ABSTRACT

This research aims to know whether using Phrase Breaking in learning English improve students’ reading skill in reading comprehension and to describe how Phrase Breaking Technique improve the students’ reading comprehension at the second grade students of SMP Kanisius 1 Surakarta. In this research, the researchers conducted two cycles. In each cycle there were two meetings and one test. Each cycle consisted of identifying the problem, planning the action, implementing the action, observing, reflecting and revising the plan. In analyzing the data, the researcher used qualitative and quantitative data. In qualitative data, the researcher used interview, observation, questionnaire and documentation. In quantitative data, the researcher used pre-test, post-test 1 and post-test 2. Based on the result of the study, there are some improvements in the students’ reading comprehension. It can be proven by the increasing of mean score from pre-test until post-test 1 and post-test 2. The mean score of pre-test was 56.51, the mean score of post-test 1 was 64.90 and the mean score of post-test 2 was 75.41. It can be concluded that phrase breaking in the students’ result of study, behavior and situation when they were studying in class after the researcher conducting the action. The students can read in English better. The students read using right pronunciation, and get a new vocabulary. They read English more fluently. They enjoy the teaching and learning process, the students are also more active and enthusiasm. The researcher concludes that Phrase Breaking Technique can improve the students’ reading comprehension and an alternative method to teach reading skill. Therefore, Phrase Breaking Technique can be used as a great technique in teaching and learning reading comprehension.

Keywords: Reading Comprehension, Action Research, Phrase Breaking
INTRODUCTION

English is an international language. As an international language, it is used in many aspects of life such as politics, economy, technology, education, culture, etc. In education, in teaching learning process of English, students are to be able to master all of skills of language. In English, there are four basic skills. They are, listening, speaking, reading, and writing and students are expected to be able to communicate in English both orally and written. According to Williams (1996: 11) reading is a process of obtaining meaning from written text. Readers carry out knowledge of the writing system, knowledge of the language, and the ability to interpret meaning from a text. The similar definition stated by Nunan (1998: 33) that reading is a process of decoding written symbols, working from a smaller unit (individual letters) to larger ones (words, clauses, and sentences).

Based on the pre-research conducted in the eighth grade students of SMP Kanisius 1 Surakarta especially in class VIII B, the researcher found that the students have difficulties in reading skill when they were learning English such as: (1) the students had low motivation in learning English especially in reading, it was because they were not interested in learning English and they believed that English was one of difficult subjects to be learnt; (2) speech, most of them still wrong in pronunciation and intonation when they spoke or read a text. They often read as Indonesian and automatically it was difficult for them to understand or comprehend the content of the text; (3) the students were still lack of vocabulary mastery and they had difficulties in finding the main idea, detail information of the text, synonym, and references in the text.

Based on the reasons above, the researcher interested in implementing a Phrase Breaking Technique by Steve Peha through TTMS (Teaching That Makes Senses), which can enhance students’ reading comprehension for second grade at MP Kanisius 1 Surakarta. By this technique, students will confidence in reading and they will have courage to perform their reading in front of the class. For the teacher, it can be used to develop the teaching and learning techniques in reading skill innovatively so that the learning quality will improve.
According to Steve Peha by Teaching That Makes Sense (TTMS), (2010), the single most effective strategy for improving reading comprehension is something he calls “phrase breaking.” Phrasing is the process of breaking sentences into smaller groups of words that go together according to their grammar. Most of us do this naturally when we read. It is the source of that smooth and satisfying flow we call fluency in reading. Without the ability to phrase, their fluency is stunted. This makes reading difficult because fluency is a key component of automatic decoding, a direct precursor of comprehension, and a great source of the enjoyment that comes from working with words. We use Phrase Breaking when; (1) having trouble decoding words. Stumbling over a word will hinder your fluency by interrupting the normal rhythm and flow of your reading; (2) having trouble with new vocabulary; (3) need very detailed comprehension. If you're reading something complicated and you need to be 100% certain about what it means, careful phrase breaking is the most effective way to reach your goal. Phrase breaking like this may seem foreign to most readers or students, but actually it's a normal thing we do all the time — just not always when we read from a book. There are steps used in phrase breaking:

a. Tuck the little words into the bigger ones.

Notice that each phrase starts with a "little" word ("I", "to", "of", "and", "for"). These kinds of words often signal the beginnings of phrases. Larger words often come at the end.

Take a look at this well-known text:

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands one Nation under God indivisible with liberty and justice for all.
We don't read it that way, we read it like this:

I pledge allegiance / to the Flag / of the United States of America / and to the Republic / for which it stands / one Nation / under God / indivisible / with liberty and justice for all.

The larger words come at the end are "allegiance", "flag", "America", "republic", "stands", "Nation"

b. Break phrases into groups of three to six words.

Occasionally, you will break for a one- or two-word phrase, and once in a while you have to go to seven or even eight. But even these longer phrases can be broken down into shorter ones. In general, a "phrase" as I'm using the term here is a very short group of words.

Take a look at this text taken from book of Harry Potter and the Sorcerer's Stone.

"Transfiguration is some of the most complex and dangerous magic you will learn at Hogwarts," she said. "Anyone messing around in my class will leave and not come back. You have been warned" (Rowling, 134).

The break sentence is:

Transfiguration is some of the most complex and dangerous magic you will learn at Hogwarts, she said
Anyone messing around in my class will leave and not come back.
You have been warned

And the phrase breaking is

"Transfiguration / is some of the most complex / and dangerous magic / you will learn at Hogwarts,"/ she said. / Anyone messing around in my class / will leave and not come back. / You have been warned."/
c. Pause slightly between phrases regardless of other punctuation.

Everybody knows to pause when we see punctuation, but most people don't know that they should also pause just slightly when come to the end of a phrase. After all, putting a slight break between phrases is the whole idea

METHODOLOGY

The research was conducted at SMP Kanisius 1 Surakarta, which is located at Jl. Sugiyopranoto No 7 Surakarta. The subject of the research was the second grade students especially class VIIB and consisting 31 students. It involved 11 females and 20 males

Method

A Classroom Action Research was applied to answer the research question. According to Burns (2010: 2) action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts. According to Kemmis and McTaggart (Burns, 2010: 9), who are major authors in this field, AR typically involves four broad phases in a cycle of research and each cycle included planning (plan), action (action), observation (observation), and reflection (reflection). The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. The purpose of the research is to gain understanding of teaching and learning within one classroom and to solve the problems, in this case, the students’ difficulties in learning English especially in reading.
Data Collection and Analysis

In this research, the researcher used qualitative and quantitative data analysis to analyzing the data. For the qualitative data analysis, the researcher used:

a. Collecting Data

In collecting data, it consists of test and non test. For the test, there are pre-test and post test. Pre-test is test to quantify the knowledge attained in the class from a group of students with diverse learning styles and educational backgrounds. More specifically, the tests indicate how the students are learning in the course. The data will target students requiring extra help and will identify teaching and learning methods that need to be changed or developed. Pre-test must be administered when a student has some relevant knowledge on the course topic and not without any knowledge. Post-test

Post-test, according to Brown (2004 : 3), test is a method of measuring ability, knowledge, or performance in a given domain. The test that will be used in this research is post test and non test. Based on the theory, the test will be conducted in any types. The type of the test is pre-test and post-test. The pre-test will be examined in the first meeting to know how much their knowledge about English reading skill and the next meeting will be post-tests to improve their ability in each meeting. The researcher used kind of test of reading by using oral test. Every students were supposed to do each test orally.

For non Test, there are observation, interview and document. Observation is suggested a way to gather all information about teaching (Richards and Lockhart: 1999). In this research, observation took all patterns of the students’ condition and achievement during the learning process in the classroom. The researcher conducted observation in the pre-research stage. Interview in classroom action research takes three forms: it can occur between teacher and students, observer and students, observer and teacher. Document is a method of collecting data that uses to save all of information among the research. It was taken in each activities of students in the class. It
is usually complete with the photos/pictures and videos to support the activities of the research in a class.

b. Analyzing Data

1. Qualitative Data Analysis

   The researcher used interactive model of data analysis.

   a. Data Reduction.

   It refers to the process of assembling the data. This refers to the process whereby the mass of qualitative data you may obtain interview transcripts, field notes, observations etc. Is reduced and organised, for example coding, writing summaries, discarding irrelevant data and so on.

   b. Data Display.

   It is an activity organized, compressed assembly of information that permits conclusion drawing and action. To draw conclusions from the mass of data, Miles and Huberman suggest that a good display of data, in the form of tables, charts, networks and other graphical formats is essential. This is a continual process, rather than just one to be carried out at the end of the data collection.

   c. Conclusion Drawing and Verification

   ![Diagram of data analysis process](image-url)

   Figure 3.2. The components in analyzing data by Miles and Huber (1994: 12)
For the quantitative data analysis the researcher used formula of pre-test and post-test used in analyzing the data are as follows:

a) The mean of the pre-test and the post-test can be calculated with the formula:

\[ \bar{X} = \frac{\sum X}{N} \quad \bar{Y} = \frac{\sum Y}{N} \]

Where:

- \( \bar{X} \) = means of pre-test score
- \( \bar{Y} \) = means of post-test score
- \( N \) = the number of students

b) The t-value can be calculated with the formulas is stated for:

\[ t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N(N-1)}}} \]

Where:

- \( t \) = the t-value for non-independent (correlated) means
- \( D \) = the difference between the paired score
- \( \bar{D} \) = the mean of the differences
- \( \sum D^2 \) = the sum of the squared score difference
- \( N \) = the number of pairs

(Ary, Jacobs, and Razavieh, 1979: 155-165)
RESULT AND DISCUSSION

Pretest was held on Tuesday, April 26th, 2016 in class VIIIIB of SMP Kanisius 1 Surakarta. In pre-test, the students were asked to answer the questions which consisted of 50 questions based on the text. The purpose of the test was to measure the score of students’ reading skill. Based on the result of pre-test, the data showed that the mean score of pre-test was 56.51. But, the minimal score (KKM = Kriteria Ketuntasan Minimal) is 70. It was lower than KKM. Based on the result of pretest, the students’ reading skill was weak.

The post-test 1 was conducted on Monday, May 16th, 2016 at 07.45 a.m to 09.45 a.m. After the researcher had done implement the method by giving phrase breaking technique for cycle one, the researcher gave the post-test 1. The researcher explained to the students how to do post-test 1. Just like in Pre-Test, the students were given 50 questions and there were about 10 different narrative texts with different theme. All the narrative texts was about fable story. The aim of post-test 1 was to know is there any improvement in students’ reading skill. The mean of the Post-Test 1 is 64.90. It was higher than pre-test (56.51) but it was still lower than the minimal score (KKM= Kriteria Ketuntasan Minimal) which is 70. Because of that, the researcher conducted cycle 2.

The researcher conducted post-test 2 on Thursday, May 26th, 2016 at 07.45 a.m to 09.45 a.m. After the researcher had done implement by giving phrase breaking technique for cycle two, the researcher gave the post-test 2. The researcher explained to the students how to do post-test 2. Just like in previous test, the students were given 50 questions and there were about 10 different narrative texts with different theme. The mean score of the Post-Test 2 was 75.41. It was higher than (KKM= Kriteria Ketuntasan Minimal) which is 70. So, the students’ score were achieved.

The researcher discusses about the students’ responses and their skill in teaching learning reading narrative text using Phrase Breaking Technique and the problems during the research. The class was fun, the students were more active and could understand the text easier after they used Phrase Breaking Technique.
The implementation of Phrase Breaking Technique was successful to improve the students’ reading comprehension significantly based on the result of first and second cycle. The result of improvement of the students can be seen on the result table as follows:

<table>
<thead>
<tr>
<th>Mean of Pre-Test</th>
<th>Mean of Post-Test 1</th>
<th>Mean of Post-Test 2</th>
<th>t-value of cycle 1</th>
<th>t-value of cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>56,51</td>
<td>64,90</td>
<td>75,41</td>
<td>7,32</td>
<td>11,92</td>
</tr>
</tbody>
</table>

*Table 4.1 Result of the Research*

From the table above, it can be said that the mean score of the post-test 1 (64,90) has significantly improved from pre-test (56,51). While the mean score of post-test 2 (75,41) has increased from post-test 1 (56,51).

Based on the analysis using t-test, the result between pre-test and post-test 1 was 7,32. It means that there were significance improvement which was describe before in learning of reading comprehension through Phrase Breaking Technique. And the result of analysis using t-test between post-test 1 and post-test 2 was 11,92. It means that there were significance from learning of reading comprehension through Phrase Breaking Technique in post-test 1 and post-test 2.

The table shows the improvement of the students’ scores. Phrase Breaking Technique was suitable for teaching learning process.

**CONCLUSION**

Based on the result of this Action Research, the researcher can concludes that the use of Phrase Breaking Technique in reading comprehension on Narrative Text at VIII B students of SMP Kanisius 1 Surakarta in 2015/2016 academic years was successful, the conclusions are as follows:

1. The method of phrase breaking technique can improve the students’ reading skill in reading comprehension on narrative text. It could be shown that the students can read well, focus, and understood more about narrative text. The improvement of the students’ reading comprehension
can be proven by mean score from pre-test, post-test 1 and post-test 2. After conducting the cycle 1, their mean score in post-test 1 (64.90) was higher than the mean of pre-test (56.51). Then after conducting cycle 2, their mean score in the post-test 2 (75.41) increased highly from the mean of post-test 1 (64.90). It meant that the students in reading comprehension is getting improvement and progress through Phrase Breaking Technique.

2. There is significant difference between the teaching and learning process in the class using Phrase Breaking Technique. The first class observed at pre research, the students were getting bored. They just keep silent when the teacher asked them to answer teachers’ question. The class situation was very monotonous. After the researcher conducting the teaching and learning process through phrase breaking technique, the class became more living and interesting. During reading class, the students are more enthusiastic and motivated to learn reading. They more active and focus in joining the class. They give more attention to the researcher’s explanation and instruction. Therefore, the students understand more about the material and the technique discussed.

3. By using the Phrase Breaking Technique, students more active and focus in the class. They feel comfort and confidence in reading a text, easier to find the main idea, specific information, the meaning of difficult words and should become active participants in English class and they are not scared in asking questions during teaching and learning process.
REFERENCES

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