



THE EFFECTIVENESS OF USING STATION ROTATION MODEL TO IMPROVE STUDENTS' READING SKILL IN RECOUNT TEXT

(A Quasi Experimental Research at the Tenth Grade Students of MA NU Mu'allimat Kudus)

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ABSTRACT

The objective of this research is to find the effectiveness of using Station Rotation model to improve students' reading skill achievement, especially for recount text at the tenth grade students of MA NU Mu'allimat Kudus academic year 2017/2018. The subjects of this research were 80 students. Experimental research was used as a method in this research. The research was conducted in two group, they are the experimental group and the control group. The experimental group was students which were taught by Station Rotation model, while the control group was students which were taught without Station Rotation model. The data were gathered through tests which were delivered into the pre-test and the post-test. The result of the research showed that Station Rotation model is effective to use in teaching reading skill in recount text. Gained score of the experimental group (19.7) is higher than the control group (9.6). From the result of statistic calculation, it was obtained that the value of t -observation (t_o) is 3.97 and degree of freedom (df) is 78. In the table of significance 5%, the value of degree of significance is 1.99. Comparing those values, the result is $3.97 > 1.99$ which means t -observation (t_o) score is higher than t -table (t_t) score. In other words, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. Therefore, teaching reading skill in recount text by using Station Rotation model is effective.

Keywords: *Station Rotation model, Reading Skill, Recount Text, Quasi Experimental Research*

INTRODUCTION

Language is the way to communicate with each other. Nowadays, people need to use lingua franca (as known as English language) to gain communicate with another in the whole world. Harmer (2007:1) states that today English is the world most widely studied foreign language. Indonesian people use English as a second language, so they have to learn English at the school or other

places. In teaching learning process, there are four skills to be taught: listening, speaking, reading, and writing. The most important skill to be taught and learnt in foreign language acquisitions, it is reading skill.

Reading is very important for English learners because it can enlarge their knowledge, also add some vocabularies of English and get information. From reading, students are able to get complete

understanding of the texts. According to Mikulecky (2008:1), reading is a conscious and unconscious thinking process. It means that readers have to apply many strategies for reconstructing the meaning which is assumed to have intended by the author. Readers do this by comparing information in the text to their background knowledge and prior experience. Moreover, Harmer (2007:68) also states that there are many reasons for students to read English, either for careers, for study purpose or simply for pleasure. Besides it, reading is also tested in National Examination in Indonesia. Based on this fact, students must comprehend reading well in order to pass the National Examination which organized by government.

Most of students still find obstacles when they do reading process even though they have learned reading since early age. This problem often faced by foreign language students, such as Indonesian. Thus, it also makes foreign language teachers face many challenges in the classroom to teach students how to utilize their skill and knowledge which they bring from their first language for learning reading of second language. Moreover, teachers are sued to have various kinds of teaching methods and techniques in order to make the reading class more interesting, easy to understand, and enjoyable to read. As Nuttal (1989:31) said that the aim of reading program is to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic text, at appropriate speed, silently with adequate understanding. Therefore, students' reading ability in the kinds of text will give great advantages for them.

There are many kinds of text types of reading, such as descriptive, recount, narrative, expository, and procedure text that should be learnt by Senior High School

Students in Indonesia. Curriculum which is used in MA NU Mu'allimat Kudus is 2013 curriculum. In syllabus of 2013 curriculum there are some texts types which are taught to tenth grade students include descriptive text, narrative text, and recount text. Among texts that have been mention, it must be mastered by students in the tenth grade of Senior High School, especially recount text. Meanwhile, recount text is the beginning skill that has to be faced by students before they got writing recount text material.

Talking about recount text, Anderson and Anderson (1997:48) stated that recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened. Recount text material is really important to be understood by students at senior high school, even though students had been studied about recount text since they were in junior high school but sometimes some students still had problems in understanding recount text. By understanding this material which its structures are usually and often used in daily life, students will get easier in learning other skills of language.

To be a teacher in non-native speakers which English as second language for them involves some problems and challenges in teaching. Furthermore, there are some other problems that appear from students in reading. Sometimes, students feel lazy when the teacher asks them to read a text because they do not know the meaning of some words or find the weird word that they never found before. Those make students become passive and they tend to listen only what the teacher tells and explains in the front of class. Besides that, students only do translating activity without deep understanding about the text in the classroom. It is such a boring time for students in this high technology era and it is just make students have no struggle to learn.

Whereas in 2013 curriculum which encouraged students to be more active and made learning process in the class becomes students-centered learning.

Considered about the important of reading and the characteristic of reading that cannot be understand by students easily, teacher should do an act that can solve those problems in the class. One of the ways is by using an appropriate method and technique when teaching reading of recount text; it is blended learning, a method which is still unfamiliar in Indonesia. From a pedagogical perspective, blended learning aims to incorporate the best aspects of face-to-face classroom learning experiences with the best of mobile and online learning experiences (Department of Education Victoria, 2012:29). The emergence of blended learning gives the help for teacher to make the classroom difference than usual. So, blended learning is not just about using technology because it is variable; blended learning is about finding better ways of supporting ways of supporting students in achieving the learning objectives and providing them with the best possible learning and teaching experiences (Bath & Bourke, 2010:1).

In today's classrooms, there are many models of blended learning exist. Four widely accepted models that are being adopted by educators are the following: the Station Rotation model, the Lab Rotation model, the Flex model, and the Flipped Classroom model (Staker& Horn, 2012; Walne, 2012). From those four models of blended learning, the writer chooses the Station Rotation model for doing experiment in teaching reading of recount text. The rotation includes at least one station for online learning (Serria& Molina, 2013). Other station may include activities such as doing discussion or face-to-face learning with teacher, and another is small-group or group projects.

To summarize the description above, the writer concludes that the research proposal has a goal to measure the effectiveness of using station-rotation model in teaching reading recount text. Reading is one of skills that has important role in learning English language. Thus, it makes teachers should know well how to make students interest in reading moreover read a recount text. Besides understanding the context of recount text, teachers also should encourage students to understand the structures of the text and find new vocabularies inside the text. For solving the problems that are faced by students in learning reading and teachers in teaching reading, the writer wants apply blended learning. In this case, the writer uses the Station-Rotation model for teaching reading of recount text at the tenth grade students in MA NU Mu'allimat Kudus. After applying this learning model, the writer hopes that this model effective for teaching reading. Then, it can help students more easy in understanding recount text and improve their other skills of language when they have mastered in reading skill.

RESEACH METHOD

The writer chose quantitative method where experimental is needed to gather the data. Quasi-experimental with non-equivalent control group design was used as the design of the research. In this design, both the experimental and control group are compared, although the group is selected and placed without randomly (Mubarak, 2015:102). The writer used quasi experimental design in order to distinguish between experimental group and control group. In this case, the control group did not receive treatment (Station-Rotation model) as those in experimental group.

The research was held in MA NU Mu'allimat Kudus which is located in Jl. KHA. Wahid Hasyim No.4 Kudus 59313. This research was carried out for a month, start from January 23rd to February 23rd, 2018 in the even semester 2017/2018. The population member of this research was the tenth grade students of Senior High School in MA NU Mu'allimat Kudus which was divided into 6 classes. Each class consist about 45 students, so the total population was 270 students. Whereas, the writer took two classes (X IPA 1 and X IPA 3) became the sample of the research. There were only 40 students from each class as the sample, so the number of the sample was 80 students.

In collecting the data, the writer used the test that was pre-test and post-test. There were 45 questions of multiple choices about recount text to be tested to another class first for determining the validity and reliability of the instrument. After that, the questions were limited become 25 questions of multiple choices for pre-test and post-test.

First of all in conducting the research, the writer gave pre-test which was conducted to find out the students' reading skill before giving treatment. Then, the writer gave treatment Station-Rotation model toward experimental group and control group were taught without Station-Rotation model. Next, post-test was given to the both classes. The result both of pre and post-test would be compared to know the students' achievement before and after the treatment given. Considering that this research was conducted to find out the effectiveness of the use of Station-Rotation model, the writer used the t-test formula to know whether there was different significance between experimental and control group or not.

RESEARCH FINDINGS

After conducting a research on teaching reading recount text trough Station-Rotation model at the tenth grade students of MA NUMu'llimat Kudus in academic year 2017/2018, the writer showed the research findings. The pre-test and post-test were given to the class X IPA 1 as the experimental group and X IPA 3 as the control group of this research. The findings of this research presents the results of the students' mean score, the gained score of pre-test and post-test, the standard deviation, and the difference mean score between the experimental and control group.

This research was designed to find out whether the use of Station-rotation model was effective or not to improve students' reading skill in recount text. To know the result from this purpose, the writer used the test as a tool. Before giving the pre-test and post-test, the instrument was tried out to determine the validity and reliability. The validity was calculated by manual calculation, SPSS, and Microsoft Excel showed that there were 25 item numbers were valid and 20 item numbers were invalid. Then, the reliability calculated by the formula of K.R 20 showed the value was 0.707 which means it was higher than r_{table} (0.291).

After trying out the instrument, the writer administered the pre-test before gave the treatment, and the post-test after gave the instrument. From the data analysis, it showed that the score of pre-test of experimental group was 58.6 and the pre-test of control group was 53.9. Then, after treated by Station-Rotation model, the score of the experimental group in post-test improved and the score was 80. Meanwhile, the post-test score of control group was 63.5. The difference between the gained score of experimental and control group was 10.15. It means that the experimental group showed a

better achievement than control group. Hence, it can be concluded that the use of Station-Rotation model was effective to improve students' reading skill in recount text to the tenth grade students of MA NU Mu'allimat Kudus.

By doing the measurement of students' mean score of pre-test and post-test in each group, the writer used those scores to analyze the standard deviation between both the experimental and control group. Based on Bland, J.M., and Altman, D. G. (1996:1654), the Standard Deviation (SD, also represented by the Greek letter sigma " σ " or the Latin "s") is a measurement that is used to quantify the amount of variation or dispersion of set of data values. The measurement result showed that standard deviation of experimental group (10.27) and standard deviation of control group (12.41). After measuring standard deviation of both groups, the writer analyzed the t-test for comparing the both groups to know the description since they were significantly different from each other. The measurement result showed that the value of t-test (3.97) was higher than t-table (1.99). For more detail explanation, the writer analyzed the finding as follows:

1. The Analysis of the Students' Individual and Mean Score of Pre-test

Group	N	Individual	Mean
Experimental	40	2344	58.60
Control	40	2156	53.90

2. The Analysis of the Students' Individual and Mean Score of Post-test

Group	N	Individual	Mean
Experimental	40	3200	80.05
Control	40	2540	63.50

41 | >>

3. The Analysis of the Students' Gained Score

a. The Analysis of the Students' Individual, Mean Score, and Standard Deviation of Gained Score

Group	N	Indiv idual	Mean	Std. Deviation
Experim ental	40	788	19.75	10.270
Control	40	384	9.60	12.413

b. The Analysis of Independent Sample Test of Gained Score

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Std. Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1.712	.195	3.972	78	.000	10.100	2.543	5.038	15.162
	Equal variances not assumed			3.972	75.236	.000	10.100	2.543	5.035	15.165

The above table described the t-test analysis of gained score for both the experimental group and the control group. The significance difference was showed, that is .000. This result reports that the significance level of 0.000 is lower than 0.05, in other words it can be concluded that there was the significance of the treatment. The group statistics table showed that the gained score mean of the experimental group was 19.75 and the control group was 9.60. In addition, the mean difference between the experimental group and the control group were 10.100. Meanwhile, the interval of the difference is between 5.038 and 15.162.

DISCUSSION

In this research, the writer applied Station-Rotation model to tenth grade students of MA NU Mu'allimat Kudus to improve their reading skill in recount text. The objective of this research was to find out whether the use of Station-Rotation model was effective or not to improve students'

reading skill in recount text. The research design that was used in this research was a quasi-experimental research. There were two groups that the writer used to gain the data for the research. The experimental group (X IPA 1) was applied Station-Rotation model and the control group (X IPA 2) did not treat by using this teaching model.

Station-Rotation model was an effective model to teach reading skill, especially on recount text. This model can encourage students become more active in learning, utilize technology as part of online learning well, and also increase students' responsibility and understanding in learning the text. In Station-Rotation model activity, students were divided into three stations which one of them was online learning group. The other stations were collaborative learning and discussion with teacher. When doing this learning teaching activity, students can interact directly with the teacher. Beside it, students can explore their ability in reading by sharing knowledge with their friends and searching from another source in online learning.

In applying this teaching model in the classroom, the writer acted as the teacher to both experimental and control group in teaching reading skill on recount text. First of all, the writer gave pre-test to both classes in order to know the students' reading skill before giving them the treatment. After that, the treatment was given to the experimental group by applying Station-Rotation model and the control group was taught by think pair share as the learning method. There were two meetings for both experimental and control group.

In experimental group, teacher engaged students toward material by picture strips that related to recount text and it stimulated them to ask any questions. Initially, the writer introduced Station-Rotation to the students and how it works. After that, the writer began applying Station-Rotation model to teach reading skill in the classroom. Students were divided into three groups or stations. First group was online learning, in this station students were browsing and searching some knowledge related to recount text. After they got some information, they wrote it down in their book. Second group was discuss with teacher, in this station the teacher explained the material then asked students some questions and students also could ask the teacher question. Besides it, students were allowed to tell their experiences which it was relate to recount text. The last station was collaborative learning, students learned the material in pairs, solved some questions together, and shared what they got each other. In every 15 minutes, each group rotated to another station. Then, after all of groups had rotated to three stations, the teacher asked students to conclude the material together and allowed them to ask question if there was still material that they did not know and understand enough. In the first meeting, students gave a goof impression

toward teaching learning process with Station-Rotation model.

In the second meeting, the teacher still applied Station-Rotation model to discuss about main idea in each paragraph of the recount text. By online learning, students learned and browsed about theme, topic, and main idea of text. In addition, students were able to distinguish the differences of theme, topic, and main idea by understanding the definition and the example of each. This meeting was different from previous meeting because there was no collaborative learning station, but the teacher applied the individual learning station. This station was emerged for asking students to make a summary of the recount text individually to measure their understanding well. After that, the teacher asked any of them to present what they had got. Students showed their improvement significantly in learning reading on recount text.

Differ from the experimental group, the control group was taught without Station-Rotation model but used think pair share method. Before applied the method, the teacher (the writer) asked some question to explore students' knowledge about recount text and engaged them by asking one of them to tell her experience in the past. After that, the teacher divided students into pairs and gave them the recount text to read individually first. Then, students learned in pairs about the text and answered some question related to the text. Finally, students in pairs shared or presented what they had discussed in front of class. In the second meeting was almost same with the first meeting, but it more focused on discussing main idea and making summary. Students became more active than before, after the teacher taught them by this teaching method. Unfortunately, they could not explore some

information from internet and also discuss with the teacher directly.

The last step, the writer administered the post-test toward both groups. It was to know whether there was the different achievement of both groups or not. From the post-test result, the writer knew that there was the significant achievement of both experimental and control group. It was proved by the research findings which showed that the mean score of post-test in experimental group was **80** and the gained score was **19.7**. Whereas, the mean score of post-test in control group was **63.5** then the gained score was **9.6**. After that, the writer computed those results into t-test formula. Based on the result of the statistic calculation by using SPSS and manual calculation, the t-value was **3.972**. By using degree of freedom 5% the value of 78 (the degree of significance) as stated in the t-table was 1.991. In other words, the value of t-test was higher than the t-table. It can be said that to improve students' reading skill in recount text through Station-Rotation model to the tenth grade students of MA NU Mu'allimat Kudus in academic year 2017/2018 was effective.

CONCLUSION

This research was conducted by using quasi-experimental design which is aimed to find out whether Station-Rotation model is effective to improve students' reading skill in recount text achievement. Moreover, the research findings which were at the tenth grade of senior high school students in MA NU Mu'allimat Kudus and gave treatment toward students in the experimental group showed that the means between the pre-test (58.6) and post-test (80) which were significantly improving. It means that the experimental class was significantly improving in the terms of their achievement after getting treatment. Therefore, the

research question "How effective is the use of Station-Rotation Model to improve students' reading skill in recount text for the tenth grade students of MA NU Mu'allimat Kudus?" were answered.

Based on the statistical calculation, there is a significant difference between teaching reading skill in recount text by using Station-Rotation model and without using Station-Rotation model. The result shows that the value of *t-test* (3.97) is higher than t_{table} (1.99) at the significance level 5%, it means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. Hence, it can be concluded that Station-Rotation model is effective to improve students' reading skill in recount text at the tenth grade students of senior high school. Previously reading skill is one language skill which is often thought by students as such boring activity, moreover English is a second language in this country. Then, after applying Station-Rotation model in teaching reading recount text, students become active than usual. They can explore their skill individually and also collaboratively. Besides that, teacher can interact with students directly in little discussion. In short, Station-Rotation model is one of applicable teaching strategies from blended learning that can be applied in teaching reading.

SUGGESTION

After concluding the research above, the writer proposes some suggestions based on the findings of the research experiment. For teachers, due to the obstacles that usually faced by teachers in the classroom, teachers are sued to have some kinds of teaching learning strategies which are interesting and appropriate to the learning material. Furthermore, in this 21st century technology is more sophisticated. So, teachers should be able to mix both of face to face learning and

online learning such as by using Station-Rotation model. Besides it, teachers would be to look at the various different blended learning models that can be applied in teaching learning process. For students, they should change their mindset of reading activity that is a boring activity becomes an interesting activity because from reading they can catch some information which they did not know before besides can help to improve other language skills and aspects as grammar and vocabulary. Thus, students can explore their skill in reading and become more active when learning reading in classroom. For other researchers, the writer conducted this research only in few weeks, so only small scale of the research was carried out. Therefore, in order to achieve more representative data, further

research in long terms schedule and in big scale with comfortable place and sufficient place should be done. Then, when the novelty of what students are doing really drives their ambition and their opinions, so researchers should enable to look beyond the initial excitement of emerging a new model in teaching and learning.

The suggestions above are given based on the research which was done by the writer. The writer hopes the suggestion can give positive contribution for improving teaching and learning process in MA NU Mu'allimat Kudus besides for other researchers and actually for the writer own self.

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