Text-based Character in Teaching Reading: Do Students Can Achieve Significant Result in Reading Test?

Hasan Hasan [1], Andi Sadapotto [2], Muhammad Hanafi [3] & Usman Usman [4]

[1] Universitas Muhammadiyah Enrekang, Sulawesi Selatan, Indonesia
[2, 3, 4] Universitas Muhammadiyah Sidenreng Rappang, Sulawesi Selatan. Indonesia
achank.hasan80@gmail.com

ABSTRACT

This quasi-experimental study involves the experimental and control group which consist of 60 students in first year of SMA Muhammadiyah Sidenreng Rappang 2019/2020 academic year. The reading test is used to collect data to find out do the students can achieve significant result in reading test using Text-based Character. Based on the result the mean score of the experimental group pre-test was 72.67 and classified into good classification, while the control group was 69.63 classified into good. The mean score of the post-test after treatment for the experimental group was 82.43 (very good) while the control group was 76.53, (good) classification still. The researcher found that the T-table is higher than the t-test (α) (1.659<2.021). It means that there is a significant difference in the pre-test of the control and experimental group, while in post-test of an experimental and control group, the researcher finds that the T-test is higher than the alpha and previous score in the the pre-test (α) (3.089>2.021). The degree of freedom is 58. This study reveals that the alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected. This is means that the use of Text-based Characters can improves students' reading skills in significant way.

1. Introduction

Reading is a very important skill that students must master. If students can read well and get a good understanding, they can succeed and understand the entire section or paragraph given. Without understanding, the reader does not really read. Students can read a lot of material that is suitable and interesting in it.

The act of reading cannot be separated from understanding. Students cannot achieve academic success without understanding what they are reading. In understanding the text, students must be monitored by the teacher, so the way to teach understanding must be well understood by the teacher. Teaching understanding is an activity through several steps: selecting texts, explaining strategies, modeling strategies, supporting guidance, practicing independently, and reflecting. Therefore, it can be concluded that reading comprehension is a long process. Reading was an important activity for expanding knowledge of a language. By reading, students are able to master and know knowledge about certain subjects. They can catch what texts tell about. Also, they can learn the language because the texts provide the structures of the language to learn (Rahman, F., & Amir, P.,2019).

Hong-Nam and Leavell (2011) provided university students enrolled in developmental reading courses with strategy repertoires (e.g., paraphrasing, summarizing, questioning), noting gains in students' appropriate use of evidence-based reading strategies as well as their metacognitive awareness about their reading processes. This type of instruction is often provided within the context of developmental reading courses or supplemental sessions provided by professional staff versus faculty, thus removing instruction from academic lecture and minimizing the likelihood that students will transfer this instruction across their university studies.

In addition, through reading, students can recognize text. They can analyze detailed text information. They can also analyze structures related to the text. In this learning, students and teachers learn together. The teacher can teach the contents and structure of the text to students, and on the other hand, they pay attention to analyzing the text together with the teacher. The process of identifying written words is especially a concern of the teacher in early reading. Therefore, reading is an activity to get information in written language. Readers can get information for their needs. This can support their learning to master the language, so reading is a useful activity to expand knowledge.

One of the challenges for educators today is that children continue to be confronted with violence, sarcasm, and neglect of human dignity by watching too much television and other media (Lickona, 1991). It's easy to see where their negative behavior is coming from. Students need social skills to participate in the most commonly used learning activities in the classroom (McArthur, 2002). One problem faced by alternative school educators is that many students come to these programs with little socially acceptable values and morals and a lack of imperfect social skills (Gathercoal, & Crowell, 2000). Marwin, (2007), Bhatti, M. S., & Mukhtar, R. (2020), quite similar in seeing that Character education is a national movement that creates schools that foster ethical, responsible, and caring young people by modeling and teaching character through an emphasis on universal values that we all share. This is a deliberate proactive effort by schools, districts, and states to instill ethical values in their core students, such as caring, honesty, fairness, responsibility, and respect for themselves and others

Using text-based character education can also emphasize improving students' communicative abilities, namely the ability to get good achievements for English subjects. Students need perseverance and patience in learning them because most students find difficulties in these subjects, especially in learning to read with communicative. Approach. In this case, students are expected to have a hobby of reading and communicative practice. That is why teacher assistance is needed to improve their performance.

Based on the curriculum center of the national education ministry's research and development body in the title guidelines for the implementation of character education (2011), it was identified that 18 characters make up the following values:

1) Religious: Attitudes and behaviors that are obedient in carrying out the teachings of their religion, are tolerant of the implementation of worship of other religions, and live in harmony with other religions' followers.

2) Honest: Behavior that is based on efforts to make himself a person who can always be trusted in words, actions, and work.

3) Tolerance: Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others are different from those of themselves.

4) Discipline: Actions that show orderly behavior and adhere to various rules and regulations.

5) Hard work: Behavior that shows genuine effort in overcoming various obstacles and completing tasks as well as possible.

6) Creative: Thinking and doing something to produce new ways or results from something that already has.

7) Independent: Attitudes and behaviors that are not easily dependent on others in completing tasks and various other activities.

8) Democratic: How to think, behave, and act that assesses the rights and obligations of himself and others.

9) Curiosity: Attitudes and actions that always strive to know more deeply and extensively from something they learn, see, and hear.

10) Spirit of nationality: The way to think, act, and be insightful that places the interests of the nation and the state above the interests of themselves and their groups.

11) Love the Motherland: How to think, behave, and behave that shows a sense of loyalty, caring, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation.

12) It appreciated Achievements: Attitudes and actions that encourage him to produce something useful for the community and recognize and respect the success of others.

13) Friendly / Communicative: Attitudes and actions that encourage themselves to produce something useful for the community and recognize and respect the success of others.

14) Love of Peace: Attitudes and actions that encourage themselves to produce something useful for the community and recognize and respect the success of others.

15) Like to read: Habits provide time to read various readings that provide virtue for him.

16) Care for the Environment: Attitudes and actions that always strive to prevent damage to the surrounding natural environment and develop efforts to repair natural damage that has occurred.

17) Social Care: Attitudes and actions that always want to assist other people and the people in need.

18) Responsibility: The attitude and behavior of a person to carry out their duties and obligations, which he must do, towards oneself, society, environment (natural, social, and cultural), the state, and God Almighty.

There are some relevant previous related to this study. Some of their findings we as follow: The first research was done by Mohammed Al-Mamun Abd Al-Magid (2006) is entitled Effects of Teacher Attitudes on Effective Implementation of Communicative Approaches in ESL Classes. The findings show that effective implementation of the

communicative approach is highly dependent on the teacher's positive attitude towards this approach in the five categories covered by his research.

Next, Noer Doddy Irmawati entitled Alternative Methods Used in Improving Student Academic Reading Achievement (2012). The results of his study showed that the application of the communicative approach effectively improved students' ability to read academic students at the Faculty of Literature, UAD Yogyakarta. It can be seen from the improvement of several aspects, (1) aspects of reading ability, (2) aspects of English: vocabulary, grammar, pronunciation, communication, and ability to work together, collaboration, socialization, sharing ideas, opinions, and suggestions. Teaching objectives, syllabus models, forms of teaching and learning activities, and learning materials used by teachers are consistent with those recommended by communicative approaches. In addition, Rudiyanto (2011), in entitled *Teaching Reading Comprehension Using Communicative Approach Through Songs And Games To The Eighth Year Students Of SMP.* State that communicative approach through songs and games has an important role in teaching reading achievement, but the researcher still pays attention to the role of the other important manner, such as library and students creation. It was clear that the communicative approach teaching method, reading, and practice communication will grow learners' interest in the success in learning the reading achievements process.

In similar works, Tessema (2012) is entitled *The Role of Instructors in Implementing Communicative Language Teaching Methodology* concluded that research results gathered through three tools reveal that because there is a lack of up-to-date teaching materials, the lack of experience on the part of the instructor and the problem of using different active learning methods to apply communicative approaches effectively and efficiently in their teaching-learning process. Moreover, Reading comprehension in the English context as a second language becomes a very important lesson and much needed by students and therefore recommended teacher to prepare reading summarizing to help them improve their reading comprehension (Nasrin Khaki:2014) is entitled *"Improving Reading Comprehension in a Foreign Language: Strategic Reader.".* Further, from the cited research findings above, Researchers are interested in knowing the communicative approach in learning to read in common with all the researchers above who use communicative as an approach. Furthermore, this approach supports and assists students in understanding their reading because students sometimes have difficulty reading and understanding the contents of the text.

2. Method

2.1. Research design

The method used was In this research, the researcher applied a quasi-experimental method using two groups, namely an experimental and a control group. The experimental group received treatment by using text-based characters. In contrast, the control group received a conventional technique where the students were asked to do exercises and some reading activities based on the teacher's topic. Both groups were given pre-test and post-test. There-test was given to find out the students'' basic achievement in writing, and the post-test was given to find out the effectiveness of using the text-based character in teaching reading comprehension.

2.2. Variable of the research

There are two variables in this research, the names, the independent variable (X) and the dependent variable (Y). The independent variable is the use of text-based character education, and the dependent variable is the student's reading comprehension.

2.3. Population and sample

According to (Creswell:2012), a population is a group of individuals who have the same characteristic.

The population of this research is the tenth-grade students of the SMA Muhammadiyah strap. There are three classes, where X MIPA.1 to X MIPA 3. in addition, the total population is 90 students.

Table 1. The Students Population of X Grade of SMA Muhammadiyah SIDRAP

No	Class	Students
1	X MIPA 1	32
2	X MIPA 2	30
3	X MIPA 3	30
	TOTAL	**92**

According to Ary (2009) stated that this type of probability sampling is referred to as cluster sampling, systematic sampling, stratified sampling, random sampling. The researcher chooses cluster sampling because the selected unit is not an individual but a group of individuals who are naturally together. The researcher used a cluster sampling technique to select classes, where one whole class will be sampled.

This research used narrative text, so the researcher choose class X because the narrative text included in the learning material of class X. Used cluster random sampling technique that two class would be the samples. Where X MIPA 3 was an experimental class that consists of 30 students and X MIPA 2 was a controlled Class that consists of 30 students, so the total numbers of the sample are 60 students.

2.4. The instrument of the research

The instrument that would use in this study is the instrument shape test reading comprehension according (Heaton:1990).

Reading comprehension test form:

1. Word/sentence matching,

2. Multiple choice,

3. True/false test,

4. Completion items,

5. Cloze procedure,

6. Open-ended and miscellaneous items,

7. Cursory reading.

2.5. The procedure of collecting data

The procedure of the research involves the following steps:

1) Pre-test

Before conducting the treatment, this research administered the pre-test to the students. It aims to identify the students' reading comprehension. In the class, the researcher gives some text to read. In this type of reading, the test is the researcher provided a narrative text and asked to choose the correct answer from the given option. The total amount of questions is 30 items.

2) Treatment

a. The researcher explained how the learning process would go on.

b. The researcher prepares a text and distributes them to students.

c. Giving a time (5-8 seconds) or as needed to students to do an observation.

d. Asking indicator questions or competency to the students that would be achieved.

e. Asking student some answers related to the topic

f. Giving a time (3-5 seconds) to provide an opportunity to students to search for answers.

g. Asking last questions to students to further confirm that the target of basic competencies already achieves and how they influence their character.

h. Providing additional information for students to answer.

i. After all the process, the researcher will give the students comprehension about the activity and ask their suggestions and comments about the learning process so that each meeting can be more effective and fun between the researcher and the students, which is related to treatment.

3) Post-test

After giving treatment, this research would give the students a post-test to find out the students' comprehension in reading through text-based character education. The kind of reading test is the researcher give a narrative text and asked to choose the correct answer from the given option to consist of 15 numbers, completion the items consist of 5 numbers and true/false consist of 5 numbers and essay 5 numbers. The total amount of questions is 30 items.

2.6. The technique of Data Analysis

To analyze the data that collected from the pre-test and post-test, the following formula used in this research, they are:

Points for students' answer the researcher use the following formulas:

Table 2. Multiple Choice Test, True False, and Completion Items

Indicator	Score
Correct	1
Incorrect	0

(Dirjen Pendidikan Dasar dan Menengah 2005)

Scoring the students' answer:

$$\text{Score} : \frac{\text{The students' gained scores}}{\text{maximun scores}} \times 100$$

(Dirjen Pendidikan Dasar dan Menengah 2007)

To measure the quality of the students' writing score on five components observed, the data are classified into five classifications by referring to the classification of system score used at SMA Muhammadiyah Rappang as follows:

80 to 100 (4) is classified as "very good" or "A".

70 to 79 (3) is classified as "good" or "B".

60 to 69 (2) is classified as "average" or "C".

50 to 59 (1) is classified as "poor" or "D".

0 to 49 (0) is classified as "very poor" or "E".

(Depdiknas, 2006)

Calculating the mean score, standard derivation, frequency table, and the value of p-value to identify the difference between pre-test and post-test by using inferential analysis in SPSS program for Windows evaluation version.

Criteria of testing hypothesis

1) If p. value>0,05 = H_O would be accepted, H_1 would be rejected. It means that there was no significant difference between the pre-test and post-test.

2) If p. value<0,05, H_1 would be accepted, H_O would be rejected. It means that there was a significant difference between the pre-test and post-test.

3. Result and Discussion

Scoring classification of the students' pre-test in experimental and control group. Students' scores of pre-test are classified into five classifications based on the classification system that was used at SMA Muhammadiyah Sidrap. These classifications are very good (80-100), good (70-79), average (60-69), poor (50-59), and very poor (0-49). The frequency and the rate percentage of the students' score of pre-test in the experimental and control group are presented in the following:

Table 3. The Rate Percentage and Frequency of Students' Scores of Pre-test in Experimental and Control Group

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Very good	80-100	3	10	1	3
Good	70-79	18	60	14	47
Average	60-69	8	27	12	40
Poor	50-59	1	3	3	10
Very poor	0-49	0	0	0	0
Total		**30**	**100**	**30**	**100**

This table shows that the pre-test result of the experimental group is 3 students (10%) were classified into very good classification, 18 students (60%) were classified into good classification, 8 students (27%) classified into average classification, 1 student (3%) was classified into poor classification and none of the students (0%) classified into very poor classification. The pre-test result of the control group is 1 student (3%) classified into very good classification, 14 students (47%) classified into good classification, 12 students (40%) were classified into average classification, 3 students (10%) were classified into poor classification and none of the students (0%) classified into very poor classification.

Table 4. The Rate Percentage and Frequency of Students' Scores of Posttest in Experimental and Control Group.

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Very good	80-100	18	60	15	50
Good	70-79	12	40	11	37
Average	60-69	0	0	3	10
Poor	50-59	0	0	1	3
Very poor	0-49	0	0	0	0
Total		**30**	**100**	**30**	**100**

This table shows that after giving the treatments, the experimental group showed improvement in the post-test. It can be seen in the data which was presented in table 3. It shows that 12 students (40%) were categorized into the good category, 18 students (60.0%) were categorized into a good category and none of the students (0%) got average, poor, and very poor classification. The result of students' post-test can show the improvement of the control group. 1 student (3%) got poor score classification, 3 students (10.0%) got average score classification, 11 students (37%) got good score classification and 15 students (50%) got very good score classification. The comparison between the students' scores of pre-test in the experimental and control group.

Table 5. The Mean Score and Standard Deviation of the Students' Pretest Score.

Group	Sample	Mean Score	Standard Deviation
Experimental	30	72.67	6.172
Control	30	69.63	7.889

This table shows that the mean score of students' pre-test of the experimental group was 72.69, and the mean score of students' pre-test of the control group was 69.63. Both groups were classified into good classification in the range 70-79.

Table 6. The Mean Score and Standard Deviation of the Students' Post-test Score.

Group	Sample	Mean Score	Standard Deviation
Experimental	30	82.43	6.140
Control	30	76.53	8.472

This table shows that the mean score of students' post-test in the experimental group was 82.43, which was classified into very good classification and the mean score of students' post-test control group was 76.53, which was classified into good classification.

Test of significance (t-test) of reading achievement on control and experimental group.

The hypotheses were tested by using inferential analysis. In this case, the researcher used a t-test (test of significance) for an independent sample test. It is a test to know the significant difference between the result of students' scores in pre-test and post-tests in the control group and experimental group. The level of significance (0.05) with degrees of freedom df = n1+n2-2, where n = number of subjects (30). The following table shows the result of the calculation.

Table 7. T-Test of Reading Achievement on Control Group and Experimental Group.

Variable	T-test	T-table
Pre-test of experiment and Control group	1.659	2.021
Posttest of experiment and control group	3.089	2.021

This table shows that the T-table was higher than the t-test (α) (1.659<2.021). It indicated that there was no significant difference in the pre-test, while in post-test of control and experimental group, the researcher found that the t-test was higher than t-table (α) and the result of post-test (3.089>2.021) and the degree of freedom 58. It showed that there was a significant difference in post-test. It can be concluded that the null hypothesis (H_1) was accepted, and the alternative hypothesis (H_0) was rejected. It means that the use of text-based character improves students' reading comprehension skill. Based on previous findings, the researcher analyzed that before treatment, the mean score of pre-test of experimental group was 72.67. It was classified into good classification, and the mean score of students' pre-test of control group was 69.63. It was classified into good classification. Gay (2006:124) states that the difference between close scores is essentially the same for the students. The mean score between the experimental and control groups was relatively the same. Both experimental and control groups have the same baseline knowledge in reading skills before the treatment. They were at good classification.

After doing treatments, the result shows that the mean scores of both the experimental and control groups were different. The mean score of the post-test for the experimental group was 82.43, which was classified into very good classification, and the mean score of the control group was 76.53, which was classified into good classification. Furthermore, the standard deviation for the experimental group was 6.140, and the control group was 8.472. The experimental group was in the "very good," and the control group was still in the "good" category. Sainu (1998:22) states that short story reading is useful to encourage students to write intensively. It means that using literature in the classroom can improve students' reading achievement.

To know whether or not the means are significantly different, the researcher used a t-test in inferential statistics through the SPSS version 21.0 program to test the hypothesis. In the pre-test between the experimental and control group, the researcher found that the T-able is higher than the t-table (α) (1.659<2.021). It means that there is a significant difference in the pre-test of the control and experimental group. Nevertheless, it was a little bit significant, while in the post-test of the experimental and control group, the researcher finds that the T-test is higher than the alpha and previous score in the pre-test (α) (3.089> 2.021). The degree of freedom is 58. It means that there is a significant difference in the post-test. It indicates that the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected. It can be concluded that the use of text-based characters improves students' reading skills.

4. Conclusion

The researcher found that the mean score of the pre-test of the experimental group was 72.67. It was classified into good classification, and the mean score of students' pre-test of the control group was 69.63. It was classified into good classification. After doing treatments, the result shows that the mean scores of both the experimental and control groups were different. The mean score of the post-test for the experimental group was 82.43, which was classified into very good classification. The mean score of the control group was 76.53, which was classified into good classification. Furthermore, the standard deviation for the experimental group was 6.140, and the control group was 8.472. The experimental group was in the "very good," and the control group was still in the "good" category.

On the other hand, the researcher found that the T-table is higher than the t-test (α) (1.659 < 2.021). It means that there is a significant difference in the pre-test of the control and experimental group, while in the post-test of the experimental and control groups, the researcher finds that the T-test is higher than the alpha and previous scores in the pre-test (α) (3.089 > 2.021). The degree of freedom is 58. It means that there is a significant difference in the post-test. It indicates that the alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected. It can be concluded that the use of text-based characters improves students' reading skills.

In line with the results of this research, Karim (2014) defines that the implementation of Task-Based Language Teaching (TBLT) improved the students' ability to write narrative text. It means there was a significant difference between the experimental group and the control group after the treatment. The mean score in the post-test of the experimental groups was 58.97, and the mean score in the post-test of the control group was 38.51. It means that the experimental group's score was higher than the control group's score. Based on the data analysis, it was found that there was an improvement in the students' ability in writing narrative text in the experimental group.

References

Al-Magid, A., & Al-Mamun, M. (2006). The effect of teachers' attitudes on the effective implementation of the communicative approach in ESL classrooms (Doctoral dissertation).

Bhatti, M. S., & Mukhtar, R. (2020). Impact of Vocabulary Learning Strategies on Gender Based ESL Learners in Pakistan. *REiLA : Journal of Research and Innovation in Language*, 2(3), 134-140. https://doi.org/10.31849/reila.v2i3.4603

Buck, G. (1991). The testing of listening comprehension: an introspective study1. Language testing, 8(1), 67-91.

Creswell, J. W. (2012). Educational research: planning. Conducting, and Evaluating.

Donald, A., Lucy, J., & Christine, K. S. (2010). Introduction to Research in Education Eight Edition. Canada. Wdsworth.

Hong-Nam, K., & Leavell, A. G. (2011). Reading strategy instruction, metacognitive awareness, and self-perception of striving college developmental readers. *Journal of College Literacy and Learning, 37*, 3-17.

Indonesia, P. M. P. N. R. (2015). Nomor 22 Tahun 2006. Tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah.

Irmawati, N. D. (2012). Communicative Approach: An Alternative Method Used in Improving Students' Academic Reading Achievement. English Language Teaching, 5(7), 90-101.

Jensen, M. (2010). Improving reading comprehension of junior division students as the teacher-librarian: An action research study. Nipissing University.

Karim, I. T., Husain, D., & Weda, S. (2014). The Implementation of Task-Based Language Teaching (TBLT) to Improve Students' Ability In Writing Narrative Text. *Prosiding, 1*(1), 63-70.

Khusniyah, N., Rasyid, Y., & Lustyantie, N. (2018). Improving English Reading Comprehension: The Role of Visual Mind Mappingin SQ4R Strategy. In Proceedings of the 1st International Conference on Science and Technology for an Internet of Things. European Alliance for Innovation (EAI).

Lestari.S, D. V. (2020). A Closer Look on Selected Educational Institution: Are There Any

Institutional or Academic Problems?. *Utamax : Journal of Ultimate Research and Trends in Education,* 2(2), 75-79. https://doi.org/10.31849/utamax.v2i2.4272

Lickona, T. (1991). Educating for character (New York, Bantam). McCI ET nAN, BE (1992) Schools and the Shaping of Character: moral education in America, 525-543.

Menengah, D. P. D. D. (2005). Peraturan Direktor Jendral Pendidikan Dasar Dan Menengah Tentang Penelaian Perkembangan Anak Didik. Jakarta: Depdiknas.

Nunan, D. (2012). Learner-centered English language education: The selected works of David Nunan. Routledge.

Rahman, F., & Amir, P. (2019). Trends in Reading Literary Fiction in Print and Cyber Media by Undergraduate Students of Hasanuddin University. *International Journal of Education and Practice*, *7*(2), 66-77.

Raka Joni, T. 1998. Penelitian Tindakan Kelas: Beberapa Permasalahannya. Jakarta: PCP PGSM Dirjen Dikti.

Rudiyanto. 2011. Teaching Reading Comprehension Using Communicative Approach Through Songs And Games To The Eigth Year Students Of SMP. Jakarta: UIN syarif Hidayatullah.

Tessema, M., Ready, K., & Malone, C. (2012). Effect of gender on college students' satisfaction and achievement: The case of a midsized Midwestern public university. International Journal of Business and Social Science, 3(10).

The National Education Ministry's Research and Development. 2011. Guidelines for the Implementation of Character Education. Jakarta: Ministry of National Education