THE EFFECT OF RANDOM TEXT STRATEGY ON ELEVENTH GRADE STUDENTS' READING COMPREHENSION AT MAN 1 MAGETAN

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ABSTRACT

This study aimed at examining the effect of the Random Text strategy through an *Invitational Letter* on the reading skills of eleventh grade students at MAN 1 Magetan. The research population was all eleventh grade students at MAN 1 Magetan in the academic year 2022/2023, and 45 students from two classes selected as the sample. The 11 MIPA-3 class served as the experimental class, while 11 IPS- 1 class was the control class. This study used a quantitative research method with quasi-experimental and a non-equivalent (pre-test and post-test) control group research design. Researchers conducted pre-tests and post-tests in both the experimental and control classes, and data were collected using tests. The *t test* formula and SPSS 26 version for Windows were used to analyze the data. The result shows that the use of the Random Text strategy had a significant effect on grade 11 students' reading skills at MAN 1 Magetan, as proved by the value of Sig. (2-tailed) of 0.002 <0.05, which led to the rejection of H_0 and the acceptance of H_a.
Keywords: *Grade 11 Students, Random Text Strategy, Reading Skill*

ABSTRAK

Penelitian ini bertujuan untuk menguji pengaruh strategi Teks Acak (strategi *Random Text*) melalui *Surat Undangan* terhadap kemampuan membaca siswa kelas 11 di MAN 1 Magetan. Populasi penelitian ini adalah seluruh siswa kelas 11 di MAN 1 Magetan pada tahun ajaran 2022/2023, yang mana 45 siswa dari dua kelas terpilih sebagai sampel. Kelas 11 MIPA-3 berperan sebagai kelas eksperimen sedangkan kelas 11 IPS-1 berperan sebagai kelas kontrol. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian kuasi eksperimen dan kelompok kontrol non-ekuivalen (*pre-test* dan *post-test*). Peneliti melakukan *pre-test* dan *post-test* di kelas eksperimen dan kelas kontrol, dan data dikumpulkan dengan menggunakan tes. Rumus *t test* dan SPSS versi 26 untuk Windows digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa penggunaan strategi *Random Text* memiliki pengaruh yang signifikan terhadap keterampilan membaca siswa kelas 11 di MAN 1 Magetan, yang dibuktikan dengan nilai Sig. (2-*tailed*) sebesar 0,002 <0,05, yang menyebabkan penolakan H_0 dan penerimaan H_a.
Kata Kunci: *Keterampilan Membaca, Siswa Kelas 11, Strategi Teks Acak*

Introduction

According to Grabe (2009: 14), reading, activity to obtain information and to understand written texts, is essential for language acquisition and academic success. Hervey (2013) states that reading may be one of the "most important skills that a person can possibly acquire." Reading helps learners improve their vocabulary, comprehension skills, critical thinking, and analytical skills. Moreover, reading provides exposure to different types of texts, genres, and writing styles, which helps students understand their surroundings and develop their cultural awareness. Reading is arguably an important skill for making general language proficiency assessments (Brown, 2004: 185). Meanwhile, Harmer (1988: 68) states "reading is also useful for other purposes: any exposure to English (provided the student understands it to some extent) has a positive impact on the language student." In addition,

Harrison (2004) suggests that the importance of reading is not only due to the development of knowledge but also it is related to the people's capability of thinking.

To improve students' reading skill, teachers should help them through appropriate learning strategies. They need to be aware of reading strategies in order to facilitate students' reading skills, regardless of the approach they choose to use in the classroom. Cohen (1998) states that as a learning process, learning strategies are consciously chosen by the learner. The element of choice is important here because this is what gives a strategy its special character.

Richards (2002), suggests that strategy teaching should be contextualized; strategies should be taught explicitly through direct explanation, modeling, and feedback; there should be constant updating of strategies in texts and subsequent tasks; and strategies should be taught over a long period of time.

Isabelle (2016) claims that Random Text strategy is one of the active learning strategies, which makes use of reading materials as the main tool given to students in a disorganized or chaotic manner to help them think logically and chronologically. The students have to analyze the text and read it carefully so that they can understand the meaning of the text. Watcyn-Jones (2000) states that this strategy can attract students' learning motivation then they can be more active during learning the reading process and it can affect students' reading skill effectively.

In the Indonesian context, there have been many studies on the application of the Random Text Strategy. Some of them such as Alkhaeriyah (2018), Kristovani (2016), Rustan (2010), Marni (2016), and Marlinda (2017), which state that this strategy can improve students' reading skills. After conducting preliminary research in the English class at MAN 1 Magetan, which revealed some problems faced by the students especially in improving reading skills, namely not only having low achievement but also lack of interest in reading. The researchers then applied the Random Text Strategy to a number of students in their reading sessions to test whether this strategy had a significant effect in improving their reading comprehension.

Methods

This study used a quantitative research method with quasi-experimental and a non-equivalent (pre-test and post-test) control group research design. Non-equivalent control group design is kind of similar to the pre-test and post-test control group design, in which experimental and control groups are not chosen randomly and both groups compared to each other. Researchers applied research design mentioned by Cohen, Manion, and Morrison as follows:

Experimental group	O1	X	O2
Control group	O3		O4

Experimental group : The class taught using Random Text Strategy.
Control group : The class taught using Random Text Strategy.

O1	: Pre-test for experimental group
O2	: Post-test for experimental group
X	: Treatment
O3	: Pre-test for control group
O4	: Post-test for control group

This study was conducted at MAN 1 Magetan, located in Raya Takeran Street, Takeran Urban Village, Magetan Regency, in November 2022. The population of this study was all the grade 11 students at MAN 1 Magetan in the academic year of 2022/2023, which

were divided in 6 classes consisting of 720 students. The population was then selected through cluster random sampling technique, and the sample was 45 students from two classes (11 MIPA-3 and 11 IPS-1).

In the experimental class (11 MIPA-3), the researchers taught students using Random Text strategy with jumbled sentences. The teaching procedures of Random Text strategy with jumbled sentence as follows:

1) In the first meeting, researchers provided a pre-test to the experimental class to measure their skills level in receiving the material. The form of the test is a multiple choice with jumbled sentences. After the pre-test was done, researchers explained the definition of *invitational letter* and how to use Random Text strategy with jumbled sentences in *invitational letter*.
2) The students were asked to form some groups and they were given formal and informal invitation letters. Researchers provided random sentences for the students to rearrange into correct invitation letters using the Random Text strategy. Researchers also provided guidance and assistance to the students throughout the process.
3) In the third and final meeting, researchers reviewed the material about *Invitation Letter* and how to use Random Text strategy with jumbled sentences in *invitation letter*. Then students were given a post-test. The form of the test is multiple choice with random sentences. Researchers gave a post-test to find out whether the strategies applied during the treatment had a significant impact on students' reading skills in understanding and reordering random sentences in invitation letters.

After the post-test, researchers collected the data and analyzed it using appropriate statistical methods. The data was then interpreted and presented in the form of tables, graphs, and figures.

Finally, researchers drew conclusions and provided recommendations based on the findings of the study. The conclusions were presented based on the results of data analysis and interpretation which had been described in previous chapters. The recommendations were formulated based on the results of the study and contained descriptions regarding what steps need to be taken by the parties related to the results of the research concerned.

As for the control class (11 IPS-1), researchers taught students using conventional teaching methods. The materials and tests used were the same; the difference was the learning strategy. The data were analyzed using assumption tests consisting of normality and homogeneity tests, as well as the *t test*. The researcher used SPSS 26.0 for the *t test*, where the criteria for hypothesis testing were determined as follows:

If t-value < t-table, H_0 is accepted and H_a is rejected.

If t-value > t-table, H_a is accepted and H_0 is rejected.

The following is the data displaying the pre-test and post-test results in the experimental and control classes, followed by inferential statistics.

Result and Discussion

Pre-test results in the control class

The result shows that the mean and the standard deviation of the pre-test is 41.3 and 6.736 respectively, with the highest pre-test score being 50 and the lowest score being 30. The frequency distribution is shown in the following table.

Table 1. Frequency Distribution of Pre-Test in the Control Class

PRE-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	3	11.1	11.1	11.1
	35	6	22.2	22.2	33.3
	40	5	18.5	18.5	51.9
	45	7	25.9	25.9	77.8
	50	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

The table above shows that there are various scores of the students' reading achievement. There were 3 students or 11.1% got 30; 6 students or 22.2% got 35; 5 students or 18.5% got pretest score 40; 7 students or 25.9% got 45; and 6 students or 22.2% scored 50. This frequency can also be displayed in the following histogram.

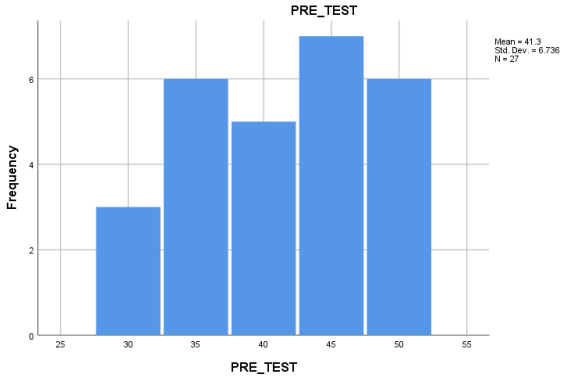

Figure 1. Histogram of Pre-Test Results in the Control Class

Post-test results in the control class

After the treatment, i.e. the implementation of the Random Text strategy, the result of the post-test in the experimental group shows that the M = 56.85 and SD = 9.522. There was 1 student or 3.7% got 40; 5 students or 18.5% scored 45; 5 students or 18.5% got post-test score 50; 2 students or 7.4% got 55; 4 students or 14.8% got 60; 6 students or 22.2% got 65; and 4 students or 14.8% got 70. The following table and figure is the data description.

Table 2. Frequency Distribution of Post-Test in the Control Class

POST-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.7	3.7	3.7
	45	5	18.5	18.5	22.2
	50	5	18.5	18.5	40.7
	55	2	7.4	7.4	48.1
	60	4	14.8	14.8	63.0
	65	6	22.2	22.2	85.2
	70	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

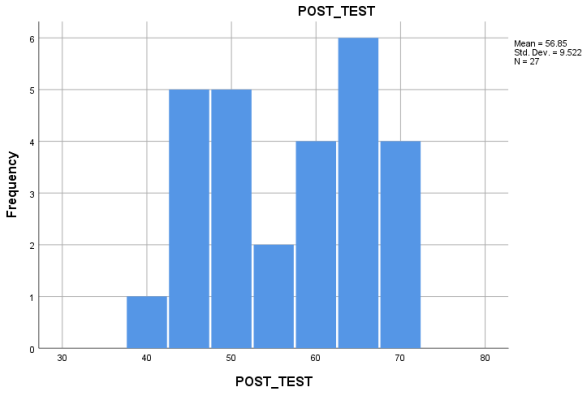

Figure 2. Histogram of Post-Test Results in the Control Class

Thus, as in the table and figure above, there was a significant increase in students' scores in the post-test compared to the pre-test scores. The mean score increased from 41.3 to 56.85.

Pre-test results in the experimental class

The frequency distribution of the students' pretest score can be seen in the following table and figure.

Table 3. Frequency Distribution of Pre-Test in the Experimental Class

PRE-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.7	3.7	3.7
	35	5	18.5	18.5	22.2
	40	5	18.5	18.5	40.7
	45	9	33.3	33.3	74.1
	50	7	25.9	25.9	100.0
	Total	27	100.0	100.0	

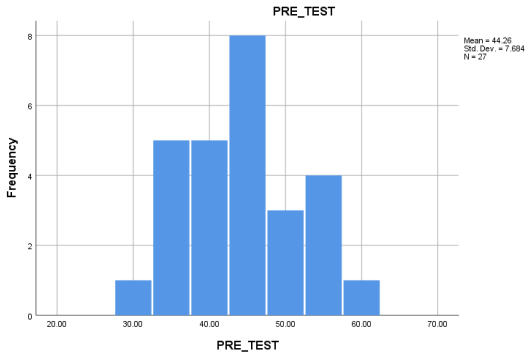

Figure 3. Histogram of Pre-Test Results in the Experimental Class.

As seen from the table and the figure above, there are various scores of the students' reading achievement. There was 3.7% or 1 student who got 30; 18.5% or 5 students got 35; 18.5% or 5 students got 40; 33.3% or 9 students got 45; and 25.9% or 7 students scored 50. The lowest and the highest scores were 30 and 50 respectively. Meanwhile, the mean is 44.26 and the SD is 7.684.

Post-test results in the experimental class

The frequency distribution of the students' posttest score can be seen in the following table and figure.

Table 4. Frequency Distribution of Post-Test in the Experimental Class

POST_TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	3	11.1	11.1	11.1
	55	4	14.8	14.8	25.9
	60	3	11.1	11.1	37.0
	65	5	18.5	18.5	55.6
	70	4	14.8	14.8	70.4
	75	6	22.2	22.2	92.6
	80	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

The table above showed that there are various scores of the students' reading achievement. There was 11.1% or 3 students got post-test score 50, 14.8% or 4 students pot post-test score 55, 11.1% or 3 student got post-test score 60, 18.5% or 5 student got post-test score 65, 14.8% or 4 students got post-test score 70, 22.2% or 6 students got post-test score 75, 7.4% or 2 students got pre-test score 80.

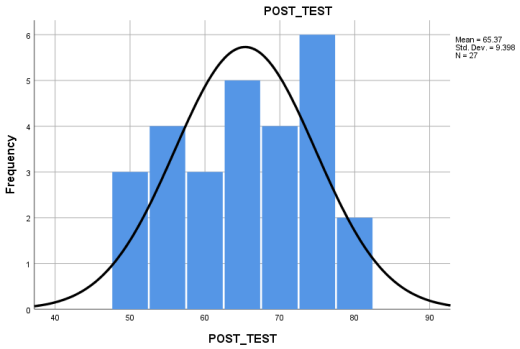

Figure 4. Histogram of Post-Test Results of the Experimental Class.

As can be seen on the figure above, the mean of the posttest result in the control group is 65.37 and the SD is 9.398.

The inferential statistics

Before testing the hypothesis, researchers analyzed the data using two assumption tests: normality and homogeneity.

The assumption test

The result of the normality test in the experimental class is shown in table 5 below.

Table 5. Normality Test of the Experimental Class

		Unstandardized Residual
N		27
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.89072748
Most Extreme Differences	Absolute	.142

	Positive	.136
	Negative	-.142
Test Statistic		.142
Asymp. Sig. (2-tailed)		.172[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The above table shows that 2-tailed of the experimental class is 0.200. It can be concluded that the data of this research is normal because the value is higher than 0.05 (0.172>0.05).

Meanwhile, the following table displays the result of the normality test in the control class, which also shows that data is normal due to the fact that the 2-tailed of the control class is 0.200, which is higher than 0.05.

Table 6. Normality Test of the Control Class

		Unstandardized Residual
N		27
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.19863432
Most Extreme Differences	Absolute	.115
	Positive	.115
	Negative	-.079
Test Statistic		.115
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

As for the homogeneity test to determine whether or not the variant of data distribution on students' test scores from the two groups for each experimental class and control class were homogenous, below is the result of the calculation.

Table 7. Homogeneity Test

Levene Statistic	df1	df2	Sig.
0.260	1	52	0.612

Table shows that the output value of significance was 0.612. It means that the value significance was higher than α (0.306> 0.05). Therefore, it can be concluded that the data was homogeneous.

Hypothesis test

Having tested the normality and homogeneity, researchers computed the hypothesis by comparing the output values of the experimental class (11 MIPA-3) and the control class (11 IPS-1). The data being calculated is as follows.

Table 8. Data Comparison between the Experimental and Control Class

	N	Mean	Std. Deviation	Std. Error Mean
CONTROL	27	56.85	9.522	1.961
EXPERIMENTAL	27	65.37	9.398	1.809

Based on the table group statistic above, the data showed that the total of the experimental class and control class were 54 students. The mean of the experimental class was 65.37, while the mean of the control class was 56.85. Thus, it can be concluded that there were differences in the average post-test of students between experimental and control classes. Furthermore, to prove whether the difference was significant or not, we need to interpret the following output of the "Independent Sample Test".

Table 9.Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
TEST_SCORE	Equal variances assumed	.260	.612	-3.309	52	.002	-8.519	2.575	-13.685	-3.352
	Equal variances not assumed			-3.309	51.991	.002	-8.519	2.575	-13.685	-3.352

Based on this table, it is known that the value of Sig. (2-tailed) of 0.002 <0.05, then as a basis for decision making in the independent test sample *t test* it can be concluded that H0 is rejected and Ha is accepted.

Conclusion

This study aims at investigating whether there is significant difference in terms of the reading skill achievement between the students being taught using Random Text Strategy and those who are not. The data shows that there is a significant difference between them. It means that this study confirms the effectiveness of the strategy to increase students' achievement in reading comprehension.

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