

THE IMPLEMENTATION OF CHARACTER MAP STRATEGY IN TEACHING STUDENTS' READING COMPREHENSION AT UPT SPF SMPN 17 MAKASSAR

Nindy Aidya¹, Hj. St. Haliah Batau², Rampeng³

¹²³English Language Education Department, Bosowa University, Indonesia

ABSTRACT

The purpose of this study was to determine the effect and response of students to the application of the map strategy character on the reading comprehension ability of class IX UPT SPF SMPN 17 Makassar. This research applied a pre-experimental research in one class pre-test and post-test. The population of this research is class IX students of SMPN 17 Makassar in the academic year 2021/2022 which consists of 165 students. The researcher took one class as a sample in this study namely class IX which consisted of 33 students. The instrument of this research is a multiple choice test. The results of this study indicated that there is a significant increase in the average score of students' reading comprehension between the pretest and posttest. The mean score of students' reading comprehension increased from 64.24 in pre-test to 79.63 in post-test. This shows that by using the character map strategy the students' reading comprehension ability increases. So this shows that the hypothesis H₁ is accepted and of course the hypothesis H₀ is rejected. The researcher concludes that the effect of using character strategy as a teaching strategy in learning English improves students' understanding ability.

Keywords: strategy character map, reading comprehension ability.

INTRODUCTION

English is one of the international languages becomes the major language of printed information. It can be in technology, economics, commerce and science. The most important way which is vital in processing information is reading. By having the reading skill to comprehend passages, textbooks and references written in English, the students are able to absorb information and knowledge (Hijril Ismail, et all 2017: 125).

English has become an important means which takes an important role in the development of the world. The development of science, technology, and cultures are the examples of any development which cannot be separated from the use of English. People around the world, as the agents of the development, use English as the international language to communicate, share, take and give information and knowledge to others. Therefore, to be able to follow those developments, every nation should equip their citizens with the ability of using English.

There are a number of ways that can be used to learn English. One of the ways is through education. Since English might be a foreign language for some

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countries, education is considered the best way to learn English. In Indonesia, English is learnt as a foreign language and as one of compulsory subjects that should be learnt by students especially in the secondary school level, such as in junior and senior high school.

Reading is a vital skill for everyone, including students. Mickulecky and Jeffries say that reading is very important since it can enhance students' general language skills in English; assisting students to think in English, enlarging students' English vocabulary, improving their writing, and it can be a good way to obtain about new ideas, facts and experiences. Therefore, on the basis of this opinion, the reading skill has been viewed as something that can help students to enrich their insight in English language (Hijril Ismail, et all 2017: 125).

Reading is the most difficult language skill. It requires complex thinking. The reading process always involves thinking skills and creative skills. Not only that, but also supported by the right rules. Therefore, researchers will implement strategies that can have an impact on students' reading comprehension. The strategy is a character map.

METHOD OF THE RESEARCH

The research applied pre-experimental method, which one group pre-test, treatment, and post-test. The study is intended to investigate the effectiveness of using Character Map Strategy in teaching reading at UPT SPF SMPN 17 Makassar in 2021/2022 academic year. The writer calculated the mean score, standard deviation, frequency, and the value of the t-test in identifying the difference between pre-test and post-test by using inferential analysis in SPSS version 16.0.

FINDINGS

The writer conducted a pre-test to measure the level of students' grammar mastery and conducted post-test after giving treatments. The presentation of data in this part was obtained through multiple choice and completion test. Below is the table show the students' scores in a pre-test and a post-test.

To find out the answers to the research questions in the previous chapter, the researcher gave a test that was given twice. The test was conducted twice, namely pre-test and post-test. Pretest was given before treatment which aims to determine the achievement of students' reading comprehension skills. While the post-test was given to determine the results of the treatment. The results of the pretest and posttest are presented in the following table: the table shows that, the students' scores in the pre-test and post-test, classification. The writer gave multiple choice tests to students before and after treatment. It has been stated in the previous chapter that data collection is done through multiple choice test. Multiple choice test is given twice, namely in the pre-test and post-test. It aims to collect data to determine whether students can significantly improve their reading comprehension after receiving treatment using the Character Map Strategy. The

result of the reading comprehension scores on the pre-test and post-test can be seen in the table below:

Table 1 the Student's Scores in Pre-test and Post-test

No	Initial Samples	Pre-test	Post-test
1	AA	64	80
2	AR	72	96
3	ANH	72	92
4	AKPS	72	96
5	AMID	68	88
6	AP	64	72
7	AFP	72	96
8	AP	48	64
9	ADR	48	64
10	APSS	72	96
11	AAR	80	96
12	CA	48	68
13	DA	72	96
14	DRA	68	88
15	FAM	80	92
16	FA	48	68
17	MSM	72	92
18	MRI	72	92
19	MFN	48	68
20	MMM	52	72
21	MRAF	72	96
22	MRFI	44	76
23	MT	68	84
24	MH	48	68
25	NZ	68	84
26	NAY	72	96
27	SPU	72	92
28	SL	80	96
29	SA	52	72
30	STM	48	68
31	SA	80	96
32	TFPPA	52	72
33	ZPH	72	92

To get answers to the research questions in the previous chapter, the researcher collected the results of two kinds of tests, namely pre-test and post-test. Pre-test is given to students before being given treatment which aims to determine students' initial knowledge in reading comprehension after receiving treatment. Pre-test and post-test were compared to see if there was a significant improvement of students' reading comprehension.

Both pre-test and post-test were given to students to obtain information and identify problems faced by students.

In the treatment the researchers directed students in learning to read by using the Character map strategy. The researcher gave time for the students to read carefully so that they could improve their reading comprehension in the post-test. Here, students can answer well. The results showed that there was a significant difference in students' reading comprehension before and after being given treatment. The results can be seen in achievement in improving reading comprehension. There were 33 students who took the pre-test and post-test. The student's minimum score on the pre-test was 44 and the maximum score was 80. While in the post-test, the minimum post-test score is 64 and the maximum score are 96. After calculating the data taken from the pre-test and post-test it found from 33 samples, the total score of the students' pre-test is 2.120, while the total post-test score is 2.628. The tables 2 below show the classification of students' scores obtained by students from the Pre-Test and Post-Test.

Table 2 Students' Classification in pre-test

No	Initial Sample	Pre-test	Classification
1	AA	64	Fair
2	AR	72	Good
3	ANH	72	Good
4	AKPS	72	Good
5	AMID	68	Fair
6	AP	64	Fair
7	AFP	72	Fair
8	AP	48	Poor
9	ADR	48	Poor
10	APSS	72	Fair
11	AAR	80	Good
12	CA	48	Very Poor
13	DA	72	Fair
14	DRA	68	Fair
15	FAM	80	Good
16	FA	48	Very Poor
17	MSM	72	Fair

18	MRI	72	Fair
19	MFN	48	Very Poor
20	MMM	52	Poor
21	MRAF	72	Fair
22	MRFI	44	Very poor
23	MT	68	Fair
24	MH	48	Very Poor
25	NZ	68	Fair
26	NAY	72	Good
27	SPU	72	Good
28	SL	80	Good
29	SA	52	Poor
30	STM	48	Very poor
31	SA	80	Good
32	TFPPA	52	Poor
33	ZPH	72	Fair
N=33		2.120	

Table 2 above shows the students classification in reading achievement of the third-grade students of SMPN 17 Makassar. From this table, it could be seen that out of 33 students, there were 9 students (27,27%) got good classification, and 13 students (39,40%) got fair classification, and 5 students (15,15) got poor classification and 6 students (18,18%) got very poor classification, and no one of them got very good classification.

The students' pre-test scores were classified into several criteria. The criteria and percentage of student scores and pre-test are presented as follows:

Table 3 Frequency and rate percentage of the students in pre-test

NO	Classification	Range	Frequency	Percentage
1	Very good	90-100	0	0%
2	Good	75-85	9	27,27%
3	Fair	60-74	13	39,40%
4	Poor	50-59	5	15,15%
5	Very poor	0-49	6	18,18%
TOTAL			33	100%

The data in table 3 above shows the frequency and percentage of students' achievement in the pre-test. From the table it can be seen that from 33 students there were 9 students (27.27%) got good classification, and 13 students (39.40%) out of 33 students got fair classification. And 5 students (15, 15%) out of 33 students got poor classification and 6 students (18, 18%) got very poor classification, and none of the students got very good classification. The following table below describes the students' classification in posttest.

Table 4 Students' Classification in post-test

NO	Initial Sample	Post-test	Classification
1	AA	80	Good
2	AR	96	very good
3	ANH	92	Very good
4	AKPS	96	Very good
5	AMID	88	Good
6	AP	72	Fair
7	AFP	96	Very good
8	AP	64	Fair
9	ADR	64	Fair
10	APSS	96	Very good
11	AAR	96	Very good
12	CA	68	Fair
13	DA	96	Very good
14	DRA	88	Good
15	FAM	92	Very good
16	FA	68	Fair
17	MSM	92	Very good
18	MRI	92	Very good
19	MFN	68	Fair

20	MMM	72	Fair
21	MRAF	96	Very good
22	MRFI	76	Good
23	MT	84	Good
24	MH	68	Fair
25	NZ	84	Good
26	NAY	96	Very good
27	SPU	92	Very good
28	SL	96	Very good
29	SA	72	Fair
30	STM	68	Fair
31	SA	96	Very good
32	TFPPA	72	Good
33	ZPH	92	Very good
N= 33		2.628	

The data in the table 4 above showed the score in students reading achievement in post-test. From this table it could be seen that out of 33 students there were 16 students (48,49%) got good classification, 7 students (21,21%) got good classification, 10 students (30,30%) got fair classification, and none of them got very poor classification. The students' post-test scores were classified into several criteria. The criteria and percentage of students' score in post-test are presented at the next page. The following table below describes the Frequency and rate percentage of the students in post-test:

Table 5 Frequency and rate percentage of the students in post-test

NO	Classification	Range	Frequency	Percentage
1	Very good	90-100	16	48,49%
2	Good	75-85	7	21,21%
3	Fair	60-74	10	30,30%

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4	Poor	50-59	-	0%
5	Very poor	0-49	-	0%
TOTAL			33	100 %

The data in table 5 above shows the frequency and percentage of students' achievement in the post-test. From the table it can be seen that from 33 students there are 16 students (48.49%) got very good classification, 7 students (21.21%) got good classification, 10 students (30.30%) got fair classification and none of the students got a very poor classification.

After calculating the result of the students' pre-test and post-test, the mean score and standard deviation were presented in the next page:

Table 6 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	33	44,00	80,00	2120,00	64,2424	11,82960
Posttest	33	64,00	96,00	2768,00	83,8788	11,97852
Valid N (listwise)	33					

The table 6 show that the results of the pretest and posttest scores in table 4.1, which is significant for students where students' reading comprehension in the pre-test and post-test. In the pre-test, the total score was 2,120, the mean score was 64.24 and the standard deviation was 11,829. Meanwhile, in the post-test, the total score was 2768 with a mean of 83.87 and a standard deviation of 11.978. The total score and the mean score in post-test were higher than the pre-test.

After conducting students' pre-test and post-test scores, the writer uses t-test to test the hypothesis. T-test is a test to measure whether there is a significant difference between the results of the students' mean scores in the pre-test and post-test. By using the t-test inferential analysis or the significance test run by SPSS Version 16.0, significant differences can be more easily analyzed. In this study, the Null hypothesis (H_0) states that the map character strategy cannot build students in the ninth grade of SMPN 17 Makassar in the 2021/2022 academic year.

While the Alternative Hypothesis (H_1) states that the map character strategy can improve the reading comprehension of the ninth graders of SMPN 17

Makassar in the 2021/2022 academic year. If the significance value is 2 or sig. (2-tailed) is lower than 0.05, H_1 is accepted and H_0 is rejected. The following table below describes the Paired Sample Test:

Table 7 Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pretest – Posttest	-19,63	4,285	,74597	-21,155	-,18,11	-26,32	32	.000

The results of the t-test stated that Sig. (2-tails) is 0.000. The result gives that Sig. (2-tailed) table is lower than the level of significance. So, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. This means that the map character strategy can improve the reading comprehension of the ninth grade of SMPN 17 Makassar in the 2020/2021 academic year.

DISCUSSION

This section presents a discussion of the results of data analysis; This research was conducted in three steps. The first step a gave pretest to students. In the first step, a pre-test was given to determine the students' vocabulary scores before the treatment was taught. In this first step, the writer gave assignments in the form of multiple choices. The aim a determine the students' reading comprehension ability. After the writer gave the assignment, many of them got bad scores. The results are from 33 students there were 9 students (27.27%) got good classification, and 13 students (39.40%) out of 33 students got fair classification. And 5 students (15, 15%) out of 33 students got poor classification and 6 students (18, 18%) got very poor classification, and none of the students got very good classification. This is evidenced by their values contained in table 3 (Frequency and rate percentage of the students in pre-test). This proves that in the class there are still many of them who are lacking in reading comprehension.

The second step is given treatment and application of character map strategy to students. The steps taken by the writer at this stage are to explain the meaning of the character map strategy and then gave an example of the character map strategy after that the writer gave task that use the strategy. The application of the first treatment using the character map strategy encountered problems because some of them were still difficult to understand the reading content of a gave text. Then the second treatment applied by the writer to the students and the result is that they can understand well the contents of the text reading gave, this is also evident from the results of the pre-test to post-test scores that experienced a significant change.

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The third step was given a post-test to students to determine the value of students' reading comprehension after being taught using a character map strategy. The purpose of this post-test is to find out the improvement of students' reading comprehension after the author's application of the character map strategy. After the author applied the character map strategy and gave multiple choice questions (post-test) the result was an increase in the score from pre-test to post-test, this is evidenced in table 5 (Frequency and rate percentage of the students in post-test) from 33 students there are 16 students (48.49%) got very good classification, 7 students (21.21%) got good classification, 10 students (30.30%) got fair classification and none of the students got a very poor classification.

For the pre-test, the writer gave a multiple choice test sent via whatsapp and gave an explanation to all students on Google meet about the test. The test is intended to determine students' reading comprehension before students are given treatment; students not understand about the test and actively ask to the writer.

During the study there were several obstacles experienced by students and writers, namely there were some students who used their parents' cellphones to study because they did not have personal cellphones, this became an obstacle for students to take lessons and students who had difficulty in collected assignments on time.

The obstacle experienced by the writerr is that when the writer gives assignments, many of the students are slow to collect assignments so that the writers are overwhelmed in checking student assignments because of the stacked assignments and also there are still some of them who have difficulty understanding the assignments given so that the writers explain repeatedly to these students.

During research students depend on a good internet connection to carry out the learning process, and students are also always actively asking if anyone does not understand the material that is applied through the character map. The results of the pre-test showed that the students had a lack of reading comprehension. Students seem less understanding about the test and actively ask the author.

The test instrument is given via WhatsApp and explained through a meeting on Google Meet. The test aims to determine students' reading comprehension before students are given treatment; students enjoy doing activities, especially using interesting map character strategies. For the post-test, students were given a test using the WhatsApp application and given the same explanation about the same test as the pre-test with Google Meet. The test is intended to determine students' reading comprehension after students are given treatment, students work faster on doing the tests.

From the results of the pretest and posttest, there are some students who have noticed the differences in detail. Some students' got lower score in the

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pretest then the posttest increased to higher, then some students' got a standard score on the pretest and the results on the posttest remained standard. And there are also those students' who got higher scores at the pretest and in the posttest results got an increasing score.

The first student, on behalf of the initials MRFI with a pretest score of 44 and posttest 76. Then AP with a pretest score of 48 and a fixed posttest 64. And the last AAR with a pretest score of 80 increased in the posttest to 96. The researcher believes that this fact happened depending on the level of students' ability and how they respond during the learning process using the strategy map character.

In this case, the implementation of the character map strategy on students was successful, this was evidenced by an increase in students' reading comprehension and an increase in the value obtained.

CONCLUSION

This research used a strategy character map. It is a good strategy and this strategy easy to apply in the learning process. Therefore, the writer concluded that there is an increasing in students' reading comprehension at SMPN 17 Makassar in the 2021/2022 academic year. This fact can be seen in the results between the pre-test and post-test. The post-test score is higher than the pre-test score. Based on the results of data analysis and discussion using a character map strategy as a medium to stimulate students in improving students' reading comprehension. Most of students have low reading comprehension knowledge before the character map strategy is applied. The results may inspire other writers to conduct a similar study. It can also be a reference in teaching English.

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