f)	Fx	Precentage	Category
1.	50	5	250	25 %	Poor
2.	55	6	330	30 %	Average
3.	60	6	360	30 %	Good
4.	65	3	195	15 %	Very good
	$\sum$	20	1135	100 %	

Based on the table above, it indicated that the minimum score of students' reading achievement to the second year of Madrasah Aliyah Karae was 50, and 65 as the maximum score from such spread, it found that score 62.75.

The presentage of the students' achievement that there were 3 students' or approximately 15% who obtained the score 65, there were 6 students or approximately 30% who obtained the score 55. Finally there were 5 students' or approxiamtely 25% who obtained the score 50.

2. The Data Decsription of Students' Reading Achievement After Treatment

In this selection, the researchers presented the description of word recognition for students after they were given treatment. The result could be viewed from the following table.

Table 2. The research result of post test

No.	Score (f)	Precentage (f)	Fx	Precentage	Category
1.	55	1	55	5 %	Average
2.	60	3	180	15 %	Good
3.	65	6	390	30 %	Good
4.	70	5	350	25 %	Very good
5.	75	4	300	20 %	Very good
6.	80	1	800	5 %	Excellent
	$\sum$	20	1355	100 %	

Based on the table in above, it indicated word recognition for students' to the second year of Madrsah Aliyah Karae of word recognition script model spread about 55 as the minimum score and 80 as the maximum score from such as, it found that mean score 69,5.

The precentage of students' reading achievement by using word recognition script model indicated that there was 1 students' or aproximately 15% who obtained the score 55,3 students' or aproximately 30% who obtained the score 65,5 students' or aproximately 25% who obtained the score 70,4 students' or approximately 20% who obtained the score 75%. Finally there was 1 students' or approximately 5% who obtained the score 80.

Based on the table above, it indicated teaching english by using word recognition for the students' of second year of Madrasah Aliyah Karae

throught using word recognition script comparised 1 students or approximately 5% with excellent category, 9 students' or approximately 50% with very good category, 9 students' or aproximately 40% with good category 1 students' or approximately 5% with average category. So which be concluded that the result of post test of Madrasah Aliyah Karae in students' reading achievement by using word recognition was increased.

3. The Mean Score and Standard Deviation of Pre Test and Post Test

After calculating the result of the students' pre test and post test, the mean score and standard deviation were presented in the following.

Table 3. Students' result of the mean score and standard deviation of pre test and post test

Pre – test	Mean score	Standard Deviation
Pre test	62.75	5.00
Post test	69.5	6.00

The data from table aboveshowed that the mean score of the pre test was 62,75, while the mean score of post test was 69,5. The standard deviation of pre test was 5.00 while the standard deviation of post test was 6.00.

T-test Value

In order to know whether there was any significant difference between the mean score of the students' pre test and post test at the level of significance 0,05 with degrees of freedom (df) = N-1, where N = Number of students' (20), t-test was applied. The following table showed the result of the calculating.

Table 4. T-test teaching english by using word recognition on students' achievement

Variable	T – test value	T –Table value
$X_2 - X_1$	8.5	7.75

Table 4, showed that t-test value was greater than t-table value. Which were T-test was 8.5, then T-table was 7.75. It can be concluded that there was any difference between the result of the students' pre test and post test.

B. Discussion

Based on the table above, it indicated that the minimum score of students' reading achievement to the second year of Madrasah Aliyah Karae was 50, and 65 as the maximum score from such spread, it found that score 62.75.

The percentage of the students' achievement that there were 3 students' or approximately 15% who obtained the score 65, there were 6 students or approximately 30% who obtained the score 55. Finally there were 5 students' or approxiamtely 25% who obtained the score 50.

Meanwhile, in the treatment session, the first meeting the researchers gave the test about answer the questions to word recognition to the studens' and read together with students'. Then, the researchers asked the students answer what they see.In the second meeting, the researchers gave the test about word recognition to the students' and read together with students'. In the third meeting, the researchers gave the test vocabulary to the students' and read

together with students'. Then the researchers asked the students' to read one by one again, and the students memorizing vocabulary.

After gave treatment, the researchers gave post test. The result of post test indicated that teaching english by using word recognition for the student at the second year of Madrasah Aliyah Karae through using word recognition script comparised 1 student or approximately 5% with excellent category, 9 students' or approximately 50% with very good category, 9 students' or aproximately 40%

with good category 1 students' or approximately 5% with average category. So, it can be concluded that the result of post test of Madrasah Aliyah Karae in students' reading achievement by using word recognition was increased.

The researchers calculated the result of mean score of pre test was 62.75 and the mean score of post test was 69.5. Furthermore, it can be said that the application of word recognition script in teaching English to increase reading achievement at Madrsah Aliyah Karae was increased.

CONCLUSION AND SUGGESTION

Conclusion

According to the data analysis, it can be concluded that the use of words recognition in teaching English could increase students' reading achievement of the second grade at Madrasah Aliyah Karae. The success of the research can be seen from the result of this research. Students' reading achievement got increase after given a treatment through word recognition script. The data can bee seen from pre test and post test results. In pre test the students got mean score 62.75, and in post test, students got mean score 69,5. Meanwhile, t-test value was greater than t-table value. Which was T-test was 8.5, then T-table was 7.75. It can be concluded that there was any significant difference between the result of the students' pre test and post test.

Suggestion

Based on the conclusion above, the researher give any suggestions as follow. In teaching reading text, the teacher should use the words recognition that consist of sight vocabulary and contest clues, so the students can comprehend the content of the text. To increase students' achievement in reading English text, the teacher should give the students some clues of reading namely memorizing words or phrases and using dictionary. The researchers hope that information was presented in this research can be useful for the readers, especially for those who are interested in teaching reading English text.

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