THE EFFECT OF THE BILINGUAL STORY BOOK ON STUDENTS' READING COMPREHENSION ACHIEVEMENT

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Abstract

The main of this study "was there any significant effect on the Second semester students' reading comprehension achievement after being taught by using Bilingual Story Book and those who are not? The population of this study was the second semester PGSD Study Program FKIP University PGRI of Palembang in academic year 2019/2020. The total number of the population was 120 students, The sample consisted of 36 students of 2O and 36 students of 2Q. The method of the research was the experimental method and the data were collected through written test in multiple choice form. The test was administrated twice as the pre-test and post-test. The result were analyzed by using t-test. The students' average score of pretest in control class of 2O were 59.20 and 6.12. While the students' average score of post test in experimental class of 2Q were 6.52 and 7.13. And By using those result, it was found that the result of this research based on her students' average score of post test in experimental and control class was 4.779 that is higher than its the critical value. The null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

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Keywords: Reading Comprehension, Bilingual Story Book

INTRODUCTION

English is one of the languages of communication in today's digital era. This is in contrast to the government's decision to abolish English at the elementary school level. This government decision has received a lot of criticism because childhood is considered the best time to learn a language if you want language skills like native speakers. Therefore, the introduction of English from an early age to students needs to be maintained. Ardiansyah et al (2020) In this regard, it turns out that there are still many elementary schools that consider English important so that English subjects are still given to students as local content. Unfortunately, the application of English as a local content is not supported by adequate human resources, most of the English teachers in elementary schools are teachers of other subjects, not graduates of English education or elementary school education graduates with certain qualifications.

In connection with this, several problems arise related to the English learning model. First, teachers are very dependent on available textbooks so that learning in class becomes monotonous and teachers tend to limit themselves in exploring learning models in class. In addition, teachers still tend to use lecture techniques in teaching English even though teaching language skills is different from teaching theory. So, the techniques and media for teaching English need to be mastered by teachers. Thus, in this context, teaching English as a foreign language should use appropriate learning models and media for

optimal results. What's more, language teaching English for children and adults also needs to use different learning models and media. Judging from the teaching of English based on four skills, listening, speaking, reading, and writing, nowadays many schools offer bilingual programs, even from the pre-school level. In addition, many parents encourage their children to learn English from an early age. This phenomenon has led to the need for bilingual books aimed at children, particularly picture story books.

According to Bloomfield (in Kamaruddin, 1989: 3) "The use of two languages is like one's own language, because bilingualism is a condition in which a person has the ability to use a foreign language perfectly without the risk of losing the first language". The development of a bilingual picture story is based on several things, namely: (1) a picture story is a book in which there are pictures and words, which do not stand alone, but depend on each other to become a unified story. (2) the illustrations in the picture book have an equally important role as the text. A bilingual illustrated story book is a medium by using images sequentially. The clarity and attractiveness of images are several factors for motivation and attracting student interest in learning. According to Sudarma (2015: 63) "Image is capable convey more meaning than text. Images can help readers understand the meaning conveyed through the text".

With this system, students are expected to be able to master English well so that they are able to apply their knowledge to students. Another reason is that the use of English as the language of instruction in both programs is expected to increase the ability to master two or more languages and form social awareness in a multicultural context. The problem of this study is formulated into the following question: Is there any significant effect on the Second semester students' reading comprehension achievement after being taught by using Bilingual Story Book and those who are not? This study was limited on the effect of Bilingual Story Book on the Second Semester Students' Reading Comprehension Achievement to the PGSD Study Program FKIP University PGRI of Palembang with the theme of "Fable". The purpose of this study is to determine whether or not there is any significant difference from the students' English Proficiency after using the Bilingual Story Book.

LITERATURE REVIEW
The Concept of Teaching

Teaching is one of the activities that teachers do in everyday life. Besides that, it also pays attention to the process of community needs, feelings and experiences, and helps the community, especially students. This activity provides many advantages for us, because both students and teachers can get to know the material more. Like teaching

English, it is very important in the era of globalization.

The Concept of Reading Comprehension

Reading comprehension is a term used to identify a student's ability to understand the material. This is the ability to read text, process it, and understand its meaning. It is also an act of understanding what you are reading. A person's ability to understand texts is influenced by the nature and skills, one of which is the ability to make conclusions. As Snow states that understanding requires three elements: (1) The reader who does the understanding; (2) Text that must be understood; (3) Activities in which understanding is a part. These three dimensions define phenomena that occur in a larger socio-cultural context.

The Concept of Bilingual Story Book

Bilingual Story Book is a story book in a second language and is very effective for toddlers and young children. It is sometimes referred to as 'Dual Language Books' or 'Side-by-Side Books' and has 2 different languages on the same page with the second language being the translation (comparison) of the first language. Jaya (2017) While there are no rules around the layout of bilingual book typography, they are often visible with one language at the top and one language at the bottom, allowing readers to compare vocabulary, grammar, grammar, and characters of the alphabet easily.

As stated by Clark, Flores, Smith and Gonzalez, the Bilingual Story Book has benefits for literacy development. And according to Clark, Flores, Smith and Gonzalez, Bilingual in the classroom and library is a way to support children's language development, and teachers have the opportunity to learn language skills from their students. Several types of Bilingual Story Books:

(1) Illustrations

Illustration can also have implications for the development of identity and development of children. Very young children are more likely to identify new vocabulary in real objects if the illustrations are more realistic.

(2) Stories

The quest for authenticity shouldn't hurt to create a compelling story. Stories should engage and spark children's imagination, the famous psychoanalyst Bruno Bettelheim argues that children can use fairy tales using traditional narrative structures, that stories have a beginning, middle and end and also have a specific language form (ie, "at a time").

(3) Translanguaging in Books

"Translanguaging" is a term used to refer to the dynamic processes of bilinguals in which they draw from their complete linguistic repertoire through blending their language practices.

RESEARCH PROCEDURE

In this study the writer applied experimental design. A quasi-experimental design was applied in this study. Most designs involve only one single independent variable. In a factorial design, two or more independent variables are involved (McMillan & Schumacher, 2010, p. 283). There were two groups in this study: two experimental groups without a control group. In the first experimental group, students got treatment using the bilingual story book media, the second experimental group got treatment using conventional discussion methods. Both groups were given a pre-test and post-test with the same treatment.

As Arikunto state that the formula can be represented as:

Experimetal	**O_1**	**X**	**O_2**
Control	**O_3**		**O_4**

Where:

O_1 = pre-test for experimental group

O_2 = post-test for experimental group

O_3 = pre-test for control group

O_4 = post-test for control group

Population and Sample

Population

The population is a group of case elements, whether individuals, objects or events, which match certain criteria and which we mean to generalize the results of the research (McMillan & Schumacher, 2010). The writer conducted this research at the PGSD Study Program of the PGRI Palembang University with a population of 120 students.

Sample

In this study, purposive sampling was used to take samples. According to Fraenkel et al, purposive sampling differs from convenience sampling in that researchers not only study who is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need. The writer chose two classes and took 36 PGSD class 2O students and 36 PGSD class 2Q students.

Data Collection

According to Ary (2010:201) test is set of stimuli presented to an individual in order to elicit response on the basis of which a numerical score can be assigned. The test from researcher is to know the achievement of students. Therefore, the writer must choose an instrument in the process of collecting data. The instrument of this research used written test with multiple choice with 40 items.

There were two kinds of tests: pre-test and post-test to measure the students' reading comprehension. The pre-test was given before they given the treatment, then, at the end of the treatment, the post-test was given. The students were given instructions about how to complete the tests and treatments in both Indonesian and English. They read the same story.

To estimate the internal consistency reliability, KR-21 is used. The Kuder Richardson 21 (KR-21), formula according to Fraenkel et al is a follows:

$$KR21 = \frac{K}{K-1}\left[1 - \frac{M(K-M)}{K(SD)^2}\right]$$

Where:

KR21 : Kuder- Richardson Reliability Coefficient

K : Number of items on the test

M : Mean of the set of test score, and

SD : Standard deviation of the set of test scores

The reliability coefficients that can be determined after the researcher calculated the test score by using KR-21, the reliability coefficients should be at least 0.70 and preferably higher. It means that a reliability of 0.70 indicates 70% consistency from the test of the instrument (Fraenkel, 2012:157). The result of the reliability coefficient of the test was 1.02. It was clear that the test items were valid and reliable because it was higher than 0.70.

The data analysis that would apply in this study was percentage analysis, score range, paired t-test and the independent t-test. The percentage analysis is used to find out the students' individual score from the test given. The formula is as follows:

$$X = \frac{R}{N} = 100\%$$

In which:

X : Students' individual score

R : Number of correct answers

N : Number of test items

(Tinambunan, 1998:136).

The writer used Paired T-test and Independent T-test by using statistic calcuting of t-test formula in analyzing data. The calculating used SPSS 21. Independent t-test is used to know significant differences between the students' achievement in the experimental and control group. Paired t-test is used to know the difference between students' achievement in pre-test and post-test in each group.

FINDING AND INTERPRETATION

Finding

The sample of the students taken from class 2O that consisted 36 students were given the pre-test and it was conducted before the treatment by giving 40 questions to the students. After the score calculated, the writer found that the highest score was 77.5, achieved by 2 students. The lowest score in the pre-test was 47.5, achieved by 3 students. The average score of the students in the pre-test in experimental class was 65.2. The sample taken from class 2Q consists of 36 students. After the score calculated, the writer found that the highest score was 80, achieved by 1 students. The lowest score in the pre-test was 47.5, achieved by 1 student. The average score of the students in the pre-test in control class was 59.20.

The test given to the students were exactly the same as in the pre-test. The data were also analyzed and calculated. After all it was found that the highest score in the post-

test was 90 achieved by 2 students. The lowest score in the post-test was 60 achieved by 3 students. The average score of the students in the post-test in experimental class was 71.31. The test given to the students were exactly the same as in the pre-test. The data were also analyzed and calculated. After all it was fund that the highest score in the post-test was 80 achieved by 1 students. The lowest score in the post-test was 52.5 achieved by 2 students. The average score of the students in the post-test in control class was 61.14. In the post test experimental group and the post test control group were given written test consisted of 40 questions in from of multiple choices. And based on the result of the average score in the analysis of the students' score in the post-test in experimental and control group, its result was 4.960.

Based on the students scores obtained both in pretest and post test, the paired t-test was calculated to find out whether or not the post test are significantly difference or gaining before and after given the treatment. The result of paired t-test, it was found that the mean difference was -5.833 between post test and post test in experimental group. t-obtained was 4.427 and the significant was 0.000 since higher than alpha value 0.05. It means that the students in experimental group before and after treatment was significantly difference. Based on the students scores obtained both in pretest and post test, the paired t-test was calculated to find out whether or not the post

test are significantly difference or gaining before and after given the treatment.

The result of paired t-test, it was found that the mean difference was 0.347 between post test and post test in experimental group. t-obtained was 0.818 and the significant was 0.419 since higher than alpha value 0.05. It means that the students in control group before and after treatment was significantly difference.

Based on the students scores obtained both in post test of experimental and control group, the independent t-test was calculated to find out whether or not the post test are significantly difference or gaining before and after given the treatment. Based on the result above, the null hypothesis is rejected because t_{obt} of 4.779 exceeded or higher than 1.667 and consequently the Ha is accepted. From the data, it shows that the students scores differ from the post-test. It means that teaching reading comprehension by using Bilingual Story Book was effective.

The test normality is used to know the data was normal or not. According to Ruppert, a normality test can often resolve the ambiguity. And the students pretest and post test in experimental and control group were analyzed by using Kolmogorov Smirnov Shapiro Wilk analysis. The output of the data normality used Kolmogorov Smirnov Shapiro Wilk type two statistic parametic shows the result of the test, where it informed, if the sign value or probability score was higher 0.05. It

meant that the data was normal. The computation of normality used SPSS 21 computer program.

After data had been obtained from the scores of the 36 students in experimental group, it found that the significant level in pretest was 0.053. And significant level in post test was 0.158. From the result of the output, it could be stated that the students pretest experimental group was normal. After data had been obtained from the scores of the 36 students in control group, it found that the significant level was 0.609. And significant level in post test was 0.750. From the result of the output, it could be stated that the students pretest control group was normal.

Test of homogeneity was used to know the result of this study was homogenous or not. As Birnbaum states that the definition of the homogeneous test that is perfectly satisfactory for our preset purposes. And the students pretest in experimental and control group and post test in experimental and control group were analyzed by using Levena Statiscta analysis.

The output of the data homogeneity using Levena Statistic type shows the result of the test. The computation of homogeneity used SPSS 21 computer program. Based on measuring homogeneity test of students' pretest scores, it was found that the significance level was 0.070. From the result of

the output, it can be stated that the students' post test in experimental and control group was homogenous. The output of the data homogeneity using Levena Statistic type shows the result of the test. The computation of homogeneity used SPSS 21 computer program.

Based on measuring homogeneity test of students' post test scores, it was found that the significance level was 0.758. From the result of the output, it can be stated that the students' post test in experimental and control group was homogenous.

INTERPRETATION

After given clue about Bilingual Story Book or text, the students improved their average scores. Based on the written test, the students' average score of the post test in control group was 61.14. And their average score of the post test in experimental group was 71.13.

From the students' scores in control and experimental group, the result of this research was 4.779, it is higher than 1.667 as its critical value. It means that teaching reading comprehension by using Bilingual Story Book enable students to get better score. It means that teaching reading comprehension by using Bilingual Story Book was effective to the second semester PGSD Study Program FKIP University PGRI of Palembang.

CONCLUSION

Based on the finding presented in chapter IV, the writer could conclude that teaching reading by using Bilingual Story

Book could increase the students' understanding about the text and the students could improve their reading comprehension by using Bilingual Story Book or text.

The students' average score of the post test in control group was 61.14. And their average score of the post test in experimental group was 71.13. It means that teaching reading by using Bilingual Story Book enables the students to get better scores. Based on calculation of the independent t-test was 4.779 as the result. This score exceeded 1.667 as it is critical value.

It means that using Bilingual Story Book is effective in teaching reading comprehension to the second semester students' PGSD Study Program.

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