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ENHANCING STUDENTS' READING ABILITY THROUGH CHANNEL NEWS ASIA (CNA) INDONESIA

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Abstract

The aim of this research is to find out whether or not the students' reading ability enhance through CNA Indonesia at the fourth semester Students of Tomakaka University of Mamuju. The method was used is quantitative method. The instrument used to collect the data is reading test. The number of test consisted of 15 and the form is multiple choices. The subject of this research was the fourth semester students of Tomakaka University of Mamuju. In analyzing the data collected through quantitative analysis. The result of this research is the use of Channel News Asia (CNA) Indonesia can enhance the students' reading ability at the fourth semester students of Tomakaka University of Mamuju. It is supported by the result of the test which given for the students after given treatment. The result showed that there was an enhancement significantly between pre-test and post-test. The mean score of pre-test is 2.49 while post-test is 3.41. The result of the t-test analysis is 17.87 than t-table value was 2.06. It showed that the t-test value was greater than the t-table value (17.87 > 2.06).

Keywords: Channel News Asia (CNA), quantitative, and reading ability

MENINGKATKAN KEMAMPUAN MEMBACA MAHASISWA MELALUI CHANNEL NEWS ASIA (CNA) INDONESIA

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah ada atau tidak ada peningkatan kemampuan membaca melalui Channel News Asia (CNA) Indonesia pada mahasiswa semester IV di Universitas Tomakaka Mamuju. Metode yang digunakan yaitu kuantitatif. Instrumen yang digunakan dalam penelitian ini yaitu tes membaca. Tes ini berbentuk pilihan ganda yang berjumlah 15 nomor. Subjek penelitian ini yaitu mahasiswa semester IV Universitas Tomakaka Mamuju. Dalam menganalisis data digunakan tes membaca dengan metode analisis kuantitatif. Hasil penelitian ini yaitu penggunaan CNA Indonesia dapat meningkatkan kemampuan membaca mahasiswa semester IV Universitas Tomakaka. Hal ini dibuktikan dengan hasil tes yang telah diberikan setelah pelaksanaan perlakuan. Hasil menunjukkan bahwa ada peningkatan yang signifikan antara pre-tes dan post-tes dari kemampuan membaca mahasiswa. Nilai rata-rata pre-tes yaitu 2.49 sedangkan pos-tes adalah 3.41. Selanjutnya, hasil dari analisis t-tes yaitu 17.87 dan t-tabel 2.06. Hal ini menunjukkan bahwa nilai t-tes lebih besar dibandingkan nilai t-tabel (17.87>2.06)

Kata kunci: Channel News Asia (CNA) Indonesia, kuantitatif, kemampuan membaca

BACKGROUND

Reading is one of the four language skills that should be mastered in language learning. It is usually taught in integration with one of the other language skills (listening, speaking, and writing) in the new trends of language instruction. Generally, the teaching of reading in English as a foreign language (EFL) in Indonesia aims at enabling students to read and comprehend texts and other materials written in English. According to Reference [1] Reading is one of English language skills considered important for the students' growth as an individual in many aspects of life.

According to Reference [2], there are two ways to motivate the learners to read first have a vision of what the main thing is in reading; second, it must create tasks or activities that give students experience doing the main thing. More specifically, students are expected to master skills in the levels of literal, interpretative, and creative comprehension. It is shown in the most of students' handbook content that is dominated in text.

William in Reference [3], reading is eye working processes that information transfers into brain for procedure the information. According to Reference [4] Instructing reading skills to the students is one of the most important purposes of any language course. Reading comprehension is one of the crucial skills fundamental for any language learner including the high school students. Accordingly, the students need to make their reading comprehension better to further their studies in higher education or many projects that the teachers ask them. So far, a number of methodologies have been introduced in teaching English language in general and reading comprehension in particular.

According to reference [5] emphasized the types of reading into oral reading, silent reading, shared reading, reading by highlighting, reading by glancing, reading by asking questions, and reading by taking notes. (a) Oral reading is turning the text into sound, it affects the listeners and gives pleasure to hem. Listening to a really good reading, people can understand some complicated thoughts and feelings. Oral reading is efficient upon students' acquiring good listening habits. (b) Silent reading is only eye reading, eye sees more words rather than the vocalized words. It means comprehending a text following by eyes. Therefore, silent reading should not be perceived as telling the words inside not making a voice. (c) Share reading is both lecturer ad students' share the same texts. The purpose in shared reading is to help students' reading a long text fulfilling an interactive reading activity under the guidance of lecturer; and to provide them enjoy reading. (d) The purpose in reading by highlighting is to determine key words and concepts that are possible to help for comprehension and considered to be important. (e) The type of reading by glancing is used for general comprehension of a subject or reminding the pre-knowledge related to a subject at the beginning of the reading process, before reading. The purpose in this type of reading is the comprehension of the subjects without entering into details. (f) The purpose in this type of reading is providing students to think on the text and understand the text providing them to prepare questions before and during the reading activity. (g) Reading by taking notes is beneficial for providing students to remind and revise the knowledge they comprehend during the learning process, to learn what they cannot comprehend from different sources, and to acquire the habit of asking.

To the students in higher education, reading becomes more important. This collegian will be able to analyze the information sharper and more efficiently when they have qualified reading ability. Yet, it is usually found by the educators that the reading class scourges for students. They were seen chatting more often than reading, looked at their cellphone continually, seemed sleepy, and were reluctant to read. Even this tendency occurs in Tomakaka University of Mamuju. As the result, the reading class was not going well and the students' reading result was in the low range.

In reading, it is not only techniques or methods that applied by the educators influence the students' ability but also the materials. There are many kinds of materials that can be used to make the students' reading interest be better, one of them is Channel News Asia (CNA) Indonesia (www.channelnewsasia.com). In Cambridge Dictionary as Reference [6] defines news is *information or reports about recent events. There are various factors that qualify an event to be news story, they are: (1) Timeliness/freshness, (2) Proximity/nearness, (3) Prominence, (4) Magnitude, (5) Conflict, (6) Oddity/Unusual, (7) Consequence, (8) Human's interest*.

CNA Indonesia is a website of Indonesian latest news and coverage. CNA is a transmedia company, where users can get content online, on TV and radio and via smart devices. It is also available on social and messaging services, such as Facebook, Twitter, YouTube, LinkedIn, WhatsApp and Telegram. Through reading materials from it, the students can get update and latest discourse from their surroundings, so they can relate what happened around them. This is more authentically material which can influence the students' reading ability. As Reference [7] states that "authentic materials help the students improve their reading comprehension

by enhance their interest to read and analyze the text and improve their motivation in reading activity". The advantages of authentic material is also mentioned by Richard in Reference [8] there are several reasons for using authentic materials in the classroom: 1) they give information about the culture of target language; 2) they provide exposure to real language; 3) they meet learners' needs, and 4) they support a more creative approach to teaching.

Based on the previous explanation the researchers aims to take a research under the title: "Enhancing Students' Reading Ability through CNA Indonesia".

The objective of the research is to find out whether or not the students' reading ability enhance through CNA Indonesia at the fourth semester Students of Tomakaka University of Mamuju.

METHOD

This research used quantitative method. The instrument used to collect the data was reading test. The tests consisted of pretest and posttest made by the researchers. The number of test consists of 15 and the form is multiple choices. The pre-test was given in the first meeting then the students were given treatment for six times and the students conducted post-test in the last meeting.

The population of this research was the fourth semester students of Tomakaka University of Mamuju and using total sampling. *Total sampling is a sampling technique when all the pollutants are used as the sample* [9].

There are specific comprehension strategies that used to hold the classroom by using CNA Indonesia in treatment, they are: (a) Lecturer gives apperception to the students; (b) Telling the objective of study; (c) Preparing the material from CNA Indonesia; (d) Students reads the news text one by one; (e) Giving explanation about topics; (f) Giving chance to students to ask; (g) Monitoring the students activities in the class; (h) Checking the students' task; (i) Asking some students to read their task ; (j) Submitting the students' task.

In analyzing the data collected through reading test, the researchers used the quantitative analysis such as calculating the rate frequency and percentage of pre-test and post-test, the mean score and standard deviation, and t-test Value of the Students in Reading.

The steps this research are stated in the following diagram:

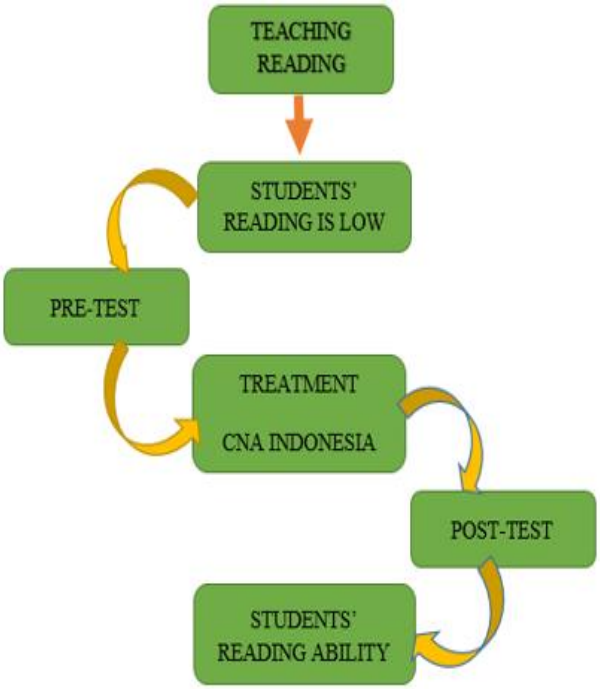

Figure 1. The Conceptual Framework

RESULT AND DISCUSSION

Based on the test result of the students' reading ability, the researchers found that the students still have difficulties in reading well and the students also have difficulties in identifying the content of text but they can improve their reading's ability because they were interested and active in teaching and learning process through Channel News Asia (CNA) Indonesia. So, the result of this research can be seen from following explanation.

a. The Rate Frequency and Percentage of Pre-test

Table 1. The Frequency and Percentage of Pre-test

Classification	Score	Conversion	Pre-test	
			F	%
A	8.78-10.00	3.51 – 4.0	0	0%
B	6.28-8.77	2.51 – 3.50	13	52%
C	3.78-6.27	1.51 – 2.50	12	48%
D	2.50-3.77	1.00 – 1.50	0	0%
E	1.00-2.49	< 1.00	0	0%
Total Score			**25**	**100%**

The table 1 shows that the first greatest frequency in B classification is 13 (52%) students, then followed by C classification with the score is 12 (48%) students. None student is in A, D and E classification.

Based on the result of pre-test, none student who got A classification. By seeing the result of pre-test, the researchers concluded that before gives treatment to students, the result of pre – test was still low, it means that students' reading ability is still low.

b. The Rate Frequency and Percentage of Post-test

Table 2. The Frequency and Percentage of Post-test

Classification	Score	Conversion	Post-test	
			F	%
A	8.78-10.00	3.51 – 4.0	9	36%
B	6.28-8.77	2.51 – 3.50	15	60%
C	3.78-6.27	1.51 – 2.50	1	4%
D	2.50-3.77	1.00 – 1.50	0	0%
E	1.00-2.49	< 1.00	0	0%
Total Score			**25**	**100%**

The table 2 indicates that there is an improvement of the students' reading ability in post-test. There were 9 (36%) students who got A classification, 15 (60%) students got B classification and 1 (4%) who reached C classification while none students that D and E Classification.

Standing by this result, the researchers concluded that there was an improvement between pre-test and post-test. It is proved from data that many students place A and B classification while D and E were not found.

c. The Improvement of Students' Score between Pre-test and Post-test

The improvement of students' score between pre-test and post-test can be seen from this figure below:

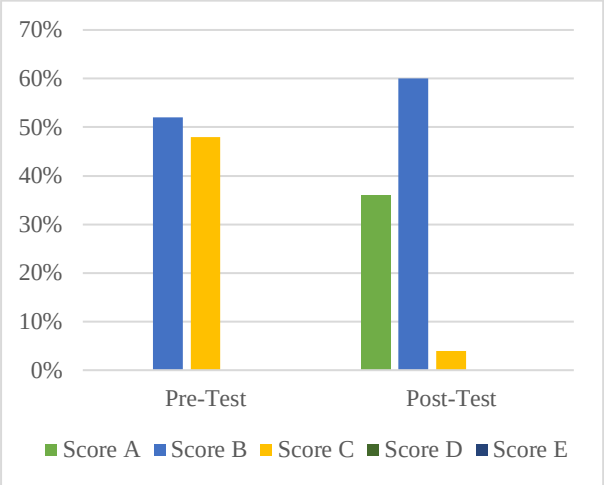

Figure 2. The Graphic Improvement of Students' Score Between Pre-test and Post-test

The figure 2 showed that there was an enhancement between pre-test and post-test. In pre-test, it cannot be seen the score A as the highest score, it has only score B (52%) and C (48%). On the other hand, in post-test there were 9 (36%) students' who reached A score, and followed by B 15 students or (60%) and 1 (4%) got score C.

d. The Mean Score and Standard Deviation

Table 3. Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	2.49	0.26
Post-test	3.41	0.31
Difference	**0.92**	**0.05**

The table 3 showed that the mean score of pre-test was 2.49 while post-test was 3.41. So, the difference means score between pre-test and post-test was 0.92 point. It indicated that the mean score of post-test was higher than pre-test. So, it can be concluded that there was significant different between pre-test and post-test.

e. T-test Value of the Students in Reading

The t-test of the students' reading that taught through CNA Indonesia is shown through the following table:

Table 4. T-test and T-table Value

Variable	T-Test Value	T-Table Value
X2 – X1	17.87	2.06

The result of the t-test analysis is 17.87 than t-table value was 2.06. It showed that the t-test value was greater than the t-table value (17.87 > 2.06). The degree of freedom (df) was 25 (n-1 or 25-1=24), the level of significant (p) =0.05, the t-test value = 17.87 and the t-table value = 2.06. This result showed that there was an improvement on teaching reading ability by using CNA significantly.

This discussion part deals with the findings that is linked with the exiting theory and interpretation of the result both of pre and post-test toward using CNA Indonesia in learning ability.

Based on previous result, it indicated that the reading ability of the fourth semester students of Tomakaka University enhanced significantly. It was also supported by the students' frequency and rate percentage of the students' pre-test and post-test. It was also measured based on the students' mean score of pre-test and post-test scores. The enhancement occurred due to students' interest in mastering reading through CNA Indonesia.

After classifying the rate percentage and frequency of students score in pre-test, the researchers found that most of the students pre-test were classified C and some of them were B. The mean score of pre-test was 62.49 which categorized "C". It means that their ability in reading needs to be improved.

Based on the description of the data collected through test, showed that the students' ability to read in post-test was different significantly. It was provided by the mean score rate of students' post-test result most of the students were classified into "B" and "A". The mean score post-test was 85.35 and classified into "B" category. That means that the students' reading ability by using CNA Indonesia is improved.

Moreover, by carrying this research, the researchers found that not only the appropriate strategies or methods needed to improve students' ability but also appropriate and interesting material also had a role in enhancing their reading ability. CNA Indonesia is more authentically material which can influence the students' reading ability. This related with the Marzban & Davaji's theory in Reference [10] who state that "the evidence on strong relationship between authentic texts and reading comprehension of intermediate learners. Authentic reading can increase not only students' comprehension but also promote other aspects of language learning such as motivation".

By knowing all of the result and their relationship to the theory, the researchers concluded that learning through CNA Indonesia can enhancing students' reading ability at fourth semester students of Tomakaka University of Mamuju.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researchers summarized that the use of Channel News Asia (CNA) Indonesia can enhancing the students' reading ability at the fourth semester students of Tomakaka University of Mamuju. It is supported by the result of the test which given for the students after given treatment. The result showed that there was an improvement significantly between pre-test and post-test.

Based on the previous conclusion, the researchers would like to propose some suggestion as follows:

1. The lecturers are expected more creative in choosing strategies and materials for the process of learning English such as by using Channel News Asia (CNA) Indonesia as an material in teaching learning process, especially reading. So, it can be applied as an alternative way in teaching reading.
2. The students should be more active in learning process and aware of looking for interested material to improve their ability such as Channel News Asia (CNA) Indonesia.

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