THE EFFECTIVENESS OF USING GRADED READERS TEXTBOOK TO ENHANCING READING COMPREHENSION STUDENTS OF 10TH GRADE SENIOR HIGH SCHOOL

Efektifitas Penggunaan Buku Bacaan Bertingkat Untuk Meningkatkan Kemampuan Membaca Siswa Kelas 10 Sekolah Menengah Atas

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Abstrak :
Penelitian ini betujuan untuk menentukan efektifitas penggunaan buku bacaan bertingkat untuk meningkatkan kemampuan membaca siswa kelas 10 Sekolah Menengah Atas. Media yang digunakan adalah buku bacaan bertingkat. Sampel yang digunakan adalah siswa kelas 10 MIPA 1 sebagai kelas kontrol dan 10 MIPA 2 sebagai kelas eksperimen di SMA Tamansiswa Mojokerto. Jumlah dari sampel adalah 55 siswa. Penelitian ini dilakukan menggunkan metode kuantitatif dengan desain penelitian quasi-eksperimen. Berdasarkan hasil dari analisis hipotesis, dapat dilihat dari Mann-Whitney U Test with Asymp. Sig. (2-tailed) adalah 0.003 < 0.05. Dari perhitungan tersebut, dapat dilihat bahwa Asymp. Sig. (2-tailed) < 0.05, berarti Ha diterima dan Ho ditolak. Jadi, dapat disimpulkan bahwa penggunaan buku bacaan bertingkat merupakan media yang efektif untuk meningkatkan kemampuan membaca siswa kelas 10 Sekolah Menengah Atas.
Kata kunci: *Bacaan Bertingkat, Kemampuan Membaca*

Abstract :
The focuses of this research is to find out the effectiveness of using graded readers textbook to enhance reading comprehension of students' 10th Grade Senior High School. The media used is a graded readers textbook. The sample used was from grade 10 MIPA 1 as control class and 10 MIPA 2 as experimental class in SMA Tamansiswa Mojokerto. The total of sample are 55 students. The research uses a quantitative method with quasi-experimental research design. Based on the results of hypothesis analysis, it can be seen that the Mann-Whitney U Test with Asymp. Sig. (2-tailed) is 0.003 < 0.05. In the calculations, it can be seen that the Asymp. Sig. (2-tailed) < 0.05, it means that Hα is accepted and Ho is rejected. So, it can be concluded that using graded readers textbook are effective media to enhance students' reading comprehension of students' 10th Grade Senior High School.
Key Words: *Graded reading, Reading Comprehension*

INTRODUCTION

According to Sheng (2000), reading is a communication process from writer to reader. It involves letters, words, sentences, and clauses. Reading is one type of practical communication that uses the sense of sight through several media, textbooks, captions, novels, news, social media, etc. The main goal is to understand the reading material, but the reality shows that most students do not understand the material. Their daily interactions can best be remedied by reading.

According to Halim (1987), most students encounter problems comprehending English text. There are still many students who think that reading is a challenging activity that causes

students' ability to read to be low. Students believe that reading is one of the skills that are considered difficult for students. So, it causes students not to think that reading is an activity that must be mastered. Starting from the assumption that reading is difficult, it forces students to have difficulty in working on questions with slightly long readings. This is because students do not understand the meaning and information contained in the reading.

Therefore, a graded reader is an excellent learning medium to start enhancing reading comprehension. According to Claridge (2012), graded readers are classified as textbooks with different difficulty levels for students to read or learn foreign languages. The primary function of a graded reader is to create a series of stepping stones so that language learners can read simple material. Beginners cannot read non-simple documents easily because of their difficulty, and to bring learners to the point where they can read non-simple texts, they must read materials that are not simple. Difficulty levels gradually increase until they reach this point. As used by Oxford Publishing, Cambridge, Penguin Readers, etc., the difficulty level of reading will increase as the level of the reading book increase. The vocabulary, number of words, and structure. Suppose the level is up, so the vocabulary, number of words, and structure will be more difficult.

According to Albay (2017), with graded readers, readers are proven to experience increased reading ability, vocabulary, range of expression, and other knowledge obtained from reading. This is because reading causes language learners to do something that can train the brain to get used to reading. That habit will lead to an increase in brain work which ultimately processes the ability to read, vocabulary, range of expression, and other knowledge that has been obtained from reading. So that in the end, the language learners who have read graded readers are motivated to help promote extensive reading activities to novice students who still have a low interest in reading. Much literature has shown that graded readers, sometimes called simple readers, enjoy several advantages over student textbooks. First, according to Retnaningdyah et al. (2020), graded readers can provide exposure to students' broader and larger narrative texts related to everyday life that will be read during the study inside or outside the classroom. Then the second is that the level of difficulty in reading books can be controlled by selecting a range of levels, making it possible for students to choose a range of levels from easy and then going up a level by level in learning the latest vocabulary. Next is the third, with the selection of controlled reading books using various interesting and unique themes, students will feel motivated to always read to improve their reading skills.

The Preliminary research was done in SMA TAMANSISWA before the research in the form of an interview given to English teachers in 10th grade. She said that students' achievement in reading was still poor. The reading interest of grade 10th students is low due to a lack of reading habits. When doing much reading questions, students would find it difficult to answer the question because they do not understand the content of the text. Based on this fact, teachers should provide a variety of instructional techniques in the reading classroom to motivate students to understand the text they are reading.

From the explanation above, the formulation of the study is : Is using graded readers textbooks effective to enhance students' reading comprehension at 10th grade senior high school Tamansiswa? So the objectives of the research is determine the effectiveness of using graded readers to enhance reading comprehension of students' 10th Grade Senior High School Tamansiswa.

METHODOLOGY

This research used the Quantitative research method. A quasi-experimental design and non-equivalent control group design were used in this research. This study involved two classes (experimental and control), which did not choose at random but were chosen because they have the same characteristics but with different treatments. The two classes have been given a pre-test, treatment, and post-test. This study aimed to determine the relationship or effect of effectiveness on research subjects by comparing two class groups (control and experimental). The experimental class group has been given treatment using graded readers as a medium to enhance reading skills. Then compared to the control class group who were not given treatment, they only used the traditional method, namely by being given the material in the textbook.

The population of this research is all classes of 10th Grade at SMA Tamansiswa Mojokerto in the academic year 2021/2022 that are three classes of 10th Grade: 10 MIPA 1, MIPA 2, and IPS. The total of students is 88 students. The sample used the 10th MIPA 1 and MIPA 2 classes. The sample was not chosen at random but was chosen based on real class conditions. The researcher divided the groups into two groups of classes, namely the control group and the experimental group class. The control group class, namely 10 MIPA 1, consisted of 28 students, and the experimental group class, namely 10 MIPA 2 with 27 students, so the total number of students was 55 students.

The research instrument was pre-test and post-test to indicate the treatment used graded readers effective to enhance reading comprehension students. After doing the pre-test, students have been given allowed to check the level of the graded reading textbook in an experimental group class. After that, before doing the post-test, the researcher was given treatment in an experimental group class. Reading tests has been given the students basic competency in reading comprehension that is multiple-choice, which consists of 10 questions.

This research used non-random sampling to collect data with pre-test and post-test applications. The procedures of collecting data are presented in chronological order as follows: Pre-test, treatment, and post test. The research procedure in the experimental class was carried out in the following order: students check their reading level by entering the erf placement test website, enter the class code, complete the tests that are available on the website to knowing the graded readers' level, then login into the graded readers' website er.central.com, and the last students are allowed to read from sources other than er.central.com concerning the results of the erf placement test.

This research used descriptive statistic to analyze the data. Descriptive statistics are statistics used to analyze data by describing or the data collected without drawing relevant conclusions to can be generalized. In this research, the SPSS version 22 program was used to analyze the data namely: normality test, homogenity test, t-test (Mann-Whitney U Test), and statistical hypothesis.

Normality test is used to determine if the data is normal. The data is considered normal if the test result is more significant than 0.05. A homogeneity test is used to determine the degree of similarity between two classes. Data is considered significant if the test results show results greater than 0.05. T-Test was used to find the difference in students' ability to read narrative texts after using graded readers textbook. Once the Mann-Whitney U Test has been performed, we will see if there is a difference between the two variables, i.e., the experimental class and the control class. After the test, the researcher compares the test and the table. The research hypothesis test at the 5% significance level (0.05). Ha: accepted if > t-table or if Sig. (2-tailed) < 0.05. Ho: rejected if < t-table or if Sig. (2-tailed) > 0.05.

Researchers must ensure that the treatment given to the control class and experimental class is different to ensure that the effect given will affect the study results. This research uses the validity and reliability tests with the SPSS version 22 program.

FINDINGS AND DISCUSSION
Findings
Descriptive Statistics
The experimental class and control class have different minimum and maximum values. In the following table. 1, the minimum and maximum values in the descriptive analysis are presented in each class.

Table. 1 The Results of Descriptive Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	27	20	70	46,30	14,182
Post-Test Eksperimen	27	50	100	80,00	14,142
Pre-Test Kontrol	28	20	70	46,43	13,935
Post-Test Kontrol	28	40	90	66,79	14,670
Valid N (listwise)	27				

Table. 1 shows the results of the Pre-Test in the experimental class, having a minimum value of 20 and a maximum value of 70 with a standard deviation value of 14,182. The Post-Test in the experimental class has a minimum score of 50 and a maximum value of 100 with a standard deviation of 14,142. Meanwhile, the Pre-Test in the control class has a minimum score of 20 and a maximum value of 70 with a standard deviation of 13.935. The Post-Test in the control class has a minimum score of 40 and a maximum value of 90 with a standard deviation of 14.670.

Normality Tests
To ascertain if the data were regularly distributed or not, the normality test was carried out. The following table. 1 shows the normality test of the Pre-Test and Post-Test for the experimental and control classes.

Table. 2 Test of Normality Experimental and Control Class

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Results	Pre-Test Experiment	,153	27	,106	,932	27	**,079**
	Post-Test Experiment	,131	27	,200*	,932	27	**,078**
	Pre-Test Control	,142	28	,156	,935	28	**,083**
	Post-Test Control	,158	28	,071	,937	28	**,092**

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the decision of the table. 2, the significance value (p) is greater than 0.05 (p > 0.05). Thus, the distribution of the Pre-Test and Post-Test data in the experimental class and the control class using the Shapiro-Wilk normality test, the data is declared to be normally distributed.

Homogeneity Tests

The homogeneity test was carried out after the data was declared to be normally distributed. The analysis is done by looking at the significant value of the data. If the significance value > 0.05, then the data is declared homogeneous (same). However, if the significance value is <0.05, the data is declared heterogeneous (various).

Table. 3 Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Results of Student Learning	Based on Mean	,110	3	106	**,954**
	Based on Median	,043	3	106	,988
	Based on Median and with adjusted df	,043	3	105,5	,988
	Based on trimmed mean	,087	3	106	,967

Based on significance of the Mean is 0.954 > 0.05. It implies that the data of the instrument are homogeneous since the significance of the post-test is higher than the significance alpha, namely, (0.954 > 0.05). Shortly, all the data of this research are homogeneous.

Mann-Whitney U Test Analysis

This part compares students in the experimental class to those in the control class to see if there is a discernible difference in their ability to understand narrative texts. This t-test was calculated based on the Post-Test scores for the experimental class and the control class using the t-test on the SPSS version 22 program.

Table. 4 Mann-Whitney U Test Non-Parametrics

Test Statistics^a

	Result of the Students' Learning
Mann-Whitney U	203,500
Wilcoxon W	609,500
Z	-2,990
Asymp. Sig. (2-tailed)	**,003**

a. Grouping Variable: Class

Based on table. 4, it is known that the value of Asymp. Sig. (2-tailed) of 0.003 < 0.05, then used as the basis for decision-making in the Independent Sample T-test non-parametric. This means that there is significance to the value of using the graded readers' textbook media. Based on this decision, the final result of the Mann- Whitney Test non-parametric is using graded readers as an effective medium to enhance students' reading comprehension. So, Ho is rejected, and Hα is accepted. Thus, it can be concluded that there is a significant effect on the use of graded readers textbook media to enhance students' ability in reading comprehension.

Statistical Hypothesis

In testing the hypothesis, the following conclusions were obtained:
1. Hα: Using graded readers are an effective medium to enhance students' reading comprehension.
2. Ho: Using graded readers are ineffective medium to enhance students' reading comprehension.

Then, the hypothesis testing criteria are as follows:
1. Hα is accepted if to > t-table or if Sig. (2-tailed) < 0.05.
2. Ho is rejected if to < t-table, or if Sig. (2-tailed) > 0.05.

Based on the results of the post-test experimental class and control class, it can be seen that Asymp. Sig. (2-tailed) 0.003 < 0.05, which means that Hα is accepted. So, it can be concluded that using graded readers is an effective medium to enhance students' reading comprehension.

Validity and Reliability

In the validity section, it is used to measure whether the instrument used is valid or invalid. The instrument measured by validity is a multiple choice question with the following result.

Table. 5 Summaryof Validity Test Results

Question	r-count	r-table	Description
1	0,455	0,374	**Valid**
2	0,379	0,374	**Valid**
3	0,455	0,374	**Valid**
4	0,403	0,374	**Valid**
5	0,455	0,374	**Valid**
6	0,455	0,374	**Valid**
7	0,558	0,374	**Valid**
8	0,403	0,374	**Valid**
9	0,463	0,374	**Valid**
10	0,537	0,374	**Valid**

Based on table. 5, it is known that from 10 multiple choice questions given to students, the results of the r-count > r-table, it can be said that the instrument used is valid. This means that the instrument used at the time of the research is validated so that it is suitable for use in research. The next section is reliability test. In the reliability test section, it is used to measure whether the instrument used is consistent or inconsistent. The instrument measured by Reliability is multiple choice with the following results.

Table. 6 Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
,763	10

Based on table. 6, it is known that from 10 multiple choice questions given to students, the result is r-count > r-table, so it can be said that the instrument used is reliable or consistent. It can be seen that the classification of the results of the r-count value on the reliability test is in the High category.

Discussion

The results of the pre-test showed that the average in the experimental class was lower than the average in the control class. The average value for the experimental class is 46.30, while the average value for the control class is 46.43. Then, the post-test was held to measure students' achievement in both classes in reading comprehension. The mean score of the experimental class is 80,00, while the mean score of the controlled class is 66,79. The result of the post-test stated that the mean score experimental class was greater than the controlled class. It confirms that graded readers' textbook was effective in enhancing students' reading comprehension.

The decision based on the significance value (p) is greater than 0.05 (p > 0.05). The analysis distribution of the Pre-Test and Post-Test data in the experimental class and the control class using the Shapiro-Wilk normality test. The data is shown to be normally distributed. Then, the data analysis of the homogeneity test showed the significance of the post-test is higher than the significance alpha, namely, (0.954 > 0.05). Shortly, all the data of this research are homogeneous. Moreover, the researcher conducted the statistical hypothesis analysis by using an independent-sample t-test to strengthen the previous paragraph. The Mann- Whitney Test shows that Asymp. Sig. (2-tailed) of post-test is 0.003, which is lower than sig a (0.05). As a result of the null hypothesis being rejected and the alternative hypothesis being accepted, it means that there is a statistically significant difference between the experimental class and the controlled class in the post-test. Additionally, it demonstrates that using graded readers is effective in enhancing students' reading comprehension.

Furthermore, this result was supported by some previous research conducted by: 1. Kara (2019), 2. Qiang et al. (2020), 3. Maghfiroh (2020), 4. Al-Baihaqi (2020), 5. Zou & Long (2019). However, there are some differences between this research compared to those in previous research. First, the research was performed by Kara (2019)used an experimental research design with a two-group pre-test and point test design to determine the effect of student assessment on reading comprehension scores. The media for the research used Books from the Oxford Bookworms series stage 1-3. The subject is students at Selcuk University School of Foreign Language (SOFL).

The second research from Maghfiroh (2020) aims to determine the effectiveness of graded readers in improving reading comprehension, especially in vocabulary. The research used eleventh grade with the book (level) in the library for the media of the research. This is also supported by research from Al-Baihaqi (2020) and Zou & Long (2019), which focuses on improving rating literacy habituation activities and determining how much effect the researcher can explore reading activities for students in high school. Both have the same method, namely the nix-method, and use Oxford reading books.

Lastly, Qiang et al. (2020) used a case study while this research used quasi-experiment and the others used true experimental and mix-method. Moreover, there are three types of data sources for collecting research data, namely tests (pre-mid and post) and post-project student questionnaires. This research was different because it added 8 English teachers to the research. The research aims to find the relationship between literacy development, among others: interest, reading ability, habits, and creative thinking.

In conclusion, based on data of the research, data analysis, and previous research that focused on using graded readers, it is considered a supporter of this research. Thus, the researchers proved that using graded reading textbooks had a significant effect or was effective on students' reading comprehension.

CONCLUSION

This research set out to determine whether graded readers textbooks are effective or not in enhancing students' reading comprehension at 10th grade SMA Tamansiswa Kota Mojokerto. the experimental class had a greater increase in post-test scores than the post-test scores in the control class. Based on the Mann-Whitney Test output table in the value of Asymp. Sig. (2-tailed) is 0.003 <0.05, then as the basis for decision making in the Mann- Whitney Test, this means that there is significance to the value using the graded readers' textbook media. It can be concluded that Ho is rejected, and Hα is accepted. So, there is a significant effect on the use of graded

readers' textbook media to enhance students' ability in reading comprehension. Furthermore, the alternative hypothesis result proves that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Based on the results of hypothesis analysis, it can be seen that Asymp. Sig. (2-tailed) < 0.05 means that Hα is accepted. So, it can be concluded that using graded readers is an effective medium to enhance students' reading comprehension. In summary, this research proves and answers the formulation of the research that using graded readers textbooks is effective in enhancing students' reading comprehension in 10th-grade Senior High School Tamansiswa.

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