

THE EFFECTIVENESS OF USING “FIRING LINE” STRATEGY TO INCREASE THE STUDENTS’ ACHIEVEMENT IN READING

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Abstract

Many teachers have some difficulties to make students be able to understand the meaning of a text. To help students with a better understanding, it is necessary to apply particular method that will help them overcome the difficulties. The objective of this study is to find out the effectiveness of using firing line strategy to increase the students’ achievement in reading since it is also an interactive process that goes on between the reader and the text, resulting in comprehension. The population of this research is the third semester of English Department students of Nahdlatul Ulama Sidoarjo University. The researcher used the experimental research method and then the sample was divided into experimental and control classes. The finding of the research showed that there is a significant effect of applying firing line strategy to increase the students’ achievement in reading and it was proved by the result of post-test.

Keywords: firing line, effectiveness, student’s achievement, reading, third semester

Abstrak

Banyak guru mengalami kesulitan untuk membuat siswa mampu untuk memahami makna sebuah teks. Dalam membantu siswa meningkatkan pemahaman dan kemampuannya, maka dianggap sangat penting untuk menerapkan metode yang tepat dalam mengatasi masalah tersebut. Tujuan dari penelitian ini adalah untuk menemukan keefektifan dari penggunaan strategi Firing Line dalam meningkatkan kemampuan membaca siswa yang mana diperlukan proses interaktif antara pembaca dan teks untuk menghasilkan sebuah pemahaman. Populasi dari penelitian ini adalah mahasiswa semester 3 (tiga) Pendidikan Bahasa Inggris FKIP Universitas Nahdlatul Ulama Sidoarjo. Peneliti menggunakan Penelitian Eksperimen dimana sampel dibagi ke dalam dua kelompok yaitu kelas eksperimen dan kelas control. Hasil penelitian ini menunjukkan bahwa terdapat efek yang signifikan dari penggunaan strategi Firing Line pada peningkatan kemampuan membaca pada siswa, hal ini terbukti dari data hasil tes akhir yang ditemukan.

Kata kunci : *Firing line, Efektifitas, kemampuan siswa, membaca, semester tiga*

1. INTRODUCTION

A study of language includes four skills, namely listening, speaking, reading and writing. Reading may be defined as the meaningful interpretation of printed or written verbal symbols. The main goal of reading process is to understand what they read. Many teachers have some difficulties to make students able to understand the meaning of a text. To help students with a better understanding, it is necessary to discover what particular weakness is contributing to their comprehension difficulties.

The researcher found some problems that students faced in teaching learning process on understanding reading text especially recount text, and it is happened to the third semester student of FKIP English department of Nahdlatul Ulama Sidoarjo University.

Grabe and Stoller (2002: 29) indicated that “Reading comprehension is an extraordinary feat balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity.

Nowadays, most teachers are inviting the students' reaction through predicting, questioning, summarizing, and clarifying to understand the reading text. They are always motivated to show their ideas or opinion through answering the teacher question. Therefore in teaching recount text, the teacher and students can be more active to express their idea and opinion. In order to make teaching process meaningful and interesting, the teachers need a special technique, strategy, and method. The aim of special technique, strategy and method is to make the lesson become easier for the students to learn and understand. The students also get the effectively and efficient of the English teaching process. In this case, Firing Line strategy can give good solution for teacher and students to get the education successful.

Firing Line strategy is fast movement format that can be used for various purposes such as testing and role playing. He continually offers couples a spin. Learners have the opportunity to respond quickly to questions posed or another type of challenge.

Firing line strategies can be used to attract students to pull out their opinions. Students can be more active in teaching and learning activities. By using firing line strategy in teaching recount text, students can easily to understand recount text, because students are required to read as carefully because they will get a direct question from a friend that is in front of him. Students are required to issue their opinion according to what they have read. This makes it more interesting and more active.

Trough this phenomenon, the problems are identified as : 1) The effectiveness of using "Firing line strategy" to increase students' achievement in reading recount text; 2) The student's achievement that was taught by using firing line strategy; 3) The student's difficulties in using firing line strategy in reading recount text. From those problems formulation, then the objectives of this study are: 1) To find the effectiveness of using firing line strategy to increase students' achievement in reading recount text; 2) To find out the student's achievement taught by using firing line strategy; 3) To find out student's difficulty in reading recount text by using firing line strategy. The findings of this study are expected to be useful for English teachers as an input to teach recount text, for English department students as a contribution for them in understanding the ways in teaching recount text by using firing line strategy, for anybody who wants to conduct the research about various strategies in teaching recount text.

The students' achievement according to Bloom's taxonomy, it is divided into three large domains which are the cognition, the affection, and the psychomotor. Cognition is having a basis in or reducible to empirical factual knowledge. Cognition consists of knowledge, comprehension, application, analysis, synthetic and evaluation. Affection is the changing of behavior that affects someone lies to do something. There are acceptance, sign with the acceptance by using their senses and responses and responds. Psychomotor is the skill to do something, ready to do it based on physic and emotion, self-control and become a habit. So, it is concluded that achievement is a success in reaching particular goal, statues or standard, especially by effort, skill, courage, etc. Based on the explanation above, students' achievement is a thing done successfully by the students especially to their effort and skill. Teacher can gets the achievement of the students by encourage their cognition, affection, and psychomotor. This study, writer concerns with the affective aspect. The achievement on writing is based on the students' affective skill by using their responds to create or write something decent.

In reading, an individual constructs meaning through transaction with written text that has been created by symbols that represent language. The transaction involves the reader's acting on or interpreting the text and the interpretation is influenced by the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading.

In line with the previous definitions, Nunan (2003: 68) also defines reading as a fluent process of readers combining information from a text and their own background knowledge to build meaning. Thus it is clear enough that reading means to get the meaning from printed and written

material. Most of students read the text without giving much to how they do it. In reading, students just pronounce the words without having understanding the context.

Finocchiaro (1969: 137) defined the basic skill of reading as follows:

- a. Pronunciation
Pronunciation is the utterance of any sound symbol or word. It is important in recognizing a word because the correct pronunciation of a word would have the reader to recall the meaning of it. Stress and intonation are under this part.
- b. Structural System
Structural system is the part of a word that form unit of meaning or sound. The unit may be parts of an inflectional ending, a compound word, prefix, suffix, and syllable.
- c. Vocabulary
Vocabulary is a list of words in which a reader can find word to express the meaning. In other word recognition vocabulary is much larger than production vocabulary.
- d. Comprehension
Comprehension is the combination of the knowledge in structure and vocabulary in which situation the language is used.

Recount is the simplest text type in the genre, Knapp and Watkins (2005:225). Formally, recount is the sequence text which is little more than the sequence of a series of events. Recounts involve the chronological activities which are done in the past time. It should be mastered by students in both junior and senior high school level. The social functions of recount are to reconstruct, to record event or activities for the purpose of informing and entertaining.

Recount text is nearly the same with Anecdote if we see from the purpose to expose certain activities or happenings passed. The main difference is that anecdote has funny and entertained part. Because of this difference, recount and anecdote also use different generic structure and its lexi-co-grammatical features.

Recounts are the simple text type in this genre. As the previous explanation, It is kind of text which retells events or experiences in the past. There is no complication among the participants and that we have done in the past for example about the activity as long as in holiday activities, in the last week activities, seminar activities, etc. according to Knapp and Watkins (2005: 203) state that there are different ways of teaching recount than narrative:

- a. Characters, time, place
- b. Who, what, where, when, and so on.

To begin making a recount text firstly we should understand the rhetorical structure, which is orientation, which is text element consider to the topic that will be informed to the reader, and then followed by record of event which consist of the chronological event added by re-orientation. Moreover we should also follow the language feature of recount text as the characteristics to build a good text.

According to Silberman (2006: 212) "Firing line strategy is a fast movement format that can be used for various purposes such as testing and role playing". Firing line strategy continually offers a spin couples. Learners have the opportunity to respond quickly the questions that posed or another type of challenge.

Based on previous relevant study by (Dirgo S. Jawa:2013) by the title : Perbandingan Model Pembelajaran Aktif Strategi *The Firing Line* dan *Index Card Match* Terhadap Hasil Belajar Siswa Pada Standar Kompetensi Menerapkan Dasar-Dasar Elektronika Di SMK Negeri 1 Driyorejo Gresik, from the study it was found that the result of applying the Firing Line method got better result than the result of applying Index Card Match active learning, shown by the average score of experiment class 81,46 while control class 69,32

Procedures in using firing line strategy are:

1. Determine the purpose of the circle line, including:
 - Learners can test or train each other.
 - Learners are able to play the role assigned to him the situation.
 - Learners can teach each other.
 - Learners can interview others to obtain their views and opinions.
2. Arrange the chairs in two rows of seats that facing each other. Try the chair seat enough for all participants in the classroom.
3. Separating the seats into groups of three to five on each line.

X X X	X X X	X X X
Y Y Y	Y Y Y	Y Y Y
4. Dividing to every X a card that contains a task which he will instruct the students in front of him for the Y to respond.
5. Giving a different card to each member X of the group.
6. Starting a first job after a short period of time announced that the time for all participants Y to move one seat to the left or right of the group. Do not move the chair X. Tell a friend X or to right in the group. Do not move Y before him. Continue for as many tasks

Teaching reading Recount Text through Firing Line is very exciting to the students. Learners have the opportunity to respond quickly the questions that posed or another type of challenge.

Firing line strategy will be used in 2015 A English department as experimental class. The first step, the teacher explains about recount text briefly. The main instrument of this strategy is to provide recount text for students that have to read and then understood. The teacher gives 15 minutes for students to read the text. After the time is over, the teacher asks students to make 2 rows that facing each other. The first is X rows whose as questioner and the second is Y rows whose answer. The teacher gives a card that containing of one question to each student in X rows, and then the questioners should ask to the students in front of them. The students in Y rows should answer the question directly and give the reason in 2 minutes. After the time is over, the students in Y rows should move to the next chair. The process will continue until the last questions. In this process the teacher has a task as a monitor.

By this strategy the students are able to share the information about the text that they read. And it is possible to make the students active in class.

2. RESEARCH METHOD

This study is an experimental research, in this research, the samples were divided into two groups, namely experimental group and control group. Whereas, the experimental group consisted of 18 students was taught recount text by using Firing Line Strategy and the control group consisted of 29 students was taught by using conventional method.

Table 1. Experimental Research

Group	Pre Test	Treatment	Post Test
Experimental	√	Firing Line Strategy	√
Control	√	Conventional Method	√

Multiple choices were used as the instrument to collect the data. The data was collected by giving the students a test. The test was 30 items of multiple choices test with 5 options answer (A, B, C, D, E). The materials of the test were made by the researcher. Each correct answer has score 1, and the incorrect answer has score 0. The total of correct answer was multiplied by 100 and

divided by the number of questions, so the total of the right answer was 100.

The data collection was an important part in conducting a study. To collect the data, this research used pre-test and post-test that was given to experimental group and control group.

a. Pre-test

The students are asked to answer the multiple choice test that consists of 30 items and 5 options before treatment in the control group and the experimental group. The pre-test was used to measure the students' homogeneity before getting treatment.

b. Treatment

To find out the effectiveness of using firing line strategy to increase the students' achievement in reading recount text, a treatment was conducted to the experimental group and control group. Both of the group was given the same material. The process of treatment in experimental class can be seen in Table 2.

Table 2. The process of the treatment designed as follows:

Teaching Procedure in Experimental Group			
No	Teacher	No	Students
1.	Teacher distributes material.	1.	Students listen to teachers' instruction
2.	Teacher gave a text of recount text	2.	Student read the text individually
3.	Teacher explain definition and purpose of firing line strategy which help students to understand the text they read	3.	Students give attention to the teachers' explanation
4.	Teacher ask student to separate the chairs into two rows X and Y that facing each other	4.	The students moved to X and Y
5.	Teacher give different question to each student in row X	5.	The students in row X ask question to the student in front of her/him
6.	Teacher ask student in row Y to answer the question from the student in row X	6.	The students in Row Y answered the question of the students in front of her/him and gave explanation to support the answer.
7.	Teacher ask student from row Y who has answered the question to move to the next chair	7.	Student from row Y who has answered the question move to the next chair
8.	Change the task from the students in Row X to the students in Row Y.	8.	The students moved to the next chair.
9	Teacher control and evaluate the students		

The process of treatment in control class can be seen in this following table:.

Table 3. The process of the treatment designed as follows:

Teaching Procedure in Control Group			
	Teacher	No.	Students
1.	Teacher distributes the material	1.	Students read the text individually
2.	Teacher give a text (recount text)	2.	Students ask some difficult word to teacher
3.	Teacher lead the student to read the text loudly	3.	Students repeat after teacher

4.	Teacher explain the text	4.	Students listen to teachers' explanation
5.	Teacher ask student to answer some questions based on text	5.	Students answer the questions
6.	Teacher evaluate students' answer		

c. Post-test

After having the treatment, the students was given the test then the students in control group was given post-test by using conventional strategy and experimental group was given the treatment of firing line strategy.

In this research there were some steps that applied to analyze the data. They were:

1. Scoring the students' answer.
2. Listing their score into two tables, first for the experimental group scores and second for the control group scores.
3. Calculating the total score post test in experimental group and control group.

3. FINDINGS AND DISCUSSION

The data were collected by giving the students a multiple choice test that consisted of thirty items. The correct answer have point 1 and the incorrect answer has 0, The total of correct answer multiplied by 100, then divided by the number of questions, so the total of the right answer is 100. In this reseach, the sample was divided in two group, the experimental and the control group. That consist of 18 students in experimental group and 29 students in control group. Each group was given a pre-test and post-test.

From the result of the test previously, the data was calculated to find out whether the using firing line strategy had significant effect to the students' achievement in reading recount text. The collected data were analysis by using t-test formula. From the result of the test in experimental group the highest score of the post-test was 83.3 and the lowest was 63.3. so the writer found Range of highest post-test 83.3 and the lowest 63.3 are 20, and the interval from 83.3 and 63.3 are 5, and from the result of the test in control group the highest score of post-test was 80 and the lowest was 50. The range of highest and lowest of post-test in control group are 30 and the interval of control group from 50 and 80 same with experimental group

Table 4. The Score of Post-Test in Experimental Group

score	f	x	X'	Fx'	X' ²	Fx' ²
80-84	6	82	2	12	4	24
75-79	2	77	1	2	1	2
70-74	9	72	0	0	0	0
65-69	0	67	-1	0	1	0
60-64	1	62	-2	-2	4	4
	18			12		30

Note:

- f = Frekuensi
x = Median
x' = Midpoint estimation
fx' = The result of multiplication between f and x'

- x'^2 = The result of midpoint after f and x'^2
 N = Number of cases
 M' = Mean estimation

3.1. The calculation in experimental group

The calculation for total post test in experimental group

3.1.1 Mean

$$\begin{aligned}
 M_1 &= M' + i \left(\frac{\sum fx'}{N_1} \right) \\
 &= 72 + 5 \left(\frac{12}{18} \right) \\
 &= 72 + 5(0,67) \\
 &= 72 + 3,35 \\
 &= 75,35
 \end{aligned}$$

3.1.2 Standard Deviation

$$\begin{aligned}
 SD_1 &= i \sqrt{\frac{\sum fx'^2}{N_1} - \left(\frac{\sum fx'}{N_1} \right)^2} \\
 &= 5 \sqrt{\frac{30}{18} - \left(\frac{12}{18} \right)^2} \\
 &= 5 \sqrt{1,67 - (0,67)^2} \\
 &= 5 \sqrt{1,67 - 0,44} \\
 &= 5 \sqrt{1,23} \\
 &= 5 \cdot 1,11 \\
 &= 5,54
 \end{aligned}$$

3.1.3 Standard Error

$$\begin{aligned}
 SE_{M_1} &= \frac{SD_1}{\sqrt{N_1 - 1}} \\
 &= \frac{5,54}{\sqrt{18 - 1}} \\
 &= \frac{5,54}{\sqrt{17}} \\
 &= \frac{5,54}{4,12} \\
 &= 1,34
 \end{aligned}$$

Table 5. The score of Post-Test in Control Group

score	f	y	Y'	Fy'	Y' ²	Fy' ²
80-84	2	82	3	6	9	18
75-79	5	77	2	10	4	20
70-74	8	72	1	8	1	8
65-69	11	67	0	0	0	0
60-64	0	62	-1	0	1	0
55-59	1	57	-2	-2	4	4
50-54	2	52	-3	-6	9	18
	29			16		68

3.2 The calculation in control group

The calculation for total post-test in control group

3.2.1 Mean

$$\begin{aligned}
 M_2 &= M' + i \left(\frac{\sum f y'}{N_2} \right) \\
 &= 67 + 5 \left(\frac{16}{29} \right) \\
 &= 67 + 5(0,55) \\
 &= 67 + 2,75 \\
 &= 69,75
 \end{aligned}$$

3.2.2 Standard Deviation

$$\begin{aligned}
 SD_2 &= i \sqrt{\frac{\sum f y'^2}{N_2} - \left(\frac{\sum f y'}{N_2} \right)^2} \\
 &= 5 \sqrt{\frac{68}{29} - \left(\frac{16}{29} \right)^2} \\
 &= 5 \sqrt{2,34 - (0,55)^2} \\
 &= 5 \sqrt{2,34 - 0,30} \\
 &= 5 \sqrt{2,04} \\
 &= 5 \cdot 1,43 \\
 &= 7,15
 \end{aligned}$$

3.2.3 Standard Error

$$\begin{aligned}
 SE_{M_1} &= \frac{SD_1}{\sqrt{N_1 - 1}} \\
 &= \frac{7,15}{\sqrt{29 - 1}} \\
 &= \frac{7,15}{\sqrt{28}} \\
 &= \frac{5,29}{7,15} \\
 &= 1,35
 \end{aligned}$$

3.2.4 The differences of standard error between mean variable 1 and mean variable 2

$$\begin{aligned}
 SE_{M_1 - M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\
 &= \sqrt{(1,34)^2 + (1,35)^2} \\
 &= \sqrt{1,79 + 1,82} \\
 &= \sqrt{3,61} \\
 &= 1,9
 \end{aligned}$$

3.2.5 Formulation of $t_{observe}$

$$\begin{aligned}
 t_o &= \frac{M_1 - M_2}{SE_{M_1 - M_2}} \\
 &= \frac{75,35 - 69,75}{1,9} \\
 &= \frac{5,6}{1,9} \\
 &= 2,95
 \end{aligned}$$

Having found the value of “ t_o ” the researcher gave the interpretation as the follow:

df or db = ($N_1 + N_2 - 2$) = 18 + 29 - 2 = 45

And df 45 t_{table} are:

From significant 5% $t_{table} = 2.02$

From significant 1% $t_{table} = 2.69$

Note:

Df or db = *degrees of freedom.*

N_1 = The number of subjects group I.

N_2 = The number of subjects group II.

Because $t_{observe} > t_{table}$ of 2.95 > 2.69 (from significant 5% or from significant 1%) it means that H_a was accepted. “Firing line strategy is effective to increase the students’ achievement in reading a recount text”.

Based on above data, findings are as follows:

1. It was found that there was a significant effect of using firing line strategy to increase the students' achievement in reading recount text. It was proved from the result of t-test, in which the score of $t_{\text{observe}} = 2.95$ with $df = n-2$, so $47-2 = 45$ and $\alpha = 0.05$ or 0.01 , $t_{\text{table}} = 2.02$ or 2.69 . The fact shows that t_{observe} is higher than t_{table} ($t_{\text{observe}} > t_{\text{table}}$), it means that the alternative hypothesis (H_a) was accepted, "firing line strategy is effective to increase the students' achievement in reading recount text".
2. After analyzing the data, it was known that the students who were taught by using firing line strategy got better achievement than those who were taught by using conventional method, and it was proven by the result of post-test both of groups, on the table 4 the result of the pre-test and post-test in experimental group and on the table 5 the result of the pre-test and post-test in control group. The highest score of experimental group was 83.3 and the lowest score was 63.3 while the control group the highest score was 80 and the lowest was 50.
3. The researcher has seen that students have difficulties in using firing line strategy in their reading comprehension that is for them who lacks of vocabulary to respond the questions with their own words, but by using firing line strategy in teaching reading recount text, slowly it can improve their vocabulary building, guide them to give response to the question from their friend and develop their own words that reflect the students' understanding toward text.

4. CONCLUSION

Based on the data analysis and the discussions, there were some conclusions that can be described, they are ; that the using firing line strategy can cause a positive affect to students' achievement in reading recount text, which was proven from the significant 5% or 1% > 2.02 or 2.69 ; After analyzing the data, the result shows that the students who were taught by using firing line strategy got better achievement than those who were taught by using conventional method, and it was proved from the result of post-test from both groups, the highest score of experiment class was 83.3 and the lowest 63.3, while the control group, the highest was 80 and the lowest was 50 ; Students have some difficulties in using firing line strategy in reading recount text, it is difficult for them who lacks of vocabulary to respond the question from their friend and summarize with their own words.

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