

## **The Implementation of Bedsra Teaching Strategies in Reading comprehension at the Second Grade Students of SMP N 2 Kota Jambi in Academic Year 2018-2019**

Eka Deli, Suyadi

English Education Study Program, Faculty of Teacher Training and Education,  
Batanghari University

### **ABSTRACT**

Teaching strategy was very much important for smoothed transaction of curriculum. Teaching strategies was a learning activity that must be done by the teacher and student, so that the learning objectives can be achieved effectively and efficiently. teaching strategies were approaches to teaching students. Reading comprehension was the act of understanding what you were reading. While the definition can be simply stated the act was not simple to teach, learn or practice. Reading comprehension was an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. This purpose this research is to know students' ability about new strategies Bedsra in Reading. The population in this research is student of SMP N 2 KOTA JAMBI in Academic Year 2018-2019. This research uses Experimental Method, the sample of this research is 36 students class VIII B. The researcher uses quantitative method. The data of this research is collected through test. That is pre-test and post-test about narrative text. The result of this research is knowing about new strategies that is Bedsra in teaching reading comprehension. There is progress score from students' pre-test to students' post-test score. The average students score for pre-test is 80 with category B. The average post-test score is 40 with category D. The result of the "t-test matched" is 10,34. The number is higher than t table namely 2.03. So  $H_a$  is accepted and  $H_o$  is rejected.

**Key words:** *Bedsra, Teaching Strategies, Reading Comprehension.*

### **INTRODUCTION**

Learning strategies are ways that will be selected and used by a teacher to deliver learning material that aims to facilitate students to receive and understand learning material, which eventually can be mastered learning objectives at the end of learning activities. The teaching of reading is by no means unique in seeking to apply the findings of authoritative, high quality, research to establish 'what works best'.

According Harry Madox ( 1963:76 ) Reading is the most important single in study. The curriculum stated that out of the for skills: listening, speaking, reading, and writing. The main emphasis is one reading skills because it is believed that acquisition of reading of a second foreign language is priority. Reading is the good thing in life because it is a factor of great importance the individual development and the most important activity in school. It is need in every level of field of study.

Reading can easily be defined as the process in which a person receives and interprets a message from printed material. Reading is the process of how information is processed from the text into meanings, starting with the information from the text, and ending with what the reader gains. Reading forces the reader brain cells to work on regular basis. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before.

In this research, researcher will use one of the strategies for reading comprehension in English through the BEDSRA teaching strategies. According to Suyadi

(2017, p. 18) BEDSRA is a word stands for Brainstorming, Eksploring ideas, Discussing (in 3 Or 4 persons a groups), Sharing (the ideas among the groups), Re-writing (write about ideas), and assessment (assessing the classroom ideas by asking the students some question).

### **READING COMPREHENSION**

According to Beatrice ( 2005:1 ) reading is the one way to improve the English language skill. Reading is a process undertaken and used by reader to obtain the message from the text. Broughton ( Scissors : 2005 ) suggest that reading is a skill that is understand (comprehension skill) that can be considered to be in a higher order. According Hornby (1971:711) reading is the act of the one who reads, knowledge of books, the ways in which sometimes is interpreted, while comprehension is the act of understanding, the ability of the mind to understand. According to Anderson and Pearson in Alexander (1993:160) comprehension is a special kind of thinking process.

Reading comprehension was the act of understanding what you were reading. While the definition can be simply stated the act was not simple to teach, learn or practice. Reading comprehension was an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. People read for many reasons but understanding is always a part of their purpose. Reading comprehension was important because without it reading does not provide the reader with any information. Reading comprehension was the ability to read text, process it and understand its meaning.

Ophelia (1989:205) assumes that reading comprehension is understanding evaluating and utilizing of information between author and reader. I sounds like the author and the reader can communicate one other. It means that a reader in this case, tries to understand what he is saying. There are three main themes to reading comprehension skill: 1) The role vocabulary development and instruction play an important role in helping students to understand the complex cognitive process of reading. 2) The reader must be actively involved with the text by intentionally thinking about what he or she is reading. 3) Teacher preparation of comprehension strategies to improve understanding is connected to reading achievement.

There are varieties of specific comprehension abilities, the abilities grow out of the purposes for which material is read. The important specific comprehension abilities according to Wagner (1960:207) are : 1) Reading for factual information, 2) Reading to organize, 3) Reading to evaluate, 4) Reading to interpret, 5) Reading for appreciation.

### **TEACHING STRATEGY**

Teaching was derived from the word teach which means giving instruction to somebody, in order to know or be able to do something. Strategies were specific methods of approaching a problem or task modes of operation for achieving a particular and planned design for controlling and manipulating certain information. Teaching strategy refers to a pattern of teaching acts that serves to attain certain outcomes, a teaching strategy was a purposefully conceived and determined plan of action.

Teaching strategy was very much important for smoothed transaction of curriculum. Teaching strategies was a learning activity that must be done by the teacher and student, so that the learning objectives can be achieved effectively and efficiently. Teaching strategies can help students take more responsibility for their own learning and enhance the process of teaching for learning. The key was to create learning environments that are more interactive, to integrate technology where applicable into the learning experience, and to use collaborative learning strategies when appropriate.

Teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have planned. In other word, teaching strategies were approaches to

teaching students. The teacher had to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material.

### **THE NATURE OF BEDSRA TEACHING STRATEGY**

BEDSRA Teaching Strategy is proposed by Suyadi (2016) which is an adapted strategy from Straunch (1998) and SIOP. According to Suyadi (2017, p. 18) BEDSRA is a word stand for Brainstorming, Exploring ideas, Discussing (in 3 or 4 persons a group), Sharing (the ideas among the groups), Re-writing (write the ideas which have shared), and Assessment (assess the classroom ideas by asking the students some questions). It was also adapted from Sheltered Instruction Observation Protocol Model by Michael Creegan (2010).

In pursuance of Suyadi's Journal (2017) From so many steps of Straunch, BEDSRA adopted three important step there are "Brainstorming, Exploring ideas, and Discussing" as a the first, second and third step, while "Sharing ideas" in the fourth step was taken from the author's experience in teaching and learning English, and in the next step was "Rewriting" and the "Assessment" of these two final steps is adapted from the SIOP (Sheltered Instruction Observation Protocol) Model by Michael Creegan (2010).

The researcher use BEDSRA teaching strategies stages in developing products in class so that students understand more reading comprehension through BEDSRA Strategy. English teaching materials are presented in class through the steps in accordance with the following BEDSRA teaching strategy:

#### **1. Brainstorming**

According to Anne Whitaker (2009 : 6) it will help us to see what we are already know, what we are think, and what else that we need to find out about topic. Writing things down also ensures that you will not forget your great ideas later. McDowell Anne Whitaker (2009 : 6) defines brainstorming as "the act of defining a problem or idea and coming up with anything related to the topic – no matter how remote a suggestion may sound. All of these ideas are recorded and evaluated only after the brainstorming is completed".

#### **2. Exploring idea**

There are a number of specific strategies for exploring ideas, wich may use into several of them. The key is to put aside the inner critic or editor, and write down all comit ideas. Exploring ideas according to Cameron (2008, p2) can include: 1) Doing research, 2) Thinking, 3) Talking, 4) Free writing, listing (sometimes called brainstorming), 5) Clustering (sometimes called webbing or mind-mapping).

#### **3. Discussion**

Discussion is something directed conversation shaped exchange of thoughts between two or more people verbally for get a deal or compatibility in trying to solve problems encountered in this context are discuss about the ideas related the themes.

#### **4. Sharing Idea**

Sharing ideas is where someone gives ideas from the results of his own thoughts to friends and aims so that ideas can be developed if discussed together.

#### **5. Re-writing and Assessment**

Is used to explore the student ability in writing the information that they get in every points topic already learn in the class. Assessment activity is used to know the students' acceptability on the topic which learn by giving exercises related to the topics.

## **RESEARCH METHOD**

This study conducted by using an Experimental method or Experimental study. According Richard (1985 : 100) stated the experimental method is a approach to educational research in which idea or hypothesis is tested or verified by setting up situation in which relationship between different subjects or variables can be determined.

In this study, the researcher used Quasi experimental research method. Quasi experimental is a development of a difficult true experimental design implemented (Sugiyono 2016; 77). Used of this quasi experimental method based on the consideration in implementing this research learning takes place naturally and students do not feel experimented. The form of the quasi experiment used is time series design. The design of this study only uses one group, so does not require a control groups (Sugiyono, 2016:78). Before being give treatment , the experimental group was first given a pre-test, then given treatment by using SETS model learning (Sciences, Enviroment, Technology, Society) and after that were given post-test. The following is a time series design table in this study:

**Table 3. Research Design time series design**

<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
01	X1	02
03	X2	04
05	X3	06

Where:

010305 = Value of pre test before treatment

X1X2X3 = Treatment using a learning model SETS

020406 = Post test value after being given treatment

The first thing to do determine the group to be used as an experimental group. In the design of this study the groups were only one group is used, so it doesn't use groups control. Before being given treatment, the experimental groups was given a pre test first, then treated the experimental group by using the SETS learning model (Sciences, Environment, Technology, and Society) on the theme of water pollution.

Treatment given in the experimental class there were three treatments (first series, series second, third series). After being given treatment, the experimental groups was given post test, so that the gain of difference between he pre test and post test. The value of the pre test and post test describes the value of literacy in students before and after being treated using the sets model.

According to Sugiono (2008), Population is general area that contains certain object or subject that have special quality and characteristic that is decided by the researcher to investigate and make the conclusion. In addition, Arikunto (2006) stated the population is the whole subject of the research. The population of this research at the seconds grade students of SMP N 2 KOTA JAMBI.

Arikunto (2010:174) state sample is part resent of population that will studied. Is called the sample research study sample. Sample random sampling according to Gay (2006:101) is the process of sample selection of all individuals in the defined population have an equal independent change of being selected for sample. Said Syekh (2011:15) stated random sample is a technique to take sample randomly. In this research, researcher choose class VIII B in SMP N 2 KOTA JAMBI in academic years 2018/2019 as the sample. Students in class are 36 students study of 15 women and 19 of men.

To measure that reliability of test item, the researcher firstly gaining the Try-out. It is to know whether the instrument suitable or not. To check the reliability of the test, the researcher used the formula proposed by Heaton as follow:  $r_{11} = \frac{N}{N-1} \left( 1 - \frac{m}{N} \right)$  Where N= the number of the test item sm= the mean score of items in the test X= the standard deviation of all test  $r_{11}$ = reliability From the result in append 3, it shows that the value of reliability is 0.40. It means that the reliability of the test was good since the reliability of the test was between the range of 0 and + 1. Since the reliability of the test was good, it could be assumed that the validity of the test was also good. So, it can conclude that these instruments are reliable and can be used for research.

There are several steps in data collection, namely: 1) Preparation, 2) Implementation, in this pre-test he researcher gave a narrative text question to students entitled The story of the smart parrot, which numbered 10 multiple choice questions. 3) Treatment, researcher giving treatment to the students. The researcher treat reading comprehension using BEDSRA teaching strategies stages. 4) Post-test, the researcher gave a post test in the form of a multiple choice narrative text with the story title Malin Kundang the Durhaka Child which numbered 20 questions in which one correct answer got a score of 5, if there were students who could answer all questions correctly they would get a score of 100 or equal to A.

The data used analyze by individual score, score range, and the matched t-test. First, individual score. It is used to find the students individual scores in the test given. Most commonly percentage of scores in a specified distribution that fall below the point at which given score lies. Sometimes the individual score is defined to include score the fall at the points, sometimes the individual score is defined to include half of score at the point.

The formula is a follows:

$$X = \frac{R}{NI} \times 100$$

Where :

X : Score of individual Result

R : Number of correct answer

NI : Number of test items

Second, score range. The score range is used to interpret the students individual scores. The range is as follow:

**Table 1. Score Range**

Score Category	Level of Competency
85-100	A
70-84	B
55-69	C
<54	D

*Source: Students report of SMPN 2 Kota Jambi in Academic year 2018/2019*

Third, matched t-test. For finding the significant difference between pre-test and post-test the formula is a follow :

Where:

SD : Standard Deviation of the Differences

N : Number of Students

Where the formula of SD is :

$$SD = \sqrt{\frac{\sum D^2 - (i/n)(\sum D)^2}{n-1}}$$

The formula of SD is:

$$SD = \frac{SD}{\sqrt{n}}$$

The formula of SD is :

$$SD = \frac{SD}{n}$$

The formula of t is :

$$t = \frac{X_2 - X_1}{SD}$$

In which :

T : The t-obtained

X1 : The students Average Score in the Pre-Test

X2 : The students Average Score in the Post-Test

SD : The Standard Error of Differences between Two Means

( Source : Hatch and Farhady, 1982:116).

## **FINDINGS**

In this finding, the researcher presented the results that had been collected and an analysis of the understanding of reading the student test results and the students' own knowledge about the BEDSRA strategy in reading comprehension. The test was conducted twice namely pre-test and post-test. In the pre-test the researcher only gave narrative text 10 questions to the students in the narrative text entitled The Story of the Smart Parrot. The next meeting the researcher began to trace the BEDSRA strategy in reading comprehension to students of SMP N 2 Kota Jambi where the researcher use the learning implementation plan (RPP). In the RPP itself there is a narrative text entitled The Legend of Prambanan Temple which in the narrative text story will be treated on BEDSRA.

In the story of The Legend Of Prambanan Temple researcher and students discuss where the Brainstorming section, Exploring Idea, Discussion, Sharing Ideas, Re-writing, and Assessment in the narrative text. And the next research, the researchers began to do a post test consisting of 20 questions about BEDSRA again using a narrative text entitled Malin the Durhaks Children which in the post-test researcher divided students into 4 groups to complete the post test. In the post test itself the students are only instructed to look for Brainstorming, Exploring Idea, Discussion, Sharing Ideas, Writing, and Assessment (BEDSRA). The result of the research was done by narrative test. Students score in the Pre-Test.

The scoring consists of amount of the correct objective that got from the pre-test. The score of pre-test have variation. The lowest score is 0 because students absents today. The lowest score was 30. The correct answer from amount of the test was three. The incorrect answer from the test was seven . The highest score was 80. It came from the students correct answer. So, the students score was 80. The average of the pre-test was 60 with category C.

Based on the score gotten, researcher explained that the first there was a students got score 30 with category D percentage 7,94 %. The second there were two students got the score the 40 with category D with percentage 7,94 %. The correct answer was four. The third there were two students got score 50 with category D. The percentage was 7,94%. The correct answer was five. The fourth there were eleven students got score 60 with category C. The percentage was 31,67%. The five there were five students got score

70 with category B. The percentage 41,85%. The six there were eleven students got score 80 with category B. The percentage 31,67%.

In this study the researcher took a post test by giving a question in the form of a narrative text in which there was a story question entitled Malin the Durhaka Children. From the post test that researcher took at the SMPN 2 Kota Jambi, the researcher found that the BEDSRA strategy was not fully applicable at the junior high school level. This is due to a lack or lack of time for researcher to explain in detail to students about BEDSRA which can be used in reading comprehension. And in the post test that the researcher did at SMPN 2 Kota Jambi there were still some students who were unable to complete the post test themselves.

Based on the students score obtained from the pre test and post test, researcher calculated the matched t-test to find out whether or not it was significant effective to teach implementation of BEDSRA teaching strategies in reading comprehension by using narrative text to second grade of SMPN 2 Kota Jambi in academic year 2018/2019. After the score of pre test and post test gotten, the researcher found that the result of the matched t-test for whole class was 8,44. The average was higher than critical value that was 2,03.

From the data obtained, comparison scores of the pre-test and post test, the researcher found that the result of the standard deviation was 8,44 and the process of the calculation was as the follow :

$$SD = \sqrt{\frac{\sum D^2 - (1/n)(\sum D)^2}{n - 1}}$$
$$SD = 1,09$$
$$X_1 = \frac{\sum X_1}{N}$$
$$X_1 =$$
$$X_1 = 45,47$$
$$X_2 = \frac{\sum X_2}{N}$$
$$X_2 = 57,17$$
$$t_{obt} = \frac{X_2 - X_1}{SD}$$
$$t_{obt} = \frac{57,17 - 45,47}{1,09}$$
$$t_{obt} = \frac{11,7}{1,09}$$
$$t_{obt} = -10,37$$

## DISCUSSIONS

Based on the result of students reading. It was gotten the students average score in the pre-test was 31,67. The highest score was 80 and the lowest score was 30. It was gotten by a students. Based on the average ability it was category to “fair level” before being given the narrative text. The average of post test was 31,67. The highest score was 80 by a students.

The lowest score for post test was 30. It was gotten by two students. It means there was the increasement of students average score. The average of pre test score was higher than average post test scores. The post test is higher than pretest score because researcher discusses the other narrative text with the students. Students are divided into some groups.

Every group consists of nine students. Students are asked to discuss the story from narrative text their each groups and exercise the post test about the implementation BEDSRA strategies in reading comprehension through narrative text. They will share their knowledge with their friends. After that researcher with the students discuss together

about story from narrative text. This method is used by the researcher several times. Students can ask directly if they find some difficulties that related to their lesson.

After researcher predicts that students understand about reading comprehension through narrative text, researcher asks the students prepare themselves to follow the test from next meeting. After students do the post test and checked by researcher, the students score have over than English minimal grade criteria it is 6,50. The average the score gotten from post test is 67,80. It was concluded that the treatment by using narrative text in can increase students reading comprehension.

## **CONCLUSIONS AND SUGGESTIONS**

Based on discussion before, the researcher presents several items of conclusion as follows:

1. The average of students score for pre-test is 52,79 with category D and 67,80 post test with category C. The lowest score for pre-test 30 and the highest score for pre-test is 75. The lowest score for post test is 40 and the highest score for post test is 90.
2. There is progress between pre-test and post test after using narrative text to implementation BEDSRA teaching strategies in teaching reading comprehension at the second grade student of SMP N 2 Kota Jambi in academic years 2018/2019.
3. The alternative hypothesis ( $H_a$ ) is examined through the match t-test table. Based on the testing hypothesis, the alternative hypothesis ( $H_a$ ) with 5 % significance level is accepted and  $H_0$  is rejected since the result of the calculation of the matched t-test was 10,35 and its critical value was 2.03 ( $df=33$ ).

From the finding and discussion above the researcher would like to give some suggestions: 1) For the teacher, the quality of students toward reading narrative text should be improved. It can be done by giving them routine exercise as often as possible. 2), For the Students, the students should realize that reading is very important specific for learning English. It can not be separated from English skill. Students should must do routine exercise to improve their reading ability skill.