

The Enhancement Reading Comprehension by Using Memes As Media In Teaching of The Second Year Students At SMP Negeri 7 Parepare

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ABSTRACT

This research was based on students' problems regarding English learning, especially the students' reading comprehension, where the students' mean score was 53. The score was categorized low based on the assessment of the *Dirjen Pendidikan Dasar dan Menengah 2016*. Besides, this research was using memes to help the students' reading comprehension. Memes are a combination of writing and images and expressions of people who function as entertainment and are spread by the internet. The purpose of this research is to find out whether or not the use of memes can enhance reading comprehension of the second year students at SMP Negeri 7 Parepare.

Researchers applied pre-experimental design, with one groups of pre-test and post-test. The sample of the research consisted of 24 students from one class taken from the population of the second year student at SMP Negeri 7 Parepare 1. this research consisted of three stages, namely the preparation stage, the implementation stage and the data analysis stage. The instrument was used in this research were the reading comprehension tests which aims to find out the extent of the students ability.

The result of the data analysis showed that students' reading comprehension enhanced after giving treatment. It was showed by the mean score of the pre-test was 75.42 and the post-test was 84.04 the data shows that the reading comprehension of the second year students at SMP Negeri 7 Parepare enhanced by using memes. After analyzing the data by manually, the result of the t-test value (5.38) was higher than the t-table value ($\alpha = 0.05$, out of 24 students = 2,069). The data indicated that H_0 was rejected, H_1 was accepted. In conclusion, teaching reading comprehension used meme was effective to enhance the reading comprehension of the second year students at SMP Negeri 7 Parepare of academic year 2018/2019.

Keywords: Reading Comprehension, Memes, Teaching Reading

ABSTRAK

Hasriani Dewi, 2019. *Peningkatan pemahaman membaca dengan menggunakan meme sebagai media dalam pembelajaran siswa kelas dua SMP Negeri 7 Parepare.* Dibimbing oleh Ammang Latifa dan Nasrullah.A.

Penelitian ini didasarkan pada masalah siswa terkait pada pembelajaran bahasa Inggris, terkhusus pada pemahaman membaca siswa, dimana nilai rata-rata siswa adalah 53. Nilai tersebut dikategorikan rendah berdasarkan penilaian Dirjen Pendidikan Dasar dan Menengah 2016. Disamping itu, penelitian ini mengaplikasikan meme untuk membantu siswa dalam pemahaman membaca. Meme adalah kombinasi antara tulisan dan gambar serta ekspresi orang-orang yang berfungsi sebagai hiburan dan tersebar melalui internet. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan meme dapat meningkatkan pemahaman membaca siswa kelas dua di SMP Negeri 7 Parepare.

Peneliti menggunakan desain pre-experimental, dengan desain dua kelompok pre-test dan post-test. Sampel penelitian terdiri dari 24 siswa dari satu kelas yang diambil dari populasi kelas dua SMP Negeri 7 Parepare. Penelitian ini terdiri dari tiga tahapan yaitu tahapan persiapan, tahapan pelaksanaan dan tahapan analisis data. Instrumen yang digunakan dalam penelitian ini yaitu lembar tes hasil pemahaman membaca yang bertujuan untuk mengetahui sejauh mana hasil belajar peserta didik.

Hasil dari analisis data menunjukkan bahwa pemahaman membaca siswa mengalami peningkatan setelah dilakukan perlakuan. Hal tersebut ditunjukkan oleh nilai rata-rata dari pre-test yaitu 75.42 dan post-test yaitu 84.04 data tersebut menunjukkan bahwa pemahaman membaca siswa kelas dua SMP Negeri 7 Parepare meningkat dengan menggunakan meme. Setelah menganalisis data secara manual, hasil dari nilai *t-test* yaitu (5.38) lebih tinggi daripada *t-table* ($\alpha = 0.05$, dari 24 siswa = 2.069). Hal ini berarti bahwa pemahaman membaca siswa kelas dua SMP Negeri 7 Parepare kelas eksperimen memiliki perbedaan yang signifikan. Data tersebut mengindikasikan H_0 ditolak H_1 diterima. Sebagai kesimpulan, pengajaran pemahaman membaca siswa menggunakan meme efektif untuk meningkatkan kemampuan siswa kelas dua SMP Negeri 7 Parepare tahun ajaran 2018/2019.

Kata Kunci: Pemahaman Membaca, Meme, Pengajaran Membaca

INTRODUCTION

At present, English includes subjects in each school. In Indonesia, English is even used as a compulsory subject at the junior high school level and is a lesson in local content at the elementary school level where English has enrolled as a compulsory subject in the curriculum (Latifa, *et.al.*: 2015: 166-177). Muid (2015: 33) states that English is very important to obtain information from the latest research and technological developments. In this case, students are required and expected to master English.

As a subject, English has four skills given in teaching, namely listening, speaking, reading and writing. These skills are mutually supportive and inseparable in this case. In learning English, we must know how to understand it because it is difficult for students. If students do not have basic knowledge of English, they will difficult to understand these skills especially in reading comprehension. In connection with these English language skills, this study focused on reading comprehension in English.

Reading is one of essential skill in many situations. Usually, people read because want to get some information, or will improve their knowledge. Everyone needs information and one of way to get information is reading. By reading, people also can improve their knowledge. Therefore, to enhance reading comprehension we can use some media such as article, journal, newspaper, magazine, text book etc. as one of skill in English, reading is a complete and complex process in learning and teaching.

Studying reading is not easy as imagine as we know in our mind, because students must understand about the text. The problem mastery of reading was found by researcher at the SMP Negeri 7 Parepare. After the researcher doing observation to find information especially for the second year students, there are many students lack with their reading mastery. The mean score in reading skill is less than 53 rate score. The results are categorized as poor classifying based on the standard value of DEPDIKNAS, 2016.

Motivation students to participate in learning English are not easy to do. This problem was found by almost teachers in English subject especially in Parepare. Most of students in learning English have problem in studying reading comprehension. Sometimes, they bored when they learn because the media of learning process in the classroom could not make the students interest to learn. This data is collected through questioning the student and we got about 65%. Therefore, teachers needed skill and competence to apply the appropriate media in teaching.

Based on the problem mastery, the researcher will try to give solution to enhance reading comprehension of the second year students by using memes as a media in teaching. Alwi (2018: 8-9) states that Comic meme as one of the learning media that can arouse the enthusiasm and participation of learners, because the content is in accordance with the environment of students and can hone the potential of students so that later students can compete in a wider scope. While, Arsyad (2003: 98) in Nugrahani (2007: 37) states that learning media as a tool can provide students with similar experiences about events in their environment, and enable direct interaction with teachers, society and the environment. Related with the reason, the researcher would interest to make a research with title “The Enhancement Reading Comprehension by Using Memes as Media in Teaching of the Second Year Students at SMP Negeri 7 Parepare”

METHOD

This research was used Pre-Experimental Design (the one group pretest and posttest design), which apply in one group. There was experimental class. The population of this research is the second year students of SMP Negeri 7 Parepare academic year 2018/2019. There are three classes VIII and each of the class has 24 students. The sample taken by using cluster random sampling technique. The first, the researcher wrote down the name of the class VIII.1, VIII.2 and VIII.3 in papers to determine which class would be the sample. The results of this sampling technique are class VIII.3 as the experimental class.

The instruments that used in this research were reading comprehension test namely multiple choice test and essay test. The total number of the test were 15 items which divide into 10 items of multiple choice test and 5 items essay test to measure the ability of the students to comprehend the reading text. The test applied as a pre-test and post-test. The pre-test used to find out the comprehension of the students before giving treatment, and post-test used to find out the reading comprehension after giving treatment.

FINDINGS

In finding out the using of memes as media in teaching can enhance the students reading comprehension ability, the researcher given pre-test and post-test to the students in experimental class. Then, it was continued by analyzing their score between pre-test and post-test. It aimed to find out the significant of students' achievement on reading comprehension.

The score classification of the students' reading comprehension in the pre-test was 8 (33,33%) out of 24 students classified into poor score, 9 (37,5%) out of them classified into fair score, 7 (29,17%) out of them classified into good score, and none of them categories very good. The table also showed that before giving the treatment most of the students in got unexpected scores where there was more than a half of the student that got score under good classification. It can be concluded that students were still low in reading comprehension.

After giving treatment, the rate percentage of the students' reading comprehension in experimental class was enhance. It indicated that the students' reading comprehension in experimental class after giving the treatment was getting better than before giving treatment. This indicated that after giving treatment, the rate percentage of the students' reading comprehension had enhanced. It concluded means that the enhancement reading comprehension by using memes as media in teaching of the second year students at SMP Negeri 7 Parepare is effective.

The mean score of the students in pre-test (75.42) with the result of standard deviation (10.99), the mean score in post-test (84.04) with standard deviation (8.26) and the mean different of both tests (8.75). It showed that the mean score and standard deviation of post-test was higher than the mean score of pre-test. The researcher concluded that after giving the treatment, the students' reading comprehension had enhanced. The gain score of pre-test and post-test were 8.62 gain score. The table also showed that the score in post-test better then pre-test. It indicated that the student's mastery in reading comprehension enhanced after treat trough memes.

The t-test value (5.38) is higher than t-table value (2.069) with sample of experimental class ($N = 24$) and degree of freedom (df) $N-1 = 24-1 = 23$ in the level of significance (α) 0.05. The analysis showed that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. It showed that the memes can enhance the students reading comprehension of the second year students at SMP Negeri 7 Parepare. therefore, the researcher concluded that there was significance difference in reading comprehension of the second year students of SMP Negeri 7 Parepare. Finally, the researcher concluded that memes media was one of the better learning media to enhance the reading comprehension.

DISCUSSION

In this research, the researcher found that teaching reading of the second year students at SMP Negeri 7 Parepare can enhance the students reading comprehension. The students' reading comprehension was better after taught through memes than the students in before taught through memes. It has similar with Khalidiyah (2015:72) in her research "*the Use of Animated Video in Improving Students' Reading Skill (a Quasi-Experimental Study of Seventh Grade Student at a Junior High School in Jalancagak, Subang)*". She found that using animated video can help the students to improve their reading comprehension at a junior high school in Jalancagak, Subang has effect to improve the ability of reading comprehension of the students. Besides that, this research also has a difference in Khalidiyah used Quasi Experimental Design while in this research used Pre-experimental Design.

Before giving treatment, the students' ability in reading comprehension was categorized fair, which was proven by the percentage of the total score of pre-test and the students' mean score from the pre-test. Then, after giving treatment in four times to the students, the students' achievement in reading comprehension was categorized good, which was proven by the percentage of the total score of post-test and the students' mean score from post-test. It is relevant with the research by Nuriati *et.al.* (2015:2) in their research "*the use of buzz group technique to improve the students' reading comprehension of the seventh grade students at SMP Negeri 19 Palu*". The different of this research was in Nuriati used technique to improve the students' ability in reading while in this research used memes as media to enhance the students' ability in reading comprehension.

In the treatment, the researcher found that most of students did not like learning English especially reading comprehension by using totally text to read. They more like read with some picture in a text. It was different with Winiharti, *et.al.* (2014:102) in their research "*Reading Journal as a Way to Improve Students' Comprehension toward a Textbook Reading Material*". She found that using journal as a textbook in reading can help students to improve their reading comprehension. It happened because they taught the students of university while in this research taught the students of SMP. Besides that, thus research equally used media to improve the students' reading comprehension.

The previous research findings have a relation with this research, the enhancement reading comprehension by using memes of the second year students at SMP Negeri 7 Parepare and this research has the same result with previous research. The research result found this research was effective and have a significant enhancement to the students.

CONCLUSION

Considering the result of the data analysis and the discussion of the result in the previous chapter, the researcher concluded that memes can enhance reading comprehension of the second year students at SMP Negeri 7 Parepare significantly. It was proved by the difference between pre-test and post-test result in experimental class. While the result of the t-test in post-test was 5.38 and the t-table was 2.069. It showed that t-test value was greater than t-table value. By correlating this result with the testing hypothesis, it indicated that null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. In additional, the mean score of post-test 84.04 was good than the standard scoring Dirjen *Pendidikan Sekolah Dasar dan Menengah* 2017 classification. It totally showed that the reading comprehension of the second year students at SMP Negeri 7 Parepare has a significantly by memes as media in teaching.

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