

**THE INCLUSION OF AFFECTIVE VALUE INTO ENGLISH  
TEXTS IN TEACHING READING  
(An Experimental Study at Tenth Grades of SMA NW Pancor  
In The School Year 2010)**

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***Abstract***

This research is aimed at finding out whether: The purpose of this research is to find out to what extent that the English texts that included in affective value effective in teaching reading at tenth grades of SMA NW Pancor in the school year 2012-2013

The method which was applied in this research was experimental study. It was conducted at the tenth grades of SMA NW Pancor. The population of the research is tenth grades of SMA NW Pancor in the academic year of 2010. The samples were two classes. In taking the sample, a cluster random sampling technique was used. Each class was divided into two groups. Then, the techniques which were used to collect the data were a multiple choice test for getting the data of the students' reading skill. The instruments were tried out to get valid and reliable items. T-test was used to analyze whether the alternative hypothesis is accepted or not.

The statistical analysis had described that mean of the experimental group on pre-test is 12.87 and mean score on post-test is 16.06. Meanwhile, mean score of the control group on pre-test is 13.09 and mean score on post-test is 14. By using t-test at the level of significance ( $\alpha$ ) 0.05, the researcher got  $t\text{-test} > t\text{-table}$ , that is  $6.18 > 2.00$ , it means that there was a significant difference between the students' reading comprehension before and after students were taught by using the English texts that included in affective value. Besides in the hypothesis testing, the result showed that the students' achievement on posttest at experimental group was categorized into high rank. Meanwhile, the control group on posttest was categorized into average. It can be concluded that the English texts that included in affective value as a media was effective in teaching reading. Based on the findings, it can be concluded that in general the English texts that included in affective value is more effective than the conventional texts to teach reading.

In accordance with the above result, the English teacher is expected to be able to select the appropriate teaching media to teach reading for their students.

**Key Words:** *affective value, English text, and Teaching Reading*

## **INTRODUCTION**

Thanks to the god who create a language. Language is so important and it can't be a parted with our life. We can imagine that what will happen without a language, how we can interact each other, how can we convey our feeling, taste, though, etc. without the language we are nothing. The children will not be able to talk with their parent; the man will not be able to say "I love you" to the woman or to the opposite; the human will not be able to give their sacrifices to their god, or in short we can say no human without a language or no language without human.

All of the languages are important; involve English language as a foreign language. Of course, we still remember the story of our prophet Muhammad who has shown us how important to learn the foreign language. When he won a war and got much prisoner, our prophet made a deal with them. The prisoner who could teach a knowledge involving a language would get freedom. It story indicates that how important for us to learn a foreign language. English is one of the foreign languages for us who stay in Indonesia. English is so important for us and our nation. English is a key for us to master a science and technology because most of science and technology are written in English. How can we master it without understand it and how can we understand it without the English language. Mastering the English language is compulsory for our people if we want to increase our nation. Our nation needs the smart people who master science and technology and they need English. Mastering science and technology is the single way to make Indonesia same with the other nation.

Indonesia as a nation is aware of the important of English. It can be proved by seeing the education material that applying English for all level of education in Indonesia. English is taught as a compulsory subject for all level of education, elementary school until university. Elementary to university is too long time for learning English. If the most of Indonesia people study until SMU level, it means that they have learned English minimally six years. Six years is a long time for learning English but the fields said different most of the people who have graduated from SMU level just learning English but the result was not significant. They can't speak,

read, and write English well. Based on the curriculum, the objective to learn English is to make the students are able to communicate to use English for speaking, reading, writing, and to understand it if they listen it. This objective looks so simple but too difficult in real. It can be proved by checking it up directly in field. How many percent of our student in a class can speak English? Can they write English? Is it easy for them to understand the English text? Can they give respond in English if they get English? In short we can say that how many percent of our student in a class or in the school can communicate in English?

The class situation emphasize on oral communication or speaking in English. In teaching learning process the interaction between the teacher and students uses English as a language in the class. Both of the teacher and students are active to use it. The students are not just being the good listener but also being the partner of the teacher to talk. The field says different most of the teaching learning process that happens in the class does not indicate that the ideal condition to learn English. The process is dominated by the teacher. The communication among of them uses Indonesia language. The learner just listens and keeps silent. It was not clear the differences of teaching among of the skills because the teacher uses a certain technique for teaching all of the skills. Sometime the process of teaching is not match with the skills that taught because the scenario that happens in the class does not indicate to the skill itself. They teach speaking but in the process they teach reading. They read text and answer the question based on the text.

Mastering English means mastering the communication in English. The communication ability is the measure to state somebody mastering English or not. The other people will consider that you are ok in English if you can use the English itself in real. They will not care to how much material that you have learnt, how long time you have learnt it, or your degree. They just know that you can speak in English or not, you can read English or not, or you can write English or not.

If we talk about communication as a measure, the longtime of learning is not compulsory to trough. The student who learns English in long time will not be considered better than the student who learns English shorter or the opposite but the student who can communicate in English will be better although he learn it just in the

short time. To learn English in long time is nothing if we can't use it but how to be able to communicate in English in the short time that is the question.

Most of students want to be able to communicate in English and this motivation is needed in the process of learning English. We will not require so much from the students. Just the single one that we need from them is their enthusiastic to learn. Enthusiastic in this case means their motivation that comes from their deep curiosity to master the English. The motivation will make our learner to involve themselves in the process of learning. The function of Students in learning is just the object that will be taught and trained. They just come with their know nothing about the English and with their enthusiastic.

Their enthusiastic is sometime changed in the process when they learn it. Their curiosity will not be supported with the process in which they are involved. Most of the cases found in the field indicated that the teacher failed to satisfy the enthusiastic of students in learning English easily. The teacher come just transferring the material based on the syllabus without considering the student's condition and need. They just come to finish the syllabus material without thinking about the result oriented. They will not care that the student can communicate or not. It can be proved by comparing the communication ability for SMP level with SMU level. Both of them have gotten the different material but the result was same. Most of them couldn't communicate in English. They couldn't speak, read, and write English well.

The wrong treatment will give harmful effect to the learner. That wrong treatment will make the learner to get syndrome. They will consider that the English is difficult and feel boring to learn it. The effect of this will be worst when they hate the English and they will not come to the class again.

The effect will be back to the teacher also. When the teacher comes to the class, he gets problem to deliver the material because the student lack of motivation. They just come to the class but they didn't pay attention to the teacher's explanation. They don't care about the English material. They just sit and silent along the teaching learning process. This situation usually influences the teacher in teaching. They will come to the class just teaching. So they will not care to the result that the student

understands or not, the teacher is not creative again but sensitive. They will be easy to get angry to their student. The last effect of this the teacher fell lazy to teach English.

Just teaching without thinking the good result of the teaching learning process are frustration and sin. Teaching is sin without the goodness because the value and the objective of education are to give beneficial or the goodness to the teacher and to the learner. If there is no beneficial, it means that there is something wrong in the process of teaching itself.

The Syllabus that used by the teacher was created centralistic without considering the characteristic of the learner in different location. As we know that our students here are different with the student in the other places, we need a syllabus that created on the students' need and it must be contented by a priority skill, material, and technique.

We have to choose a priority skill to teach. The skill that taught must be the priority skill. The teachers have to choose one of the four skills and it is taught separately. The skills that is taught integrated usually fail because each of the skills it selves are taught with the different techniques. Speaking skill must be taught by using the techniques that fix with speaking skill. Reading skill must be taught by using appropriate technique for reading. Writing and listening must also be taught by the technique that fix with them and it may not use a technique that fix with the other skills. Noam Chomsky said that there are four skills in language and we will fail to learn it if we learn the four skills it selves in the same time.

The English material in learning is a priority when we learn it. Without the English material of learning, we will learn nothing. The teacher will just come to the class wasting the time because without material is not teaching. The teacher will come to the class with no target that he wants to get. For the student the English material is important and then it will be more important if they can realize all of the English material in real communication.

Teaching is helping. The teacher should come to the class and give their best to the student. Because he gives a priority material that is needed by the student by using an effective technique, the teacher has to know who their students are. The material that should be given to the student in the teaching learning process must be started with the easier material to the hard one. Noam Chomsky said that we have to choose a priority skill and start it with the similarity with our own language. The similarity of our language with the foreign language will support us to acquire the foreign language. To start our learning with the similarity of both of the languages, our language and foreign language is an easy material and the effective technique that is employed by the teacher has to be easier for the student to understand those materials.

The students have to feel that the English material is easy along the time of learning. The second meeting must be easier than the first meeting and soon. By the time the English must be easier for them because they have previous understanding of English in the beginning. Their previous understandings have to support them to master the following material. If they feel it more difficult, it means that their previous understanding is junk and it may not happen in the English teaching learning process. If the material is felt more difficult, it indicates that there is something wrong in the process of teaching.

The teaching learning process will be more beneficial if we can create a system of learning that serves the English material but on the other side offering the solution for the degradation of moral in this era. The target of National education in this era is not only to master the language itself but also to increase the grade of Indonesians' quality of mental orders and spiritual orders. The degradation of moral also spreads to the students. The engagement of students' fighting among other students often happens. Every day we are served the information of murder, prostitutions, human trafficking, corruption, and many others.

This research emphasizes on reading skill. It tries to raise the students' reading skill and more in the same time along the process.

### **The Specific Purpose Of This Study**

The purpose of this research is to find out to what extent that the English texts that included in affective value effective in teaching reading. Reading is one of the compulsory subjects that should be programmed by our learner. It is one of the skills that should be mastered by our learner to pass from university besides this reading ability is an icon for the learner who choose English department. The people will be able to differentiate the English learner with the other learner who chooses the other department by knowing their reading. Reading ability can be used as a parameter for the people to consider that our university product or our learners are successful or not. It caused of those the university has to give a serious attention to this subject.

Ideally all of the English learner must be able to read English fluently but the field says different most of them got problem to learn it. They confuse to learn it, what material that has to learn to start it, and how to learn it. Those problems influence our learners' ability directly. Those confuses of our learner have to be solved or it will give worst damage to themselves. They need to be out of those corners by offering The English text as an effective media of learning reading that consist of the affective value.

The teacher sometime also gets problem to teach reading subject but it does not mean that the teacher cannot understand English. They can understand the English text but what material that should be taught and how to teach that are something different. The teacher is needed to know the priority materials that will be given to their learner and how to convey it also. The lectures will not success to get the target that they want to get if they do not know the materials that needed. The capabilities of the teacher to state the material and to convey it influence the learners' ability also. This research tries to find out a solution for the teacher and student's problems in learning English reading by preparing The English texts that included in the affective value. This research tries to find out an effective media of English teaching especially for teaching reading for the students of SMA in East Lombok.

## **REVIEW OF LITERATURE**

### Reading

There are some reasons why reading is so crucial to be taught for the students. The first reason is because the students want to be able to read and understand an English text. Another reason is that reading can be used by the English teacher as a media to teach other language skills such as listening, speaking, and writing and also language elements such as vocabulary, pronunciation, and grammar.

Referring to the importance of reading, some experts define reading with different point of view. William (1996; p.11) defines reading as a process whereby one looks at and understands what has been written. In this case, reading is a process of obtaining meaning from written text. Then, Pressley states reading as a hierarchy of skills, from processing of individual letters and their associated sounds to word recognition to text-processing competencies

Davies (1995; p.1) states that reading is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.

Reading can be enjoyable activity when it is carried out efficiently. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. So, a person reads the reading materials depend on her or his goal.

Many experts have given their definition about what reading really means. According to Tarigan (2008; p.7), reading is a process in which done by reader to get message or information from the writer through printed media. Meanwhile Finochiaro and Bonomo (2008; p.9) said that reading is bringing meaning to and getting meaning from printed or written material, getting and comprehending the meaning in written material.



Reading is also an experience; it can enlarge the understanding concepts and extend an individual's experience vicariously. To unite various concept of reading, the writer representing what experts had been defined about this respect. Harmer (1991; p.90), reading is an exercise dominated by the eyes and the brain. Then, George Pappies (2008) also stated that reading is predominately a visual thinking skill utilizing the eyes and higher material process. Meanwhile Mifflin (1997) stated that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

Based on definitions above, it can be concluded that reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

There are two kinds of reading such as Intensive Reading and extensive reading. According to Nuttal (2010; p.9) intensive reading involves approaching the text under the close guidance of the teacher, or under the guidance of a task which forces the students to pay great attention to the text. The aim of intensive reading is to arrive at profound and detailed understanding of the text, not only what it means, but also how there is produced.

Intensive reading is an accurate study of a text that is conducted in a classroom. This consisted of the students worked through a relatively short passage under the teacher's supervision and examination.

Extensive reading means reading widely. That is why, this type is usually done out of the class. In this case, the teacher gives assignment to their students who have understood the assignments.

According to Heaton (1997; p.10), the extensive reading is hole articles, chapter, and book (usually simplified readers) are used for extensive reading practice which is selected slightly below the language attainment level of the students using it.

### The Affective Value

Manser (1995; p.7) translate the word affective as feeling of fondness, love. The word affective interpreted as something related with feeling such as feeling of love, fear, scare, timid, tarried, anxious, etc. Meanwhile, Al-Barry (1994; p.9) stated that affective is a feeling of devotion. Manser (1995; p.7) stated that value are the quality of being useful or important, or high moral in principle.

In pedagogic term, the affective capability has a significant function to grow up students to be good students. Arrifin (1994; p.118) stated that affective interlace with attitudes, feeling, value, interest, and appreciation. The affective ability can be developed by envisaging the value and norm of life belong to religion values through the internalization process or transformation to students' life. In this affective domain, the values of religion have crucial function because the essential of religion is as the guidance of human life.

## **METHOD**

In this chapter discusses about research design, population and sample, research instrument, technique of data collection and technique of data analysis.

The method that used in this study was a true-experimental method. It involved the use of two groups that are experimental and control groups (Arikunto, 2006: 86). In this case, the researcher investigated and analyzed about the ability of students in reading which were taught by using the English text that included in affective value. Meanwhile, the students which were taught by using the English text that included in affective value was assigned as experimental group and the students were taught by using the conventional text was assigned as control group. This design was used in order to be easier to solve the problems, even in testing the hypothesis. Referring to the above problem, the researcher used pre and post-test design.

The population and sample of the study were taken from SMA NW Pancor in the school years 2010-2011. Related to the technique in taking sample, the researcher used lottery to decide which classes would be chosen as experimental and control group. As a result, class X1 was chosen as experimental group and class X2 was chosen as control group.

Collecting the data in this study, the researcher took the data from pre-test and post test. Pre-test was administered to the subject before applying the English text that included in the affective value in teaching reading, meanwhile post-test was administered after applying the English text that included in the affective value in teaching reading. The researcher used three steps as follow:

The pre-test was administered before the researcher using the English text that included in the affective value in teaching reading, it was aimed to know the English students knowledge especially in reading comprehension for experimental and control group.

The researcher treated the students by applying the English text that included in the affective value as media in teaching reading for experimental group. For control group the researcher used the conventional texts in teaching reading. That treatment was done twice a week.

This test was administered after applying treatment. The purpose of this step was to know English students' achievement after using the English text that included in the affective value as media (improve or not) or to know the students' interesting and enthusiasm, especially in learning reading by using the English text that included in the affective value as media .

This part discusses about description of data analysis and hypothesis testing. The technique of data analysis was done by using descriptive statistics, the statistic included: ideal mean score (Mi), and the ideal standard deviation (SDi). For necessity in categorizing data, the formulas used in determining ideal mean score was  $(Mi) = \frac{1}{2} \times (\text{maximum ideal score} + \text{minimum ideal score})$ , and ideal standard

deviation (SDi) =  $1/6 \times (\text{maximum ideal score} - \text{minimum ideal score})$ , the convention table in categories as follows:

$Mi + 1 SDi$  to  $Mi + 3 SDi$  = high

$Mi - 1 SDi$  to  $<Mi + 1 SDi$  = average

$Mi - 3 SDi$  to  $<Mi - 1 SDi$  = low

*Notes :*

$MI = \frac{1}{2} \times \text{max. Ideal score} + \text{Min Ideal Score}$

$SDI = \frac{1}{6} \times \text{max. Ideal Score} - \text{Min Ideal Score}$

(Nurkencana and Sumartana, 1996: 89)

## **RESULTS AND DISCUSSION**

Based on the gained data for experimental group on pre-test, the lowest score was 8 and the highest score was 16. While in the post-test, the lowest score was 13 and the highest score were 19. For the control group in the pre-test obtained the lowest score was 10 and the highest score was 16. While in the post-test gained the lowest and the highest score were 10 and 17.

Then, the results of calculation of the data were the mean score of experimental group in pre and post test were 12.87 and 16.06, while, for control group in pre and post test were 13.09 and 14.

To investigate the result of the English text that included in the affective values as media in comprehending reading text, the researcher used statistics descriptive for the categories in which consist of the Ideal Maximum Score (SMi) was 20 and the ideal Minimum Score was 0. So, the Ideal Mean Score (Mi) gained was  $(M) = \frac{1}{2} \times$

$(20+0) = 10$  and the Ideal standard Deviation (SDi) was  $(SD) = 1/6 \times (20-0) = 3.33$

(Appendix 6)

The categories gained after calculating into the standard categories were as follows:

$M_i + 1 SD_i$  to  $M_i + 3 SD_i$  = high

$10 + 1 (3.33)$  to  $10 + 3 (3.33)$

13 to 20

$M_i - 1 SD_i$  to  $<M_i + 1 SD_i$  = average

$10 - 1 (3.33)$  to  $<10 + 1(3.33)$

7 to  $< 13$

$M_i - 3 SD_i$  to  $<M_i - 1 SD_i$  = low

$10 - 3 (3.33)$  to  $<10 - 1 (3.33)$

0.01 to  $< 7$

Furthermore, the mean score which was obtained in this investigation for experimental group in pre and post-test were 12.87 and 16.06, while, the control group in pre and post-test were 13.09 and 14. After consulting with the above standard categories, for experimental pre-test was included average category rank and in post-test was high category rank. Meanwhile, the control group in pre-test was average category and post-test was average category rank.

The t-test was used to know the difference between the two means. This statistical analysis was used to test the hypothesis. The null hypothesis of this study is that the means of both groups were not significantly different.

The obtained t-value was 6.18, whereas, at the t-table for significant with 60 degree of freedom at 0,05 level of significant was 2.00. The obtained t-value of 6.18 was

higher than 2.00, hence could be marked significant. So, the null hypothesis was rejected and the alternative hypothesis was accepted. So, the English text that included in the affective values as media was effective in teaching reading and the treatment group was better than the control group.

Before concluding the result of this study, this part discussed about the result of investigation. There were significantly difference achievements of experimental and the control group in comprehending reading text. It could be seen on their gained mean score of post-test. The mean score of experimental group was better than control one. It clearly indicated that the students of experimental group did the test much better than the students of control one, since the materials of the test have been presented to the two groups by the same teacher and in the same length of the time. The instructional activities were only distinguished by the media applied. For the experimental group applied the English text that included in the affective values as media and for the control only used the conventional text. Tentatively, this finding led us to say that the treatment given to the experimental group was successful.

The computation of the significantly different of the mean score of the two groups resulted on the post-test; they were 16.06 for experimental group and 14 for control group. The significantly different was also proven by the hypothesis testing result that was 6.18. This figure was then consulted to value of the t-table with df (degree of freedom) was 60 at the confidence limit of 0,05 was 2.00. After distinguishing the both t-value, so t-test greater than t-table with indicating were not significantly difference. It means that after the treatment by using The English text that included

in the affective values as media there was a positively significant change in the learning reading text.

## **CONCLUSION**

Based on the data analysis and the discussion above, the researcher finally came forward to the conclusion: Using the text that included in the affective value is better than using the conventional text in teaching reading at tenth grades of SMA NW Pancor in the school year 2012-2013. It was found out that the t-test was 6,18 and compared with t-table of degree of freedom was 60 at the confidence limited on 0,05 was 2,00. It was shown that the correlation of the two mean scores were significant. Based on the computation it could be confirmed that null hypothesis (Ho) was clearly rejected, therefore, the alternative hypothesis (Ha) definitely accepted. English text that included in the affective values as media in learning reading text give much greater change in students' achievement than without English text that included in the affective values as media. In other words, English text that included in the affective values as media was significant effective towards students reading.

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