

THE APPLICATION OF SPEND-A-BUCK TO ENHANCE THE STUDENT'S ABILITY IN READING REPORT TEXT: A CASE STUDY OF ELEVENTH GRADE STUDENTS OF MAN 2 PATI

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Abstract

The objectives of the study are to find out the ability of the students of MAN 2Pati in who are taught by using *Spend-A-Buck* in reading report text and those who are not taught by using *Spend-A-Buck* in reading report text, and to find out if there is any significant difference of the ability of the students between those who are taught by using *Spend-A-Buck* and not taught by using *Spend-A-Buck* in reading report text. This research design was quasi-experimental research. The instrument used in collecting the data was reading test, pre-test and post-test. The research was conducted in MAN 2Pati. The samples of this research were two class of the eleventh grade students of MAN2Pati, where XI IPS 4 is as experimental group and XI IPS 3 is as control group. Based on the research findings, the writer found that (1) *Spend-A-Buck* enhanced students' ability in readingreport text. Pre-test mean score of experimental class was 70.80 and post-test mean score was 83.07. The increase was 12.27, so it could be concluded that the students' ability in readingreport text taught by using*Spend-A-Buck*was categorized "good" (2) The writer found that the result of control class pre-test was 70.00 and post-test was 73.47. The students' ability in readingreport text increased 3.47. It was not too significant and was categorized in "fair" level (3) by using SPSS 16.0 program in the calculation, there was any significant difference of the quality of reading of the students taught by using *Spend-A-Buck* and those who were not taught by using *Spend-A-Buck*. It could be seen from the result of t-test (4.566) was higher than t-table (1.699).It answered the problems of this study that there was significant difference in the students' reading ability taught by using *Spend-A-Buck* and those who were not taught by using *Spend-A-Buck*.

Keywords: Spend-A-Buck, reading, report text,

Introduction

Language becomes one of the most essential elements in human life. People use it to communicate in order to convey their thoughts and feelings. However, every country all over the world has its own language that differs from one to another. In order to avoid miscommunication among the countries, english plays an important role as an international language. As an international

language, English used by a lot of countries in the world to communicate in all fields, such as in science, education, technology, business, arts, tourism, and many others. The Indonesian government choose English as the first foreign language to be taught in school. It becomes one of lessons in every school and becomes one of material which has to key by students at university. Students have to

master four competences in English, they are listening, speaking, writing, and reading. The four competences of English do not only offer the ways to communicate to each other but also understanding what written or spoken by oral or text. One of them is reading. Reading is a receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can build vocabulary that helps listening comprehension at the later stages, particularly.

There are so many media to improve reading such as text, short stories, or fable stories. The media are used by teacher to attract the students in reading. Because reading does not only enrich vocabulary but also knowledge in the text. For the reason, the teacher uses report text to approach the students' reading comprehension. To collect the information in reading report text, students get some difficulties in finding and arranging the ideas or information to be a good reader. They are still confused in describing information on the specific or general point of view. During teaching and learning process, they usually do not concentrate and tend to be more joking around with another students which is

because the atmosphere of the class which is not interesting.

In order to solve those problems faced by the students in reading report text, there should be use the strategy model or appropriate technique to make students feel enjoy and comfortable in learning process. The strategy model that used in the study is Cooperative Learning Model with *Spend-A-Buck*. According to Jolliffe (2007: 3) states that "in essence cooperative learning model with *Spend-A-Buck* is like a game that involves the students in group discussion. It is fun and students can share and ask with another about the materials when they found the difficulties, so that they can easy to understand the materials and do not make students under pressure. Based on the statements above, this study chooses the topic "The application of *Spend-A-Buck* to enhance the students ability in reading report text: A Case Study of Eleventh Grade MAN 2 Pati in Academic Years 2016/2017"

1. To what extent is the ability of the students of MAN 2 Pati who are taught by using *Spend-A-Buck* in reading report text?
2. To what extent is the ability of the students of MAN 2 Pati who are not taught by using *Spend-A-Buck* in reading report text?

3. Is there any significant difference of the ability of the students between those who are taught by using *Spend-A-Buck* and without

using *Spend-A-Buck* reading report text?

Related Theories

Reading Purpose

Reading is one of the best ways to know language. It has very important aspect in learning English as foreign language. Indonesian students face reading in the nature of language, in their early childhood when they start going to school. The ability of students in reading is very important because by having the ability to read they will be able to improve their knowledge. Reading is the way to success for anyone who wants to be the educated one.

Grabe and Stoller (2002:13) classify the purpose of reading are as follow:

- a. Reading to search for simple information.

It is a common reading ability, though some writers see it as are relatively independent cognitive process. The reader search the specific information or specific word from the text.

- b. Reading to skim quickly.

It involves combination strategies for guessing where important information might be in the text and then using basic reading comprehension skill on

those segments of the text until a general idea is formed.

- c. Reading to learn from text.

It typically occurs in academic and professional context which a person needs to learn a considerable amount of information from a text.

- d. Reading to integrate information, write and critique texts.

It requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

- e. Reading to write and critique texts.

They are task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

Technique of Improving Reading Skill

The technique are particularly important for the reading in the reading material to help students read effectively. The technique are:

a. Survey Reading

In this technique, a reader surveys the information he or she wants to get. Thus, before reading process, a reader has to set what kind of information are needed. The reader should have a clear idea of what he or she is looking for. Where, she or he is likely to find it and how he can identify the information when sees it.

b. Skimming

According to Brown (2004:213) state that skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty.

c. Scanning

According to Brown (2004:209) scanning is a strategy used by all reader to find relevant information in a text.

Teaching reading in senior high school

English is one of the subjects that the students learn in senior high school. Teaching English in Indonesian has been held since at beginning of our independence, but we never proud of the result.

Teachers may have different objective in teaching reading. Some teacher want to introduce how to read well,

for example a news reader. Some others want to train students and some to get messages from reading. In real condition, teaching english is part of english lesson arranged by government to complete language skill. Teaching reading is as important as other lesson like speaking, listening, writing, etc. The objective of teaching reading is to how students' ability on grammar, pronoun, understanding on text, etc. Teacher should practice to read well. They also should explain the technique clearly and understood by the students.

Report text

According to Hammond (1992:90) Report texts is texts that provide information about natural and non-natural phenomena. Report are texts type offer factual information about a topic, news report, science reports about a class of plants, animals or subject and reference articles. The text is different ways of knowing and associated implications for teacher, particularly in programming. It helps to clarify the purpose of a unit of work through identifying not only the major understanding to be developed but also which types of texts the students might read and write in order to develop these understanding. The difference in texts is the purpose for which the text is being use. It means that each text has

different function. In the thesis the purpose of a report is to tell what happened. To achieve its purpose, the text will move through a different set of stages or it has generic structure or schematic structure.

The text often begins with an opening general statement about the topic and text the topic grouped into sub-topics. Topic sentences often introduce the various sub-topics. Paragraphing and subheading clarify the generic structure. Some reports and summaries, recommendations, and conclusions. According to Gerot and Wignell (1995: 196), generic structures of report text are:

1. General classification: tells what the phenomenon under discussion is.
2. Description: tells what the phenomenon under discussion is like in terms of parts (and their functions), qualities, and habits or behaviors.

There are some language features of report text, as follows:

1. Focus on generic participants or nouns. It means that in describing, there is a focused object.
2. Use of relational processes to state what is and that which it is.
3. Use of simple present tense.
4. No temporal sequence.

The following table is the example of report text:

Table 2.1
Example of Report Text

GENERIC STRUCTURE	TEXT
TITLE	GOLD
GENERAL CLASSIFICATION	GOLD IS A PRECIOUS METAL. GOLD IS USED AS ORNAMENTS OR AS MONEY.
DESCRIPTION OF PARTS, THEIR FUNCTIONS AND QUALITIES	GOLD IS FOUND IN MANY PLACES, BUT IN SMALL SUPPLY. IT IS OFTEN FOUND ON THE SURFACE OF THE EARTH. SINCE GOLD IS A HEAVY SUBSTANCE, IT IS SOMETIMES FOUND LOOSE ON THE BOTTOM OF RIVERS. THE GOLD IS FOUND TOGETHER WITH SAND OR ROCKS, AND MUST BE SEPARATED FROM THEM. IT IS SIMPLE TO SEARCH FOR THIS TYPE OF GOLD. IT IS NOT USUALLY NECESSARY TO DRILL FOR GOLD, BUT WHEN A LAYER OF GOLD IS

LOCATED DEEP BELOW THE SURFACE OF THE EARTH, IT IS POSSIBLE TO DRILL A HOLE INTO THE GROUND. ENGINEERS *HAVE DEVELOPED* MODERN PROCESSES FOR REMOVING GOLD FROM ROCKS.

GOLD IS NOT VERY HARD, SO IT IS SOMETIMES MELTED AND ADDED TO OTHER SUBSTANCES FOR MAKING RINGS, COINS, AND ART OBJECTS. *IT WILL BE PRIZED FOREVER* BECAUSE IS BEAUTIFUL, RARE, AND USEFUL.

(ADAPTED FROM: ENGLISH FOR A BETTER LIFE X, 2005: 74).

Interpretation of Language feature in the text above:

1. Generic Participants or Nouns (in bold): Gold, and it.
2. Relational processes (in italics): is, is found, is located, and so on.
3. Simple Present: is, have, and so on.
4. No temporal sequence. It means
5. that the describing about gold is used all the time.

Cooperative Learning Model

Cooperative learning dramatically increases the immediacy of rewards, the frequency of rewards, and the desirability of rewards for achievement. Let's contrast the traditional classroom with a cooperative classroom, according to Kagan (2009: 83). There are so many advantages of cooperative learning that it is impossible to determine how much each contributes to the academic and social gains that result. Certainly it can contribute in different ways and different amounts in different classes and for each individual student.

According to Jolliffe (2007:6), Cooperative learning has the advantages as follows:

- a. Improvements in learning have been shown through:
 1. Greater productivity

2. Higher process gain (that is, more higher-level reasoning, more frequent generation of new ideas and solutions)
3. Greater transfer of learning from one situation to another
4. More time on task
5. Greater problem solving.
- b. Improvements in interpersonal relationships have been shown through:
 1. Promoting the development of caring and committed relationships
 2. Establishing and maintaining friendships between peers
 3. A greater sense of belonging and mutual support
 4. Improved morale.

c. Improvements in psychological health and social competence have included:

1. higher self-esteem
2. improved self-worth
3. increased self-confidence
4. greater independence
5. supporting sharing of problems
6. Increased resilience and ability to cope with adversity and stress.

Cooperative Learning Model with spend-a-buck type

Spend-a-buck is one of cooperative learning model. According to Kagan (2009) state that the technique can be used in all subjects and for all age levels of the students. This technique gives every student the opportunity to voice their opinion and the must explain why they think so. The other way, there are also children who passive and resigned to it in his more dominant. So, this technique makes active class and every student gets chance to participate.

According to Kagan, in spend-a-buck technique, teammates use funny money/coins and “spend a buck” to vote on their top picks. The option with the most bucks is deemed the team decision. Steps of spend-a-buck are:

- a) Alternative option cards are laid out on the team tables.

- b) Students put a dollar on each alternative.

- c) Students spend remaining dollars any way they want.

- d) Teams count the result to determine the team decision (2009: 157).

- a. Application of Spend-a-buck in reading report text

After the teacher expressed or introduced the topic, learning materials and learning objectives for that day, which is reading report text:

- a) Teacher gives a spend-a-buck model to measure the student’s understanding.

- b) At first in spend-a-buck, teacher divides the class into 5 groups and then explains them the rules of spend-a-buck.

- c) Teacher will give a report text

- d) Teacher gives some questions about report text.

- e) Teacher gives every group 5 coins for choosing the correct answer based on their opinions.

- f) Every group is free to give some coins in choosing the option.

- g) Teacher discusses the real-correct answer classically.

- h) The group which chooses the correct option will get the coins while the group which chooses the incorrect option will lose their coins.

b. Evaluation

- a) Teachers asked student’s to read the report text and answer the questions.
- b) The students who have finish answer the question read it in front of the class. Other students listen and observe. If there are errors, other students may add or make suggestions. For correct answer will be displayed on the board.

significant different of the students’ ability in reading report text that is taught by using spend-a-buck for eleventh grade students of MAN 2 Pati in academic year 2016/2017. According to Cohen (2007:59) experimental research design is an experimental involves the comparison of the effect of a particular treatment with that of a different treatment. The researcher uses two classes as control and experiment groups. The experimental group receives the new treatment with *spend-a-buck* while the control group receives usual treatment. This research uses “quasi experimental design”.

Methodology of the Research

This research design is experimental research. The researcher wants to know

Based on Cohen (2007:283) the quasi-experimental design represented following the table:

Research Design

Table 3.1

<i>Group</i>	<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
<i>EG</i>	O ₁	X	O ₂
<i>CG</i>	O ₃	-	O ₄

Where:

- CG : Control Group
- EG : Experimental Group
- X : Treatment with Spend-a-buck
- : Treatment without Spend-a-buck

Population is a group of individuals or a group of organization with some common defining characteristic that the researcher can identify and study (Creswell, 2008:152). The objects in a population are investigated, analyzed, and

concluded. The conclusion is valid to the whole population. The population in this study was all of the eleventh grade students of MAN 2 Pati in academic year 2016/2017. Based on Arikunto (2006: 131) sample is a part or an agent of population that is

researched. It means that the writer has to make generalization of the research result. In this research, the writer takes two classes as sample of the research. The sampling technique is the way to get the sample from population. There are many kinds of the sampling techniques. Based on Arikunto (2006:133) there are sampling techniques: random sampling, stratified sampling, purposive sampling, cluster sampling, double sampling, area sampling, and proportional sampling. In this research, the researcher uses random sampling to determine the samples. This technique requires groups or cluster in taking the samples based on the groups that have already existed in the population. So, the researcher uses lottery technique to decide the classes as samples. The researcher writes down the name of each class on piece of paper, and then rolls the papers randomly. The names of class on those papers become the samples of research. The researcher takes two classes as control group and experiment group.

One of the most important activities in research is to collect data needed. For this research, the researcher tries to apply an

appropriate research instrument. The researcher uses achievement test which have purpose to measure students achievement after studying a material or lesson. According to Brown (2004: 3), test is a method of measuring a person's ability, knowledge or performance in a given domain. The instrument of this study is written test. The purpose of giving the test is to measure students' ability in reading a report text. The researcher gives the treatment in control group and experiment group. The students in control group taught without using spend-a-buck. The students in experimental is taught using spend-a-buck.

In collecting data, there are some steps or procedures taken by the writer as follows: Library Research, Field of Research, Test, and Documentation. In analysing the data, the writer used statistical method which was prepared to collect, arrange, and analyse the data using "a percentage descriptive analysis". The writer computed data by using the following steps: Identifying the Students Mistakes in the Worksheet, Scoring Technique, and Statistical Procedure.

Discussion

In this section, the writer would like to discuss and analyze the findings presented in the previous chapter. When conducting the research, the writer took 2 classes as sample which divided into control class and experimental class. Each class consisted of 30 students. In the control class, the writer taught students using discussion method that was lecturing method. In the other hand, in the experimental class, the writer taught students using *Spend-A-Buck*. The discussion which included the result of the test. The writer described the result of the score of pre-test-test and post-test of experimental and control class in the discussion by interpreting the data of the score.

Pre-test was given for both experimental and control class before students were given the material. The result for both class showed that mean score of pre-test was very poor in which in experimental class was 70.80 while in control class was 70.00. It meant that most students of experimental and control class before giving the material was very poor.

After conducting the pre-test, then the writer gave the post-test for both experimental and control class. From the result showed that both students in experimental and control class have enhanced their reading ability. Yet, the

improvement of experimental class was higher than the improvement of control class, because the mean score of post-test in experimental class was 83.07, it means that mean score of experimental class has increased 12.27, because in experimental class the writer used *Spend-A-Buck* to planning the design in teaching learning process. The writer used coins as a media, and discussion as the metode, so by using media and the metode the students interested to read report text. They could read report text easily based on the learning method. There was the reason why the experimental class has increase score.

While the mean score of post-test in control class was 73.47, it meant that mean score of control class has increased 3.47. Although in control class without used *Spend-A-Buck*, but when in teaching learning process the students listened the explanation properly, they understood what the writer taught. That's why in control class also has increase score. Therefore the score students reading ability in experimental class was better than students reading ability in control class. It meant that *Spend-A-Buck* was effective to teach reading report text.

There was any significant difference of the quality of reading of the students taught by using *Spend-A-Buck* and

those who were not taught by using *Spend-A-Buck*. It could be seen from the result of t-test (4.566) was higher than t-table (1.699), because on the table 4.6 the table showed that p-value is 661, it was higher than 0.05. It meant that the data was homogenous and one of requirement of research was fulfilled. According to t-test rule if Sig: $p \leq 0.05$ there was significant differences on the level of significance 5%. On the table 4.6 the value of sig (2 tailed) is 0.00, So that it strengthened the previous conclusion that there was significant difference between who were taught by using *Spend-A-Buck* and who were not taught by using *Spend-A-Buck*. In addition to the reasons above, the use *Spend-A-Buck* gave great help to the students to enhance their writing ability in report text.

In conclusion, *Spend-A-Buck* was successfully applied by the writer. It could enhance students' ability on reading report text. It was proven by the result of students' post-test from experimental class that increased significantly from the pre-test. *Spend-A-Buck* also could create a good environment for teaching and learning process.

Conclusions

The writer found that the ability in reading report text taught by using *Spend-A-Buck* was enhanced. Based on the study finding, the pre-test mean score of experimental class was 70.80 and post-test mean score was 83.07, there was significant difference⁴⁷ mean of them. The increase was 12.27. The writer found that the ability in reading report text taught without using *Spend-A-Buck* was categorized "fair". The mean result of control class pre-test was 70.00 and post-test was 73.47, so the students' ability in reading report text increased 3.47. By using SPSS 16.0 program in the calculation, there was any significant difference of the quality of reading of the students taught by using *Spend-A-Buck* and those who were taught without using *Spend-A-Buck*. It could be seen from the result of t-test (4.566) was higher than t-table (1.699). So, it answered the problems of this study that there was significant difference in the students' writing ability taught by using *Spend-A-Buck* and those who were not taught by using *Spend-A-Buck*.

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