

APPLYING ICE CREAM STICK MEDIA TO IMPROVE GRADE EIGHT STUDENTS' ABILITY IN READING COMPREHENSION OF DESCRIPTIVE TEXT AT SMP NEGERI 2 PEMATANG SIANTAR

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh Media Stik Es Krim untuk meningkatkan kemampuan siswa dalam membaca pemahaman teks deskriptif di SMP Negeri 2 Pematang Siantar. Penelitian ini merupakan penelitian kuantitatif dengan desain penelitian quasi eksperimen, menurut Ary, dkk (2010:426) penelitian kuantitatif adalah penelitian yang mengumpulkan data numerik melalui prosedur pengendalian dan analisis untuk menjawab pertanyaan yang telah ditentukan atau menguji hipotesis. Populasinya adalah siswa kelas VIII SMP Negeri 2 Pematang Siantar yang berjumlah 344 siswa. Sampel penelitian ini dibagi menjadi dua kelas yaitu kelas eksperimen (VIII-7) berjumlah 30 siswa yang menggunakan Media Stik Es Krim dan kelas kontrol (VIII-6) berjumlah 30 siswa yang menggunakan strategi konvensional. Instrumen pengumpulan data menggunakan pilihan ganda untuk pre-test dan post-test. Hasil penelitian menunjukkan bahwa rata-rata post-test di kelas eksperimen adalah 73,1 dan rata-rata post-test di kelas kontrol adalah 65. Setelah itu peneliti menemukan bahwa thitung lebih tinggi dari ttabel ($2,066 > 1,672$) pada taraf signifikansi. adalah 5%. Berdasarkan hasil temuan H_a diterima dan H_o ditolak. Oleh karena itu, dapat disimpulkan bahwa penggunaan Media Stik Es Krim berpengaruh signifikan terhadap kemampuan siswa di SMP Negeri 2 Pematang Siantar dalam pemahaman membaca teks deskriptif.

Kata kunci : Pemahaman Bacaan, Teks Deskriptif, Stik Es Krim

Abstract

The research aims to find out the effect of Ice Cream Stick Media to improve students' ability in reading comprehension of descriptive text at SMP Negeri 2 Pematang Siantar. This research is quantitative research with quasi experimental research design, according to Ary, et al (2010:426) quantitative research is research that gathers numeric data through control procedures and analyses to answer predetermined questions or test hypothesis. The population is the grade eight of SMP Negeri 2 Pematang Siantar with a total of 344 students. The sample of this research is divided into two classes namely experimental class (VIII-7) consist of 30 students that use Ice Cream Stick Media and control class (VIII-6) consist of 30 students that use conventional strategy. The data collection instrument uses a multiple choice for pre-test and post-test. The research finds that the mean of post-test in experimental class is 73.1 and the mean of post-test in control class is 65. After that the researcher find that the ttest is higher than ttable ($2.066 > 1.672$) at the level significance is 5%. Based on the result finding H_a is accepted and H_o is rejected. Therefore, it can be concluded that use Ice Cream Stick Media significantly affects the students' ability at SMP Negeri 2 Pematang Siantar in reading comprehension of descriptive text.

Keywords: Reading Comprehension; Descriptive Text; Ice Cream Stick

INTRODUCTION

Reading is the most important skill that the students must be mastered. Reading is also very possible to acquire to be success in the school and the future life. Because of reading can increase the student critical thinking, creative and spiritual. Moreover, reading emphasized skill in the English foreign learner context. Reading can be regarded as a process that involves, decoding interpreting and comprehending written material. According to Tarigan (2008:7) reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader. In short, reading is an activity to get the meaning of printed words and symbols, and how this ability is used to recognize, understand, and interpret in a word (Złotowski et al., 2018). The goal of teaching reading is to enable students to grasp the information as much as possible from the text, most commonly it can be reached by having good reading skills, such as by involving previous knowledge and experience about the content of text in comprehension. Teaching reading is meant to enable the students to read and to comprehend the text.

In reading skill there is a reading comprehension. According to Woolley (2011:5) reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than obtain meaning from isolated words or sentences. Comprehension is the goal of reading activity. Reading text in English is not an easy thing if students need to define the meaning of the text. In order to understanding the point of the text, students should have reading comprehension. Students find some troubles, such as vocabulary problems and difficult to find the main idea of the text, those things will influence students comprehending of text (Tenriuji, Maca, & Abeng, 2021). Reading comprehension can be used to help students in the reading section (Li & Tong, 2019).

According to Napitupulu and Kisno (2020:28) there are some kinds of English text that commonly uses in Indonesia. It divided as short functional text (notice announcement, greeting cards, invitation, labels, short messages, advertisement and letter/email and essay functional text(anecdote, narrative, news item, recount, spoof, description, explanation, procedure, report, argumentative, discussion, analytical exposition and hortatory). One of the functional texts that is commonly use as the material that being taught in school is Descriptive text (Nashruddin & Al-Obaydi, 2021). Descriptive textual content is a textual content that describes the features of a person, some thing or location. According to Anderson (2003:26) descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things (Reyna, Hanham, & Meier, 2018).

Based on the researcher's experience while in teaching practice at SMP Negeri 2 Pematang Siantar, the students face problems in comprehending kinds of descriptive text. The first factor is from the students (Jewad, Ghapanchi, & Ghazanfari, 2020). It is about student passiveness toward reading. The students do not have motivation in reading text. Most of the students are not interesting in studying reading. They feel bored in reading descriptive text comprehensively. It is accepted that motivation will influence the students' reading habit. It will make them passive in reading text. Therefore, the students usually ask permission and do something while the learning

process in reading class that is going on. They are not curious to read and explore more details information from text. These facts could be seen in reading activities especially in reading descriptive text in the learning process. It means that their comprehension about the text in learning process is far from the expectation (Pollard-Durodola et al., 2018).

The second factor is about the students did not activate their background knowledge and try to relate them with the new information provided. Because of that, they are not able to comprehend the message from text well. During reading activities, some students said that they did not understand and comprehend the content of descriptive text. In other words, the students' comprehension English reading skill in term of knowledge about structure. Many students are complaining or difficulty in understanding and comprehending the text because they have poor knowledge of structure of text. Since they do not have knowledge about the structure, they difficult to some information from the text such as topic, main idea, supporting details, and the conclusion of the content of the text (Erkinovna, 2021). They did not know how to take the idea of the reading descriptive text. When the teacher asked them to read text and answer the questions following each, they could not answer those questions correctly (YOSOA, 2016).

Therefore, to overcome this problem, it should be use interesting methods or strategies and media to develop students' interest and reading comprehension, and the researcher suggest to applying ice cream stick as the media to improve students' ability in reading comprehension. Ice cream sticks are one of the learning media that do not require electricity to apply them and that learning media can be used anywhere (Xafizovna, 2022).

According to Arsyad (2007:25) an ice cream stick is an object in the form of a wooden stick measuring 12cm x 1cm x 1.8 -2 mm is usually made from sengon or pine wood that has been through oven and sanding process. By going through the stages of the selection process the right raw materials and safe and hygienic production processes with using a modern ice cream stick machine, so the ice cream sticks do not contain hazardous substances such as hydrogen, peroxide, borax, formalin, bleach, preservatives, anti-fungal and others (Basuki, 2019).

The media can foster students' interest in learning, because it looks attractive and is a unique media. Ice cream stick is also one of the easy things to get. And this thing usually used as playing some game for the children. Ice cream stick also the safety thing and the researcher choose this thing as the media for this research. The media will be applied to descriptive text learning. The researcher will invite students to do a game that has an ice cream stick media that contains a sentence. Students who have been formed into 5 teams will send one of their team representatives to play a random game of taking sticks and taking turns. which after the game is over the researcher asks each team to write down the sentences they get in front of the blackboard which has a table with initials or the first letter of the sentence that forms a descriptive text and after that they will be read the sentences together. By applying ice cream stick as media all students can have the opportunity to contribute in the lesson for reading comprehension of the text (Basuki, 2019).

Based on previous researchers they are (Imanulhaq., 2020;Ningsih., 2012; Pratiwi, et al.2017). From the researchers it is known that the media is effective for improving students' ability

in reading comprehension. Researcher tries the ice cream stick media to improve students' ability in reading comprehension (Heo & Toomey, 2020).

Based on the explanation above the researcher conducted the research entitled. Applying Ice Cream Stick Media to Improve Grade Eight Students' Ability in Reading Comprehension of Descriptive Text at SMP Negeri 2 Pematang Siantar.

METODE

The research was conducted by used Quantitative Research used quasi experimental research design. According to Ary, et al. (2010:426) quantitative research is research that gathers numeric data through control procedures and analyses to answer predetermined questions or test hypothesis. According to Ary, et al. (2010:426) stated that experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. An experiment involves making a change in the value of one variable (the independent variable) and observing the effect of that change on another variable (the dependent variable). According to Creswell (2012:131) quasi-experimental include assignment, but not random assignment of participants to groups. This research was used a quasi-experimental design to be aware of threats to both internal and external validity and considers these factors in the research, which consists of a pre-test and posttest, to determine applying ice cream stick media to improve the students' ability in reading comprehension of descriptive text at SMP Negeri 2 Pematang Siantar. In conducting the experimental research, the sample is divided into two groups: the control group and the experimental group. The experimental group was taught by used ice cream stick as a medium.

This research was conducted at SMP Negeri 2 Pematang Siantar which is located at JL. Brigjen Rajamin Purba, SH No.96 A Pematang Siantar. In this research researcher investigated of grade eight students in the academic year 2023/2024 in August-September. The subjects of this research were the students at grade VIII-6 and VIII-7 (Ylinen et al., 2021). The population is a collection of all elements that processed one or more of the attributes of interest. According to Ary, et al. (2010:148) the population is the larger group to which a researcher wishes to generalize; it includes all members of a defined class of people, events, or objects. The population was consisted of grade eight students from SMP Negeri 2 Pematang Siantar. The researcher selected the population of eight grade students based on her internship at this school. The populations in this research were all students of SMP Negeri 2 Pematang Siantar for the academic year 2023/2024 which consisted of 11 classes. The numbers of students in each class are different. The total populations of students in grade VIII were 344 students.

The sample is a subset of the population (the research population). Ary, et al. (2010:148) stated that a sample is a group selected from a population for observation in a study. The researcher was used the purposive sampling technique to get the data based on the indicators of the variable and were used two classes of eight students as samples, for a total of 344 students. One class was selected as the experimental group, and the other was selected as the control group. The control group was the groups that get a different treatment, was treated as usual, or does not apply ice cream stick in reading descriptive text (Newton & Nation, 2020). The experimental group was

the groups that get the treatment or used ice cream stick in reading descriptive text. Two classes were used for sampling, namely VIII-6 and VIII-7. The main class VIII-6 was taken from 30 students as the control class, and the VIII-7 was taken from 30 students as the experimental class.

Instruments are a tool for measuring, observing, and documenting quantitative data, Creswell (2012:13). An instrument is very useful to collect the data required in an experiment. The instrument of this research is multiple-choice tests to collect information of students' reading comprehension on descriptive text before and after giving treatment.

Heaton (1975:162) stated that several ways of testing reading comprehension are matching tests, picture and sentence matching, true or false reading tests, multiple-choice tests, completion items, rearrangement items, cloze procedure, open-ended and miscellaneous items, cursory reading. Those ways can be used depends on the purposes and condition. The tests can be made for virtual tests or paper tests (Maysaroh, 2022).

Based on the explanation above, the researcher was used multiple choices as a form of assessment in which there are 20 questions, where if correct will get 5 point and if wrong will get 0 point (Marianca, Liando, & Mamentu, 2022). Pre-test was given to get data on the students' prior knowledge before treatment and the post-test was gave to identify the students' ability in reading comprehension on descriptive text after treatment. The researcher was used the student's reading comprehension test by given a test with multiple choices consisting of 40 items, where it consisted of 20 for pre-test questions and 20 for post-test questions, and students were given 35 minutes to answer all the 33 questions the researcher given on the question sheet. The function here was to know the improvement of students' reading comprehension on descriptive text.

RESULT AND DISCUSSION

Data Analysis

Information was collected from eight grade students at SMP Negeri 2 Pematang Siantar. There are 60 students as the research sample. Namely students of class VIII-7 as the experimental class and VIII-6 as the control class. Data obtained through multiple choices. In the experimental class used the Ice Cream Stick as media and conventional learning in the control class. Then the researcher analyzed students' scores by using the formula as stated in Chapter III.

The students' score of pre-test and post-test in experimental class

The experimental class for this research consisted of 30 students in class VIII-7 at SMP Negeri 2 Pematang Siantar. As a media, Ice Cream Stick used to teach an experimental class.

Table 1. The result of the Pre-test and Post-test in Experimental Class

No	Name of students	Pre-Test (X1)	Post-Test (X2)
1	A	50	80
2	AI	55	80
3	BK	50	80
4	CAS	50	80

5	DS	40	80
6	FA	40	80
7	ICS	50	80
8	KET	55	80
9	MP	60	80
10	RA	60	80
11	RN	55	80
12	SPT	60	80
13	AA	40	75
14	ADP	55	75
15	AW	45	75
16	BRH	55	75
17	DAZ	40	75
18	MF	35	75
19	NFS	40	75
20	NPS	50	75
21	RVD	50	75
22	ZSG	55	75
23	GS	50	70
24	RNS	35	70
25	KGH	35	65
26	HS	40	60
27	RCT	45	60
28	SPH	45	60
29	YT	40	60
30	ZTH	55	60
	Σ	1435	2215
	Mean	47.8	73.1

Based on the formula the result of the post-test in experimental is 73.1, the result is according by taught with the media which is ice cream stick. Based on Table the pre-test and post-test scores showed that in the pre-test, there were no students who achieved a KKM score of 72.

The values in the table also showed that the total pre-test score in the experimental class was 1435 and the average score was 47.8. In the post-test results of 30 students, there were 22 students who scored above the KKM score of 72 and 8 students who did not reach the KKM. The table also showed that the total post-test score of the experimental class was 2215, and the average score was 73.1.

The mean score differences in experimental and control class

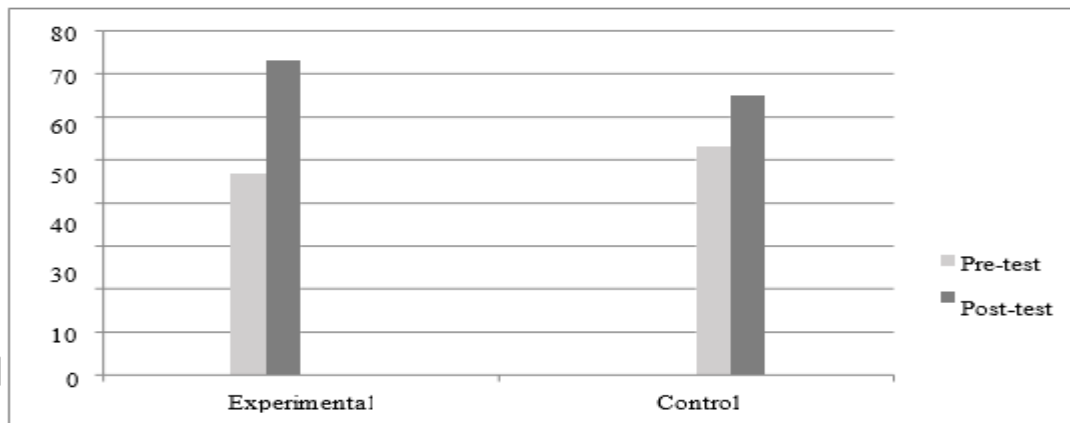


Figure 1. The mean score differences in experimental and control class

Based on the table 4.3 and bar chart above, there is a mean comparison between the pre-test and post-test experimental group with the pre-test and post-test control group. In the experimental group the pre-test mean was 47.8 while in the control group the pre-test mean was 54.6 so that the difference between the two groups was 25.3. For the mean post-test experimental group 73.1 and the mean post-test control group 65 so that the difference in the two groups is 10.4.

Therefore, the experimental group and control group have a difference of 14.9. The bar chart shows the difference, namely the post-test results in the experimental group are higher than the post-test results in the control group (LESTARI & MUSTADI, 2020).

The variance and standard deviation in post-test experimental class

Table 2. The variance and standard deviation in post-test in experimental class

No	NAME OF STUDENTS	SCORE (x)	MEAN (X)	DIFFERENCES (x-X)	DIFFERENCE SQUARED (xX) ²
1	A	80	73.1	6.9	47.61
2	AA	75	73.1	1.9	3.61
3	ADP	75	73.1	1.9	3.61
4	AI	80	73.1	6.9	47.61
5	AW	75	73.1	1.9	3.61
6	BK	80	73.1	6.9	47.61
7	BRH	75	73.1	1.9	3.61

8	CAS	80	73.1	6.9	47.61
9	DAZ	80	73.1	6.9	47.61
10	DS	75	73.1	1.9	3.61
11	FA	80	73.1	6.9	47.61
12	GS	60	73.1	-13.1	171.61
13	HS	70	73.1	-3.1	9.61
14	ICS	80	73.1	6.9	47.61
15	KET	80	73.1	6.9	47.61
16	KGH	65	73.1	-8.1	65.61
17	MF	75	73.1	1,9	3.61
18	MP	80	73.1	6.9	47.61
19	NFS	75	73.1	1.9	3.61
20	NPS	80	73.1	6.9	47.61
21	RA	60	73.1	-13.1	171.61
22	RCT	75	73.1	1.9	3.61
23	RN	80	73.1	6.9	47.61
24	RNS	70	73.1	-3.1	9.61
25	RVD	75	73.1	1.9	3.61
26	SPH	60	73.1	-13.1	171.61
27	SPT	80	73.1	6.9	47.61
28	YT	60	73.1	-13.1	171.61
29	ZSG	75	73.1	1.9	3.61
30	ZTH	60	73.1	-13.1	171.61
$\Sigma (x-X) = \Sigma d^2$					1550.3

Based on the table the result data it could be seen that the total square of the post-test time in the experimental class was 1550.3. These points were needed to determine the standard deviation of the post-test in the experimental class and compare it with the post-test data from the control class.

Finding out the degree of freedom (df) as follow:

$$df = (N_e + N_c)$$

$$df = (30 + 30) - 2$$

$$df = 60 - 2 = 58$$

T-table at a 5% level of significance was 1.672 based on the formula of the hypothesis which was designed before; the null hypothesis was rejected if the t-test was higher than the t-table referring to this, so the hypothesis constructed as follow:

$$t\text{-test} > t\text{-table of } 5\% \quad 2.066 > 1,672$$

As the score of the t-test (2.066) was higher than the t-table (1.672) at the level significance of 5% for a two-tailed test, so the null hypothesis was rejected (H_0) and the alternative hypothesis (H_a) was accepted.

Research Findings

Based on the data analysis, it is found that applying Ice Cream Stick can effects grade eight students' ability in reading comprehension of descriptive text at SMP Negeri 2 Pematang Siantar. The researcher found some findings as follows:

1. The students' scores in experimental class which is taught by applying Ice Cream Sticks are higher than the student's score in control class. It can be proved from the mean of post-test in experimental class is 73.1 and the mean of post-test in control class is 65.
2. The pre-test experimental class has 1435 squares of respondents.
3. The post-test experimental class has 2215 squares of respondents.
4. The pre-test control class has 1640 square of respondents.
5. The post-test control class has 1950 square of respondents.
6. The post-test experimental class has 7.31 standard deviations.
7. The post-test control class has 5.57 standard deviations.
8. The standard error of experimental and control class was 3.92
9. The t-table at a level significance of 5% for a two-tailed test was 1.672 and the degree of freedom (df) was 58.

The testing hypothesis is accepted which t-test is higher than t-table ($2.066 > 1,672$) at the level of significance 5%. It shows that applying Ice Cream Stick on grade eight students was significantly effect at SMP Negeri 2 Pematang Siantar.

Discussions

The researcher had found a substantial difference in students at SMP Negeri 2 Pematang Siantar after conducted research there. The applied Ice Cream Stick as media was able significantly effect to improve the students' reading ability of descriptive text (Wexler et al., 2018). The researcher conducted pre-test and post-test to ascertain an improvement by applying of Ice Cream Stick media. However, because the researcher applying the media by playing the game and was not in accordance with the number of hours of lessons, the researcher has limited time when applied the media. Therefore, the learning process can be accelerated (Rasyid, 2016).

In this research, the researcher used two classes as the sample that consists of 30 students of each class. One class was chosen to be the experimental class and this class received treatment by applying Ice Cream Stick and the other one as the control class received a different treatment or without apply Ice Cream Stick (Fogarty et al., 2017).

To know that Ice Cream Stick media can or can't effect improve the students' ability in reading comprehension of descriptive text, the researcher gave the students a pre-test and post-test. The test was multiple choices by 20 questions (Kissi, Nat, & Armah, 2018). The researcher used the level of reading comprehension: Literal & interpretive level which contained identifying main ideas, making inferences from text, finding factual information, identify the locating reference, and getting the meaning of text by have much vocabulary (Altinyelken & Le Mat, 2018).

From the analysis of the data, the researcher found that the mean of pre-test in experimental class was 47.8 and the mean of post-test in experimental class was 73.1 and the mean of pre-test in control class was 54.6 and the mean of post-test in control class was 65. Then, t- test was higher than t-table ($2,066 > 1.672$) at the level of significant was 5% with $df = 60 - 2 = 58$, it means that there was significantly effect to improves of applying Ice Cream Stick media in reading comprehension on grade eight students' at SMP Negeri 2 Pematang Siantar in descriptive text (L. Gabrielsen, Blikstad-Balas, & Tengberg, 2019).

After applying Ice Cream Stick media in experimental class and conventional strategy in control class, researcher had found that media helped students showed different opinions or exchanges opinions no matter it was wrong or correct because there was time to share and make the students not feel bored while learning the lesson because they can learn and play at the same time. Different with conventional strategy in control class only some student who could show their understood. Even though like that, researcher recognized that there was still lacks of this media. Because of large class, when every group did their discussion, the class was becoming very noisy and very difficult for the teacher to control the class (Souzane & Soumia, 2019). That means, every next researcher was suggested to improve this method by added length of research to get more satisfying results in improving reading comprehension (Muslimah, 2018).

CONCLUSION

The researcher concluded that the application Ice Cream Stick as a media was able significantly effect to improve the students' reading comprehension especially to know much vocabulary, to get the main idea, making inferences from a text, finding factual information, and identify the locating reference in the descriptive text on grade eight students' ability in reading comprehension at SMP Negeri 2 Pematang Siantar. In addition, the use of Ice Cream Stick makes it easier for students to understand learning materials, made students more active in class, can exchange ideas with the pair, and created an atmosphere of learning activities that stimulate student interest and also they can learning and playing at the same time. According to the data analysis, the mean score of post-test experimental class was 73.1 and the mean score of post-test control class was 65. The standard deviation of post-test in experimental class was 7.31 and the standard deviation of post-test in control class was 5.57. The standard error of the differences mean was 3.92 at the 5% significance level, the value of t-test $>$ t-table ($2.066 > 1.672$) led to the conclusion that t-test was greater than t-table. It also shows that (H_0) was rejected and (H_a) was accepted.

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